

**Program Fact Sheet**

**Self Study Year**

2018-2019

**1. Title of Degree**

Master Of Public Administration

**2. Organizational Relationship of the Program to the Institution**

In a Department of Public Administration

**3. Geographic Arrangement Program Delivery**

Main Campus

**4. Mode of Program Delivery (check all that apply)**

In Person Instruction with online coursework available

In Person Instruction

**5. Number of Students in Degree Program (Total, Fall of Self Study Year)**

76

**6. Ratio of Total Students to Full Time Nucleus Faculty**

5.40

**7. Number of Semester Credit Hours Required to Complete the Program**

40

**9. List of Specializations**

Other (Please specify)

**Specialization List Other**

Program Requires 60 Quarter Credit Hours - Equivalent to 40 semester hours.

Specializations:

Global Leadership and Management

Human Resource Management

Local Government

Natural Resources Policy and Administration

Nonprofit Management

**10. Mission Statement**

The Department of Public Administration at Portland State University is dedicated to preparing individuals to practice ethical, competent and effective public service in a range of roles in policy, management, and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship and encouraging reflection as we develop and work with leaders and professionals representing diverse communities across all domains of public service.

**11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year) Other (please specify)**

**Other Academic Calendar Year**

Fall, Winter, Spring, Summer

**12. Language of Instruction**

English

\*To calculate the Ratio of Total Students to Full-Time Nucleus Faculty , divide the program's total number Students enrolled in the program by the total number of Full-Time Nucleus Faculty. For example, for a program with 20 nucleus faculty and 156 students, the ratio would be 7.8.

## Preconditions

### Preconditions for Accreditation Review

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

#### 1. Program Eligibility

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

#### 2. Public Service Values

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

#### 3. Primary Focus

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

#### 4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from

accreditation so long as they meet the criteria of an accredited graduate degree.

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

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

<b>Please verify this program is a member of NASPAA</b>	Yes
<b>Is the program at an institution accredited by a U.S. national or regional accrediting body?</b>	Yes

<b>If Yes,</b>	
<b>Provide name of accreditor.</b>	Northwest Commission on Colleges and Universities (NWCCU)
<b>List year of most recent recognition.</b>	2015

<b>If no,</b>
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<b>If the program is located outside the United States:</b>
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<b>Public Values</b>
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<b>Primary Focus</b>
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**Special Note for Programs with Multiple Modalities within a single degree:**

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

<b>Is the entire degree devoted to executive education?</b>	No
<b>Does Exec Ed exist as a track within the degree to be reviewed?</b>	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.**

The Executive MPA offered by the Department of Public Administration is a degree distinct from the MPA and MPA:HA. The Executive MPA is administrated in collaboration with the Center for Public Service, with different tuition structure, targeting a different student population. It seeks to serve mid-career and advanced-career public service professionals with a minimum of 10 years of career-related experience. The program is designed and delivered in a cohort model with classes meeting one Saturday a month for approximately two years. It is a 45 credit hour degree program with a curriculum sequenced to meet the needs of this target population. Because it is a distinct degree, it is undergoing a simultaneous, but separate accreditation process. See the Executive MPA SSR for more details.

**Mode of Program Delivery**

**Mode of Program Delivery**

In Person Instruction with online coursework available

**Remote Sites and Locations**

**Does the program offer courses at remote sites and locations?** Yes

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

We offer several field-based courses, but they all have an on-campus component that precedes the field experience. Recent field-based courses have been in Oaxaca, Mexico, Cuba, Vietnam, Japan and Washington, D.C.  
We offer an occasional course online to explore student receptivity to new forms of delivery, but this is rare and students can get very little of their degree through online delivery.

## Standard 1. Managing the Program Strategically

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

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

#### *Self-Study Instructions:*

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process 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:

### 1.1.1 - 1.1.3

#### **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)**

The Department of Public Administration at Portland State University is dedicated to preparing individuals to practice ethical, competent and effective public service in a range of roles in policy, management, and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship and encouraging reflection as we develop and work with leaders and professionals representing diverse communities across all domains of public service.

Adopted 11/28/2011 reviewed and revised 9/21/2018

#### **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 relevant stakeholders are involved in the mission development and review process, detailing their explicit responsibilities and involvement. (Unlimited)**

As part of preparation for our NASPAA re-accreditation, at the September 2018 (annual) faculty retreat, the PA faculty reviewed its mission and vision statement. Faculty agreed that the core of the program mission and vision has not changed since its adoption on November 28, 2011. Some minor changes in the wording took place, such as changing the naming of the unit from "Division" to "Department," reflecting the change in the status of the unit in 2016. Where appropriate, emphasis

on the nonprofit sector was added.

The Department mission and vision reflects the faculty and program philosophy. These guide the MPA and MPA:HA program structures and activities, and form the basis of the developing MPA and MPA:HA instruction and evaluation system. In reviewing the mission and vision statements, PA faculty affirmed that developing a diverse pool of individuals as ethical, competent servant leaders through community engagement activities, engaged scholarship and reflective practice is our core mission. We strive to attain this mission by placing emphasis on theory to practice application, on how practice helps to build theory, in our course instruction, in our scholarship, in community engagement, and in other academic activities. In our faculty's promotion and tenure review, faculty members are encouraged to review their work in light of our mission and vision, and address how their instructional work, scholarship and community engagement activities align with the departmental mission and vision.

Faculty also agreed to use the tag line "Making a difference together through public service" in our email signature, and wherever appropriate. The intent is to capture our mission, vision and core values in a succinct manner; to remind ourselves of our mission and vision in our decision-making process; and to convey to the community not just who we are and whom we intend to serve, but most importantly how we do what we do.

During the 2018-2019 self-study year, the faculty developed a set of PA Department Advisory Board task and issue charges, and we then reconstituted the PA Department Advisory Board. The PA Department formulated a 26-member Advisory Council in early 2012; however, the Council became inactive after 2014. When the list of old Advisory Council members was reviewed, we noted that there had been many retirements in both public and nonprofit organizations, and that new leaders have emerged. The PA faculty members agreed to revisit the task and issue charges for the advisory group, rename it as the Advisory Board, and recruit new members. After soliciting nominations from faculty members for new Advisory Board members, the PA Department Chair contacted the nominees, and eight members who accepted the nomination were appointed to be on the PA Advisory Board.

In May 2019, the Advisory Board met and the new Board identified a Board Chair. We also shared the PA Department's mission and vision, provided information on the status of the Department, and solicited feedback from the board members. The board members noted the importance of clarifying to potential applicants and to community members the difference between the MPA and MPA:HA degrees versus the newer Master of Public Policy (MPP) degree that started in 2015. The board members also noted that the MPA and MPA:HA programs have been doing a good job in engaging students with the community and in helping them develop practical skills. They encouraged the Department to keep developing new and innovative approaches for students to develop skills for behavioral human interaction, project management, and incorporating equity, diversity and inclusion. Moving forward, the PA Advisory Board is scheduled to meet twice a year, once in Fall and once in Spring. (See appendix A for the PA Department Advisory Board Charges and Responsibilities.)

In addition to the PA Department Advisory Board, we have an Advisory Board for the Local Government Specialization. The board members represent City Mangers, Assistant City Managers, and some alumni who work for the local government in a leadership role. The Board meets on a quarterly basis, and provides feedback on our programing for the local government specialization. (See appendix B for Advisory board meeting agenda and minutes.)

Faculty are the stakeholders primarily involved in mission review and development. Advisory Board members, who include the employers of our graduates, also reviewed the mission statement.

Students are minimally involved, although during the series of student focus group discussions that took place during Winter 2019, we asked students what they see as our Department's core values and how they see these values reflected on our operation. This review of the mission and values is the first since the last review and adoption of the mission and value statement in 2011.

Dissemination of our mission and vision is done mainly via the PA Department homepage (<https://www.pdx.edu/hatfieldschool/vision-mission-and-values>) and the PA Student Handbook (<https://www.pdx.edu/hatfieldschool/degree-information#Handbook>). The mission statement has been incorporated into recruitment and publication materials.

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

The PA Department's vision is to be an agent of change to develop and enhance public service and nonprofit leadership through education, scholarship and service.

Building upon Portland State University's commitment to community-engagement, the PA Department is uniquely placed to prepare current and emergent leaders in local, regional, national and global communities.

We recognize that responses to contemporary problems require innovative approaches and alliances among governments, nonprofits and businesses, and encourage our faculty and students to engage in multidisciplinary and collaborative approaches to advance the public interest.

We aim to contribute to the integrity and effectiveness of the next generation of trusted public and nonprofit leaders and professionals.

**Standard 1.2**

***Standard 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 are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.3.

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

**Please link your program goals:**

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



The PA Department mission's purpose is to prepare individuals to practice ethical, competent and effective public service, and to improving the practice of public service. We do this by facilitating learning, community engagement, promoting scholarship, and encouraging reflective practice in diverse communities across all domains of public service. We hold the vision, collectively and individually, to be agents of change and leaders in our local, regional, national and global communities. We strive for community-engaged scholarship and service, and seek to engage in multidisciplinary and collaborative approaches to advancing the public interest.

The program goals set forth below are grounded in the Public Service Values described in 1.1.3. These values inform the approach we take in accomplishing each of the goals listed below. These values emphasize the constitutional tensions in the US system of democratic governance and reflect what the School of Government calls "Hatfield values".

The PA Department's four categories of program goals are:

1. Educate students for professional public service;
2. Advance knowledge through research and practice;
3. Provide service to the Department and institution, the public service profession, and our communities;
4. Advance public service leadership.

#### Goal 1: Educate students for professional public service

The PA Department mission, vision and values statements guide all activities in the instructional program. The Department's instructional program markets and recruits students with a passion for public service in the government, nonprofit and health sectors. The Department strives to develop a diverse pool of student applicants in gender, race, age, and educational and professional background. The Department faculty strives to make direct contact with interested students, and program alumni contribute to recruitment efforts through follow-up contacts.

Students admitted to the program work closely with their faculty advisor to craft an individualized program responsive to their interests, needs and professional goals. Instructional programs are structured around a set of ten required core courses, a diversity course requirement, skills courses, required specialization courses, and an organizational experience or case study.

Students are exposed to diversity, equity and inclusion content and issues in courses throughout their programs, but to ensure mastery of the diversity learning competency, the PA Department has instituted a requirement for all students to take a diversity course.

#### Goal 2: Advance knowledge through research and practice

Faculty are free to pursue research and scholarship in any topical area related to the practice of public policy, affairs, and administration. Our faculty members have been actively engaged in various research projects that involve topics such as diversity, equity and civil rights; local government administration and local government service configuration; sustainability in energy use and environmental resources; the role of nonprofit organizations; disaster preparedness and resilience.

#### Goal 3: Provide service to the PA Department and institution, the public service profession, and our communities

The PA Department faculty contributes extensive committee service to the College of Urban and Public Affairs and to the University. Many faculty members are members of public service professional associations. Faculty provide critical leadership, program development, and participation in these associations (e.g. ASPA Cascade Chapter). Several faculty members support the student chapters of public service professional organizations (e.g. ICMA student chapter). Student participation in these organizations allows their attendance at annual professional conferences, which provides opportunities to meet directly and network with practitioners, and a chance to build contacts toward employment.

Goal 4: Advance public service leadership.

Through instructional activities, research, scholarship and community-engaged projects, the PA Department faculty provides support for public governance and leadership to communities facing complex issues and challenges. This involvement ranges from helping local governments define program services and organizational configurations; to staff support for state commissions developing cybersecurity programs for Oregon governments and nonprofits; to a series of international programs of professional exchange, executive leadership development, and leadership in cancer research and prevention. Public service and community engagement guides the PA Department faculty in all aspects of scholarship and service activities.

### Standard 1.3

***Standard 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). The logic model (or similar illustration) should be uploaded to Appendices tab.

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

#### **1.3.1 Please link your program performance outcomes**

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

To measure, monitor, explain and improve performance of our mission elements of instruction, scholarship and public service, the PA Department has developed an instructional Assessment Plan (see Appendix H), which is fully explained in Standard 5 of this report. To measure faculty performance on scholarship and public service, the Department also relies on College-level databases and on the University's faculty performance review system (i.e. promotion and tenure review, post-tenure review, non-tenure track faculty review and adjunct instructor review).

The Department uses the logic model in Appendix C to structure and define instruction system outcomes and performance assessment for the MPA, MPA:HA and the new MNL programs (the MNL is not seeking accreditation at this time). The components of the model enfold the mission, vision and values of the PA Department, program outputs, and short-term, mid-term and long-term outcomes. The PA Department mission, vision and values are listed as an independent input at the top of the program inputs column of the logic model. Other key inputs include staffing, student support, benefiting groups including students, partners and stakeholders, and knowledge/ expertise. The last input of knowledge/ expertise is especially important for vision and value transfer because it relates directly to curriculum materials and their selection.

Moving across the logic model, the PA Department then employs a series of activities to implement the instruction program. These include the operational functions of marketing and recruitment, course development and offering, degree specialization, advising and mentorship, professional development, the capstone/ case study experience, and community engagement. The Department faculty has refined the marketing and recruitment efforts to enhance the diversity of the student population and to increase the numbers of under-represented classes of potential students. Of the functions, course development and offering present the most direct vehicle to express the program mission, vision, and values.

Course development and assessment is structured by the program's ten learning competencies (c.f. Standard 5.1 Part A of this report), which have been carefully written to express public service values including ethical professional judgment and behavior, a responsiveness to diverse organizations and communities, and community-engaged participatory learning. The MPA and MNL use the same ten learning competencies, the MPA:HA program uses ten competencies with slightly modified language to reflect a focus on the health profession.

The logic model defines a column of Outputs and Key Performance Indicators (Outputs/ KPI), which acts as a performance dashboard for the instructional program. The primary theme of the mission is to prepare individuals for ethical, competent and effective public service. Several of the Output/KPI elements directly monitor performance for student professional development, including the number of student applications by type and the matriculation rate; course enrollments and evaluations; professional development activities; student retention and completion rates; and the number of community-engaged courses and activities.

The ten learning competencies provide the most direct expression of the program vision and values. These are represented in the logic model as Short-Term Outcomes. The faculty has determined that student mastery of all ten competencies is required for comprehensive development as an ethical, competent, engaged public servant. The ten competencies, which cross-walk with the five NASPAA

universal competencies are fully detailed and discussed in Standard 5.

The Mid-Term Outcomes and Long-Term Impacts columns in the logic model respond to the extensive and extended impacts of the MPA, MPA:HA and MNL programs on the student, employer and professional communities we serve. Assessment of these outcomes will involve alumni and employer surveys, a meta-analysis of survey and interview data over a long-term timeframe. The Department faculty has yet to fully develop and apply this group of assessment measures.

Faculty research is listed as an input to the instruction system (Input column) on the logic model. Much of the research, scholarship, and service consulting conducted by the faculty directly enriches course content and student learning by explaining emerging theory, relating scholarly debate and discussion, and sharing first-hand experiences of applied research and on-the-ground situations. Faculty register their research, scholarship publications, and service consulting project reports with the College Dean's office (CUPA), which maintains a database of faculty scholarship activities. The faculty tenure and post-tenure reviews evaluate scholarship production and quality.

The PA Department faculty will continue its scholarship efforts over the accreditation period and into the future with consideration to the dialogue of emerging theory, the needs of local government, nonprofit and health organizations, and the issues facing Oregon, the nation and international clients. Reflecting the faculty's current areas of expertise, scholarship into diversity issues and pay equity, local government governance and performance, nonprofit performance, and emergency preparedness and disaster resiliency will continue as topics for investigation and publication.

**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.**

Following the logic model in Appendix C, the PA Department has established processes for collecting the data and information used to gauge instructional system performance, and faculty performance on scholarship and service. The Department seeks to continuously improve its programs based on assessment results. The Department faculty and staff review the assessment results at the annual fall faculty retreat, and as needed to make necessary programmatic changes.

The PA Department has developed an instructional Assessment Plan for the MPA and MPA:HA degree programs (Appendix H), which will be further elaborated in Standard 5. The plan also covers the newly established Masters in Nonprofit Leadership (MNL) degree program, which is not proposed for accreditation at this time. The Assessment Plan strategy and data collection procedures reflect the relationships in the logic model, the PA Department's ten learning competencies, and our public service values. The Assessment Plan codifies current processes, procedures and practices; defines elements and modules of the assessment system under development; outlines system elements for future development; and defines schedules for learning competency comprehensive review.

To measure instructional performance, the PA Department currently collects the data needed to measure most of the outputs and key performance indicators (KPI) defined in the logic model. The Department is moving to extend collection and analysis to all Output/KPI measures.

To measure instructional performance on a short-term perspective (logic model Outcomes column), the Department assesses student progress toward mastery of the ten learning competencies at the program level. The Department has implemented program entry and program exit student self-assessment surveys to provide indirect data and evidence of student growth and competency mastery over their matriculation period. While a program exit survey has been administered since

Fall 2014, it is just recently in Fall 2018, that the Department identified a successful way to administer the program entry survey. We are waiting for sufficient academic years to elapse to be able to use the entry and exit assessment data in paired analysis at both the program and individual student level. To complement the indirect survey data, the Department is currently pilot testing the collection and analysis of graded student assignments and work as of direct evidence of competency mastery.

The Department produces a course-competency matrix that summarizes the specific selection of the learning competencies given attention in each course offered during an academic year (example of the course competency matrix is included toward the back of the instructional Assessment Plan in Appendix H). This matrix indicates the intended instructional coverage of the learning competencies during any one academic year. Assessment of the course-level performance in covering its selected competencies is done by the end-of-course student surveys. These surveys, combined with the course-competency matrix, provide information that allows the Department to assess program-level performance in covering the learning competencies. The PA Department is currently developing procedures to use direct evidence of student performance from the assessment of graded student work to validate and complement the end-of-course survey data.

Incorporation of the "diversity course" as one of the course requirements for MPA and MPA:HA students is one example of how assessment results have been used for our program improvements. Since the previous 2012 accreditation, the faculty became aware of a lack of coverage of the #3 Diversity competency. After reviewing the result of the assessment in 2014, the faculty established a diversity course requirement in the MPA and MPA:HA curricula. The review of the course competency matrices for FY 2018-19 and FY 2017-18 indicates that the diversity course requirement ensures that all students are receiving increased attention to diversity topics, which should increase mastery of the competency.

The PA Department has yet to develop assessment measures for Mid-term Outcomes and Long-term Impacts (logic model columns). This is a pending task for the Department. In the interim, the PA Department will continue holding regular sessions with the PA Department Advisory Board and with specialization-specific advisory groups, to obtain feedback on program graduates and program effectiveness. Additional detail on the design, implementation and results of the assessments systems is included under Standard 5 of this self-study report and in the Assessment Plan in Appendix H.

Data and information generated by the PA Department's assessment systems are managed by the Department staff under the direction of the Department Chair and the faculty Assessments Committee. The PA Department makes every effort to use the standing faculty working committees to evaluate course coverage and instructional performance. The Assessments Committee makes policy and assessment system design recommendations, and ensures that data collection is performed as intended. Program design, curriculum coverage and course content issues are addressed by the Curriculum Committee. The Curriculum Committee will be the faculty group with responsibilities for the development of recommendations for adjustments in the curriculum based on the assessment results. Curriculum Committee presents the curriculum-related recommendations to the full faculty for discussion and adoption at monthly faculty meetings.

Faculty productivity and instructional performance is assessed following review processes defined by the University. Faculty instructional, scholarship, and service performance is monitored and assessed through annual reviews for tenure track faculty, annual reviews for new non-tenure track (NTT) faculty, periodic reviews for adjunct faculty, and five-year reviews for tenured and continuous appointed non-tenure track faculty. The faculty members who are under review are responsible for

assembling the necessary materials that demonstrate their instructional, scholarship and service productivity. The information from the end-of-course survey results and student feedback are incorporated in a faculty member's review materials.

## Standard 2. Matching Governance with the Mission

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

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

#### **Indicate relationship of the program to the institution**

In a Department of Public Administration

#### **Indicate Modes of Program delivery**

In Person Instruction with online coursework available

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

The primary form of delivery for the MPA and MPA:HA programs is on campus classes, with most offered weekdays, once a week (from 4-6:30 PM or 6:40 - 9:20 PM). Teaching modalities largely use face-to-face classroom settings supported by online learning support technologies (D2L) for material sharing and online discussions. The program has some fully-online course offerings. During the 2018-2019 self-study year, seven fully online courses were offered, of which four are part of the main course offerings for the fully-online Graduate Certificate for Collaborative Governance. All fully-online courses are for elective courses, and no core courses are offered in an online mode at this time. The program also has a small number of courses with flexible delivery models. These include weekend intensive classes delivered Friday evenings and all day Saturdays over three weekends, and field based courses offered off campus in Washington D.C. and in international locations. The capstone courses (PA509: Organizational Experience, PA512: Case analysis) are project-based courses where students work with the organizations in the field under the supervision of the faculty advisors and organization supervisors.

Students in the MPA and MPA:HA program who are taking a full load of three courses a quarter, take approximately two years to complete the program. Full-time study is defined as three classes (9 credits or more) per regular quarter; summer session is additional, although only a few courses are offered during the summer term. Working professionals in the program typically take fewer courses per term and take longer to complete the program.

Both the MPA and the MPA:HA students take a total of 60 quarter hours of 3-credit classes where 1.5 quarter hours = one semester hour. The MPA program requires 30 hours of core courses (10 classes), 9 hours of elective skills courses (3 classes), and 15 hours in one's specialization courses (5 classes) plus a 6 hour culminating integrative experience through either PA 509 or PA 512 (capstone courses). One of the elective skills courses or specialization courses needs to be approved by the faculty advisor as meeting the diversity course requirement.

The MPA:HA program requires 39 hours in the core (13 courses), 19 hours for elective skills/specialization courses (5 courses), plus a 6 hour culminating integrative experience through either PAH 509 or PA 512. One of the elective skills/specialization courses needs to be approved by the faculty advisor as meeting the diversity course requirement. While the MPA:HA courses and

program structure make it akin to a specialization, MPA:HA students must complete 30 of their credit hours in health-related courses to ensure they are competitive in the marketplace with graduates of other comparable health management programs. Three of the MPA core courses have health-related substitutions but the other core requirements are the same for both degrees (see Appendix D for the degree requirements sheets).

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

The Department of Public Administration (PA Department) is one of the academic units in the College of Urban and Public Affairs (CUPA). It is also one of the three academic units affiliated with Mark O. Hatfield School of Government (HSOG). During the 2018-2019 self-study year the Chair of the PA Department was Dr. Masami Nishishiba, and the Dean of CUPA was Dr. Stephen Percy, Ph.D. until he was appointed as the interim University President in May and Dr. Sy Adler was appointed as interim Dean. The PA Department Chair works closely with the Director of HSOG, Dr. Birol Yesilada to coordinate the program marketing and course offerings with the interdisciplinary degree programs (Master of Public Policy (MPP) and Public Affairs and Policy Ph.D.) that are housed under HSOG.

The PA Department Chair serves as the program director for all graduate programs including the MPA, MPA:HA, EMPA, and the newly formed Master of Nonprofit Leadership (MNL). For the MPA program, the Department Chair appoints a faculty lead for each of the five specializations. (Dr. Phil Cooper for Local Government specialization, Dr. Marcus Ingle for Global Leadership specialization, Dr. Gigi Harris for Human Resource Management specialization, Dr. Jennifer Allen for Natural Resource Policy and Administration specialization, and Dr. Billie Sandberg for the Nonprofit Management specialization). For the MPA:HA program, Dr. Theresa Kaimanu has been appointed as the faculty lead. The faculty leads provide administrative leadership to the MPA specializations and to the MPA:HA program, and assist the Department Chair in program administration. The PA Department Manager (Kim Heavener), and the PA Department Office Coordinator (Megan Heljeson) provide administrative and operational support. The Department Chair, with the input from the relevant faculty leads, and with the assistance from the Department Manger, develops the annual Strategic Enrollment Plan, and submits it to the Dean's Office, who then uses it to determine the program budget for the pending year.

The Department Chair serves a three-year term and can be re-elected. The elected chair reports directly to the Dean of CUPA. The Department Chair has the responsibility and decision making authority for curricular and student-related issues. The Department Chair makes recommendations on personnel and budget related issues to the Dean of CUPA, who has the final decision-making authority on these issues. The Department Chair is also the point person in coordinating with the PSU/OHSU School of Public Health for MPA:HA course offerings, and with the Department of Political Science for the MPP and Ph.D. operations.

The Department Chair relies on the PA nucleus faculty for MPA and MPA:HA strategic directions related to curricular, student, personnel and other operations. The PA faculty meets regularly on a monthly basis to discuss strategic program operations and policy issues. Typically, curriculum related issues are deliberated first by the PA Curriculum Committee, then at the PA faculty meeting for final decision.

For University-wide faculty governance, please refer to Faculty Governance Guide (2018-19) at <https://www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/FGG.pdf>. This document contains the Constitution of the PSU Faculty, policies and procedures, committee appointments, and other information.



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

The Department maintains standing committees for critical aspects of governance, i.e. admissions, curriculum, marketing, awards and scholarship, and assessment. It uses a variety of committees and ad hoc work groups to accomplish its administrative work including faculty annual reviews, promotion & tenure decisions, and new faculty hiring. The Department's Bylaws (draft) stipulates that the Department Chair nominates members to committees after consulting with the faculty. The faculty shall then vote to confirm membership. All committee memberships will be for a period of three academic years, unless otherwise specified.

With the exception of budget decisions, all decisions of significance that support the program mission, come from standing and ad hoc committees to the full faculty for deliberation and decision. Departmental decisions on curriculum, promotion and tenure, and new faculty hiring are then reviewed at the College, and at the University or Oregon Higher Education Coordination Committee levels as appropriate or required. In general, a consensus model of governance is used with the Chair acting as facilitator. Confidential voting can be called for by any faculty member. Roberts Rules of Order guide formal decision-making. Minutes are kept, reviewed and approved. The PA Department faculty meets monthly.

The Chair serves on the College Executive Committee, which coordinates activities among academic Departments within the College. The Chair also serves on the Hatfield School of Government (HSOG) Executive Committee, which coordinates activities related to the interdisciplinary degree programs (MPP, Ph.D), coordinates activities related to HSOG affiliated Centers and Institutes, and advises the HSOG Director on school-wide initiatives.

**Standard 2.2**

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

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

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

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

When completing the Self Study Report in the online system programs will enter a sample of five faculty members and their corresponding data individually (under Standard 3). This 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.

**ALL FACULTY DATA will be entered under Standard 3, in the "Add a Faculty Member" tab. PLEASE REMEMBER to indicate when prompted in that tab which faculty are considered part of the faculty nucleus. Thank you!**

**2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year.** 14.00

**2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year.** 38

## 2.2.2

**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.**

The MPA and MPA:HA programs are degree programs offered by the Department of Public Administration in the Mark O. Hatfield School of Government. The full-time tenured/tenure-track/non-tenure track faculty in the PA Department constitutes the faculty nucleus for the MPA and MPA:HA programs. For the MPA:HA program, four full-time faculty in the PSU/OHSU School of Public Health (SPH), who changed their academic home to SPH from the PA Department in 2016, teach some of the health-focused courses included in the MPA:HA curriculum. The four SPH faculty members have been appointed as PA Department Affiliated Faculty and are eligible to serve as faculty advisors for MPA:HA students. Both MPA and MPA:HA programs are supported by an adequate faculty nucleus with the capacity to provide instruction, perform all aspects of faculty governance, and advise students.

The PA nucleus faculty members have a substantial determining influence in MPA and MPA:HA program and policy planning, and curricular development and review. For admissions, curriculum review, faculty recruitment, and promotion we use a formal committee structure. Per university guidelines, only tenured full professors may participate in reviews for promotion to full professorship; tenured associate professors may sit on or chair annual review committees as well as tenure committees and promotion to associate professor. Each PA nucleus faculty is assigned students as their advisees based on the student's career interest and the faculty expertise.

The full-time PA nucleus faculty are expected to attend monthly PA Department faculty meetings and an annual one-day September retreat, and new student orientation sessions when they do not conflict with teaching schedules. Program policy is discussed at monthly faculty meetings. The monthly agenda is crafted based on individual faculty or committee input. In addition to teaching obligations, the full-time tenured and tenure-track PA nucleus faculty are expected to engage in Department, College and sometimes University service activities. Institutional service activities include serving as College or Department representatives on committees, or by participating in and contributing to university governance.

Specific to the MPA:HA program governance, in 2015 a new joint Oregon Health Sciences University-Portland State University School of Public Health (SPH) was established. With the establishment of the SPH, four PA Department faculty members switched their academic homes to the new school in 2016, but the MPA:HA degree program remained within the Department. A memorandum of agreement was signed between the SPH and the PA Department's parent college, the College of Urban and Public Affairs (CUPA) to ensure collaboration, support and program continuity for the MPA:HA program. The provisions in the agreement provided for successful collaboration and operation between the two academic units for the MPA:HA program. The MOU also stipulates that two faculty members each from the SPH and the PA Department shall form the MPA:HA Coordination Committee for the governance of the MPA:HA program. During the self-study year 2018-2019 Profs. Gelmon and Goodman from SPH, and Profs. Nishishiba and Robinson from the PA Department served on the committee. Profs. Nishishiba and Robinson in collaboration with Prof. Kaimanu, the MPA:HA faculty lead, assure that the SPH faculty who teach MPA:HA courses have input to MPA:HA governance.

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

The PA Department Chair serves as the Program Director for the MPA and MPA:HA programs. The PA Department Chair/Program Director exerts substantial determining influence over the program by appointing the faculty-leads for the MPA specializations and the MPA:HA program, identifying and approving instructors and staff hires, approving curriculum changes, developing the annual program budget request before submitting it to the Dean's office, and tracking budget performance. The PA Department Chair /Program Director works closely with the PA nucleus faculty in making MPA and MPA:HA program related decisions. The PA nucleus faculty members deliberate and make decisions in program and policy planning, and in curricular decisions. The PA Department Chair /Program Director has the final approval authority for the program, policy, and curricular related decisions. Identification of MPA and MPA:HA adjunct teaching faculty is initiated by the faculty leads in consultation with the PA Department Chair /Program Director. The PA Department Chair /Program Director has the authority for approving the hiring of the MPA and MPA:HA adjunct instructors. The PA Department Chair/Program Director also coordinates with other programs, in particular, with the School of Public Health (SPH), where some of the MPA:HA courses are offered; and with the interdisciplinary MPP and Ph.D. programs, where the Department of Public Administration is one of the partnering units. Promotion of the full-time PA nucleus faculty is determined based on the review and recommendation by the members of promotion and tenure committee members.

The PA Department Chair/Program Director has authority to make promotion recommendations of the full-time PA nucleus faculty to the Dean. The PA Department Chair/Program Director is responsible for overseeing the overall academic and professional advising activities for the MPA and MPA:HA students. While individual student advising is provided by the PA nucleus faculty members, the PA Department Chair/Program Director is responsible for handling major student complaints about the program, addressing concerns about the instructors; and processing student petitions to the Graduate School Office.

**2.2.3**

**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**

In the Department of Public Administration, "substantial determining influence" in the program refers to the authority given to the faculty body and the individuals in the leadership positions (i.e. Department Chair/Program Director and/or faculty lead), to make decisions on the program's strategic direction and issues that affect the operation of the program.

We have a robust faculty governance structure in the Department, and it assures that the PA nucleus faculty and other individuals in leadership positions have adequate and substantial control over what we do and how we do it. Our use of formal and informal committees and task forces reflects the complex, comprehensive nature of our programs and activities.

The PA nucleus faculty and other individuals in the leadership positions have a substantial determining influence in program development and review. For admissions, curriculum review, and personnel reviews we use a formal committee structure. Per university guidelines, only tenured full professors may participate in reviews for promotion to full professorship; tenured associate professors may sit on or chair annual review committees as well as tenure committees and promotion to associate professor.

The full-time PA nucleus faculty are expected to attend monthly Department faculty meetings and an annual one-day September retreat, and new student orientation sessions when they do not conflict with teaching schedules. Program policy is discussed at monthly faculty meetings. The monthly agenda is crafted based on individual faculty or committee input.

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

#### **Standard 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.

**3.1.1 In the Add/ View a Faculty Member Tab: "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.**

#### **3.1.2**

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

The PA Department ascribes to the NASPAA definition for academically and professionally qualified faculty teaching in MPA or MPA:HA programs. All full-time tenured, tenure-track and non-tenure track faculty in the PA Department are academically qualified with a terminal degree related to their teaching responsibilities. They are expected to maintain scholarship activities to support their teaching responsibilities. We expect our academically qualified faculty to have an active presence in professional associations and to present their current research. Academically qualified faculty are expected to be publishing or gearing up to publish in peer-reviewed print or electronic scholarship outlets. We also expect academically qualified faculty to incorporate current knowledge and techniques (when appropriate) into their course syllabi. When academically qualified faculty have only recently earned their doctorate, they are mentored by the senior faculty in an effort to move their dissertation work and/or other research or community-based work into publications. We also honor the work of faculty who engage in professional and community service in the area of their teaching responsibilities and guide them whenever possible to translate this service into publishable documents that will add to public administration's growing body of knowledge.

Our mission guides our intentional use of qualified practitioners in the classroom and we seek, per NASPAA definition, professionally qualified teaching faculty who have a record of outstanding professional experience directly relevant to their teaching responsibilities. A number of the MPA and MPA:HA elective courses are delivered by professionally qualified teaching faculty. Our mission emphasizes engagement and leadership development, and we deem it essential to have a diverse pool of qualified practitioners from which to choose. The students benefit from their community-based experience and the program has greater breadth as we seek to develop leaders.

We do not expect our professionally qualified colleagues to hold terminal degrees in their areas, although some do or are working on an advanced degree, as exemplified in those we bring to the classroom while earning or shortly after receiving their doctorates (for teaching experience). These individuals we sometimes identify as either academically qualified, or both academically and professionally qualified instructors if they had public service careers before entering the doctoral program. All teaching faculty, both full-time and practitioner adjunct faculty are exceptionally well qualified both academically and professionally.

**3.1.3**

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

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

<b>3.1.3</b>	<b>N =</b>	<b>Nucleus Faculty</b>	<b>Full Time Faculty</b>	<b>Academically Qualified</b>
<b>All Courses</b>	105	65%	75%	79%
<b>Courses delivering required Competencies</b>	105	65%	75%	79%

**3.1.4**

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

The PA faculty have access to different types of funds for their professional travel and other professional development activities to remain current in their field. Each of the funds have different eligibility conditions and policies. Below are some of the examples of the funds.

1. Individual Professional Development Account (IPDA)

This is the fund that is set up under Article 19 of the AAUP contract, funded by University at large. During the self-study year 2018-2019 IPDA was credited (prorated by FTE) as follows:

- Tenured or Tenure-Track Faculty (TTF) --- \$1,100
- Non-Tenure Track Faculty (NTTF)--- \$600

TTF and NTTF may utilize IPDA funds for activities that support their professional development; such as travel for the presentation of scholarly work, conference fees and travel, professional organization fees, professional licensure or certification requirements, acquisition of specialized equipment, tuition and/or fees, subscriptions and books, submission fees, and relevant training and continuing education opportunities.

Each faculty member has an individual index for IPDA. Unused funds in an IPDA will automatically roll over at the end of each year for four years (this includes negative (overspent)

balances). Details about IPDA is specified in the AAUP Collective Bargaining Agreement Article 19 can be found here: [https://www.pdx.edu/academic-affairs/sites/www.pdx.edu/academic-affairs/files/AAUP%20CBA%202015-2019\\_Final%20Draft%206-22-16%20w-signatures.pdf](https://www.pdx.edu/academic-affairs/sites/www.pdx.edu/academic-affairs/files/AAUP%20CBA%202015-2019_Final%20Draft%206-22-16%20w-signatures.pdf)

## 2. Departmental Travel Funds

These travel funds are allocated by the CUPA Dean's office into the Department's general budget. During the self-study year 2018-2019 each tenured and tenure track faculty (TTF) in CUPA has access to \$400 in departmental travel funds. These funds must be spent during the fiscal year, and not eligible for roll over to the next fiscal year.

## 3. Adjunct Faculty Professional Development Funds

Faculty with less than 0.5 FTE (Adjunct Faculty) are eligible for professional development funds per the American Federation of Teachers (AFT) contract, Article 13 found here: [https://www.pdx.edu/hr/sites/www.pdx.edu/hr/files/AFTCBA-CBA-9-12-16\\_Formatted\\_no%20signatures.pdf](https://www.pdx.edu/hr/sites/www.pdx.edu/hr/files/AFTCBA-CBA-9-12-16_Formatted_no%20signatures.pdf). During the self-study year 2018-2019, the University budgeted \$100,000 per fiscal year for Adjunct Faculty's research, travel, and conferences. To access the fund, individual Adjunct Faculty submit a request, which then needs to be approved by the Department Chair and the Union. Preference is given to applicants presenting, performing, or conducting primary research in their respective fields. The award of professional development funds is limited to \$2,000 per eligible faculty per year.

PSU also offers faculty sabbaticals as detailed in the AAUP Contract. Eligibility criteria for faculty sabbaticals include questions regarding rank and tenure, FTE appointment and time of service, as well as a research plan for the time away from campus, all of which are detailed in the governing agreement. Generally, sabbaticals may be taken every seven years for one term (85% of salary), two terms (75% of salary) or three terms (60% of salary).

The Department provides release time of two courses for the first two years for new tenure-track faculty to allow them to begin to develop their teaching program, craft a research agenda, and begin engaging with relevant community organizations. In recent years, the Dean has provided funding for a graduate research assistant for each new faculty during their first year on campus.

## Standard 3.2

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

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

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

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

document on the Self Study Appendices page.

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

**3.2.1**

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

Legal and institutional context of program precludes collection of diversity data.  No data.

**3.2.1a**

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic	0	1	0	0	1
American Indian or Alaska Native, non-Hispanic/Latino	0	1	0	0	1
Asian, non-Hispanic/Latino	0	1	0	0	1
Native Hawaiian or other Pacific Islander, non-Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	0	0	1	1	2
White, non-Hispanic/Latino	7	2	9	11	29
Two or more races, non-Hispanic / Latino	1	0	0	1	2
Nonresident alien	0	0	0	0	0
Race or Ethnicity Unknown	0	1	0	1	2



3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
<b>Total</b>	8	6	10	14	38
<b>Disabled</b>	N/A	N/A	N/A	N/A	N/A

**3.2.1b**

**Non U.S. based**

Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

Select Designation	Program-defined diversity category	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Total						

**3.2.2**

**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.**

The PA Department stands in agreement with a key PSU-wide learning objective, which focuses on diversity, and states that "[s]tudents need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local, national, sovereign tribal nations and international communities. In order to do this, students need the capacity to communicate across differences to address longstanding and persistent real-world issues/challenges related to class, culture, ethnicity, gender, gender identity, gender expression, language, race, and sexual orientation" (PSU's Draft Diversity Action Plan, 2011-2012). Our mission states that "we develop and work with leaders representing diverse communities across all domains of public service." We are mindful that in order to attain our mission, we need to be attentive to the extent to which our faculty represents the communities we serve, and to engage in various activities and initiatives that promote diversity and a climate of inclusiveness as we prepare our graduates for public service in a changing environment.

There is a strong recognition that the PA Department has so far made significant strides to improve itself, in an effort to resemble the diversity within the world that it seeks to serves. In terms of faculty and staff as of Fall 2018, of the 14 full-time nucleus faculty of the PA Department, 6 (43%) are female, and 4 (29%) are persons of color. The two full-time staff members who work for the PA Department are female.

Many faculty members work with diverse communities, both internationally and domestically, for their research and other scholarly activities, and have their scholarship focused on diversity related issues. For example, Dr. Masami Nishishiba, Chair of the Department, has publications related to diversity, including "Culturally Mindful Communication: Essential Skills for Public and Nonprofit

Professionals" (2018), which received the 2019 best book award from the Section on Democracy and Social Justice of the American Society for Public Administration. Dr. Phil Cooper published a book entitled "Civil Rights in Public Service" (2016), which he also uses in his civil rights course. Dr. Gigi Harris has numbers of publications that focus on the status of women and blacks in the military. Her most recent publication is "Blacks in the Military and Beyond" (2019). Dr. Jack Corbett's scholarship focuses on immigration issues and he recently published a paper "Mixtecos Poblanos en Oregon: historia migratoria, desafios, y mecanismos de supervivencia" (2019) in Cuadernos de Sur, co-written with one of his doctoral students.

Dr. Shane Day, our most recent addition to the PA nucleus faculty, has an active research agenda focusing on the indigenous tribal group. One of his recent publications includes a book chapter entitled "How Unity and Diversity Affect Political Asymmetries of Indigenous Groups in Federations: Heterogeneous Institutional Practices in Australia, Canada, and the United States", in the book "Revisiting Unity and Diversity in Federal Countries: Changing Concepts, Reform Proposals, and New Institutional Realities", edited by Alain-G. Gagnon and Michael Burgess (2017).

## 1. Integrating diverse perspectives to the curriculum

### 1.1. Integrating diverse perspectives in courses

Portland State University now requires newly developed courses to demonstrate cultural responsiveness. As a result, there is now a strong emphasis campus-wide on improving diversity perspectives (developing content that includes diverse voices) and diversity engagement (incorporating diverse teaching styles). All of our PA faculty members are conscious of this effort and are taking measures to implement these two objectives when developing new courses and also in reviewing existing syllabi.

Consistent with diversity engagement, we also continue to utilize case studies, diverse work teams, and community-based projects in the classroom. The faculty uses these tools to introduce diverse perspectives, to provide opportunities for our students to interact with one another, and to introduce students to diverse situations and individuals in the community. We are mindful of the community connections and networks we have, and about how we can engage those connections to enhance diversity and inclusion not only in our department, but in the Portland and Oregon communities.

To date, the PA Department has at least 35 courses where diversity, equity, and inclusion topics are formally incorporated. Our overall effort to address and incorporate the issue of diversity and inclusion has sensitized our faculty to take stock of the degree to which each of their courses incorporates content from diverse voices, and to assess the diversity of the guest speakers they invite into our classrooms.

### 1.2. Diversity requirement

In 2014, PA Department made an official program change to the MPA and MPA:HA programs, requiring students to complete one course, the primary focus of which, is diversity. The decision to add this requirement came as a result of a year-long examination of our curriculum in terms of its effectiveness in addressing issues of diversity. The PA faculty agreed that having a diversity-focused course as a requirement supports curricular efforts to ensure that we address competency 3 of our program which is central to our commitments to our students and to our accrediting body. That competency mandates that our graduates should be ready to: "Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest." That competency speaks directly to the NASPAA mandate that MPA graduates

should be prepared "To communicate and interact productively with a diverse and changing workforce and citizenry."

The PA Department offers a plethora of courses from which students can choose to fulfill the requirement. They include: PA 510: International Perspectives on Disaster Management & Resilience; PA 514 Global Leadership and Management; PA 523 Nongovernmental Organizations: Nonprofits on the World Stage; PA 529 Nonprofit Field Study in Oaxaca Mexico; PA 547 Culture, Values and Leadership; PA 549 Cross-cultural Communications in the Public Sector; PA 593 Civil Rights for Public Managers; and PA 594 Enhancing Diversity in the Workplace. Additional courses on Native American Policy and Comparative Tribal Governments are currently under development. Other courses can be approved by an advisor, in consultation with the Department's Diversity Committee.

### 1.3. International field trips and placements

A few of our faculty offer international field trips to our MPA and MPA:HA students. Over the last three years, Dr. Nishishiba and Dr. Ito (Economics Department) have offered the International Field Experience: Learn from Japan's Earthquake and Tsunami Crisis. This field trip is offered not only to our MPA students, but also to students across campus, as well as to any community members with interests in disaster management and public service.

Dr. Corbett, continues to offer his nonprofit field trip to Oaxaca, Mexico through his PA 529 Nonprofit Field Study in Oaxaca Mexico course. And Dr. Kecskes also offers an annual international field trip to Cuba, entitled, "Cuba: Governance, Community, and Contradiction." Similar to the Japan trip, the trip to Cuba is open to both graduate and undergraduate students in and outside of our Department. Also, Dr. Ingle has been engaged in the development and delivery of the PA410/510 International Field Study to Vietnam.

### 1.4. Advising

We continue to be attentive to our international students and their needs, especially to students whose English is a second language. When we have exhausted resources available in-house, which includes providing individualized, one-on-one assistance, we make every effort to connect students with the University Writing Center.

### 1.5. Supporting students with unique needs

Consistent with University policy, we are committed to providing reasonable academic accommodations and access to persons with disabilities. In order to do so, our faculty work with the Disability Resource Center regarding the necessary arrangements needed to meet students' unique academic accommodations.

## 2. Program strategies for promoting diversity and a climate of inclusiveness

Overall, our program strategies for promoting diversity and an inclusive climate include the following:

- To ensure that our curriculum reflects diversity and inclusion, and in order to be culturally accountable, the Department encourages faculty to be conscientious relative to the diversity of the content, materials, and textbooks they adopt, and the teaching styles they use.
- We are committed to ensuring that multiple avenues are available for our students to expand their abilities to engage and interact with diverse content, organizations, people, and communities. The

diversity-focused required course our students have to take is one such avenue. The international and local field trips we offer are another.

- Whenever possible, we include students in faculty members' community-based outreach and research.
- Individual faculty bring diverse guest speakers to share their knowledge and field experience.
- The PA faculty has developed and adopted departmental meeting guidelines, which commit us to listening to diverse voices and to creating an inclusive work environment. (Appendix F for the PA Department Meeting guidelines).

### 3.2.3

#### 3.2.3

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

As of Fall 2018, the full-time nucleus PA Department faculty consists of 43% (6) females, and 29% (4) persons of color. Our most recent two hires include an African female faculty member and a male faculty member of mixed ethnicity.

Demographic composition of the PA Department's faculty changed during the last 5 years due to (1) a change in the organizational structure, as well as (2) several retirements and new hires. As of Fall 2014, the Department had 17 faculty members, of which 58.8% (10) were female, and 17.6% (3) were person of color. In 2016 Fall, with the creation of the PSU-OHSU School of Public Health, 4 faculty members officially moved from PA Department to the School of Public Health. Concurrently, three faculty members retired and two new faculty members joined the Department. This changed the total number of the PA Department's faculty to 14, of which 50% (7) were female and 17% (3) were person of color. At the end of the 2016-2017 academic year, two faculty members retired, and in Fall 2017 one African female faculty member joined the Department, and in Fall 2018 one male faculty member joined the Department.

### Standard 3.3 Research, Scholarship, and Service

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

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members **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).

#### 3.3.1

**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).

**ALL FACULTY INFORMATION (including the question above) on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty member is considered part of the faculty nucleus, as additional questions apply if so.**

### 3.3.2

List some significant outcomes related to these exemplary efforts.

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

The activities described in 3.3.1 have contributed to the field of administration and to policy outcomes in a number of ways.

- Dr. Cooper's book on Local Government Administration (forthcoming) is the first in a series of books he will be authoring to expand the range of books available on this topic. His second edition of "By Order of the President" has been repeatedly cited in national discussions of executive direct actions, and he has been highly sought after by the media to provide commentary on these matters. He actively engages with local government practitioners through OCCMA and ICMA, and connects MPA students in local government specializations with practitioners.
- Dr. Corbett won PSU's 2019 George Hoffman Award for Faculty Excellence for his distinguished contribution in research, scholarship, service and dedication to students. He integrates his international interests into his scholarship, teaching and community engagement. His publications have appeared in international journals, and more than one thousand students and public service professionals have traveled abroad with Dr. Corbett on intensive seminars. He has been serving as the executive director of the Instituto Welte de Estudios Oaxaqueños in Mexico (volunteer activity) since 2008, and has created service learning and research opportunities for Portland State students and for Mexican students coming to Portland.
- An article jointly published by two of our faculty members, Sandberg, B. & Kecskes, K. (2017). "Rubrics as a Foundation for Assessing Student Competencies: One Public Administration Program's Creative Exercise." *Journal of Public Affairs Education*, 23(1), 637-652, has made a significant contribution in the scholarship of teaching in the field of public administration.
- Dr. Chikoto-Schultz's research focuses on the intersection of nonprofit sector and disaster preparedness. She coordinated a research project in collaboration with the Nonprofit Association of Oregon and Portland City Club, and wrote a report entitled "Oregon Nonprofits Disaster Preparedness: Findings from the 2018 Survey." *Portland State University & Nonprofit Association of Oregon*. <https://nonprofitoregon.org/sites/default/files/uploads/file/Oregon-Nonprofit-Disaster-Preparedness-2018.pdf>. One of the co-authors of this report is an MPA student, and another co-author is a doctoral student.
- Dr. Nelson focuses on addressing the issue of sustainability, energy efficiency and civic engagement. In addition to numbers of scholarly journal articles, he publishes policy-relevant reports that are highly appreciated by policy decision-makers (e.g. Nelson, H. Kingery, H., Royal, A., Bjurstrom, S. (2018). *SCE Residential Expansion: Parcel and Electricity Account Aggregation and EUI & Benchmarking Results. Final Report-Draft*. 10 September.).
- Dr. Harris has numbers of publications that focus on the status of women and blacks in the military. Her most recent publication is "Blacks in the Military and Beyond" (2019). During her

sabbatical, she served as a Research Chair in North American Integration and US Canada Defense Relations with Fulbright Commission-Canada award (Fall 2017), and NATO Chair in Security Studies for Fulbright Commission-Belgium and Luxembourg award (Winter 2019).

- Dr. Nishishiba's book "Culturally Mindful Communication: Essential Skills for Public and Nonprofit Professionals" (2018) received the 2019 best book award from the Section on Democracy and Social Justice of the American Society for Public Administration. She serves as a board member for the Japan America Society of Oregon and received the organization's Volunteer of the Year Award in 2017.

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

### Self-Study Instructions

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

### ***Standard 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.

#### **4.1.1 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)**

Per our mission to prepare students for public service in a range of roles in policy, management and leadership, our marketing and recruitment efforts employ multiple strategies to reach a diversity of prospective students. Currently, the PA Department faculty and staff is working closely with CUPA's recently hired Director of Recruitment/Outreach & Retention to modernize and streamline recruitment efforts. Substantial investments have recently been made in advertising across print, radio and digital media, focusing primarily on the MPA and MPA-HA programs as well as the new MNL program. CUPA has implemented HUBSPOT, a new marketing and communications software, to: 1) improve response time and increase communication touch points for prospective students, 2) build a system for data collection and analytics from inquiry to matriculation; and 3) provide real-time scheduling for advising meetings. Lastly, PSU is redesigning websites campus-wide to improve accessibility.

While communicating cost to prospective students is difficult due to rolling admissions and flexible student schedules, PSU has updated its "Cost of Attendance Estimator" (see: <https://www.pdx.edu/student-financial/cost-of-attendance>) to more clearly differentiate costs for undergraduate/graduate, resident/non-resident, as well as cost by program. The Department and the College have taken a number of steps to help offset costs: 1) offering application fee waivers and information about the WICHE program (see: <https://www.pdx.edu/ogs/western-interstate-commission-for-higher-education-wiche-western-regional-graduate-program-wrgp>) to GRE test takers who indicated PA as a field of interest; 2) eliminating the GRE requirements, as it was determined that the GRE was a financial barrier for some students; and 3) allocating funds for partial tuition remission awards to help PA recruitment.

## Standard 4.2 Student Admissions

### ***Standard 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-a-vis the program mission.

### 4.2.1a Admissions Criteria and Mission

#### **How do your admission policies reflect your program mission? (Limit 250 words)**

We seek to improve the practice of public administration by facilitating learning through active engagement, promoting scholarship, and encouraging reflection as we develop and work with leaders in representing diverse communities across all domains of public service. The university's CollegeNet system collects transcripts, resumes, statements of purpose, and letters of reference to enable review of applicants as "whole persons", identifying relative strengths, qualities, and noteworthy attributes. Applicants to the MPA and MPA:HA programs are treated identically in the admissions decision process.

For both MPA and MPA:HA applicants, transcripts are evaluated in terms of GPA, major, apparent program rigor, pattern of performance across time, and unique academic factors. Portland State uses an undergraduate GPA of 3.0 as a threshold for admission, but our more extensive review uses our more extensive transcript review to build a broad portrait of student capabilities and experience. This includes student preparation in quantitative analysis, research methodology, community engagement, internships or field studies, and other preparation. Resume review centers on work or volunteer history, direct exposure to diverse cultures, populations, or social conditions (Peace Corps, study abroad). As 2/3 of our enrollment consists of in-service students we value the ways in which workforce participation demonstrates capacity and commitment to public service values. Statement evaluation centers on an applicant's motivations for pursuing graduate study, understanding their role in governance, and their commitment to public service.

Overall applicant assessments turn on three factors: apparent level of preparation for graduate study, degree of fit with program mission, and significant attributes that contribute to our "whole person" interpretation of an applicant's file. There is no mechanical weighting of specific elements.

### 4.2.1b

#### **4.2.1b Exceptions to Admissions Criteria**

**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)**

Given our commitment to the "whole person" approach to admissions we distinguish between exceptions addressed by applicants themselves and exceptions initiated by the Admissions Committee. The former consists of steps taken, generally before application, to strengthen the credentials that will be presented for review. Applicants with a background that may be solid academically but an awkward fit with our program, e.g., chemical engineering or pre-nursing, are encouraged to take relevant courses in political science, economics, or comparable fields on a post-baccalaureate basis to improve the fit. Applicants who might fit but appear marginal academically are encouraged to take advantage of a university policy enabling them to take courses without



formal admission. By taking four graduate courses that, if passed with a 3.4 GPA, on a petition may be applied toward satisfying degree requirements they may demonstrate they have adequate preparation to perform effectively. In effect, these informal filters discourage applications likely to be rejected, while nurturing prospects who otherwise might be overlooked.

Exceptions initiated by the Admissions Committee revolve around three categories:

A) Limited applicability: Each year we receive applications whose profiles fall outside our normal mix. These may be from international applicants whose credentials, even after institutional review, are not clear due to variations in grading systems, letters of reference constrained by the referee's skill in English or norms of expression, and the nature of university training. As 1/3 of the department has international experience, including extended teaching abroad, we may depend on experienced-based judgment calls. Local applicants may receive conditional admission.

B) Academic preparation: While convention prescribes a minimum GPA and the Department of Public Administration adheres to the Office of Graduate Studies minimum of 3.0 on a 4.0 scale, in practice transcript review is far more rigorous and extensive than mere GPA review. Our assessment considers performance in courses that make up the GPA: Do low grades in a foreign language or laboratory science mask solid work in political science or sociology? Does a weak record in lower division general education courses obscure a strong GPA in the major? The closer the undergraduate GPA to the minimum 3.0, the greater the scrutiny of the application to determine whether there are other indications of acceptable preparation. Conversely, applicants may appear with a strong GPA in clinical or laboratory courses yet have had little opportunity to develop critical thinking or writing skills.

C) Program fit: By "program fit" we refer to the alignment of applicants with our values and mission. This may appear via the statement of purpose, work or volunteer history, or letters of reference. An applicant with a history of progressively more responsible roles in a governmental or nonprofit organization presents a record that partially offsets a weak GPA. In practice, eight to ten years of work experience largely outweighs initial academic training. The Admissions Committee may recommend taking some MPA courses to assure the applicant understands and appreciates the focus of the program.

Conditional admission requires applicants to take four courses, three of which are in the core and completing them with a GPA of at least 3.4. In addition two letters must come from regular MPA faculty. Other criteria continue to apply.

**4.2.1c**

Complete the table below:

**4.2.1c Admissions Criteria (check all that apply)**

<b>Bachelors Degree</b>	Required
<b>Letter of Recommendation</b>	Required
<b>Resume</b>	Required
<b>Standardized Tests</b>	Required
<b>GRE</b>	No

<b>GMAT</b>	No
<b>LSAT</b>	No
<b>TOEFL</b>	Yes
<b>Other Standardized Test</b>	No

<b>GRE</b>
*Denotes Optional Field

<b>GMAT</b>
*Denotes Optional Field

<b>LSAT</b>
*Denotes Optional Field

<b>GPA</b>	Required
<b>Minimum Required</b>	3.00
<b>Statement of Intent</b>	Required
<b>Essay/Additional Writing Sample</b>	N/A
<b>Professional Experience</b>	N/A
<b>Interview</b>	N/A
<b>Special Mission Based Criteria</b>	N/A
<b>Other</b>	N/A

**4.2.2a**

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

**For programs with multiple modalities**, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

<b>4.2.2a Admission Numbers</b>	<b>Self Study Year (SSY)</b>
<b>Total SSY Applicants</b>	87
<b>Total SSY Admits</b>	79
<b>Total SSY Enrollments</b>	40
<b>Fall SSY Total Full Admissions</b>	52

4.2.2a Admission Numbers	Self Study Year (SSY)
Fall SSY Total Conditional Admissions	6
Fall SSY Total Full Enrollments	24
Fall SSY Total Conditional Enrollments	3
Fall SSY Total Pre-Service Enrollments	10
Fall SSY Total In-Service Enrollments	17

4.2.2a: Delivery Modality Breakdown	
<b>Delivery Modality</b>	
Delivery Modality	Main Campus
Secondary Delivery Modality Name	MPA
4.2.2a	Self Study Year (SSY)
Total SSY Applicants	68
Total SSY Admits	64
Total SSY Enrollments	32
Fall SSY Total Full Admissions	43
Fall SSY Total Conditional Admissions	5
Fall SSY Total Full Enrollments	19
Fall SSY Total Conditional Enrollments	3
Fall SSY Total Pre-Service Enrollments	6
Fall SSY Total In-Service Enrollments	16

4.2.2a: Delivery Modality Breakdown	
<b>Delivery Modality</b>	
Delivery Modality	Main Campus
Secondary Delivery Modality Name	MPA:HA
4.2.2a	Self Study Year (SSY)
Total SSY Applicants	19
Total SSY Admits	15
Total SSY Enrollments	8
Fall SSY Total Full Admissions	9

4.2.2a	Self Study Year (SSY)
Fall SSY Total Conditional Admissions	1
Fall SSY Total Full Enrollments	5
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	4
Fall SSY Total In-Service Enrollments	1

**4.2.2b**

**4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year.** 50

\*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 calculations, please use a reasonable equivalent and note your methodology below.

**4.2.2c**

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

**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. (Limit 250 words)**

The PA Department is dedicated to preparing students for ethical, competent and effective public service by facilitating learning through community-engaged scholarship and service. Students are expected to develop leadership and communication skills that are effective with diverse communities. We seek to educate students to address public service problems through multi-sectoral, collaborative approaches.

For the total self-study year, the MPA program received 68 applications, admitted 64 students, but enrolled 32 into classes. For the total SSY, of the admitted MPA students, 71% were in-service and 28% were pre-service; the average age of the admitted MPA students was about 30. The in-service MPA students bring a wealth of professional experiences into the classroom, which provides opportunities for peer learning and the development of professional competency. For the total SSY, about 86% of enrolled students came from Oregon, with single students (2.8% each) coming from California, Colorado, International, Massachusetts and Washington. The program mostly enrolls students from Oregon. Of the 86% from Oregon, about 57% identified as white, 3% (1 student) Native American, 6.6% (2 students) Asian, 10% (3 students) Latinx, 10% International, 13% Two or More Races. The program was able to maintain diversity in its student population, which helps to build leadership skills in diverse communities.

The MPA:HA program presents a contrast. For the total SSY, 19 students applied to the program, 15 students were admitted, and 8 actually enrolled for classes. Of the admitted MPA:HA students 40% were in-service, but 60% were pre-service. The average age of MPA:HA students was about 25. Of

the enrolled students (total SSY), all came from Oregon, again serving the state and its local communities. Of the enrolled students, about 44% were white, 22% Asian, 23% Latinx, and 11% Two or More Races. The MPA:HA enrollments while smaller in absolute numbers, are more diverse by proportion than the MPA. The diverse MPA:HA student body will encourage effective peer learning about leading and communicating with diverse communities and citizens.

### Standard 4.3 Support for Students

***Standard 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.

#### 4.3.1 Academic Standards and Enforcement

**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)**

All students accepted to MPA or MPA:HA program, are assigned an academic faculty advisor and encouraged to make an appointment as soon as possible. Students are encouraged to be in contact with their advisor regularly (quarterly) or as necessary based on their progress, concerns, and/or informational needs.

Faculty advisors are charged with informing students about the academic continuance and graduate standards in their advising sessions. The Student Handbook mentions the PSU Graduate School policy that "All coursework applied to a master's degree must be completed within seven years prior to the awarding of the degree". This PSU policy is communicated on Graduate School website (<https://www.pdx.edu/ogs/summary-of-procedures-for-masters-degrees>) and in the Graduate School section of the PSU Bulletin (<https://www.pdx.edu/academic-affairs/psu-bulletin>). The Graduate School monitors students' performance, and alerts the Department Chair and the Office Coordinator if a student appears to be approaching the limit. The Office Coordinator also runs the degree audit and alerts the faculty advisors if their advisees are approaching the time limit.

Graduation standards are communicated to students through the Degree Requirements / Course of Study Guides (<https://www.pdx.edu/hatfieldschool/degree-information>), the Student Handbook, as well as meetings with faculty advisors. Faculty advisors are expected to monitor students' progress towards graduation. Formal monitoring and enforcement is triggered when a student applies to graduate and the PA Department verifies all degree requirements have been completed.

Prospective students can access academic continuance and graduate standards information through the PA Department and Graduate Office websites. Faculty members sometimes share this information when meeting with prospective students.

#### 4.3.2 Support Systems and Special Assistance

**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)**

When admitted students fall behind in the program, the problem often is rooted in a personal life experience, such as illness, a death, a divorce, family obligations, or unanticipated work obligations. In recent years, unemployment, financial hardship and the loss of one's home have added to the factors influencing student success or program completion. It is the advisor's role to work with the student to determine what he or she should or can do based on the individual's circumstances. Sometime a leave of absence or remedial coursework is recommended.

When a student's GPA falls below acceptable standards (GPA 3.0) after receiving low course grades, the Graduate School informs the student by email, copying the Department Chair and the Office Coordinator. The Department Chair informs the student's advisor and asks the advisor to meet with the student. Together, the student and advisor come up with a plan for recovering and improving the student's performance.

Frequently, faculty advisors and the PA Department Office Coordinator reach out to the students who are inactive (not taking classes without notifying the Department for leave of absence), or those who are active but have courses that are reaching the 7-year limit. After consulting with the students, faculty advisors and the Office Coordinator provide guidance on necessary procedures, including filing petitions and other necessary paperwork.

The PA Department website (<https://www.pdx.edu/hatfieldschool/student-resources>) and the Student Handbook also provide information on other student support offices such as: Diversity and Multicultural Services, Queer Resource Center, Veteran's Services, Women's Resource Services and Office of International Affairs, for students who may need additional support.

For international students there are additional campus support services available as noted through the Office of Student Affairs.

Through the Student Handbook, students are offered ways to have a successful graduate studies experience and provided with links to Advising and Career Services at: <http://www.pdx.edu/uasc/>

The PSU Division of Student Affairs web page (<https://www.pdx.edu/studentaffairs/>) and the Office of the Dean of Student Life web page (<https://www.pdx.edu/dos/>) also provide students with information regarding complaints, the appeal process, and other student affairs links.

### 4.3.3

**4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers**, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are ***cumulative***, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

**For programs with multiple modalities**, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	42.00	23.00	33.00	37.00	37

**4.3.3a: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality** Main Campus

**Secondary Delivery Modality Name** MPA

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	31.00	15.00	24.00	28.00	28

**4.3.3a: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality** Main Campus

**Secondary Delivery Modality Name** MPA:HA

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and

					Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	11.00	8.00	9.00	9.00	9

**4.3.3b**

**Please define your program design length:** Quarters

7

**4.3.3c Completion Rate additional information / explain**

**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)**

As we computed for 4.2.2b, as of April 2019, 11 out of 20 (55%) enrolled MPA students are part-time students, and 26 out of 54 (48%) enrolled MPA:HA students are part-time students. (Note: A full load at our University is officially nine hours or three courses a term.) Typically, part-time students have full-time employment, and it takes a longer time to graduate. Employment changes and work obligations also influence the number of classes students can or want to take in any given term. Students who started as full-time students, frequently obtain full-time employment while they are in the program, which can slow down their progress towards graduation.

At the new student orientation, and in the individual advising sessions, faculty warn students to factor in time to execute teamed class projects, engage in service activities, or take advantage of mini internships. Not anticipating these time pressures can jeopardize a student's ability to successfully complete the course, and some students end up accumulating "incomplete" (unfinished) courses, which can also impede their progress towards graduation.

**4.3.4**

**4.3.4 Career counseling and professional development services**

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

The PA Department faculty provides employment leads and support as students move to professional employment during and after their degree programs. Numerous part-and full-time employment opportunities are referred through the faculty onto the PA Student List Serve system. Faculty members provide career advice to prepare student for professional advancement. The College of Urban and Public Affairs (CUPA) provides limited support for a career counseling professional to MPA and MPA:HA students. The Career Support advisor is an MPA program alumna, and a retired former PSU Associate Vice President for Human Resources who teaches as an adjunct in the MPA and Executive MPA programs. She is currently an Associate Professor of Practice affiliated with the Center for Public Service (CPS). The Career Support advisor helps students prepare resumes, use electronic professional networking systems (e.g. LinkedIn), develop career goals and strategic plans, and practice interviewing skills.



Students can also obtain support from the University's Advising and Career Services center. The Advising and Career Services center provides a resource clearing point for career and job fairs, internships and other resources. MPA and MPA:HA students also gain professional networks by attending annual professional association meetings, such the Oregon City/County Management Association, Oregon Government Finance Officers Association, and the Oregon Public Performance Improvement Association.

**4.3.4a(1) Internship Requirement**

**Describe your program's internship requirement(s), any prerequisites 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. If available, provide a LINK to these policies on the program's website. (Limit 250 words)**

The MPA and MPA:HA degrees have a requirement that all students take an integrative experience course, meeting the general NASPAA guidelines for internships. This requirement has two options: PA/PAH 509 Organizational Experience for most students, and an option of PA 512 Case Analysis for students with significant professional experience.

Through the PA/PAH 509 culminating experience, students work on issues confronting a public, nonprofit or health services organization. Each student completes a project working with a field supervisor in consultation with their faculty advisor, and then with the PA/PAH 509 faculty of record.

The student spends approximately 200 hours in the PA/PAH 509 course over one or two terms, and writes a project report. Students also complete a reflective paper through which they integrate their academic coursework focusing on applying theory to practice. The course also requires students to assess their competency attainment at the program's end. In addition, students are required to make a public presentation. More information is available at <http://www.pdx.edu/hatfieldschool/pa-509-organizational-experience>.

**4.3.4a(2)**

**4.3.4a(2) How many internship placements did the program have during the Self Study 29 year?**

**4.3.4a(3)**

**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.)**

- MPA Placements: 17
- Sample:
- City of Hillsboro
- City of Milwaukie
- City of Silverton
- City of Washougal
- Department of State Lands
- Ecoagricultural Partners
- Mental Health Association of Oregon
- Mercy Corps
- PATNet
- PSU Student Athlete Support Services
- State of Oregon: Oregon Department of Forestry
- Women's International Leadership and Learning

MPA:HA Placements: 12  
 Sample:  
 OCHIN  
 OHSU  
 Providence Health - NE  
 Providence Southwest  
 Providence Willamette Falls  
 PSU Illuminate - Sexual Violence Program  
 PSU Sports Med, Athletic Department (2)

#### 4.3.4a(4)

**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)**

Students occasionally may undertake an internship course (course number PA 504) that qualifies as three elective credits in the program's curriculum. For pre-service students, an internship is one way to build an entree into the job market.

Support and supervision of students in PA/PAH 509 is described in 4.3.4a(1) and in related materials in the website (<http://www.pdx.edu/hatfieldschool/pa-509-organizational-experience>). Faculty advisors assist students as they formulate their plan, and review and approve the student's initial learning contract and documentation. The designated PA/PAH 509 faculty then approves the final contract and supervises the students (one for all MPA students and one for MPA:HA students). The university does not provide any financial assistance for these projects; students may seek compensation from the organizational site, and sometimes this is available either as an hourly wage or as a fixed stipend. The university is not involved in these financial arrangements (except in the case of standing government contracts).

The PA/PAH 509 faculty members of record monitor the students throughout the experience, and both students and field supervisors are encouraged to contact the faculty if there are any issues. Conflict-resolution is addressed in the online materials. There is another faculty of record for PA 512, who works directly with enrolled students in that experience. PA 512 is a 6-credit case problem development course that students with three or more years of administrative experience may, with their advisor's approval, elect to take in lieu of PA/PAH 509.

#### 4.3.4a(5)

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

Our mission focuses on serving the needs of students in the various domains of public service, and the distribution of PA/PAH 509 sites suggests that we are honoring this commitment. The distribution of the PA/PAH 509 sites reflects organizations from government, nonprofit and health services. It also reflects the domains covered in our five specializations: local government, nonprofit, natural resources, global leadership, and human resource management.

#### 4.3.4b

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

**For programs with multiple modalities**, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.4b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

<b>4.3.4b Employment Statistics</b>	<b>Self-Study Year Minus 1</b>
<b>National or central government in the same country as the program</b>	2
<b>State, provincial or regional government in the same country as the program</b>	7
<b>City, county, or other local government in the same country as the program</b>	4
<b>Foreign government (all levels) or international quasi-governmental</b>	1
<b>Nonprofit domestic-oriented</b>	3
<b>Nonprofit / NGOs internationally-oriented</b>	1
<b>Private Sector - research/consulting</b>	2
<b>Private sector (not research/consulting)</b>	1
<b>Military Service</b>	1
<b>Obtaining further education</b>	1
<b>Unemployed seeking employment</b>	4
<b>Unemployed not seeking employment</b>	0
<b>Status Unknown</b>	2
<b>Total Number of Graduates</b>	29

**4.3.4b: Delivery Modality Breakdown**

**Delivery Modality**

<b>Delivery Modality</b>	Main Campus
<b>Secondary Delivery Modality Name</b>	MPA

<b>4.3.4b</b>	<b>Self-Study Year Minus 1</b>
<b>National or central government in the same country as the program</b>	2
<b>State, provincial or regional government in the same country as the program</b>	7
<b>City, county or other local government in the same country as the program</b>	4

4.3.4b	Self-Study Year Minus 1
Foreign government (all levels) or international quasi-governmental	1
Nonprofit domestic-oriented	2
Nonprofit / NGOs internationally-oriented	1
Private Sector - research/consulting	2
Private sector (not research/consulting)	1
Military Service	0
Obtaining further education	0
Unemployed seeking employment	3
Unemployed not seeking employment	0
Status Unknown	2
<b>Total Number of Graduates</b>	<b>25</b>

**4.3.4b: Delivery Modality Breakdown**

**Delivery Modality**

<b>Delivery Modality</b>	Main Campus
<b>Secondary Delivery Modality Name</b>	MPA:HA

4.3.4b	Self-Study Year Minus 1
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	0
City, county or other local government in the same country as the program	0
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	1
Obtaining further education	1
Unemployed seeking employment	1
Unemployed not seeking employment	0
Status Unknown	0

**4.3.4b**

**Total Number of Graduates**

**Self-Study Year Minus 1**

4

## Standard 4.4 Student Diversity

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

#### Self-Study Instructions:

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

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

**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 PSU Office of Global Diversity and Inclusion (OGDI) continues to offer an online course of "Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment" required to be taken by all PSU faculty and staff (both full-time and part-time), and graduate employees. PSU also requires all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The Department also encourages student, faculty and staff to participate in other OGD I diversity education opportunities. Several faculty members attended the "Inclusive & Culturally Responsive Curriculum and Pedagogy Workshop" and subsequently made changes in their courses.

According to the 2019 faculty survey, at least 35 existing Public Administration courses explicitly and consciously integrate content, textbooks, and/or materials that cover diversity, equity, and inclusion topics. Faculty make every effort to invite diverse guest speakers to their classrooms.

Many of our faculty incorporate community-based assignments in their courses. These individual

course assignments, together with the Integrative Organizational Experience (PA/PAH 509) provide our students opportunities to engage with a diverse range of community members and organizations that serve diverse populations.

Our faculty, staff, and students also actively engage in the campus-wide effort to promote diversity and inclusion. Several faculty, staff, and students have presented at the annual PSU Culturally Responsive Symposium, and Dr. Nishishiba, Department Chair, is a long-term member of the Diversity Action Council.

Finally, our student organizations such as the Public Administration Student Association (PASA) and the ICMA Student Chapter, also organize presentations featuring speakers with diverse cultural backgrounds.

**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 Department does not have a dedicated recruitment budget for MPA and MPA:HA programs. The recruitment activities are led and coordinated at the College level, by the Director of Recruitment and Retention, Ms. Danielle Law. The long-term strategy for recruiting more diverse classes of students includes: enhancing support systems for advising, making on-going efforts to increase faculty diversity, conducting current climate assessments, providing education and training around unconscious bias and sensitivity, and supporting College-wide activities that promote diversity, equity, and inclusion.

Shorter-term strategies provided by the CUPA Marketing and Communications staff include providing diversity-focused advertisements, highlighting community-building efforts, and the on-campus presence of diverse student groups. These strategies are packaged in communications plans for prospective students, applicants, and admitted students.

Other CUPA outreach strategies include: targeted recruitment efforts at universities in the region; CUPA representatives attendance at multicultural recruitment events; increased collaboration between CUPA and other PSU offices; strengthening relationships with PSU undergraduate populations (which is becoming increasingly diverse); establishing pathways between undergraduate and graduate programs; and advancing partnerships with programs, colleges, and universities with diverse student representation (such as Posse Foundation partner schools, Federal TRIO programs, McNair Scholars, and Truman Scholars.)

Recently, the Department started to coordinate the MPA and MPA:HA student recruiting efforts with the EMPA program, which has been organizing information sessions with regional public sector partners who have benefited from employing our graduates. We share MPA and MPA:HA information with the EMPA program coordinator, who coordinates EMPA outreach events such as, Brown Bag presentation, and Open House.

#### **4.4.3a**

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

**Please Check One:**  US Based Program

**Legal and institutional context of program precludes collection of any "diversity"**  No

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."**

**For programs with multiple modalities**, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

<b>4.4.3a Ethnic Diversity - Enrolling Students</b>	<b>Self-Study Year Minus 1 Male</b>	<b>Self-Study Year Minus 1 Female</b>	<b>Self-Study Year Male</b>	<b>Self-Study Year Female</b>	<b>Total</b>
<b>Black or African American, non-Hispanic</b>	1	0	3	1	5
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	0	0	0	2	2
<b>Asian, non Hispanic/Latino</b>	0	1	1	5	7
<b>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</b>	0	0	0	0	0
<b>Hispanic / Latino</b>	0	1	4	5	10
<b>White, non-Hispanic/Latino</b>	7	19	20	40	86
<b>Two or more races, non Hispanic/Latino</b>	3	1	1	7	12
<b>Nonresident Alien</b>	1	1	2	2	6
<b>Race and/or Ethnicity Unknown</b>	1	0	0	0	1
<b>Total</b>	13	23	30	61	127

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

There is a strong recognition that the department has so far made significant strides to improve itself, in an effort to represent the diversity within the world that it seeks to serves. For instance, in Academic Year (AY) 2014-2015, our Master of Public Administration (MPA) student body consisted of 76% females and 13% persons of color (as self-defined by the students). This is compared to 70% females and 32% persons of color for AY 2017-2018. Our MPA-Health Administration (MPA-HA) student body consists of 68% females and 32% persons of color for AY 2017-2018, compared to 73% females and 23% persons of color for AY 2014-2015. Based on these statistics, we are serving relatively more persons of color.



Historically, the PA Department has had on average 10 international students enrolled. However, our courses have also attracted several international students from departments outside PA.

The numbers above do not reflect the broader diversity in MPA and MPA:HA classes, which include some students who enrolled more than a year ago, others who are taking courses as post-baccalaureate students, and others enrolled in other degree or graduate certificate programs and taking MPA and/or MPA:HA courses as electives. These programs include the School of Education's Service-Learning Leadership Program, the University's Conflict Resolution Graduate Certificate Program, the Hatfield School's Master of Public Policy (MPP) and Ph.D. programs, and the Graduate Certificate in Nonprofit and Public Management. The numbers also do not include students from the LGBTQ community.

**4.4.3a: Delivery Modality Breakdown**

**Delivery Modality**

<b>Delivery Modality</b>	Main Campus
<b>Secondary Delivery Modality Name</b>	MPA

<b>4.4.3a Ethnic Diversity - Enrolling Students</b>	<b>Self-Study Year Minus 1 Male</b>	<b>Self-Study Year Minus 1 Female</b>	<b>Self-Study Year Male</b>	<b>Self-Study Year Female</b>	<b>Total</b>
<b>Black or African American, non-Hispanic</b>	1	0	2	1	4
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	0	0	0	2	2
<b>Asian, non Hispanic/Latino</b>	0	1	1	2	4
<b>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</b>	0	0	0	0	0
<b>Hispanic / Latino</b>	0	0	3	4	7
<b>White, non-Hispanic/Latino</b>	4	16	15	30	65
<b>Two or more races, non Hispanic/Latino</b>	2	1	0	4	7
<b>Nonresident Alien</b>	1	1	2	2	6
<b>Race and/or Ethnicity Unknown</b>	1	0	0	0	1
<b>Total</b>	9	19	23	45	96

**4.4.3a: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality** Main Campus  
**Secondary Delivery Modality Name** MPA:HA

<b>4.4.3a Ethnic Diversity - Enrolling Students</b>	<b>Self-Study Year Minus 1 Male</b>	<b>Self-Study Year Minus 1 Female</b>	<b>Self-Study Year Male</b>	<b>Self-Study Year Female</b>	<b>Total</b>
Black or African American, non-Hispanic	0	0	1	0	1
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	3	3
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	1	1	1	3
White, non-Hispanic/Latino	3	3	5	10	21
Two or more races, non Hispanic/Latino	1	0	1	3	5
Nonresident Alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>16</b>	<b>31</b>

**4.4.3b**

**4.4.3b Ethnic Diversity - Enrolling Students**

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

**Non-US Based Program:** Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

**For programs with multiple modalities,** complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

Select Designation	Program-defined Diversity Category	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Total						

4.4.3b: Delivery Modality Breakdown	
Delivery Modality	
Delivery Modality	Main Campus

Standard 4.4.3c
4.4.3c

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

***Standard 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.

### **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 to the Self-Study Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

### **PART A. Defining competencies consistent with the mission**

## **Section 5.1 Universal Required Competencies**

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

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

**To lead and manage in public governance**

The Department has developed ten learning competencies to define curriculum content, and to define expectations of student mastery and learning. The ten competencies were adopted by the full faculty in October 2011 in preparation for the previous self-study report. The faculty reviewed the ten competencies at a September 2018 retreat, but retained the ten without change.

The ten-competency framework was accepted by NASPAA in the 2012 accreditation for the MPA and MPA:HA programs, and for the MPA:HA program by the Commission of Accreditation for Healthcare Management (CAHME) for the 2013 accreditation. The Department retains the ten competency framework to meet the needs of multiple accreditors.

The ten competencies define knowledge content, role behaviors and professional values that support successful professional practice. The ten competencies also provide a means to describe and highlight key values from the program Mission and Vision including: ethical, competent service; community-engagement; representing and leading diverse communities; using collaborative, multi-disciplinary approaches to problem solving; employing cross-sectoral and inter-jurisdictional approaches. Each of these complex concepts are most strongly reflected in one or several competencies.

- Ethical, competent service (1, 2, 5 & 6);
- Community-engagement (3 & 9);
- Representing and leading diverse communities (3);
- Using collaborative, multi-disciplinary approaches (7);
- Cross-sectoral, inter-jurisdictional cooperation (8).

Discussions with our local government advisory group indicate a close alignment between the Department's ten learning competencies and the 14 ICMA critical core areas for effective local government professional practice (ICMA 2019, <https://icma.org/practices-effective-local-government-leadership>). The program competency alignment with the ICMA core areas supports students in the MPA Local Government specialization.

The program has not established mission-specific elective competencies to support MPA specializations. However, the MPA program asks all students to either select a specialization from the standard options, or with their advisor to create a specialized program of study. Specialization course requirements offer students another means to interpret the program Mission and Vision professional development.

The ten learning competencies map closely to the NASPAA five universal competencies. The following three of the ten correspond to Universal Competency 1. The mapping between the program's ten competencies and the NASPAA five Universal Competencies diagram is in Appendix G.

6. Create and manage systems and processes to assess and improve organizational performance.

7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

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

The Department has developed ten learning competencies to define curriculum content, and to define expectations of student mastery and learning. The ten competencies were adopted by the full faculty in October 2011 in preparation for the previous self-study report. The faculty reviewed the ten competencies at a September 2018 retreat, but retained the ten without change.

The ten-competency framework was accepted by NASPAA in the 2012 accreditation for the MPA

and MPA:HA programs, and for the MPA:HA program by the Commission of Accreditation for Healthcare Management (CAHME) for the 2013 accreditation. The Department retains the ten competency framework to meet the needs of multiple accreditors.

The ten competencies define knowledge content, role behaviors and professional values that support successful professional practice. The ten competencies also provide a means to describe and highlight key values from the program Mission and Vision including: ethical, competent service; community-engagement; representing and leading diverse communities; using collaborative, multi-disciplinary approaches to problem solving; employing cross-sectoral and inter-jurisdictional approaches. Each of these complex concepts are most strongly reflected in one or several competencies.

- Ethical, competent service (1, 2, 5 & 6);
- Community-engagement (3 & 9);
- Representing and leading diverse communities (3);
- Using collaborative, multi-disciplinary approaches (7);
- Cross-sectoral, inter-jurisdictional cooperation (8).

Discussions with our local government advisory group indicate a close alignment between the Department's ten learning competencies and the 14 ICMA critical core areas for effective local government professional practice (ICMA 2019, <https://icma.org/practices-effective-local-government-leadership> ). The program competency alignment with the ICMA core areas supports students in the MPA Local Government specialization.

The program has not established mission-specific elective competencies to support MPA specializations. However, the MPA program asks all students to either select a specialization from the standard options, or with their advisor to create a specialized program of study. Specialization course requirements offer students another means to interpret the program Mission and Vision professional development.

The ten learning competencies map closely to the NASPAA five universal competencies. The following four of the ten correspond to Universal Competency 2. The mapping between the program's ten competencies and the NASPAA five Universal Competencies diagram is in Appendix G

4. Identify and engage with the key elements of the public policy process.
7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

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

The Department has developed ten learning competencies to define curriculum content, and to define expectations of student mastery and learning. The ten competencies were adopted by the full faculty in October 2011 in preparation for the previous self-study report. The faculty reviewed the ten competencies at a September 2018 retreat, but retained the ten without change.

The ten-competency framework was accepted by NASPAA in the 2012 accreditation for the MPA and MPA:HA programs, and for the MPA:HA program by the Commission of Accreditation for

Healthcare Management (CAHME) for the 2013 accreditation. The Department retains the ten competency framework to meet the needs of multiple accreditors.

The ten competencies define knowledge content, role behaviors and professional values that support successful professional practice. The ten competencies also provide a means to describe and highlight key values from the program Mission and Vision including: ethical, competent service; community-engagement; representing and leading diverse communities; using collaborative, multi-disciplinary approaches to problem-solving; employing cross-sectoral and inter-jurisdictional approaches. Each of these complex concepts are most strongly reflected in one or several competencies.

- Ethical, competent service (1, 2, 5 & 6);
- Community-engagement (3 & 9);
- Representing and leading diverse communities (3);
- Using collaborative, multi-disciplinary approaches (7);
- Cross-sectoral, inter-jurisdictional cooperation (8).

Discussions with our local government advisory group indicate a close alignment between the Department's ten learning competencies and the 14 ICMA critical core areas for effective local government professional practice (ICMA 2019, <https://icma.org/practices-effective-local-government-leadership> ). The program competency alignment with the ICMA core areas supports students in the MPA Local Government specialization.

The program has not established mission-specific elective competencies to support MPA specializations. However, the MPA program asks all students to either select a specialization from the standard options, or with their advisor to create a specialized program of study. Specialization course requirements offer students another means to interpret the program Mission and Vision professional development.

The ten learning competencies map closely to the NASPAA five universal competencies. The following four of the ten correspond to Universal Competency 3. The mapping between the program's ten competencies and the NASPAA five Universal Competencies diagram is in Appendix G.

5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.

6. Create and manage systems and processes to assess and improve organizational performance.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

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

The Department has developed ten learning competencies to define curriculum content, and to define expectations of student mastery and learning. The ten competencies were adopted by the full faculty in October 2011 in preparation for the previous self-study report. The faculty reviewed the ten competencies at a September 2018 retreat, but retained the ten without change.

The ten-competency framework was accepted by NASPAA in the 2012 accreditation for the MPA and MPA:HA programs, and for the MPA:HA program by the Commission of Accreditation for

Healthcare Management (CAHME) for the 2013 accreditation. The Department retains the ten competency framework to meet the needs of multiple accreditors.

The ten competencies define knowledge content, role behaviors and professional values that support successful professional practice. The ten competencies also provide a means to describe and highlight key values from the program Mission and Vision including: ethical, competent service; community-engagement; representing and leading diverse communities; using collaborative, multi-disciplinary approaches to problem solving; employing cross-sectoral and inter-jurisdictional approaches. Each of these complex concepts are most strongly reflected in one or several competencies.

- Ethical, competent service (1, 2, 5 & 6);
- Community-engagement (3 & 9);
- Representing and leading diverse communities (3);
- Using collaborative, multi-disciplinary approaches (7);
- Cross-sectoral, inter-jurisdictional cooperation (8).

Discussions with our local government advisory group indicate a close alignment between the Department's ten learning competencies and the 14 ICMA critical core areas for effective local government professional practice (ICMA 2019, <https://icma.org/practices-effective-local-government-leadership> ). The program competency alignment with the ICMA core areas supports students in the MPA Local Government specialization.

The program has not established mission-specific elective competencies to support MPA specializations. However, the MPA program asks all students to either select a specialization from the standard options, or with their advisor to create a specialized program of study. Specialization course requirements offer students another means to interpret the program Mission and Vision professional development.

The ten learning competencies map closely to the NASPAA five universal competencies. The following six of the ten correspond to Universal Competency 4. universal competency. The mapping between the program's ten competencies and the NASPAA five Universal Competencies diagram is in Appendix G.

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.
2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy.
3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

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



## **citizenry**

The Department has developed ten learning competencies to define curriculum content, and to define expectations of student mastery and learning. The ten competencies were adopted by the full faculty in October 2011 in preparation for the previous self-study report. The faculty reviewed the ten competencies at a September 2018 retreat, but retained the ten without change.

The ten-competency framework was accepted by NASPAA in the 2012 accreditation for the MPA and MPA:HA programs, and for the MPA:HA program by the Commission of Accreditation for Healthcare Management (CAHME) for the 2013 accreditation. The Department retains the ten competency framework to meet the needs of multiple accreditors.

The ten competencies define knowledge content, role behaviors and professional values that support successful professional practice. The ten competencies also provide a means to describe and highlight key values from the program Mission and Vision including: ethical, competent service; community-engagement; representing and leading diverse communities; using collaborative, multi-disciplinary approaches to problem solving; employing cross-sectoral and inter-jurisdictional approaches. Each of these complex concepts are most strongly reflected in one or several competencies.

- Ethical, competent service (1, 2, 5 & 6);
- Community-engagement (3 & 9);
- Representing and leading diverse communities (3);
- Using collaborative, multi-disciplinary approaches (7);
- Cross-sectoral, inter-jurisdictional cooperation (8).

Discussions with our local government advisory group indicate a close alignment between the Department's ten learning competencies and the 14 ICMA critical core areas for effective local government professional practice (ICMA 2019, <https://icma.org/practices-effective-local-government-leadership> ). The program competency alignment with the ICMA core areas supports students in the MPA Local Government specialization.

The program has not established mission-specific elective competencies to support MPA specializations. However, the MPA program asks all students to either select a specialization from the standard options, or with their advisor to create a specialized program of study. Specialization course requirements offer students another means to interpret the program Mission and Vision professional development.

The ten learning competencies map closely to the NASPAA five universal competencies. The following four of the ten correspond to Universal Competency 5. The mapping between the program's ten competencies and the NASPAA five Universal Competencies diagram is in Appendix G.

3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.

10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

**Standard 5.2 Part A: Mission Specific Required Competencies**

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

**Standard 5.2 Mission-Specific Required Competencies (if applicable)**

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

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

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none

**Standard 5.3 Part A**

***Standard 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.

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

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none

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

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none

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

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none

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

none

### Standard 5.1-5.3 Part B

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

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf in the appendices tab.

### Standard 5.1 Part C

- **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 statements.***

#### **1. Definition of student learning outcome for the competency being assessed:**

The PA Department has adopted an instructional system based on ten competencies. Appendix G maps the ten competencies to the five NASPAA Universal Competencies. For the self-study year, the Department began assessment work for NASPAA Universal Competency 5: To communicate and interact productively with a diverse and changing workforce and citizenry. We use this universal competency to demonstrate our progress on developing a full-cycle review. The Assessment Plan (Appendix H) details the proposed procedures for the undeveloped aspects of the full-cycle exercise.

Over the self-study year and the preceding year, the Department continued to implement the collection of indirect survey data by expanding coverage of the program exit assessment survey, and by implementing a program entrance assessment survey. The Department also began development of procedures to collect graded student work as direct data of student mastery of the ten competencies. This required the Department to prepare and test new procedures for data collection, data interpretation and data analysis. We packaged this development as a pilot test of methodology and analysis, which we conducted in the spring of the self-study year (2019).

The Department selected competency 3 for the pilot test. This competency defines expectations related to diversity in local and global cultures:

- Respond to and engage collaboratively with local and global cultures and communities to address challenges in the public interest.

We report on the preliminary findings of the pilot test in this report submission. We recognize that the diversity aspects are only part of the more complex, meta-category circumscribed by NASPAA Universal Competency 5.

The Department intends to continue the pilot test effort in the Fall Term of 2019. In that phase, we will gather direct evidence of definition and student mastery by examining competency 9 (verbal and written communication interpersonally and as a professional to groups in society) and competency 10 (to think critically and reflexively about emerging issues). With data on these two additional competencies we can begin to assess the NASPAA Universal Competency 5. In subsequent year, we will analyze competency 8 on advancing solutions to cross-sectoral and inter-jurisdictional cooperation. Competencies 3, 8 and 10 strongly reflect the MPA and MPA:HA program mission and values. Competencies 8 and 10 are mapped across most of the NASPAA universal competencies. Thus, as the Department works to cover the five universal competencies, it will regularly revisit and update content and performance mastery for these often included competencies. Table 2 in the back of the Assessment Plan (Appendix H) includes a schedule of competency reviews for future years. Competencies covered in each year are grouped to respond to each of the five Universal Competencies.

The MPA and MPA:HA assessment models place the competency as the primary unit of analysis. Figure 5 in the Assessment Plan diagrams this centrality in relation to more complex multiple-competency units (e.g. NASPAA universal competencies), or lower component elements such as course learning objectives. The Department's use of the "competency" is as a first-level, meta category: broad enough to capture the array of related and unrelated knowledge content, and professional skills and behaviors that define the competency. Defining a competency requires discussion by the full faculty, and reflects among other factors: relevant theory, professional practice, faculty research and experiences, and social context. Faculty discussion should also review how the definition and operationalization of the competency fits into context with the program mission, vision and values. Discussion should address how a competency under review contexts with the other nine competencies, especially competencies 3, 8, 9 and 10.

For the ongoing pilot test, the Department's faculty Assessments Committee working group used recent course-competency matrices (Appendix I) and the degree course requirements list to identify those courses in which the instructor and the course content gave attention to the competency 3. The course-competency matrices from the last two academic years indicated that the MPA Core courses gave a degree of attention to Diversity, but that the available diversity requirement courses provided the strongest source exposure to this content. Three courses were identified with strong focus on competency 3; however, students could take any one of the three to meet the diversity course requirement, which prevents a single operationalization of the competency and its learning objectives. The three courses are:

- PA 514 Global Leadership & Management;
- PA 549 Cross Cultural Communication in the Public Sector
- PA 563 Civil Rights for Public Managers.

In their course syllabus, the instructors for these three courses identified refined learning objectives that would to some level respond to the competency. These learning objectives include:

PA 549: An expanded understanding of:

- >The relationship between culture and communication;
- >The roles of cultural patterns and verbal and nonverbal codes in intercultural communication;
- >Obstacles to intercultural communication;

- >Key factors for working in multicultural teams;
- >Key factors for working with multicultural community members;
- >Key factors for effective intercultural meetings and negotiations.

PA 514:

- >To gain a better appreciation of the increasingly complex and dynamic challenges in our contemporary world, both globally and locally;
- >To learn global public leadership and management concepts and tools for making a more positive difference in the world, beginning now;
- >To practice leadership and management in the context of a real life action opportunity--consistent with your global public service passion(s)--in a manner that further empowers you to serve the public good from "where we sit".

PA 593:

- >Be familiar with the major themes and problems of civil rights law and policy in the United States;
- >Be aware of the critically important role of the courts as well as their limitations in developing and ensuring civil rights protection;
- >Be able to read and brief Supreme Court opinions using standard analytical procedures;
- >Understand the relationship among civil rights protections that are based in the Constitution, statutes, and case law;
- >Have a basic understanding of the ways that different groups within our society see civil rights issues differently, whether they are public service professionals operating within their own agencies or functions as individual members of the public who go to public organizations for services or important decisions.

The Assessments Committee members, in discussion with the three course instructors, identified the degree of relevance for each particular learning objective. Discussions with the instructor indicated how that learning objective was expected to be demonstrated by students in their work assignments. These assignments including essay/ final papers, legal case analyses, postings on the d2l electronic system, and participation in in-class discussions and exercises were collected, graded and then used in the pilot assessment. The learning objectives and the related activities from each course provide the data from which to develop an aggregate meta-operationalization of the competency 3.

To assess the degree of student mastery, a five-level mastery rubric has been developed for each of the ten competencies (Appendix J). Rubric levels are ordered from Novice, Advanced Beginner, Competent, Proficient and Exemplary, and are based on the Dreyfus and Dreyfus (Assessment Plan, References) mode of professional development. The ordinal levels, wording and strategy of the rubric levels provides additional subtle framing to the competency definitions. These factors include: the student's awareness and recognition of the rationale and strategies for engagement with diverse groups; student possessing the skills for effective collaboration with diverse communities; the ability to apply skills in a familiar setting or context; and more advanced, the ability to apply skills in new or different settings and contexts.

The critical finding from reviewing these components is that the competency definition can include all of these different aspects and factors of diversity and collaboration. A competency is a "meta" category with conceptual variation in its definition, instructional presentation, and evaluation of student mastery.

## **2. Evidence of learning that was gathered:**

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The Department's Proposed Assessment Plan (Appendix H) provides a detailed discussion of current data collection procedures, and of proposed and planned procedures. The Department's logic model (Appendix C and Assessment Plan Figure 2) identifies four sources of data that will monitor instructional system performance and student competency mastery. These sources include: Outputs / Key Performance Indicators (KPI); Short-term Outcomes; Mid-term Outcomes; and Long-term Impacts. The latter two sources, Mid- and Long-term, are largely deferred for future development. Mid-term measures currently only contribute alumni employment data.

The Department and administrative staff collects data on operational metrics to support the Outputs/ KPI data source. Once fully implemented, this information will provide a dashboard of indicators of program performance. This evidence will also support the NASPAA annual update reporting.

To assess Short-Term Outcomes for program performance and student competency mastery, the Department is beginning to use a mixture of indirect survey and direct qualitative data. Figure 5 in the Assessment Plan displays the relationships between data types (direct or indirect), and the level of data. The Assessment Plan indicates current data collection practices and available data, and future components of the assessment system that will allow for more robust analysis. Including the pilot test, the Department currently collects and analyzes three forms of curriculum and student performance data:

- 1) Program-level entry and end-of-program exit indirect survey data;
- 2) Course-level end-of-course "course evaluation" competency student self-assessment indirect survey data;
- 3) Pilot test sub-competency learning objective direct graded student work data. Results of this analysis will be aggregated to the competency level.

Program-level competency mastery data:

At the end of the Fall, Winter and Spring Terms, the Department administers an exit survey of self-assessment of competency mastery to students completing the PA 509 Organizational Experience, PA 512 Case Study and PAH 509 Health Administration Organizational Experience. This survey covers all ten competencies and asks students to rate themselves on the five-level rubric of professional learning (Appendix J). Each competency has its own five-level rubric. The Department began collection of this data from all 509 students in Spring 2017, and from all PA 512 students in Fall 2018. The survey produces 5-level Likert data.

To assess students' sense of self-mastery upon program entry, the Department administers a program-level entry survey as part of the new student orientation conducted just prior to the start of Fall, Winter and Spring Terms. The Department pilot tested the combination of an orientation and a 5-level self-evaluation survey in Spring 2018, and implemented a routine practice starting in Fall 2018. The entry survey reflects the exit survey instrument described above. With the intention of developing individually paired pre- and post- data, the Department asks students to enter their University identification number on the survey form. Following graduation in Spring 2020, we should be able to generate individual paired differences by competency. This will provide the clearest, survey-based evidence of individual and group mastery.

Course Evaluations:

To assess instructional performance at the course level, the Department administers an end-of-course evaluation survey (Appendix K). In addition to course and instructor information this survey asks students to rate their level of competency mastery for the sub-set of competencies highlighted in the course. The survey form lists asks students to rate their sense of mastery on the five-level rubric scale. Student self-assessment also reflects the cumulative mastery based on the course and all their other program date. The course evaluation survey data indicates a course-level treatment of

each competency covered by the course. The results are in the form of a 5-bin Likert ordinal scale.

There are a series of methodology issues to work out before course evaluation survey results and graded student work assessment results (pilot test data directly below) can be used in a mixed-method data validation of course and competency level performance. While focused on a single competency, the graded student work data is from a learning objective level, and must be aggregated to the course level. Collected data from both sources are structured into the five-level rubric scale, which allows comparison. Developing a data validation procedure for the two data sources is an immediate system development goal.

#### Preliminary Pilot Test Results:

In Spring Term 2019 (end of self-study year) Assessment Committee teams were able to complete a preliminary data collection and assessment based on the graded work from the three courses (PA 514, PA 549, and PA 563) and the rubric specific to competency 3.

An inter-rater comparison of data collected by the two teams, and data analysis and mastery assessment has yet to be completed as of this writing. We will continue the pilot test effort in Fall Term in 2019.

Relative to the competency 3, very preliminary results include a recognition that the rubric framing responds to the "operational" aspects of diversity, collaboration and communication, and that the legal and policy aspects of civil rights are not well covered by the rubric. The PA 549 and PA 514 courses appeared to respond well to rubric design, and PA 593, which covers a different aspect of diversity did not appear to work effectively with the rubric. One assessment team also recognized that a single competency is a narrow set of concepts relative to the much broader array of content in a full course. Teasing out the competency content from the larger context of the course can be challenging. Assessing mastery of the competency was often understood as a very narrow aspect of the much broader course content.

### **3. How evidence of learning was analyzed:**

The procedures for secondary, integrative analysis of the Short-term Outcome survey and graded student work evidence has yet to be fully developed by the Assessments Committee and the full faculty.

As described in the Assessment Plan, the Short-term Outcome data includes both indirect survey data and graded student work direct data. In addition to the validation of data sources by level of analysis, the Department envisions using this data stream in two strategies:

1. Baseline development for time series development; and
2. Measurement of intervention effects of focused refinements to competencies, curriculum and instruction.

For the first strategy, the ongoing, quarterly (academic term) collection of program-level entry and exit survey data, and the continuous collection of end-of-course evaluation data allows the development of baseline information on program and course-level performance. This provides a foundation for time series analysis of events and changes occurring in the Department, programs, and organizational context. Events such as planned faculty retirements, unplanned changes in faculty availability or health, or contextual events such as college and program reorganizations represent external treatments in a time series analysis. There is a continuing string of such external events, which raises research questions of how student mastery has changed from before, during, and after the event. Once data collection systems and procedures are fully implemented, the performance system should be able to assess student mastery before and after events to identify

changes in performance. The Assessments Committee would take a lead role in developing these analyses and reporting their results to the full faculty for discussion.

The second strategy to using assessment system data and evidence is in the evaluation of curriculum design, and program and competency level instructional performance. Decisions to revise the curriculum, course competency coverage, or course content represent an intentional intervention to the curriculum or instructional system. The collection of direct data from graded student work and its analysis for specific competencies, provides an initial observation prior to treatment. Once changes are made, a period of time must elapse to allow for students to progress through the modified curriculum. During this time, both course evaluation data, and graded student work would be collected and analyzed by competency. These results would provide the post observation evidence. The two data types would provide a mixed-method validation of pre and post contrasts. The Assessments Committee would be heavily involved in developing the specific design and data collection systems, and reporting to assess intentional curriculum changes. The faculty Curriculum Committee would take a leadership role to review the current curriculum, to propose reforms, and to interpret subsequent results. The full faculty would need to adopt any reforms, which would then be implemented.

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

The Department to date has successfully used program-level exit competency mastery survey results, course evaluation surveys, and informal feedback to assess the need for program change. Over the current accreditation period, these streams of data and evidence allowed the Department to assess the inadequacy of coverage for competency 3, and to make changes by adding a degree requirement that students must take a recognized diversity course. The faculty Curriculum Committee and the full faculty assessed the available evidence and through dialogue made changes to the curriculum. The assessment system is currently gathering data to measure the effects of this recent curricular change.

The Department uses its standing faculty governance structure to consider instructional assessment results, and to determine if changes to program strategy, curriculum, and course content are warranted. Review of performance evidence and decision-making has been handled on a case-by-case basis. There is no set standard that triggers a review or change. Decisions on course coverage and curriculum issues are determined through faculty dialogue. Formal decisions are by majority vote per Departmental bylaws. Review of individual instructor performance is handled by the Department Chair.

Proposals in the Assessment Plan to add and expand the collection of graded student work, to capture and use paired program-level competency data, to collect and analyze baseline data, and to validate the quality of assessment data at all levels, gives the Department an opportunity to revisit its program review and to formalize its decision procedures. This is an area for pending design work and system implementation by the Assessments Committee and the full faculty.

**Standard 5.2 Part C**

**Mission-Specific Required Competencies: One Assessment Cycle (If applicable)**

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:**

none

**2. Evidence of learning that was gathered:**

none

**3. How evidence of learning was analyzed:**

none

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

none

**Standard 5.4.1 Professional Competencies**

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

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

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

Since their inceptions, the MPA and MPA:HA programs have focused on engaging the professional community as part of their curriculums and student experiences.

The MPA and MPA:HA faculty members are active in "engaged scholarship" where knowledge is co-created through partnerships between researchers, practitioners, and community leaders. As a degree requirement, all MPA and MPA:HA students participate in a community-engaged learning experience. Most students in the MPA and MPA:HA programs take the PA 509 Organizational Experience course where students engage in a co-production of problem solving with a public, nonprofit or health services organization for 150-180 hours of service in the field. The student's application of the theories learned in the academic setting to real-world projects is the culmination of their MPA/HA program. PA 509 project types include: program evaluation and performance audits, development of operating procedures and policies, project costing and alternative analyses, and best practices identification and comparison. Mid-career students with administrative experience can opt into the PA 512 Case Analysis course to engage in reflective practice, market analysis, organization development and performance improvement, or comparative policy analysis and advocacy, often for their own organization.

The Department engages a wide range of practitioners as adjunct instructors in the MPA and MPA:HA programs. Adjunct instructors are strategically placed to maximize student learning outcomes for courses that benefit from real-world experience. For example, a data analyst at the local county offices teaches the two-course Data Analysis sequence. She brings knowledge about public sector data analyst user requirements, real world problem sets, and software tools. A local city manager and city public works director jointly teach the Public Works Administration course. The Public Budgeting core class, required of all MPA and MPA:HA students, invites a financial

professional as a guest lecturer once a quarter. Faculty community engaged scholarship and consulting activities open pathways for policy leaders and operational professionals to visit students in the classroom. These guest speakers often bring the most timely information on fast-evolving policy and operational issues. The Energy Policy and Smart Grid courses present weekly guest speakers.

The faculty maintains close relationships with the practitioner communities and professional organizations. These organizations include the International City/ County Management Association and its Oregon affiliate (ICMA/ OCCMA); Oregon Government Finance Officers Association (OGFOA); and the Oregon Program Evaluation Network (OPEN). Students typically receive heavily discounted membership to these organizations. These organizations have annual conferences, which are available to students at discount rates or with scholarship support. Local government students attend the OCCMA summer conference in strong numbers every summer. This is an excellent event for students to have sustained contact with tens of city managers from across Oregon.

Several members of the Department faculty have extensive networks with government professionals and academics in other nations. These networks include partnerships and contacts in Japan, Vietnam, South Korea, Thailand, Mexico, Cuba, and the Middle East/ North Africa. These relationships support a number of courses which MPA and MPA:HA students can take to gain international experiences. These courses offer critical experiences to MPA students in the Global Leadership and Management specialization. The relationships also support an array of academic and professional exchange programs, many of which occur on an annual basis.

The Hatfield School of Government houses a number of centers and institutes that support student contact with public service professionals. These centers and institutes include:

- National Policy Consensus Center (NPCC)
- Center for Public Service (CPS)
- Center for Women's Leadership
- Institute for Tribal Governance
- Nonprofit Institute at PSU
- Initiative for Community Disaster Resilience

Other similar institutes on the Portland State University campus include the Institute for Sustainable Solutions, which has close ties with the Department faculty. The centers and institutes provide administrative support for faculty engaged with governmental, nonprofit, tribal, corporate and advocacy organizations for consulting and scholarship projects. These projects often provide students with opportunities for part-time employment. The contracts and inter-governmental agreements for these projects often specifically include team members positions for masters and doctoral graduate students. Student part-time positions on these projects are an important bridge between the classroom and journey-level professional skill performance.

A final option available to MPA and MPA:HA students on an annual basis, is the Oregon Summer Fellowships program sponsored and facilitated by the Center for Public Service. The Summer Fellowships are for students still in their graduate programs. The Center works with government, nonprofit, private and tribal employers to place students in 10-week (400 hours), full-time employment for a summer term. Though open nationwide to graduate students, many MPA students successfully apply and participate in this program.

**Standard 6 Matching Resources with the Mission**

**Standard 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.

<b>If available, please provide the budget of the degree seeking accreditation</b>	2,512,000.00
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<b>6.1a Overall budget for program</b>	Stable
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**6.1b**

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

Budget:

Overall resources for the core budget of the Department of Public Administration (including both MPA and MPA:HA programs) have remained generally stable at about \$2.5 million annually over the three year comparative period. The program resources are sufficient, if not generous, and program delivery remains effective.

Total faculty salary expense has increased modestly from FY17 to FY19 due to collective

bargaining. OPE costs have grown over the three year period due to increases in health and retirement costs.

Faculty numbers have remained stable, with new hires made when there were retirements (3 full time tenure track faculty and 1 NTTF, retired and replaced between 2013~2018). The use of adjuncts has been relatively stable over the three years, although due to university budget cuts the Department has had to augment adjunct salary costs with sabbatical and other savings.

Administrative Staff Salary increased in FY18 due to the reorganization of the unit from a Division to a Department. The reorganization included the creation of a new Department Manager position and brought a .5 FTE of the Office Specialist position into the Public Admin budget. In FY19 Administrative Staff Salary increased again when the Office Specialist position was appointed at 1.0 FTE within the Department.

The PA Department travel funds saw nearly a 36% reduction from FY17 to FY18 but were stable between FY18 and FY19. Faculty was also able to use professional development funds provided by the University per AAUP negotiations, grants, and contract funds as appropriate for travel related to research and consulting projects.

There was a significant reduction in grants between FY17 and FY18 due to the reorganization and separation of the School of Public Health faculty and projects from the Department. Between FY18 and FY19 grant activity remained stable primarily due to the Middle East Partnership Initiative Student Leader's Program (MEPI) and the Simulating the Social Sustainability of Energy Infrastructure Siting (SEI) NSF grants.

The budget to support graduate assistants has remained stable to support three .30 FTE teaching assistant positions each year, and has increased to meet changing requirements of contract negotiations. Other graduate assistant positions are created when new faculty start-up or grant funding becomes available. Scholarships have remained stable for students in the PA Department over the past three years with sustained support from the Ron Cease Founder's Scholarship and other CUPA specific opportunities.

#### Program Administration:

The PA Department is the academic home for the MPA, MPA:HA, Executive Master of Public Administration (EMPA), Master of Nonprofit Leadership (MNL) graduate degrees, the undergraduate Civic Leadership minor, and the Graduate Certificate in Nonprofit and Public Management (GCNPM). It is also a participating unit for the two Hatfield School interdisciplinary programs, namely the Master of Public Policy (MPP) and the Ph.D. in Public Affairs and Policy (PAP). As noted under Standard 2.1.2. the PA Department Chair serves as the program director for all academic programs housed under the PA Department, and also serves as a point person in coordinating with the MPP and PAP programs. The Department Chair appoints the faculty lead for each specialization under the MPA, and the leads for the MPA:HA, EMPA, MNL, and Civic Leadership Minor, and GCNPM programs. The faculty leads provide administrative leadership in the MPA specializations and the MPA:HA program and assist the Department Chair in the program administration. The PA Department Manager (Kim Heavener), and the PA Department Office Coordinator (Megan Heljeson) provide administrative and operational support.

The Department Chair is elected by the faculty for a three-year term with re-election as an option. It is to be held by a tenured faculty member. The Department Chair receives a stipend and a 3-course release during the academic year. The Department Chair has the authority for administrative,

programmatic, budgetary and personnel decision. The Chair provides academic leadership, including, representation to the College and University, representation at the Faculty Senate, authority for admissions, curricular review and modification (subject to approval through the various levels of University curricular oversight beginning at the Department faculty level), instructional schedule development, student advising, field placements, and student life (including leadership opportunities, student organizations and representation, and student concerns). Student complaint resolution is in collaboration with faculty as appropriate. The Department Chair oversees the evaluation of adjunct, non-tenure track, and tenure track faculty, which is conducted through annual and tenure related performance assessments, following the procedure determined by the University.

Faculty members appointed as the faculty lead for a Masters degree program (i.e. MPA:HA, MNL, EMPA) receive a one course release over the academic year. Faculty appointed as a faculty lead for one of the MPA specializations do not receive any course release nor additional compensation; this work is considered a part of their service to the Department.

Only the EMPA program has designated GA support, but this position is funded and hired by the Center for Public Service. No designated GA support is available to the Department Chair nor to any other faculty lead. The Department Chair can make a request to the PAP program to assign a GA from the doctoral student pool. During the last three years (AY 16~17, 17~18 and 18~19) the Department Chair was assigned one doctoral student as a GA.

#### Supporting Personnel:

The Public Administration Department has two full-time staff - an Office Coordinator and a Department Manager. These positions are augmented by some student worker support.

The Department Manager is primarily responsible for budget management, HR related matters, operations, and overall marketing and student success. Fiscal responsibilities include forecasting, monthly reconciliation, and the monitoring of all departmental funds including: general operating funds, faculty professional development funds, grant and foundation funds, ancillary professorship funds, faculty enhancement awards, and new faculty start-up funds. The Department Manager has approval authority for approx. 2 million annual budget and is responsible for understanding and adhering to fiscal policies for a range of categories including salary, supplies, grant, foundation, and professional development. Department Manager generates various offer letters and monitors payroll for approx. 15 faculty, 40 adjuncts, and 5 graduate assistants per academic year while adhering to union contract regulations for each group. Summer letters and wage agreements account for approximately another 15 appointments. The complexity of a multi-union environment requires frequent troubleshooting and interpretation of policy. In addition, the Department Manager is tasked with overseeing and working to improve student recruitment, matriculation, and time to graduation through data collection, customer service and communications procedures. The Department Manager collaborates with Department Chair/ Marketing Committee, Dean's Office and key PSU staff to help market programs and to increase enrollment.

The Office Coordinator builds relationships with faculty and students, and assists them with various questions, course issues, room assignments, petitions, registration issues, graduation audits, as well as providing the basic infrastructure for the office systems (including student files) and office coverage. The Office Coordinator also trains and oversees the student workers.

Overall, administrative support for the program is at an adequate level to meet mission, core needs and respond to critical requests. However, with multiple professional graduate programs housed within the Department, having only two full-time staff limits the departmental support only to the

essential tasks. Areas where more support staff is needed include: outreach and recruiting of new students, marketing, student and assessments data tracking, basic student advising, event coordination, and faculty research/grant opportunity tracking.

Other central resources are also available to the Department to assist with student recruitment, internships, and alumni relations. Within the CUPA Dean's Office there are 2 full time staff members dedicated to recruitment and marketing. Alumni relations are managed in concert with our volunteer PA Alumni Association and the PSU Alumni Association. The University's Research and Graduate Studies provides support for grant administration.

#### Teaching Loads/Class Sizes/Frequency of Class Offerings:

Teaching load for the faculty members in the Department who mainly teach graduate-level courses is seven courses a year. Faculty members may have a release time with funded research or CPS activities. Where full-time tenure or fixed-term faculty are not available to teach particular courses, adjunct faculty are hired to teach, which ensures course coverage over the full curriculum required by students.

The core courses for MPA and MPA:HA students constitute 60 credit hours, and these courses are generally taught twice during the academic year. The Department tries its best to ensure that all students will have access to these required courses. The first course most students take is PA 511, Public Administration. When possible, this course is taught every term in order to accommodate students entering through rolling admissions. The Analytic Methods sequence of two courses has a schedule which allows students to complete the sequence within a year. The first course (PA551/552) is taught in fall and winter and the second in winter and spring. Students take both classes with the same professor if possible. The core courses typically have 15 ~ 20 or sometimes more students.

Students are required to take 9 credit hours of skills based courses to strengthen particular areas of individual need. Some skill courses are offered on a regular basis, others not. Partially this is a matter of demand. Required courses for each specialization are offered either once a year, or every other year. The PA Department covers the demand for these courses with the supplemental use of qualified practitioners or academic adjuncts. To date, the funds for hiring adjuncts have been sufficient, although a reduction in adjunct funding has occurred in the past.

#### Information Technology:

The Department has sufficient support for technology needs. Faculty members have access to a computing resources both at the College and University level. CUPA provides each faculty member a computer and software (MS Office Suite, and specialized software as needed) which are updated on a regular basis. All software is regularly updated and computers are networked and have access to secure drives. The University maintains e-mail services through Google Mail and unrestricted high-speed Internet access for all faculty, staff and students from almost anywhere on campus. Jonathon Wolfe is a full time Technology and Lab Manager dedicated to CUPA and is always available to assist faculty. Faculty also have access to full University services for technology support, including a user help desk. More details about OIT can be found here: <https://www.pdx.edu/oit/>

The University maintains multiple general computing labs and computing classrooms (full details here: <https://www.pdx.edu/oit/computer-labs>). Students and faculty may access these labs until late in the night, although they may be closed or have shortened hours during breaks between terms. In

addition, PA students have use of the CUPA computer lab on the 2nd floor of the CUPA Urban Center. Use of the computers for academic purposes as well as training and assistance are available in this lab. There is also an adjacent computer classroom which offers 20 PC workstations and an instructor station.

#### Library:

The Portland State University Library offers significant support to the Public Administration Department through its collections and instructional services. The library holds: 1,449,403 million print volumes; over 800,000 government documents and publications; 18,252 journal subscriptions; 86,341 electronic journals; 1,012,029 electronic books; 390 databases; over 2.5 million microforms; 134,777 audio-visual materials; 67,871 maps; and subscriptions to 20 streaming audio and film services. In addition to the materials held on campus, books and articles can be requested through a national Interlibrary loan (ILL) service and the regional Orbis Cascade Alliance, a consortium of 30 academic libraries. Through these services, members of the PSU community have access to materials not directly held by the university. The PSU Library also provides workshops to members of the campus community, which cover topics including scholarly communications, open access, open education resources, data management, and citation software. More about the PSU Library can be found here: <https://library.pdx.edu/>

The Public Administration faculty play an active role in shaping the library's collection, and the department provides input and requests regarding the purchase of new titles and databases. The department has a liaison librarian, Dr. Richard Mikulski, who provides reference, research, and instruction services to the Public Administration community. This includes teaching in-class research sessions, answering reference emails and phone calls, providing workshops and presentations, and meeting with students and faculty individually to discuss resources that are relevant to their research projects. Through its collections and staffing, the Portland State University Library provides the services and materials needed to support the Public Administration Department's courses and degree offerings. Concerns have been expressed, however, that due to the budget cut, the library has discontinued some of the services in accessing electronic journals.

In addition to the main Millar Library, CUPA has a specialized library, the Dirce Moroni Toulon Library, in the Urban Center building on the seventh floor which is available to all CUPA faculty and students. This library holds a collection of books related to the disciplines represented in the College.

Finally, through a partnership between the University and the City of Portland, students and faculty have access to the City Archives, which has special value for the field of Public Administration, particularly for those interested in local government and issues of diversity as they relate to public policy and civic engagement. The City Archives are situated in the Academic and Student Recreation Center across from the Urban Center building.

#### Classrooms, Offices and Meeting Spaces:

The Department is located on the sixth floor of the Urban Center Building which houses the College (CUPA) and is situated on the Urban Plaza. This is an ideal location for the College (as well as PA Department) and one that is considered the urban gateway for the University. The Urban Center has received several architectural awards for its design and is most frequently featured as one of the University's major locations on the PSU website, in brochures and other media.

Classrooms are assigned by the central university registrar's office for the Department in a variety of

locations across campus. In addition, staff have priority access for scheduling classrooms within the Urban Center. Most campus classrooms have full technology complements and the Office of Information Technology provides training for professors in equipment use. The Urban Center also has the Parson's Gallery that accommodates larger student academic presentations as well as general events.

Faculty Offices are approximately 120 SF and each office has windows. Adjunct faculty share cubicle space on the 6th floor.

Meeting space immediately available to the Department on the 6th floor includes two small conference rooms that seat 8 to 10 people, and one larger room that seats 12-14 people. A 24 person executive conference room (the Meyer Memorial Room) is available on the seventh floor and Department faculty meetings usually take place in this space. Beyond these meeting spaces, there are other rooms available for meetings within the Urban Center and across campus.

## 6.2a

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

Required Course (list them by course catalogue name and number)	Frequency
<b>Course 1</b> MPA & MPA:HA - PA 511 Public Administration	More than one semester, session, or quarter per year
<b>Course 2</b> MPA & MPA:HA - PA 513 Administrative Ethics & Values	More than one semester, session, or quarter per year
<b>Course 3</b> MPA & MPA:HA - PA 533 Public Policy: Origins and Processes	More than one semester, session, or quarter per year
<b>Course 4</b> MPA & MPA:HA - PA 534 Administrative Law	More than one semester, session, or quarter per year
<b>Course 5</b> MPA & MPA:HA - PA 540 Administrative Theory & Behavior	More than one semester, session, or quarter per year
<b>Course 6</b> MPA & MPA:HA - PA 551 Analytic Methods in Public Administration I	More than one semester, session, or quarter per year
<b>Course 7</b> MPA & MPA:HA - PA 552 Analytic Methods in Public Administration II	More than one semester, session, or quarter per year
<b>Course 8</b> MPA & MPA:HA - PA 582 Public Budgeting	More than one semester, session, or quarter per year
<b>Course 9</b> MPA & MPA:HA - PA 585 Financial Management in the Public Sector	One semester, session, or quarter per year
<b>Course 10</b> MPA & MPA:HA - PA 590 Human Resource Management in the Public Sector	More than one semester, session, or quarter per year
<b>Course 11</b> MPA & MPA:HA - Capstone: PA/PAH 509 Organizational Experience or PA 512 Case Analysis	Every semester, session, or quarter
<b>Course 12</b> MPA:HA Only* - HSMP 573 Values & Ethics in Health	More than one semester, session, or quarter per year
<b>Course 13</b> MPA:HA Only* - HSMP 577 Health Care Law and Regulation	One semester, session, or quarter per year



	<b>Required Course (list them by course catalogue name and number)</b>	<b>Frequency</b>
<b>Course 14</b>	MPA:HA Only* - HSMP 541 Organizational Behavior in Health Services Organizations	More than one semester, session, or quarter per year
<b>Course 15</b>	MPA:HA Only* - HSMP 580 Health Services Human Resources Management	Less than once per year
<b>Course 16</b>	MPA:HA Only - PAH 570 Health Administration	One semester, session, or quarter per year
<b>Course 17</b>	MPA:HA Only - PAH 571 Health Policy	More than one semester, session, or quarter per year
<b>Course 18</b>	MPA:HA Only - HSMP 574 Health Systems Organization	More than one semester, session, or quarter per year
<b>Course 19</b>	MPA:HA Only - HSMP 586 Introduction to Health Economics	More than one semester, session, or quarter per year
<b>Course 20</b>	MPA & MPA:HA - Diversity Requirement Course (Students choose from list of 7 or other approved by advisor)	More than one semester, session, or quarter per year

**6.2b**

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

<b>Specialization</b>	<b>Number of students graduating with each concentration/specialization in SSY</b>	<b>Number of Courses Required for Specialization</b>	<b>Number of Courses Offered within SSY</b>	<b>Number of Courses Offered in SSY-1</b>
Specialization A: Global Management and Leadership	2	2	2	2

<b>Specialization</b>	<b>Number of students graduating with each concentration/specialization in SSY</b>	<b>Number of Courses Required for Specialization</b>	<b>Number of Courses Offered within SSY</b>	<b>Number of Courses Offered in SSY-1</b>
Specialization B: Human Resource Management	2	2	2	2

<b>Specialization</b>	<b>Number of students</b>	<b>Number of</b>	<b>Number of</b>	<b>Number of</b>
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	<b>graduating with each concentration/specialization in SSY</b>	<b>Courses Required for Specialization</b>	<b>Courses Offered within SSY</b>	<b>Courses Offered in SSY-1</b>
Specialization C: Local Government	4	2	2	2

<b>Specialization</b>	<b>Number of students graduating with each concentration/specialization in SSY</b>	<b>Number of Courses Required for Specialization</b>	<b>Number of Courses Offered within SSY</b>	<b>Number of Courses Offered in SSY-1</b>
Specialization D: Natural Resources Policy and Administration	5	1	1	1

<b>Specialization</b>	<b>Number of students graduating with each concentration/specialization in SSY</b>	<b>Number of Courses Required for Specialization</b>	<b>Number of Courses Offered within SSY</b>	<b>Number of Courses Offered in SSY-1</b>
Specialization E: Nonprofit Management	5	4	5	5

**6.2c**

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

The core courses are generally taught two terms during the academic year. With most of the core courses at full capacity, we consider that the frequency for these courses represent adequate resources. Some skill courses are offered on a regular basis, others not. Required courses for each specialization are offered either once a year, or every other year. Partly, this is a matter of demand. Many of the skills courses and specialization courses are smaller, reflecting the student demand.

Required courses with an asterisk represent MPA:HA courses that can be taken instead of a corresponding MPA Requirement.

**Standard 7: Matching Communications with the Mission**

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

**Self-Study Instructions**

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard have 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 Self Study Report for Standard 1-6, the Program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

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

**Data and Information Requirements - Provide URLs**

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

**General Information about the Degree - From Eligibility Section**

**7.1.1 Please provide a URL to the following information, which is to be made public, and kept current, by the program.**

<b>Degree Title</b>	<a href="https://www.pdx.edu/hatfieldschool/master-of-public-administration">https://www.pdx.edu/hatfieldschool/master-of-public-administration</a>
<b>Organizational Relationship between Program and University</b>	<a href="https://www.pdx.edu/hatfieldschool/about-the-department">https://www.pdx.edu/hatfieldschool/about-the-department</a>
<b>Number of Credit Hours</b>	<a href="https://www.pdx.edu/hatfieldschool/master-of-public-administration">https://www.pdx.edu/hatfieldschool/master-of-public-administration</a>
<b>Length of Degree</b>	<a href="https://www.pdx.edu/hatfieldschool/master-of-public-administration">https://www.pdx.edu/hatfieldschool/master-of-public-administration</a>
<b>List of Specializations</b>	<a href="https://www.pdx.edu/hatfieldschool/mpa-areas-specialization">https://www.pdx.edu/hatfieldschool/mpa-areas-specialization</a>

**Number of Students**

<https://www.pdx.edu/hatfieldschool/prospective-students>

**Mission of the Program - From Standard 1**

**Mission Statement**

<https://www.pdx.edu/hatfieldschool/vision-mission-and-values>

**Faculty - From Standard 3**

**Number of Faculty Teaching in the Program**

<https://www.pdx.edu/hatfieldschool/faculty>

**Program Faculty identified including credentials**

<https://www.pdx.edu/hatfieldschool/faculty>

**Cost of Degree - From Standard 4.1**

**Description of Financial Aid Availability, including Assistantships**

<https://www.pdx.edu/hatfieldschool/student-resources>

**Admission - From Standard 4.2**

**Admission Criteria**

<https://www.pdx.edu/hatfieldschool/admission-criteria-requirements>

**Career Services - From Standard 4.3**

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

<https://www.pdx.edu/hatfieldschool/mpa-graduation-and-employment-rates>

**Graduates - From Standard 4.3**

**Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years)**

<https://www.pdx.edu/hatfieldschool/mpa-graduation-and-employment-rates>

# Standard 1

## Appendix A

# Department of Public Administration

## Advisory Board

### I. CHARGES AND RESPONSIBILITIES

PA Department advisory board members will:

- a) Be informed about the degree programs in the PA Department., its students, curriculum, services/supports, and activities.
- b) Be prepared to discuss department programs and student issues to ensure that the program remains current and meet employment needs. Offer feedback or suggestions to department programs and student opportunities.
- c) Be prepared to engage with faculty constructively to discuss department programs and student experience to offer feedback or suggestions to the department.
- d) Assist with program marketing and promotion.
- e) Identify and present opportunities for students and/or host students for PA 509 projects, PA 504 internship or other projects.
- f) Serve as an ambassador and advocate for the programs in the PA Department.
- g) Provide a connection to and ongoing exchange of information and ideas with practitioners in the field and other external contacts.
- h) Assist in identification and acquisition (when appropriate) of external funding and resources to support the students and program (e.g. scholarships, program materials, other resources).
- i) Assist with placement of program graduates.
- j) Assist in the identification and recruitment of new board members.
- k) Attend semi-annual board meetings and other events/functions (as requested).

### II. MEMBERSHIP

- a) Advisory board members will represent a cross section of public and nonprofit sector backgrounds relevant to the PA Department programs.
- b) Advisory board members will represent diverse perspectives.
- c) Prospective advisory board members are identified by the PA Department faculty as well as existing advisory board members.
- d) Prospective member names will be submitted to the Chair of the Department and will be reviewed by the PA faculty for input.
- e) The suggested number of board members should be from 12 to 15 people.

- f) Advisory board members will serve two-year terms with the possibility for renewal for additional terms based on their interest and involvement.
- g) The advisory board provides advice to the Department and does not engage in decision-making related to program personnel, budget, or internal policy development within the Department of Public Administration.

### **III. OFFICERS AND DUTIES**

- a) A chair will be identified and appointed each academic year from the advisory board membership.
- b) A co- or vice-chair may also be identified. If there is not a board member who is able to serve as chair, PA Department Chair may function as an interim chair until an advisory board member is identified to act as chair.
- c) There are no other elected officers.
- d) The advisory board chair facilitates effective functioning of the advisory board meetings with support from the PA Department Chair. Conducting meetings is a prime role of the chair. He/she will also assist the PA Department Chair in preparing meeting agendas and represents the advisory board at other meetings, as needed.
- e) The PA Department Chair will plan the meetings, ensure effective preparation, distribution, and archiving of the advisory board meeting minutes, and take follow-up action as required.
- f) The PA Department Chair will also establish and maintain a viable pool of prospective new board members, maintain a current list of members, monitors terms, and manages the membership to include maintaining consistent and effective communication.

### **IV. ADVISORY BOARD MEETINGS**

- a) Advisory board meetings will be held on a bi-annual schedule (fall and spring).
- b) Meeting location will be determined by the PA Department Chair with input from board members. When necessary and available, distance technologies will be used to allow members to participate who are unable to attend in-person.

### **V. ADVISORY BOARD MEMBER COMPENSATION**

- a) There will be no formal compensation for advisory board members.
- b) Costs related to travel (mileage, accommodations, and other expenses) will be the responsibility of the board member.

# Standard 1

## Appendix B



PA Department Advisory Board Meeting

Thursday, May 16 11:30~2:00

AGENDA

1. Welcome (Masami Nishishiba, Chair)
2. Self-introduction (Board members and attending faculty members)
3. Review of the Board member charges.(All)
4. Discussion on Board Chair selection.(All)
5. Your feedback on the PA programs.(All)
6. Next steps.

Board Members

Jeannine Beatrice, State Department of Health and Human Services, EMPA alum

Martha Bennett, PA Local Government specialization advisory board

Joyce Hamilla, Oregon Federal Executive Board

Jordan Wheeler, City of Sandy, MPA alum

Emmet Wheatfall, Clackamas County

Jana Bitton, Oregon Center for Nursing, MPA alum

Jim White, Nonprofit Association of Oregon

Joe Chapman, Vancouver Clinic, MPA alum

Lynn Averbeck, EMPA alum

# PA Advisory Board Meeting

## May 16<sup>th</sup>, 2019

### **In Attendance:**

Board Members: Emmett Wheatfall, Jordan Wheeler, Jim White, Lynn Averbeck, Martha Bennett, Joe Chapman, Joyce Hamilla and Jeannine Beatrice.

Unable to attend: Jana Bitton

PA Department representatives: Masami Nishishiba, Kent Robinson, Kim Heavener, and Megan Heljeson

### **Meeting started at 12:18pm**

#### **Item 1: Member Introductions**

- Jeannine Beatrice, State Department of Health and Human Services, EMPA alum
- Martha Bennett, PA Local Government specialization advisory board
- Joyce Hamilla, Oregon Federal Executive Board
- Jordan Wheeler, City of Sandy, MPA alum
- Emmet Wheatfall, Clackamas County
- Jana Bitton, Oregon Center for Nursing, MPA alum
- Jim White, Nonprofit Association of Oregon
- Joe Chapman, Vancouver Clinic, MPA alum
- Lynn Averbeck, EMPA alum

#### **Item 2: Discussion of Board Chair Selection**

- Lynn Averbeck volunteered

#### **Item 3: Review of Board Member Charges (Q and A)**

- **Meeting plan?** Plan to meet twice a year, in Spring and Fall.
- **Fundraising?** No fundraising responsibilities, but we would like members to connect with Department if they know of possible scholarship opportunities.
- **Commitment and Term Limits:**
  - Currently board will serve a 1 year appointment. More to be determined.
  - Possibly no term limit as long as you are willing to serve. Keep it fluid
  - Plan to meet twice a year, in Spring and Fall.
- **Student advisory board?** No advisory board, but some student groups:
  - Public Administration Student Association (PASA)
  - International City/County Management Association student chapter (ICMA)
  - Institute for Healthcare Improvement open school (IHI)
- **What are the goals, and how can they be achieved with so few meetings?** Best way to communicate between meetings? Department should give direction of what is needed when sending materials out to board to review. Highlight Action Items.
- Action of board should be recorded and maintained for continuance. A curriculum for new members to see what's happened so far.

#### **Item 4: Review and Signing of Paperwork**

## Item 5: Program Overview and Feedback Opportunity

- Observations of committee:
- Overview of accreditation/self-study/site visit
- Site visit will want to see committee
- PPT slides overview and Q&A
- MPA - NP VS. MNL
- MPA VS MPP - Requires articulation for students who do not know the difference between the two
- MPP>Analyst / MPA> Manager
- MPP to be accredited? Under discussion.
- New self-study differs from re-accreditation self-study
- Plan MNL & MPP in 6 years to coincide w/ MPA
- Opportunity for AB to recommend new programs
  - (EW) Equity, diversity, and inclusion GC
  - (JC) Seconds that as emerging field
  - Strong consensus forefront/ competitive advantage
- Articulation of “specialization” clear to employers?
- \*Practical application\*
  - Better articulatory to employers the degree
  - Arm students to articulate it themselves
- \*Practical application\* great advantage for students
  - PA Does a good job of practical experience as well as group work (JW/JC)
- Project management skills for students
  - Art more than science / “Soft skills”
- “Leadership” name - find something more marketable
- Important to have behavioral human skills as it is to have theoretical skills
- Need strong advising relationship in program
- Minor in civic leadership a pipeline to MPA
- Strong push from DEAN to start undergraduate major.
  - Hope is to start conversation this Fall.
  - MPA = professional degree?
- Pathway / 5 yr program
- MPA/MPP/Engineering Dept collaboration
- Other emerging fields: Cybersecurity
- Masters in emergency resilience / Interdisciplinary / Under review
- Joint MPP/JV w/ LEWIS-CALRK in conversation

Meeting Adjourned at 2:01pm

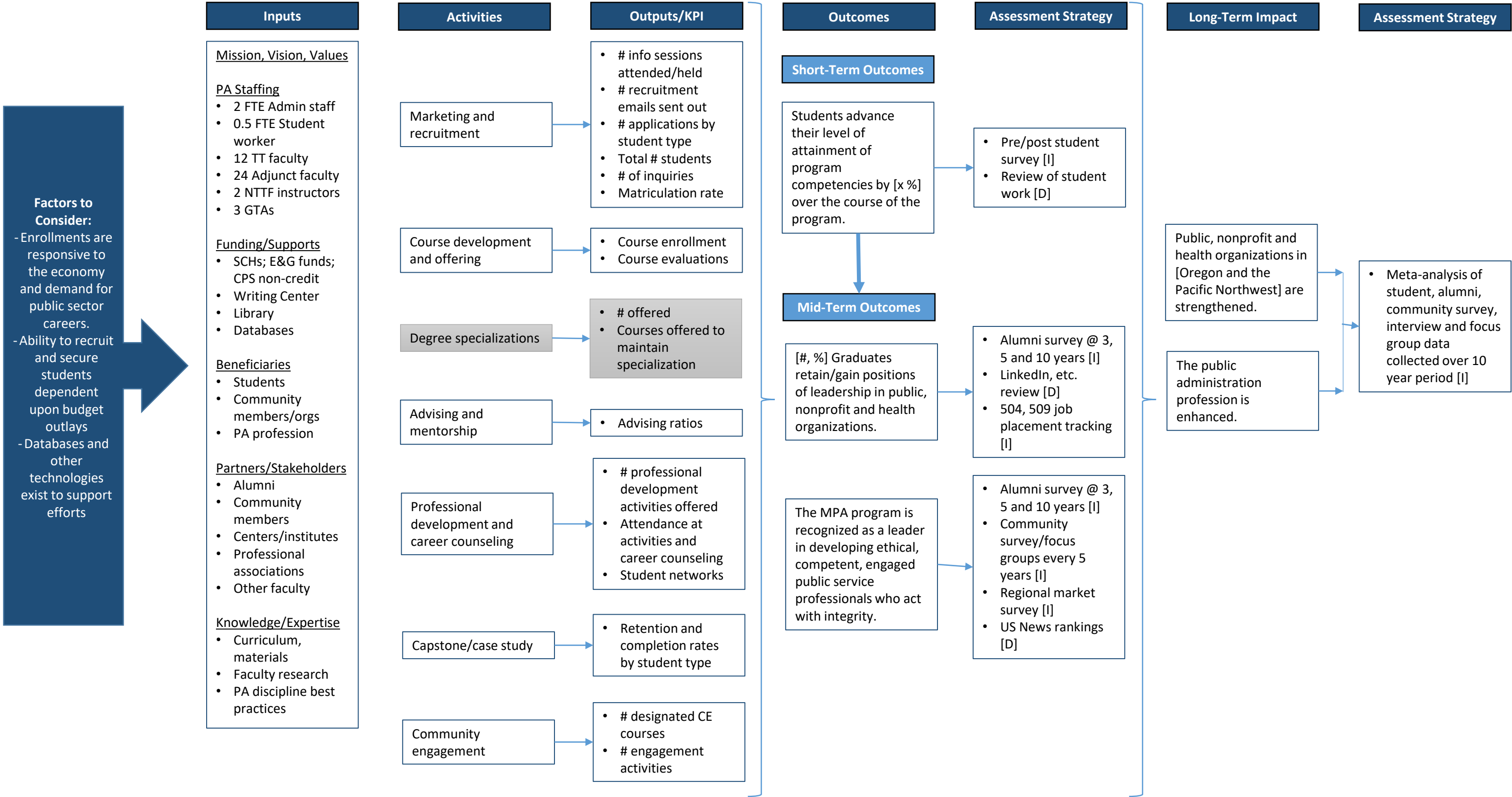
# Standard 1

## Appendix C

# Program Planning and Assessment Logic Model

**Organization:** Hatfield School of Government

**Program/Project:** Master of Public Administration, Master of Public Administration: Health Administration, and Master of Nonprofit Leadership



Standard 2  
Appendix D

**Department of Public Administration  
Mark O. Hatfield School of Government**

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## **MPA Degree Requirements**

### **Substantive Core (30 Credits)**

- PA 511 Public Administration
- PA 513 Administrative Ethics & Values (*Prerequisite PA 511*)
- PA 533 Public Policy: Origins and Processes
- PA 534 Administrative Law
- PA 540 Administrative Theory & Behavior (*Prerequisite PA 511*)
- PA 551 Analytic Methods in Public Administration I
- PA 552 Analytic Methods in Public Administration II (*Prerequisite PA 551*)
- PA 582 Public Budgeting
- PA 585 Financial Management in the Public Sector (*or economics course approved by advisor*)
- PA 590 Human Resource Management in the Public Sector (*Prerequisite PA 511*)

### **Skill Development (9 credits) (other courses may be approved by the faculty advisor)**

- PA 525 Grantwriting for Nonprofit Organizations
- PA 536 Strategic Planning
- PA 545 Organization Development (*Prerequisite PA 540*)
- PA 549 Crosscultural Communication in the Public Sector
- PA 550 Managing Information Resources
- PA 554 Policy Analysis Research
- PA 555 Program Evaluation and Management
- PA 556 Public Contract Management
- PA 557 Operations Research in Public Administration
- PA 558 Managing Public Projects and Programs
- PA 562 Managing Employee Performance in the Public Sector

### **Field of Specialization (15 credits)**

The MPA program offers fields of specialization in human resource management, nonprofit management, natural resources policy and administration, local government, and global leadership and management. Students select a field upon admission, identify 5 courses (15 credits) to make up the field, and are required to complete a “field of specialization” with a proposed program of study by the completion of 30 credits of the MPA program, which must be signed by the faculty advisor. See the field of specialization descriptions for required and elective courses. On occasion, a student may create a unique field of specialization with advisor approval, which must be documented in the student’s graduate file.

### **Integrative Field Experience (6 credits)**

The integrative experience is offered with two options and is available to students **only after they have completed 42 credits** in their master’s program.

Option 1: PA 509 Organizational Experience: For students who have had limited or no administrative experience or those who wish to complete an applied field experience. The PA 509 placement must build upon the student’s declared area of specialization.

Option 2: PA 512 Reflective Practice: For students who have had at least three years of full-time administrative or management experience in public, nonprofit, and/or health care organizations. Advisor approval required.

### **Diversity Requirement**

At some point within their program of study students must satisfactorily complete one course the primary focus of which is diversity. This does not require additional credit hours or coursework beyond the 60 credit requirement and can include courses taken as skill development or specialization classes. Course options include, but are not limited to, the following. PA 549 Cross-cultural Communications in the Public Sector, PA 593 Civil Rights for Public Managers, PA 594 Enhancing Diversity in the Workplace, PA 529 Nonprofit Field Study in Oaxaca, Mexico, PA 547 Culture, Values and Leadership, PA 523 Nongovernmental Organizations: Nonprofits on the World Stage, PA 514 Global Leadership and Management Other courses can be approved by the advisor.

## MPA: Health Administration Degree Requirements

### **Required Courses (13 courses/39 credits)**

PA 511 Public Administration

PA 513 Administrative Ethics & Values (*Prerequisite: PA 511*)

or HSMP (PAH) 573 Values & Ethics in Health (*Prerequisite: completion of 30 credits of graduate program*)

PA 533 Public Policy: Origins and Processes

PA 534 Administrative Law

or HSMP (PAH) 577 Health Care Law and Regulation (*Prerequisites: HSMP/PAH 571, 574*)

PA 540 Administrative Theory & Behavior (*Prerequisite: PA 511*)

or HSMP (PAH) 541 Organizational Behavior in Health Services Organizations

PA 551 Analytic Methods in Public Administration I

PA 552 Analytic Methods in Public Administration II (*Prerequisite: PA 551*)

PA 582 Public Budgeting

PA 590 Human Resource Management in the Public Sector (*Prerequisite: PA 511*)

or HSMP (PAH) 580 Health Services Human Resources Management (*Prerequisite: HSMP/PAH 574*)

PAH 570 Health Administration (*best taken early in program*)

HSMP/PAH 571 Health Policy (*Prerequisite: PAH 574*)

HSMP/PAH 574 Health Systems Organization

HSMP/PAH 586 Introduction to Health Economics (*Prerequisite: HSMP/PAH 574*)

### **Diversity Requirement (1 course/3 credits) (Other courses can be approved by your faculty advisor)**

Course options include, but are not limited to, the following.

PA 549 Cross-cultural Communications in the Public Sector

PA 593 Civil Rights for Public Managers

PA 594 Enhancing Diversity in the Workplace

PA 529 Nonprofit Field Study in Oaxaca, Mexico

PA 547 Culture, Values and Leadership

PA 523 Nongovernmental Organizations: Nonprofits on the World Stage

PA 514 Global Leadership and Management

### **Elective Courses (4 courses/12 credits) (Elective courses must be approved by your faculty advisor)**

For each elective course you are considering, write a paragraph on how that course will help you with your career/professional development. For students with little or no experience in the health care sector, it is advised that you take PA 504 Cooperative Education within your first twelve months of the program.

### **Field of Specialization**

MPA: HA students must complete at least 30 credits that are health care specific by graduation. Consult with your advisor to verify acceptability of any courses counted towards the specialization.

### **Integrative Field Experience (6 credits) (Prerequisite 42 Credits before starting PAH 509 or PA 512)**

The integrative experience is offered with two options. The integrative experience for MPA-HA students must be health-specific.

Option 1: PA 509 Organizational Experience: For students who have had limited or no administrative experience, or those who wish to complete an applied field experience.

Option 2: PA 512 Case Analysis: For students who have had at least three years of full-time administrative or management experience in public, nonprofit, and/or health care organizations. Advisor approval required.



Standard 3  
Appendix E

# Diversity & Inclusion Plan

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DEPARTMENT OF PUBLIC ADMINISTRATION  
PORTLAND STATE UNIVERSITY  
*(Discussed at Faculty Meeting, June 3, 2019)*

*“Let Knowledge Serve the City” (Doctrina urbi serviat)  
2019 – 2024*

## INTRODUCTION

Residing in the Mark O. Hatfield School of Government at Portland State University (PSU) and as part of the College of Urban & Public Affairs (CUPA), the Public Administration Department (PA Department) is both locally and nationally regarded as having one of the top Public Affairs graduate programs in the United States. The department is part of a century-long Oregonian tradition of good governance, leadership, and trailblazing reforms in the areas of land use planning, natural resource planning, and voting reform. Located in the heart of downtown Portland, our Department demonstrates its value by integrating theory and practice in the classroom and through partnerships across the city, state, nation, and abroad. Inspired by Senator Hatfield's ethos, we place a high premium on, and seek to embody and instill his values civics, civility, and citizenship (civic engagement). Overall, we are committed to help mold our student body, faculty, and staff into culturally competent citizens.

### Background:

Based on Fall 2018 University-wide enrollment figures, of the 26,379 students, the student body consists of 55.1% Whites, 8% Asians, 13.9% Latino/Hispanics, 3.5% African American, 1.1% Native American, 6.1% Multi-ethnic, 0.6% Native Hawaiian/Pacific Islanders, 4.9% identifying as "Other." International students constitute 6.8% of the student population.

Within the PA Department, there is a strong recognition that the department has so far made significant strides to improve itself, in an effort to resemble the diversity within the world that it seeks to serve. For instance, in Academic Year (AY) 2014-2015, our Master of Public Administration (MPA) student body consisted of 76% females and 13% persons of color (as self-defined by the students), compared to 70% females and 32% persons of color for AY 2017-2018. Our MPA-Health Administration (MPA-HA) student body consists of 68% females and 32% persons of color for AY 2017-2018, compared to 73% females and 23% persons of color (AY 2014-2015). The Executive MPA<sup>1</sup>, which is also housed under the PA Department had 68% female students and 32% persons of color enrolled during that same timeframe, with 21% international students, 79% females, and 43% persons of diversity admitted that same year. Historically, the PA Department has had on average 10 international students enrolled. Our courses also have attracted several international students from department outside PA.

In terms of faculty and staff as of Fall 2018, of the 14 full-time nucleus faculty of the PA Department, 6 (43%) are female, and 4 (29%) are persons of color. Many faculty members work with diverse communities, both internationally and domestically, for their research and other scholarly activities. The two full-time staff members who work for the PA Department are female.

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<sup>1</sup> While this Diversity and Equity Plan provides guidance to the whole department related activities, because Executive MPA is accredited separately from MPA and MPA:HA, the Executive MPA has an independent program-focused Diversity and Equity plan.

The PA Department stands in agreement with a key PSU-wide learning objective, which focuses on diversity, and states that “[s]tudents need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local, national, sovereign tribal nations and international communities. In order to do this, students need the capacity to communicate across differences to address longstanding and persistent real-world issues/challenges related to class, culture, ethnicity, gender, gender identity, gender expression, language, race, and sexual orientation” (PSU’s Draft Diversity Action Plan, 2011-2012). Consequently, the PA Department curriculum for MPA and MPA:HA students require that they complete at least one course that has the primary focus of the course on diversity and inclusion.

The section below presents the PA Department’s vision for promoting diversity and inclusion within its ethos and practices. We view this plan as a living document, one that will be undergoing continual updates and revisions.

## DIVERSITY OBJECTIVES, STRATEGIES, & MEASURES

**Defining Diversity & Inclusion:** (We need to come up with our own guiding definition)

The PA Department define “diversity” and “inclusion” following the University-wide Diversity and Equity Inclusion plan (DEIP) developed in 2017. Our Department agree with this definition.

***Diversity:** Diversity is achieved when we ensure that participation levels of students and employees alike reflect that of the population. Specifically, for PSU, diversity will be achieved when it reflects the composition of the Portland metropolitan region in which PSU is based. We aspire to increase the percentage of students, faculty and staff who are from underrepresented groups. Underrepresented groups refer to, but are not limited to, groups based on race, ethnicity, tribal affiliation, tribal status, geographic location, gender, gender expression, disability status, documentation status, etc. who are underrepresented in institutions of higher learning. Underrepresented may also refer to other economic or social indicators such as persons from economically disadvantaged backgrounds or those who are first generation of their family to attain a higher education.*

*Diversity is further used to describe the many national, racial, ethnic groups and sovereign tribal Nations in the United States that have brought their cultures, languages and belief systems to North America. It is a term that has grown to include the representation of all those who hold both dominant and minoritized identities, and it aims to prioritize attention to the importance of diversification across society, including employment, research, policy making, political representation, and institutional governance composition. Its goal is both a means and an end – diversifying who is at the table making decisions (such as hiring committees) is more likely to end up with more inclusive results. Diversity*

*is also an important outcome of initiatives to, for example, diversify the student and faculty body.*

***Inclusion:*** *Inclusion occurs when the structures and practices that support students and employees alike make them feel welcomed, affirmed and respected across campus and outside campus while they undertake university-related activities. Inclusion is involvement and empowerment, where the inherent worth, dignity and ways of knowing of all people are recognized*

We acknowledge that this guiding definition of what constitutes diversity may, and probably should, change over time. In working on diversity and inclusion it is important to realize and commit to slowing down to be present with and vulnerable to those we work with and come in contact with. This will allow us to always be open to new learning and making a commitment to actively engage in learning opportunities regarding diversity. The PA Department acknowledges that there is no mastery, but rather an ongoing journey to expanding one's understanding of and sensitivity to diversity and inclusion.

This plan follows the guideline provided by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), in its coverage and the structure. It has the following five (5) components, namely;

1. Faculty & Staff Diversity: Retention & Recruitment
2. Teaching & Curriculum
3. Student Diversity: Retention & Recruitment
4. Research & Community Outreach
5. Climate.

Below we identify the department's current baseline state, identify key aspirational objectives for attainment, and their associated strategies and measures/indicators of success.

## 1. Faculty Diversity: Retention and Recruitment

### Context:

- As of Fall 2018, of the 14 full-time nucleus faculty of the PA Department, 6 (43%) are female, and 4 (29%) are persons of color.
- There are no immediate known plans for retirement among the 14 full-time nucleus faculty.
- There is no immediate hiring plan for new faculty.
- There is a need to address workload to assure faculty retention.
- No systematic assessment of the diversity of adjunct faculty members has been conducted to date.

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Continue to improve or maintain the full-time nucleus faculty's gender and ethnic/racial diversity.</p>	<p>a. Monitor and record nucleus faculty's gender and ethnic/racial diversity on an annual basis. (As part of the NASPAA annual report.)</p> <p>b. Discuss and assess if there is other areas of diversity in faculty background that we need to pay special attention to.</p> <p>c. Start assessing if there is any retirement plan before AY26. If there is any retirement plan, start the succession plan.</p>	<p>a. Percentage distribution of the faculty members in gender and ethnic/racial background (Self-report).</p> <p>b. Percentage distribution of the faculty members' background based on the areas where faculty identified as important.</p> <p>c. Numbers of faculty members who indicated possible retirement before AY26.</p>	<p>a. Annually(Chair &amp; Assessment Committee)</p> <p>b. AY20 (Chair &amp; Assessment Committee)</p> <p>c. Annually(Chair)</p>

<p>2. Improve full-time nucleus faculty members' work/life balance to assure retention.</p>	<p>a. Review faculty course load and identify ways to possibly reduce the course load. Negotiate with the Dean's office and the University.</p> <p>b. Review committee work load and discuss ways to reduce committee work load.</p> <p>c. Review advising work load and discuss ways to reduce advising work load.</p>	<p>a. Comparison on faculty course load with other units. Enrollment numbers.</p> <p>b. Number of committees and time committed by faculty members</p> <p>c. Number of advisees and advising time committed by faculty members.</p>	<p>a. AY20 (Chair/Ad hoc Committee)</p> <p>b. AY20 (Chair/Ad hoc committee)</p> <p>c. AY20 (Chair/Ad hoc committee)</p>
<p>3. Assess adjunct faculty members' diversity.</p>	<p>a. Develop a system to monitor and record adjunct faculty's diversity on an annual basis.</p> <p>b. If any issues identified based on the assessment need to develop special strategy for adjunct faculty hiring and retention.</p>	<p>a. Percentage distribution of the adjunct faculty members' background</p>	<p>b. AY20 (Chair/Staff)</p> <p>c. AY21 or after (Chair)</p>

## 2. Teaching & Curriculum

### Context:

- The University requires that all newly developed courses demonstrate cultural responsiveness in their curriculum. Campus-wide, there is a strong emphasis on improving diversity perspectives (developing content that includes diverse voices) and diversity engagement (incorporating diverse teaching styles).
- As of Fall 2018, the PA Department has at least 35 courses wherein diversity, equity, & inclusion topics are formally incorporated.
- Our degree programs include a Diversity Requirement where students have to take at least one (1) diversity focused course

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Improve and sustain faculty sensitivity to the diversity of perspectives (culturally accountable) engendered in the content, materials, and textbooks faculty select for classroom use and the assignments offered; and improve the ability to incorporate diversity, equity, and inclusion (DEI) knowledge and practices among faculty and staff. (Note that some faculty are already doing the above.)</p>	<p>a. Develop mechanisms where faculty members will curate and assess whether each of their course syllabi, including the select course activities are culturally accountable, that is, they offers diverse perspectives and frames, to the extent possible, and remedy as needed. [Relates to Objective 2]</p> <p>b. Identify ways to offer incentives and time for faculty and staff to seek training and attend workshops offered through the Office of Academic Affairs (OAA) and the Office of Global Diversity and Inclusion (OGDI)</p>	<p>a.1. Mechanisms that facilitates faculty members curate and assess the syllabi is in place.</p> <p>a.2. Number of faculty members who assess and revise the course syllabi and content based on the review.</p> <p>a.3. Compilations of approaches that incorporates diverse perspectives and frames.</p> <p>b.1. Amount of incentives and time offered to faculty attending OAA. OGD I trainings and other social justice-oriented conferences.</p> <p>b.2. Number of faculty attended OAA and OGD I trainings.</p>	<p>a. AY20~22 (Diversity committee)</p> <p>b. AY21 ~ (Chair)</p>



	<p>designed to help create culturally responsive curriculum, and practices, respectively. This in terms, help promote an inclusive climate (diversity engagement), as well as through other resources such as, the Social Justice Leadership Conferences, amongst others. [Resource dependent]</p> <p>c. Identify ways to support faculty professional development in the area of diversity, equity, and inclusion to improve knowledge and practice. (e.g. taking language courses). [Resource dependent]</p>	<p>c. Number and types of professional development activities in the area of diversity and inclusion by faculty members.</p>	<p>c. AY21 ~ (Chair)</p>
<p>2. Expand student's ability to engage and interact with diverse communities and populations.</p>	<p>a. Ensure that diversity-specific course are offered regularly.</p> <p>b. Under Objective 1. Strategy (a) consider incorporating the following.</p> <p>i. Offer avenues and</p>	<p>a. Number of diversity specific courses offered on a regular basis.</p> <p>b. i. Number of community-based</p>	<p>a. Annually (Chair)</p> <p>b. i. AY 21 ~</p>

	<p>opportunities to engage students in diverse community-based activities and organizations to provide students with opportunities to interact with diverse communities and populations.</p> <p>ii. Invite guest speakers from underrepresented groups (e.g. women, people of color, young professionals.)</p> <p>iii. Offer more international or study abroad opportunities to expose students to diverse cultures.</p>	<p>activities and organizations included in the courses.</p> <p>b. ii. Number of guest speakers from underrepresented group incorporated in the courses.</p> <p>b. iii. Number of international related activities and/or study abroad opportunities included in the courses.</p>	<p>(Diversity committee)</p> <p>b.ii. AY 21 ~ (Diversity committee)</p> <p>b.iii. AY 21 ~ (Diversity committee)</p>
3. Improve students' civil rights knowledge	a. Offer opportunities to improve civil rights knowledge among incoming students by recommending an array of Civil Rights based courses to our students, such as PA 593: Civil Rights for Public Managers)	a. Level of overall knowledge on civil rights issue among PA students.	a. AY 21~ (Assessment committee)

### 3. Student Diversity: Retention & Recruitment

#### Context:

- Improvement in student gender and ethnic/racial diversity.
- Decline in international students.
- No systematic assessment has been conducted in student body diversity other than gender and ethnic/racial backgrounds.

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. <b>Attract</b> more students of color</p>	<p>a. Identify and employ more focused and culturally appropriate efforts to share information through website, social media and other material about our programs.</p> <p>b. Highlight students' diversity and diversity related activities on our website, social media and other marketing materials.</p> <p>c. Highlight faculty, adjuncts, and staff's diversity and diversity related activities on our website, social media and other marketing materials.</p>	<p>a. Number of culturally relevant marketing strategies identified and employed.</p> <p>b. Percentage distribution of photos and videos that highlights the diversity of our students' diversity and diversity related activities on our website, social media and other marketing materials.</p> <p>c. Percentage distribution of photos and videos that highlights the diversity of faculty, adjuncts and staff's diversity and diversity related activities on our website,</p>	<p>a. AY20 (Marketing committee)</p> <p>b. AY20 (Marketing committee)</p> <p>c. AY20 (Marketing committee)</p>

		social media and other marketing materials.	
2. <b>Matriculate</b> more students of color.	<p>a. Offer graduate research assistantships or support to students in financial needs. [Resource dependent]</p> <p>b. Identify a dedicated personnel to track/audit potential students who start an application but fail to complete, or those who are admitted but fail to matriculate. (Many of these are from diverse populations.) [Resource dependent]</p>	<p>a. Number of research assistantships offered to students of color.</p> <p>b. Number of prospective students of color tracked and followed through during the application and matriculation period.</p>	a. AY 20 (Chair/Admission committee)
3. <b>Retain</b> students of color.	<p>a. Establish a systematic process of capturing various diversity data, including, completion data across various groups, and the diversity of non-MPA students taking our courses.</p> <p>b. Identify a dedicated personnel to keep track of student progress using data, and appropriately follow through. [Resource dependent]</p> <p>c. Review the Hatfield video and other materials used in new student orientation, and other program information sharing</p>	<p>a. Have data capturing system.</p> <p>b. Have a dedicated personnel who tracks student progress.</p> <p>c. Description of review and changes made to the student orientation materials.</p>	<p>a. AY 20 ~ (Chair)</p> <p>b. AY 21~ (Chair)</p> <p>c. AY 21~ (Chair/Orientation team)</p>

	<p>with a lens towards diversity and inclusion.</p> <p>d. Assess and improve advising by ensuring that faculty and staff are readily available through multiple modalities (by appointment, drop in, online chat, phone, etc.) for advising.</p> <p>e. Improve faculty-student research engagements by sharing research opportunity information.</p> <p>f. Improve faculty-staff-student relationships and collegiality through increased social events by collaborating with PASA.</p> <p>g. Support faculty-student social events, including committing to participating in student-led or student-initiated events that has diversity-issue related topics.</p>	<p>d.1. Advising system reviewed.</p> <p>d.2. Improve feedback from students on advising. (Student survey)</p> <p>e. Number and percentage of students of color engaged in the faculty research.</p> <p>f.1. Number of faculty/student social events.</p> <p>f.2. Number of faculty and students attending the social events.</p> <p>g. Percentage of social events that focus on diversity-related issues.</p>	<p>d. AY 22~ (Assessment committee)</p> <p>e. AY 22~ (Diversity committee)</p> <p>f. AY20~ (Chair/Staff/PAS A)</p> <p>g. AY20~ (Chair/Staff/PAS A)</p>
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#### 4. Research & Community Outreach

**Context:**

- Faculty members in the PA Department have a strong background in civic engagement and community-engaged scholarship that follows PSU’s motto “*Let Knowledge Serve the City.*”
- The PA Department maintains strong relationships with various community organizations including some DEI and social justice focused organizations.

Objectives	Strategies	Potential Indicators	Timeline (Lead)
1. Support faculty research with community engagement.	a. Actively share and highlight faculty research with community engagement.  b. Actively involve students in community-engaged research opportunities.	a. Number of faculty research with community-engagement highlighted at various venues and marketing outlets.  b. Number of students involved in the faculty research with community-engagement.	a. AY20 (Chair/Diversity committee)  b. AY20 (Chair/Diversity committee)

<p>2. Further expand and strengthen the Department's relationships with DEI and social justice focused organizations.</p>	<p>a. Identify and leverage on, and strengthen existing relationships that the Department has with DEI and social justice focused organizations.</p> <p>b. Identify and develop new relationships with organizations that has DEI and social justice focus.</p>	<p>a. Number of existing relationships with DEI and social justice focused organizations, and the types of interactions of them.</p> <p>b. Number of new relationships with DEI and social justice focused organizations, and the types of interactions of them</p>	<p>a. AY 21~ (Diversity committee)</p> <p>b. AY 21~ (Diversity committee)</p>
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## 5. Inclusive Climate

### Context:

- Students provided feedback (focus group/survey) that, in general, the Department is inclusive to various diversity concerns.
- Some students noted that the curriculum and course material can include more topics relevant to diversity and inclusion.
- Students noted that the degree of diversity and inclusion topics addressed in classroom varies from faculty to faculty.
- Faculty noted that “*actively engaging all students (faculty) in learning activities to broaden individuals’ understanding of issues such as systemic racism, white privilege, etc.*”

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Develop and maintain diverse and inclusive departmental climate that embodies and inculcates Mark O. Hatfield's value of civics, civility, and</p>	<p>a. Engage the OGD I to formally facilitate departmental ongoing conversations about promoting diversity &amp; inclusion, as part of our strategic planning process.</p>	<p>a.1. Number of sessions with OGD I and number of faculty attended.</p> <p>a.2. Faculty feedback on the overall climate of the</p>	<p>a. AY20/21 (Diversity committee)</p>

<p>citizenship among our faculty, staff, and students.</p>	<p>b. Encourage civility in the classroom through the intentional establishment of ground rules for communication and class discussions, including helping students understand and respect diversity in ideological viewpoints.</p> <p>c. Invite guest speakers from underrepresented groups (e.g., women, people of color, young professionals) to engage in the department-wide dialogue around issues of diversity and inclusion in public service.</p> <p>d. Adopt onboarding processes for new faculty, adjunct instructors and staff that help them feel welcome.</p>	<p>department.</p> <p>b. Student feedback (focus group and survey) suggests inclusive and civil climate in the classroom.</p> <p>c. Number of events, and attendees to the department-wide dialogue around issues of diversity and inclusion in public service.</p> <p>d. On-boarding process in place.</p>	<p>b. AY 23~ (Assessment Committee)</p> <p>c. AY 21~ (Diversity committee)</p> <p>d. AY 20~ (Chair/Staff)</p>
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## Challenges & Limitations

While we understand that it is important to have a Diversity and Inclusion plan that is aspirational, it is also equally important to acknowledge some of the challenges we may face and limitations that are beyond our control.

We indicated in our plan some strategies that are “resource dependent.” With the challenging budget situation that PSU faces today, and possibly in the years to come, the Department is short in both financial and personnel resources. Both faculty and staff are spread thin, and asked to do more with no additional resources. We need to balance what we can do to achieve our aspirational goal for diversity and inclusion, with our overall capacity.

PSU’s OGD I is an important ally and a resource to the department in our effort to promote diversity and inclusion. Unfortunately, OGD I is also facing their own capacity challenges, and may not be able to provide the Department the full support we need.

## Diversity and Inclusion Plan Development Process Description

To prepare this report, the MPA’s assigned Diversity Committee was tasked with facilitating a discussion on Diversity and Inclusion, as well as drafting a plan for the department. The Committee consisted of 3 faculty members.

*Step 1:* This committee, first sought to stock-take on how diversity and inclusion are viewed and incorporated in various aspects of each faculty and staff member’s work. To that effect a *Diversity and Inclusion Strategies and Activities Inventory Worksheet* was designed and shared with faculty, including adjuncts, and staff to complete. From this, a number of existing strategies were gleaned (e.g., the current courses that embody diversity and inclusion in their approach, community outreach work, etc.).

*Step 2:* A summary of the Inventory list was shared with faculty and staff for discussions and input. Additional objectives and strategies emerged from this discussion.

*Step 3:* Construction of Draft Diversity Plan. Each month, time was designated for ongoing discussions around what Diversity and Inclusion means to the department, the key diversity and inclusion objectives and strategies to adopt and aim for, and the challenges we current face in implementing the articulated strategies. From these discussions, a Diversity Plan emerged.

*Step 4:* Share the Draft Diversity Plan for additional input.

Standard 3  
Appendix F

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## On Public Service

*The heart of one's service in the political order must be molded by ideals, principles and values that express how we, in the words of the Constitution, are "to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity." Political service must flow out of such a commitment.*

-- Excerpt: Between a Rock and a Hard Place, by  
Mark O. Hatfield

### **Public Administration Department Meeting Guidelines**

- We treat each other with respect at all times and embrace a collaborative spirit
- We respect each other's personal integrity and values
- We are committed to approach challenges with creativity and open minds
- We are committed to listen to diverse voices and create inclusive work environment
- If there are issues we believe need to be discussed in a faculty meeting:
  - We commit to working with the Chair to put make time for them on the agenda (*NOTE: Suggest items for the faculty meeting agendas at <https://docs.google.com/document/d/1vMCzYIKK6HGU4d3T0oSLoqTUwmK-fAslshiGLHCUdzE/edit?usp=sharing>*)
  - If issues would benefit from consideration prior to discussion in faculty meeting, we coordinate with the Chair to develop and share information with all faculty members in advance
- We have fun! (Well, most of the time...)

Standard 5  
Appendix G

## Appendix G: Competency Crosswalk

NASPAA 5 Universal Competencies as Fulfilled by the Department's 10 Competencies				
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
			1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.	
			2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management, and policy.	
			3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.	3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.
	4. Identify and engage with the key elements of the public policy process.			
		5. Employ appropriate qualitative and quantitative techniques to investigate, monitor, and manage resource use.		
6. Create and manage systems and processes to assess and improve organizational performance.		6. Create and manage systems and processes to assess and improve organizational performance.		
7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management, and policy.	7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management, and policy.			
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.	8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.	8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.	8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.	8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
			9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.	9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.
		10. Think critically and self-reflectively about emerging issues concerning public service leadership, management, and policy.	10. Think critically and self-reflectively about emerging issues concerning public service leadership, management, and policy.	10. Think critically and self-reflectively about emerging issues concerning public service leadership, management, and policy.

Standard 5  
Appendix H

**Proposed  
Instructional Assessment Plan  
for the**

**Master of Public Administration (MPA),  
Master of Public Administration: Health Administration  
(MPA:HA) and  
Master of Nonprofit Leadership (MNL)  
Degree Programs**

**Department of Public Administration  
Portland State University  
Portland, Oregon**

Prepared by the  
Assessment Committee  
Department of Public Administration

## **Document Adoption and Revision Status**

Logic Model adopted by faculty: April 2019

Faculty First Reading of Plan: May 2019

**Shaded text represents proposed policies and procedures near to finalization or implementation.**

**Shaded text represents modules and procedures to be developed in mid- term future, placeholder text.**

Added Figures 1 and 5; Text revisions Introduction and back sections: V7 7-22-19  
KRV8 7-24-19



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# **Department of Public Administration Instructional Performance Assessment Plan**

## **I. Introduction**

The Department of Public Administration (Department) offers four graduate degree programs:

- Master of Public Administration (MPA) with five specializations
- Master of Public Administration: Health Administration (MPA:HA)
- Executive Master of Public Administration (EMPA)
- Master of Nonprofit Leadership (MNL)

This plan details the Department's strategy to assess instructional performance in the MPA and MPA:HA degree programs, which employ the same performance systems design and implementation strategy. The EMPA degree is structured differently from the MPA and MPA:HA degrees. The EMPA faculty has developed a separate performance assessment system for that program, which it will file separately from this document. The MNL degree program is new as of Fall Term 2018 and is in its first year of operation. The MNL program will develop and use an assessment system similar to the one described in this document for the MPA and MPA:HA programs. The PA Department faculty began to collect instructional performance data for the MNL program in the AY 2018-19.

This plan reflects the Department's current assessment philosophy, policies, practices and capacities, but also details a vision statement and roadmap for developing a comprehensive assessment system for the three degree programs. The Department is motivated and working to develop out this plan into a fully functioning system. Fully developing the metrics and methods, and gathering the necessary data for assessment and data-supported decision-making will require several years of continued work by faculty and staff.

The Department, however, faces the realities of limited faculty time, energy and leadership; limited staff time and energy; and limited funding for information systems and systems support. Even with the best of the Department's intentions and attention, elements of this plan may remain undeveloped for several years. We will prioritize the development of the plan elements into a working system that can largely respond to our accreditors requirements and expectations (e.g. Schedule Guidance in Table 2 at bottom of this plan). The aspirations of a continuous, detailed performance assessment must be tempered with the reality of organizational capacity.

## **II. Professional Degree Accreditations**

The MPA, MPA:HA and MNL degrees are professional degrees, which provide instruction in the philosophy and values, institutional structures, role behaviors and ethical professional judgement, and management sciences that result in highly effective professional practice and public service leadership. These degrees typically serve as the terminal degree for our students.

The Department has maintained continuous accreditation for the MPA and MPA:HA degrees with the Network of Schools of Public Affairs and Administration (NASPAA) since 1999. The MPA:HA degree is also accredited by the Commission of Accreditation of Healthcare Management Education (CAHME), with the latest accreditation granted in 2013.

The Department is conducting a self-study of the MPA and MPA:HA programs during the 2018-19 Academic Year. The two self-study reports will be filed by August 15, 2019 with NASPAA, with site visits scheduled in January 2020. Once granted, the NASPAA accreditation is valid for 7 years. The Department files annual update reports with NASPAA and works in accordance with its guidelines to improve instructional performance.

The NASPAA accreditation requirements and framework strongly influence the design and focus of this assessment plan for the MPA and MPA:HA programs. The CAHME requirements also structure and influence the assessment plan for the MPA:HA program.

### **III. Structure and Design of the Programs**

The instructional performance assessment system detailed in this plan aligns with the design of the MPA and its five specialization areas, and to the MPA:HA program, which has no specialization areas. The MPA and MPA:HA degree programs align with the Department's mission of educating and developing students for ethical, competent and effective service in the public service, nonprofit and health professions. The degrees are designed to educate and develop pre-service and in-service professionals. The degree requirements provide a structure for student learning, and students work closely with the academic advisor to craft a refined program that meets their professional development needs and interests.

Both degree programs require completion of 60 credit hours of coursework.

For the MPA degree, the total degree hours include:

- 30 credits (10 courses) required core courses,
- 9 credits (3 courses) skill development courses of which one (1) must be a course in diversity,
- 15 credits (5 courses) field specialization, and
- 6 credits integrative field experience.

For the MPA:HA degree, the total degree hours include:

- 39 credits (13 courses) required core courses,
- 3 credits (1 course) diversity course,
- 12 credits (4 courses) elective courses approved by advisor,
- 6 credits integrative field experience.

The MPA:HA requires that students complete at least 30 credits of health care specific course work by graduation across these requirements. Students in the MPA:HA degree may take courses in the Department or in the PSU-OHSU School of Public Health.

The Department has sought to minimize the sequencing of courses so that students can maximize their choices in course selection and timing. There are a few instances where sequencing is required, however. For example, prior to taking PA 513 or PA 540, students must complete the introductory seminar course in public administration, PA 511. Similarly, PA 551 Analytic Methods I and PA 552 Analytic Methods II are sequenced. Finally, prior to enrolling in PA 509, PAH 509 or PA 512 (the programs' capstone course options), students must complete 42 credits worth of coursework. This sequencing helps to ensure an integrative capstone experience. Otherwise, students work with their faculty advisers to establish an appropriate order of classes. While this more open degree completion framework allows students' more freedom in course planning, it also creates challenges for the Department to develop appropriate checkpoints for assessment of student learning and progress.

Additionally, the Department uses rolling admissions to the MPA and MPA:HA programs. Students may enter the program in Fall, Winter or Spring Terms. So, introductory courses may not be offered in a particular term ( e.g. PA 511 Public Administration) which typically serves as the entry overview course to the program.

The rolling admissions process and the challenge of few internal progress checkpoints limits the structure of an assessment system. A group of students will enter in the Fall Term of academic year 1, attend mostly full-time, and many will graduate in the Spring Term of academic year 2. However, other students enter in year 1, attend part-time and may take three or more years to steadily complete the program. As more fully detailed below, these program characteristics focus performance assessment onto a student's matriculation period with the program.

#### **IV. Program Mission and Vision Application:**

The Department faculty has designed the MPA and MPA:HA degree programs to respond to the Department's Mission, Vision and Values ( <https://www.pdx.edu/hatfieldschool/vision-mission-and-values> ). These strategic statements reflect NASPAA Standard 1.0. The instructional performance assessment system described in this plan is designed to demonstrate student mastery of competencies that express and enfold the major elements of the program Mission and Vision. The concepts of the Mission and Vision also structure the strategic emphasis in assessing instructional performance (NASPAA Standard 5 Matching Operations with Mission: Student Learning).

##### ***Mission Statement***

The Department of Public Administration at Portland State University is dedicated to preparing individuals for ethical, competent and effective public service in a range of roles in policy, management and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship, and encouraging reflection as we develop and work with leaders representing diverse communities across all domains of public service

### ***Vision Statement***

The Department of Public Administration's vision is to be an agent of change to develop and enhance public leadership through education, scholarship and service. Building upon Portland State University's commitment to community-engaged scholarship and service, the Department of Public Administration is uniquely placed to prepare current and emergent leaders in local, regional, national and global communities.

We recognize that solutions to contemporary problems require innovative approaches and alliances among governments, nonprofits and businesses, and encourage our faculty and students to engage in multidisciplinary and collaborative approaches to advance the public interest.

We aim to contribute to the integrity, effectiveness, and transparency of the next generation of trusted public leaders.

## **V. Competency-Based Learning Outcomes**

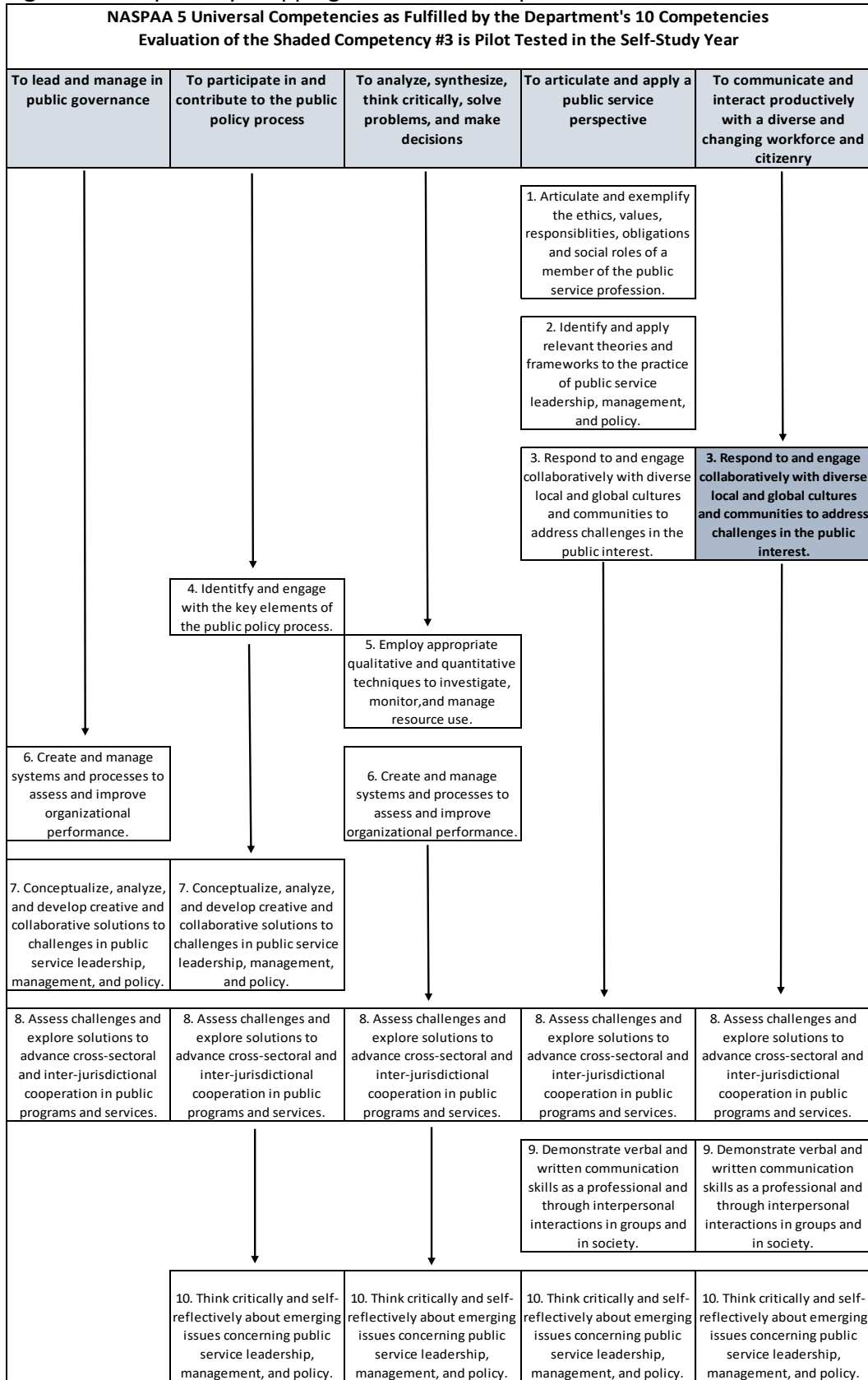
The Department faculty has established ten learning competencies for the MPA, MPA:HA and MNL programs. The learning competencies are the expression of the program Mission, Vision and Values in student learning outcomes. **These competencies stand as the program-level learning outcomes for the MPA, MPA:HA, and MNL programs. The competencies define what the program graduates will know and be able to do upon graduation in some measure.** Over the course of their program, students are expected to demonstrate progress toward mastery of all ten of the competencies. The ten learning competencies for the MPA program are listed below and posted on the Department's webpages per NASPAA Standard 7.0 (<https://www.pdx.edu/hatfieldschool/master-of-public-administration> ). The MPA:HA program has established a nearly similar set of ten competencies for the health administration profession (Appendix A). The MPA:HA competencies are posted online at <https://www.pdx.edu/hatfieldschool/master-public-administration-health-administration> .

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.
2. Identify and apply economic, financial, legal, organizational, political, social, and ethical theories and frameworks to the practice of public service leadership, management and policy
3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.
4. Identify and engage with the key elements of the public policy process.
5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.
6. Create and manage systems and processes to assess and improve organizational performance.

7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

The Department faculty developed the ten learning competencies during the 2011 accreditation self-study. The competencies have been reviewed by several professional and community external advisory groups to ensure their validity. The Department maps the ten learning competencies to the five universal learning competencies established by NASPAA in Standard 5.0. This crosswalk is diagramed in Figure 1 on the following page. The shaded #3 Competency box indicates the competency assessment ongoing in 2019 with a pilot test of graded student work.

**Figure 1. Competency Mapping to NASPAA Competencies**

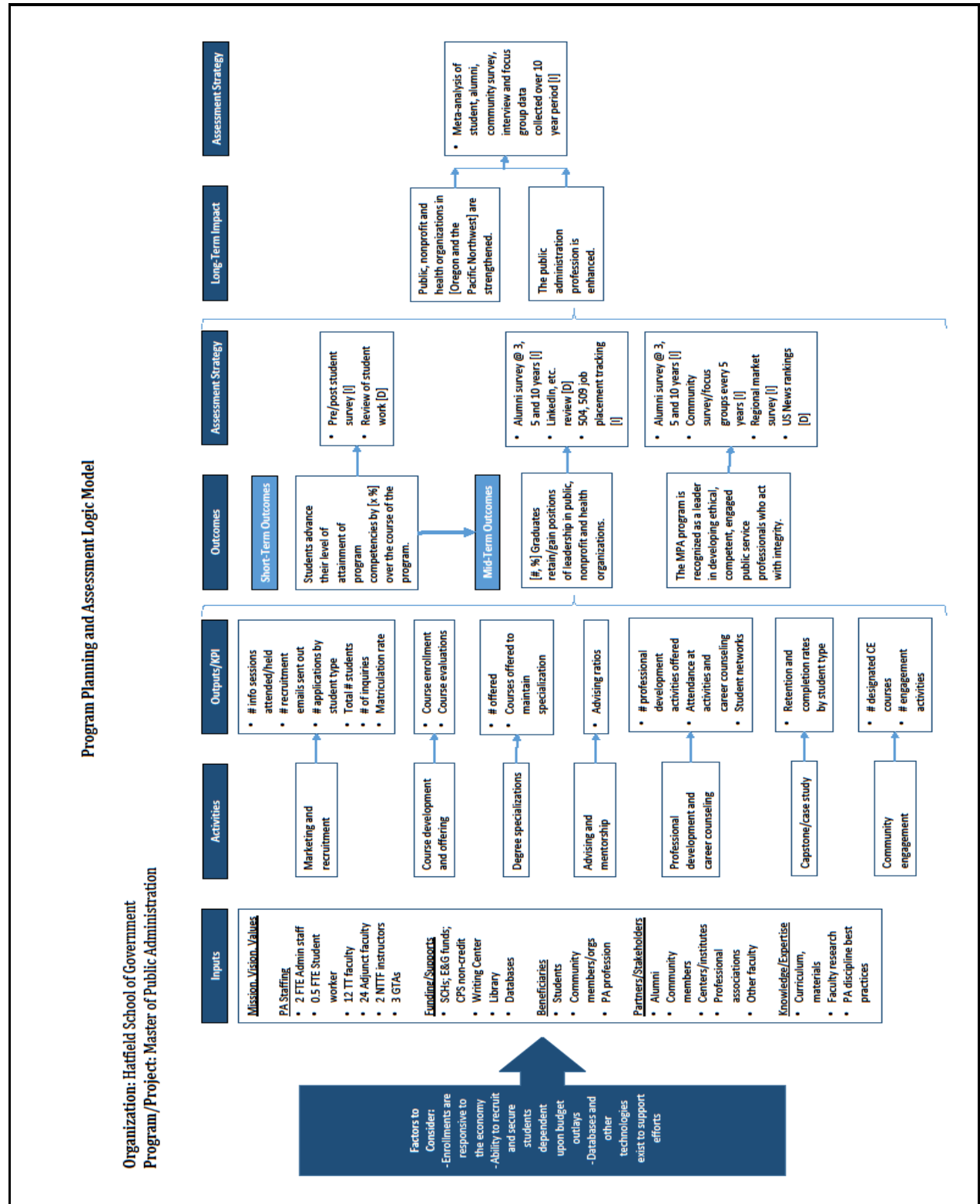


## **VI. Assessment Logic Model**

The Department faculty has established and adopted a logic model to describe the design, function and performance measurement of the MPA, MPA:HA, and MNL degree programs (Figure 2 next page). After review and discussion, the logic model was adopted by the faculty at the May 2019 faculty meeting. The logic model is designed to respond to NASPAA Standard 5, which asks programs to detail their instructional assessment system. The Department Mission and Vision is recognized at the top of the Inputs column in the model.



Figure 2. Assessment Logic Model



## VII. Assessment of Logic Model Outputs and Key Performance Indicators (KPI)

As listed in the center column in Figure 2, the PA Department faculty has established a list of key performance indicators (KPI) to assess the ongoing performance of the MPA, MPA:HA, MNL programs. The PA Department tracks these numerical metrics, and annually or as data becomes available, reports results to the full faculty for consideration and for decisions on instructional program structure and delivery. A sub-set of these metrics, and other graduation, employment measures are provided to NASPAA and CAHME (MPA:HA) in annual updates.

### ***Marketing and Recruitment, and Admissions Outputs/KPIs:***

After April 1 of each academic year after completion of the admissions review of applications for the pending Fall and Winter Terms, the Department prepares a demographic analysis of program applicants and admitted students. This analysis supports responses to NASPAA's Standards 4.1 and 4.2.

*Responsible:* The Department Chair, Department Manager, and Assessment Committee members are responsible for completion of this analysis.

*Proposed Results Application:* The Department Marketing Committee reviews the results of the demographic analysis to assess the performance of marketing and student contact activities. The Curriculum Committee and full faculty reviews the results to assess the quality of entering students and to determine specific student needs, and the need to refine the curriculum and course content (June faculty meeting or September retreat).

### ***Program Operation Outputs/ KPIs:***

The Department has in place or is developing quantitative outputs to measure performance on these indicators on various aspects of program function including:

- Course Development and Offering
- Degree Specializations
- Advising and Mentorship
- Professional Development and Counseling
- Capstone/ Case Study
- Community Engagement

*Responsibilities:* The Department Chair, Department Manager, Office Coordinator, Assessment Committee members are responsible for data collection, computations and reporting.

*Results Application:* A portion of the results of this data collection and analysis provide data and information for the MPA and MPA:HA Accreditation Annual Update to NASPAA. This report is filed annually in Fall Term. The content of the annual update is shared with the full Department faculty as one report of the MPA and MPA:HA program function over the past year. Data collected and analyzed relative to community engagement provide the program's contribution to University goals in that area.

Table 1 summarizes currently performed and proposed responsibilities and applications for the Output/KPI metrics.

**Table 1.**

<b>Output/ KPI</b>	<b>Responsible for Collection/ Analysis</b>	<b>Responsible for Review and Application in Decisions</b>
<b>Course Development &amp; Offering:</b> <ul style="list-style-type: none"> <li>• Course enrollment</li> <li>• Course evaluations</li> </ul>	Course enrollment tracked from University systems; course syllabus and course evaluation forms prepared by instructor to list the intended covered competencies; data collected and processed by PA Dept. staff.	Chair and faculty review enrollment numbers. <i>Proposed:</i> Course evaluations reviewed by Department Chair and course instructor. Course enrollment reported on NASPAA annual update.
<b>Degree Specializations:</b> <ul style="list-style-type: none"> <li>• # offered</li> <li>• Courses offered to maintain specializations</li> </ul>	Number and professional area of specializations is stable based on faculty adopted and University adoption. PA Department staff prepares and maintains by Term course offered list; <i>(Proposed Ongoing):</i> Assessments Committee or Staff annually builds course-competency matrix for the academic year, which include specializations.	<i>Proposed:</i> Assessments Committee: Courses offered to support each specialization listed in two-year (current and previous) course competency matrices.  Specialization leads, Curriculum Committee and full faculty review course-competency matrix at June faculty meeting or September retreat.
<b>Advising &amp; Mentorship:</b> <ul style="list-style-type: none"> <li>• Advising ratios</li> </ul>	Department Staff and Chair	Chair
<b>Professional Development &amp; Counseling:</b> <ul style="list-style-type: none"> <li>• Number activities offered</li> <li>• Attendance at activities and career counseling</li> <li>• Student networks</li> </ul>	CUPA Career Development Specialist tracks activities and career counseling service hours performed annually. Student networks supported through PASA and other organizations.	Career counseling reported to NASPAA in annual update.  <i>Proposed:</i> Department Chair reviews.
<b>Capstone &amp; Case Study:</b> <ul style="list-style-type: none"> <li>• Retention and completion rates</li> </ul>	PA 509, PA 512, PAH 509 faculty member records data and calculates.	Chair and Curriculum Committee
<b>Community Engagement:</b> <ul style="list-style-type: none"> <li>• Number of designated CE courses</li> <li>• Number of engagement activities</li> </ul>	Indicated by faculty and collected by Dept. Staff for University metric.	Chair reviews.

### VIII. Assessment of Logic Model Short-term Outcomes

The Department has defined student mastery of the ten learning competencies as the short-term learning outcomes for the MPA, MNL and MPA:HA programs (Figure 2 center right column). Currently, assessment of student mastery is conducted **at the program level using indirect evidence, with plans to incorporate more strategies to collect direct evidence**. The two sources of data and information are designed as complementary data streams to build a robust assessment of student learning. Students on their own initiative may track their own results on the entry assessment, end-of-course evaluations, capstone experience, and exit assessment to assess their progress toward competency mastery.

#### ***Indirect Assessment of Competency Mastery:***

As described above, the MPA, MNL and MPA:HA programs respond to graduate-level learners in a professional program context. A student will enter the program in a particular term and graduate in an unspecified number of terms later due to part-time attendance, breaks, work and family demands. Additionally, MPA students select a specialization area, and all students work with their advisors to design courses of study responsive to their professional goals. The program design supports flexibility and responsiveness to student needs. Further, once their program is outlined, students may vary the order with which courses are taken.

To capture indirect evidence of student mastery of the ten learning competencies, the program has designed and implemented a longitudinal, paired pre—post survey comparison (pre and post survey instruments are identical) (Rissi & Gelmon 2014). Newly admitted students attend a New Student Orientation preceding their first term of attendance. The orientation provides an introduction to other new students and to the mission and values of the Department. It also provides the opportunity to administer an entry student self-assessment of their current sense of mastery of all ten competencies. Students provide their PSU ID 9-number on the assessment, which allows future paired comparison of the entry and subsequent exit assessment (Entry and exit competency self-assessment instruments contained in Appendix B). The New Student Orientation with an entry self-assessment is administered prior to Fall, Winter and Spring Terms to correspond to the Department’s rolling entry procedures.

The entry assessment survey instrument asks the student to self-evaluate their sense of mastery of each competency using a five level rubric scale of performance. Based on the Dreyfus and Dreyfus model of professional learning, a rubric describes the five levels of mastery as Novice, Advance Beginner, Competent, Proficient and Expert (Sandberg and Kecskes 2017; Dreyfus and Dreyfus 1980). The MPA rubrics matching each of the ten competencies are included in Appendix A of this paper. A set of rubrics has been developed specifically to meet the MPA:HA health administration context (also under Appendix A). **Rubrics for the MNL degree are under development.**

Students then proceed through the program taking courses to meet core, specialization, diversity, skill course requirements. The instructor for each course identifies a sub-set of the ten competencies for learning emphasis. This sub-set identification represents an intentional coverage of the competency, but attention to any of the ten competencies can occur

serendipitously as course activities unfold. The sub-set of identified competencies and related learning objectives are detailed in the course syllabus. The competencies are also listed on the course evaluation survey. Faculty and instructors at their discretion may administer a course-level pre-test of competency mastery for the sub-set. A PA Department required end-of-course evaluation provides an interim self-assessment point for the student on that sub-set of competencies.

As a completion requirement of the PA 509, PAH 509 Capstone course, or the PA 512 Case Study course at the end of their program, students are required to take an exit self-assessment of their sense of mastery of all ten competencies. Students may complete their 509 or 512 courses in Fall, Winter or Spring Terms. The results of the exit self-assessment constitute the “post” assessment element of the pre-post assessment strategy. As exit self-assessment data becomes available starting in Spring Term 2020, assessment results will be paired with the student’s entry scores to measure change over time in students’ perceived mastery of each of the ten competencies.

In this assessment system, the group of students entering in a specific term, attending classes over succeeding terms, and then graduating in a specific term represents a sampling panel. We purposely do not use the statistical term “cohort” here because while the more correct as a sampling term, “cohort” has other uses in an academic context of a defined group of students moving in defined steps through a program (e.g. the EMPA program uses a defined cohort model).

The students in a specific sampling panel are exposed to the courses and professors offered during their matriculation. This exposure is unique to each panel. Retirements and hiring, sabbaticals, adjunct availability, cancelled courses are all reasons that courses may or may not be available, or may be taught by different faculty during a student’s matriculation time frame. The Department has developed a Course/ Competency matrix for each academic year to match the courses offered with the competencies stressed in each course (Example in Appendix C). Review of the matrices over the last two academic years, indicates the intended course content coverage of the ten competencies over a time frame roughly equivalent to the time a panel of students is matriculated. Review of the matrices from the last two years captures courses offered in alternate years.

In their course syllabus, each faculty member will define the sub-set of the ten competencies to which the course is intended to address. Identified competencies are assumed to receive a high level of attention, though faculty may indicate competencies receiving a medium level of attention. Figure 3 on next page provides a diagram of the indirect assessment design.

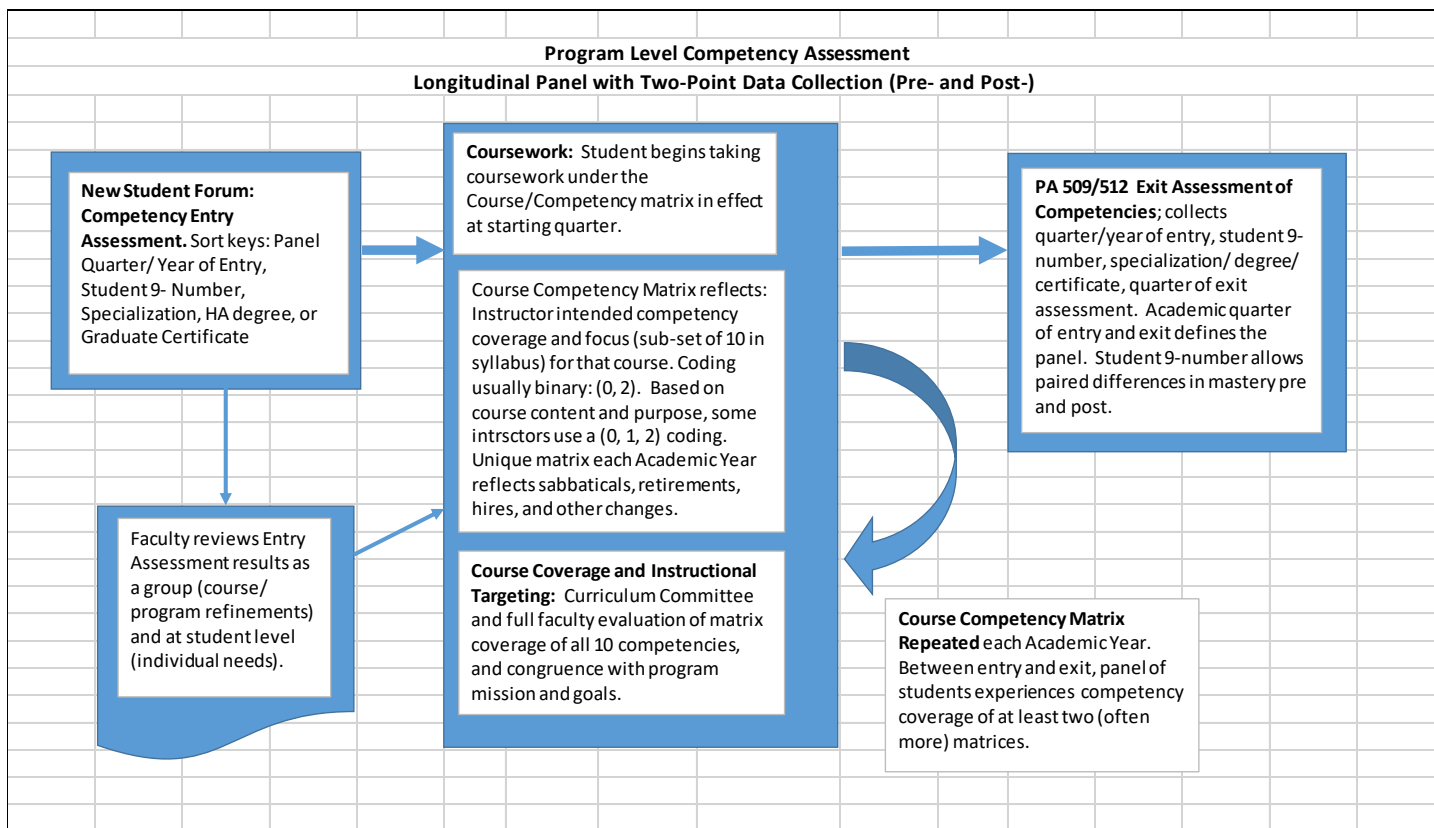
*Responsibilities--Implementation and Data Collection:*

The Department implemented the exit assessment in 2017, which has generated data collected by the Department. After a pilot test in Spring Term 2018, the Department implemented the New Student Orientation entry assessment in Fall Term 2019. While unpaired comparisons between entering and exiting students could provide some information, the Department will

need to wait until Spring Term 2020 to obtain a set of paired entry and exit data points for each student.

The Department Chair and selected faculty members conduct the New Student Orientation and entry competency assessment. The Department Manager and Office Coordinator support the Orientation and administration of the entry assessment by Qualtrics. The PA 509, PAH 509 and PA 512 instructors direct students to take the exit competency assessment by Qualtrics survey. The Office Coordinator maintains and updates the survey instruments, and stores and analyzes the collected entry and exit survey data.

**Figure 3. Indirect Data Assessment of Course Competencies**



**Results Application:**

Exit assessment data is available starting in Spring 2017 for analysis and interpretation. Two terms of data from the Fall 2018 and Winter 2019 new student entry assessment is available. However, these data are from different students and not comparable. *(Proposed and planned)* Once paired same student data becomes available, the Assessments Committee will review and produce an initial report for the Department Chair and Curriculum Committee.

The entry and exit assessment results provide an assessment of student growth in competency mastery using indirect data measures. This results information will be interpreted in context with the direct interpretation of student work.

***Direct Assessment of Competency Mastery:***

To provide a complementary source of data on which to assess MPA, MPA:HA and MNL student mastery of the ten learning competencies, the Department has turned to the direct assessment of selected graded student work. This data stream provides direct evidence of student performance. The Department and its faculty Assessments Committee are developing this assessment sub-system during AY 2018-2019. As of Spring Term 2019, the Assessments Committee is conducting a data collection and methodology pilot test that will provide feedback for method refinement and revision of this description.

***Proposed:*** The Department annually will select a sub-set of courses for graded student work collection and analysis. These courses attempt to capture different stages of student performance on the curriculum and mastery of competencies. For example, PA 511 would be sampled for all offerings because it is typically taken by students at the very first, or near the beginning, of the MPA and MPA:HA programs. Similarly, PA 521 or PA 528 would be sampled for students in the MNL program. PA 509, PAH 509 and PA 512 work will be sampled to cover students near the completion of their program. Other courses may be selected to reflect expression of the program mission, vision and values. On request from MPA specialization leads, the collection could include specialization required courses.

***Proposed and in Pilot Test:*** Another group of courses will be sampled to perform an in-depth assessment of competency instructional design, competency operationalization and coverage, and measurement of student mastery. The primary unit of analysis is the competency, and all data and analysis at the lower level of learning objectives is aggregated to the competency.

Upon implementation, the Department will review two or three competencies each year over the 7-year NASPAA accreditation cycle. The selection of competencies in a given year will correspond to their representation in a NASPAA universal competency (e.g. Figure 1). Table 2 at end of this document sets guidance on the order of competency review.

As an element of its accreditation self-study (AY 2018-2019), the Department has been pilot-testing a proposed model and assessment procedure for student work. The procedures for the pilot test and its data interpretation follow for theDu remainder of this section of the plan.

The pilot-test will focus on Competency #3:

- Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

As an initial model, the Department will use the framework in Figure 4. The steps flow left to right. First, the Assessments Committee members will use the most recent course—

competency matrices (e.g. matrices from last two years) to **identify** those **courses** with the most focused and intense coverage of the selected competency. For Competency 3, the Assessment Committee identified three courses PA 514, PA 549 and PA 593.

For each of the selected courses, the Assessments Committee members will examine the course syllabus and consult with the course instructor(s) **to identify the specific learning objectives from the course** that most closely support student mastery of the competency. This could result in identification of up to six or seven learning objectives linked to Competency #3. The course instructor will further **designate the activities and assignments in the course that most directly support the selected learning objectives individually and in combination**. Activities and assignments may be written essays or papers, d2l (electronic learning system) postings and commentary, oral presentations, in-class conversations, simulations or other activities. The latter types of assignments are especially important in assessing student mastery of interpersonal perception skills and mastery of professional role behaviors.

**Figure 4.** Schematic of Sampling and Analysis of Student Work

<p><b>A. Competency Selected for Review</b> Pilot Test for #3 Diversity</p>	<p><b>B. Sample of Classes with competency coverage for #3;</b> sample the strongest courses</p>	<p><b>C. Identify course objectives :</b> 1-2 of the strongest most directly related to the competency</p>	<p><b>D. Take a sample of student work:</b> small class = all; large class a sample</p>	<p><b>E. In teams, score student work.</b> Revise rubrics into a scoring mechanism; use as basis of evaluation.</p>
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The Assessments Committee members will request a sample of graded student work from the selected courses for analysis. For written assignments or d2l text in a small class of 10 or fewer students, work from all students would be sampled; in a larger class, a sample of about 10 students would be taken. Members of the Assessments Committee will join with the course instructor to read, interpret, and compare the content and expression of student work against a scoring scale. The scoring scale will be based on the five-category rubric established for the competency under review (Appendix A MPA and MPA:HA rubrics; Appendix D trial data collection form). For non-text activities such as, presentations, simulations, and in-class discussions the Assessments Committee will work with the instructor to develop a minimally intrusive assessment procedure that reflects the rubric scoring scale levels. Assessment Committee members may attend the class session in which the activity occurs to gather evidence of student and class-level mastery of learning objectives.

Once samples from all selected courses have been analyzed and scored, the Assessments Committee members will compare their methods, samples, analysis methods, inter-rater



performance and findings. The committee members will develop a competency-level assessment of student performance in demonstrating competency mastery. The competency-level assessment will reflect the aggregate student performance by rubric level, by course.

***Proposed procedures pilot tested:*** Course level profiles will then be compared and aggregated to develop a competency-level profile that can be reported to the full faculty and Chair. Instructors will be asked to advise students in advance of the activities and assignment(s) in their course that will be collected for assessment, and to register any objection. Commonly, students will write papers or use examples from their professional experiences. These experiences may have reputational or emotional sensitivities, but students are encouraged to share experiences as part of the learning process. Students have an expectation of confidentiality in presenting these experiences. The faculty will work to accommodate student privacy and confidentiality concerns. To respond to privacy requests, instructors could do any of: not submit the essay or written assignment, redact student's name from all pages of text, redact identifying names and situations. Instructors could ask the Assessment Committee to not attend a presentation, simulation session or other graded activity.

Instructors with courses selected for student work assessment will grade the assignments as they normally would. They then will make any redactions to protect student privacy requests. If the format is electronic, the instructor will upload the graded work to a course folder; if the format is paper, the faculty member will scan the graded work and upload to a course folder. Implementing this process will require that the Assessments Committee work with the course instructor, and implementation will impose extra steps on class session instructional time, and on preparation and grading time.

*(Ongoing Pilot Test) Responsibilities:* Assessments Committee members, instructors from sampled courses, Department Manager and Office Coordinator may assist with data storage and retrieval. The Assessments Committee members will report their findings and experiences at the fall faculty retreat or at a designated monthly faculty meeting.

For the current NASPAA self-study effort, the Assessments Committee will prepare a summary of their process experience and assessment findings for the #3 Diversity Competency. Based on the pilot-test experiences and results, the Assessments Committee will summarize the gathered data as a performance assessment, and reflect on the assessment experience to refine the direct student work assessment strategy.

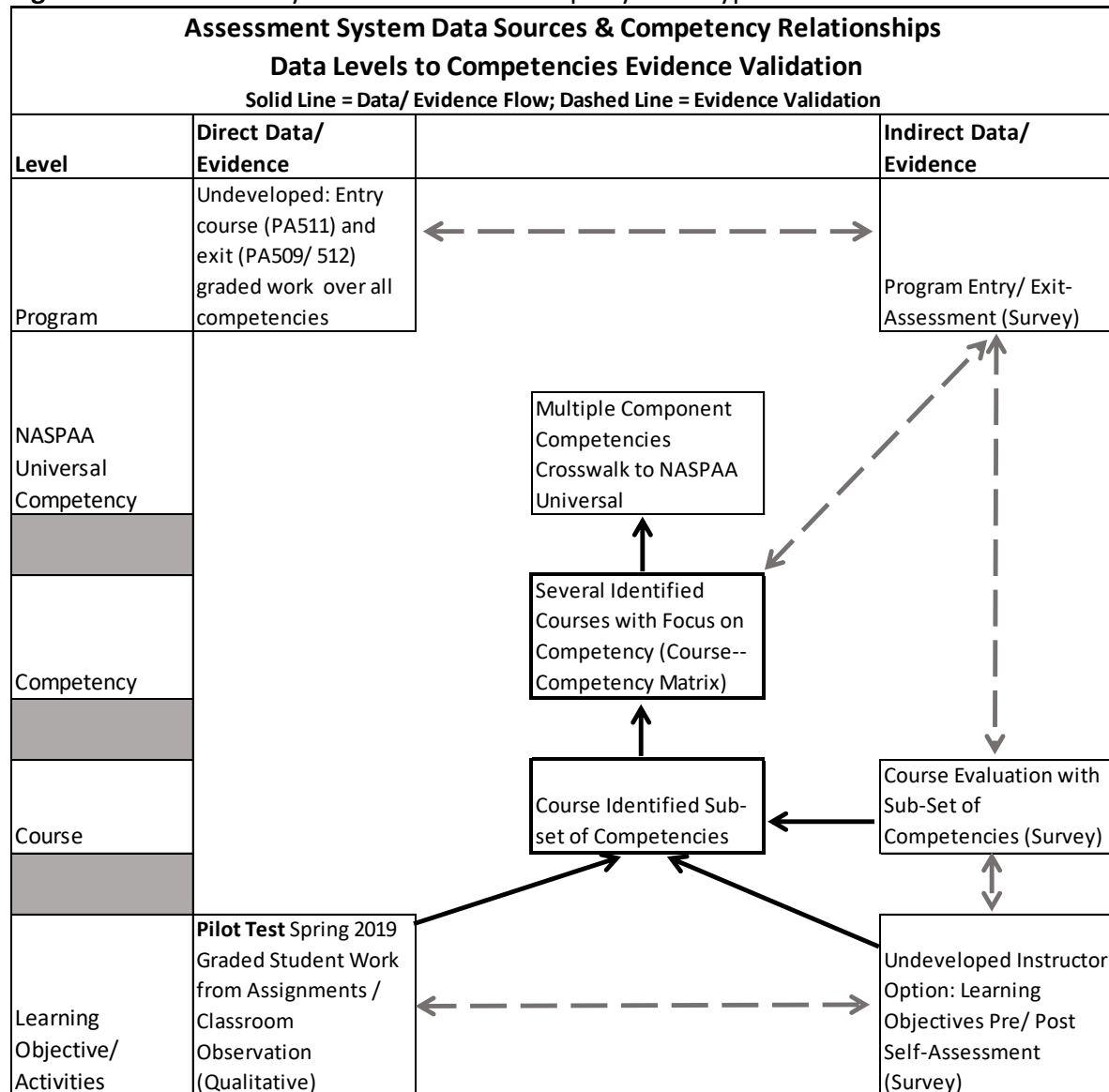
*(Proposed):*

The Department intends to continue the pilot test effort in Fall of 2019. In the second phase of the pilot the Assessments Committee will gather graded student work from courses with focus on competencies numbers 9 and 10. This data and its analysis, combined with the results of the pilot test for competency 3 will allow the Department to assess the three competencies in context with each other, and relative to the NASPAA communication and diversity universal competency.

*Proposed Data Relationships and Assessment Design:*

The assessment of student mastery of the Department’s ten competencies requires the use of both indirect and direct data from four levels of the instructional system: program; competency; course; and learning objective/activity. A consistent application of the five-level rubric scale (Appendix A) across all four levels provides comparable data for identifying consistencies and contrasts. Figure 5 provides a preliminary model of the relationship between data types (indirect survey, or direct written or observer/ participant qualitative), and data source levels. The Figure 5 model is under discussion and revision by the Assessment Committee and full faculty, however it does include current data sources and their intended relationships.

**Figure 5.** Assessment System Data Relationships by Data Type and Level



Data collected from the learning objective/ activity level (bottom) represents the most granular level. Data at this level is collected in two forms, graded student work or graded student activity participation; and if the instructor elects, a simple learning objective level course pre- and post- assessment survey. Data from these two sources are both on the five rubric scale and should provide mutual validation. Both data sources can be aggregated to describe the course specific sub-set of competencies identified by the instructor as the intended competency focus of the course. The instructor lists the sub-set of course competencies in the course syllabus, and on the end-of-course evaluation survey. The course evaluation survey provides student self-assessment data on mastery of the sub-set of competencies based on the course experience, and as an accumulation of their progress to date on that particular sub-set of competencies.

The course-competency matrices (Appendix C) for the last two academic years identifies those courses in which an instructor has identified a particular competency for primary focus. For example for the current pilot test assessing the #3 Competency on diversity, three courses were identified as focused on the competency: PA 514 Global Leadership and Management, PA 593 Civil Rights for Public Managers, and PA 549 Cross Cultural Communication in the Public Sector. The competency sub-set and learning objective level evidence generated from each course is then aggregated to address student mastery of the competency level. Assessment of the competency includes the content operationalization of the competency in the different courses, instructor performance, and student progress toward mastery based on the course experience.

Repeating the competency assessment procedures for several competencies allows the system to address the complex combinations in the five NASPAA universal competencies (center of Figure 5). The results of assessment of a single competency can be used to validate the results of the program-level entry and exit self-assessment surveys. End-of-course evaluation surveys can also help validate the program-level survey results. The program entry and exit survey results are describing the performance of the panel of students with common matriculation periods. Once paired results are available, the entry and exit survey results will provide change in individual student's mastery.

*(Proposed Results Application:)*

The Assessment Committee results are reported to the Chair and the full faculty. The results will be specifically shared with the Curriculum Committee for review and any decision on curriculum and competency coverage.

## **IX. Assessment of Logic Model Mid-Term Outcomes**

*(Most Elements of this Section to be Developed):* Partially to support annual update reporting to NASPAA, the Department will begin to implement several measures to assess MPA, MNL and MPA:HA program mid-term outcomes identified in the logic model (Figure 2 Outcomes column). This is a pending task for the Department. The mid-term outcome metrics focus on

two concepts: first, the placement and acceptance of graduates in professional positions a new hires and the advancement of graduates within their organizations; and second, the reputation and recognition of the programs by external communities at the local, regional, national and international levels.

As described in Figure 2 (logic model), the primary mid-term metric is the number and percentage of graduates in leadership positions in public, nonprofit and health organizations. The Department has yet to construct and administer an alumni survey to assess mid-term performance outcomes of graduate acceptance and program value. A survey will provide indirect data on program performance. The EMPA program has developed and administers such an instrument, which will provide a template for survey development.

To answer NASPAA data requirements, the Department staff currently, annually reviews LinkedIn and other social media posting, and uses alumni contacts with faculty to report where and how students are employed. Direct contact is made with students if needed and if an email address is available. The LinkedIn review provides direct evidence of student and program success.

The Department has yet to develop formal procedures for community interviews and focus groups. The Department has convened several advisory committees of external professionals and community leaders. Information from these groups currently provides continuing feedback on the effectiveness and value of the MPA and MPA:HA programs. These same strategies will be implemented for the new MNL program. The Department has yet to develop regional market surveys.

The Department currently tracks its rankings in the U.S. News and World Report annual rankings. These annual rankings provide an external, direct measure of peer and public opinion of the MPA and MPA:HA programs.

The most comprehensive and detailed feedback on the MPA and MPA:HA program design, operations and performance is obtained by undergoing accreditation by NASPAA. The self-study process, site visitation and subsequent comment process provides direct evidence of mid-term performance of the two programs.

## **X. Assessment of Logic Model Long-Term Impact**

*(Most Aspects of this Section to be Developed):* Assessing the long-term, strategic impact of the MPA, MNL and MPA:HA programs will be a difficult challenge because the measurement criteria are ambiguous and because longitudinal data are difficult to collect with finite resources. The Department proposes to use meta-analysis of student, alumni, community survey, and interview and focus group data collected over a 10 year period as the information source for this assessment. With NASPAA accreditation cycles of 7 years, this assessment would fall about halfway between self-study years. Completion of a long-term impact assessment in

years 3 and 4 of the accreditation cycle would provide timely information for a subsequent self-study in year 7 (Table 2 below).

The specific data collection methodology, metrics and measures, analysis procedures, organization institutionalization, and tentative results are yet to be developed.

## **XI. Process to Analyze Results of Assessed Outcomes**

*(Proposed Procedures for Future Development):* This section of proposed procedures responds to the Output/ KPI data and Short-Term Outcomes data streams (logic model in Figure 2). The Mid-Term and Long-Term data streams are reserved for future development. The Department collects the Output/ KPI on an annual or quarterly basis with routine consistency. The consistent collection has and will allow development of a dashboard of program operations metrics, and the plotting of baseline levels of program performance. Department staff are responsible for collecting, computing and storing this data. The Department Chair and full faculty are responsible for reviewing this data and evidence throughout the academic year.

The Short-term Outcome data includes both indirect survey data and graded student work direct data as detailed above. The Department envisions using this data stream in two approaches:

1. Baseline development for time series development; and
2. Measurement of intervention effects of focused refinements to competencies, curriculum and instruction.

First, the ongoing, quarterly (academic term) collection of program-level entry and exit survey data, and the continuous collection of end-of-course evaluation data allows the development of baseline information on program and course-level performance. This provides a foundation for time series analysis of events and changes occurring in the Department, programs, and organizational context. Events such as planned faculty retirements, unplanned changes in faculty availability or health, or contextual events such as college and program reorganizations represent external treatments in a time series analysis. There is a continuing string of such external events, which raises research questions of how student mastery has changed between before and after the event. Once data collection systems and procedures are fully implemented, the performance system should be able to assess student mastery before and after events to identify changes in performance. The faculty Assessments Committee would take a lead role in developing these analyses and reporting their results to the full faculty for discussion.

The second approach to using assessment system data and evidence is in the evaluation of curriculum design and competency level instructional performance. Decisions to revise the curriculum, or course competency coverage or course content, represent an intentional intervention to the curriculum or instructional system. The collection of direct data from graded student work and its analysis for specific competencies, provides an initial observation prior to

treatment. Once changes are made, a period of time must elapse to allow for students to progress through the modified curriculum. During this time, both end-of-course evaluation data, and graded student work would be collected and analyzed by competency. These results would provide the post observation evidence. The two data types would provide a mixed-method validation of pre and post contrasts. The Assessments Committee would be heavily involved in developing the specific design and data collection systems, and reporting. The faculty Curriculum Committee would take a leadership role to review the current curriculum, to propose reforms, and to interpret subsequent results. The full faculty would need to adopt any reforms, which would then be implemented on with a specified academic term.

## XII. Using Assessment Results to Support Decision-Making

*(Current Practice; Section to be more Fully Developed):*

For the Output/ KPI and Short-term Outcomes evidence, the Assessments Committee will present the results of admissions/ acceptance demographic analysis to the full faculty annually in late spring. The Assessment Committee will present the results of the NASPAA annual update statistical analysis and narrative to the full faculty at the fall faculty retreat or first faculty meeting in October of each academic year. The results of Fall, Winter and Spring Term New Student entry survey data, and any exit survey data will be presented shortly after the start of each quarter at the monthly faculty meetings. The results of analysis of graded student work by the Assessments Committee will be presented to the full faculty as the analyses are completed.

Upon request of the Assessments Committee or Curriculum Committee lead, or by decision of the Department Chair, the Chair will place a reporting, discussion, or decision item on the monthly faculty meeting agenda. The faculty currently considers curriculum and performance issues on a case-by-case basis. There is no set standard that triggers review. Decisions on reforms and changes are determined through dialogue by the faculty. Decisions are by majority voter per Departmental bylaws.

*Logic Model Mid-term and Long-term Outcomes:*

- **Placeholder text included, but methodology and details of this module yet to be developed.**
- Assessment Committee will report results from the alumni survey conducted every 3-4 years to the full faculty.
- Department Office Coordinator and supporting staff will continue to use the LinkedIn searches to generate information for the NASPAA annual update.
- Assessment Committee will report results from community surveys and focus groups to the full faculty.
- When the alumni survey, community survey and focus group years align with an accreditation self-study year, the Department will report results as part of the self-study Standard 1 Strategic Management.

- The results of the Long-term Impact analysis will be reported to the full faculty, reported to NASPAA on the annual update, and then folded into the next self-study report.

### **XIII. Faculty Involvement in Assessment Planning**

The Department has established a standing faculty committee for the assessment of the Department's instructional programs. The Assessment Committee has primary responsibility for instructional assessment for the MPA, MPA:HA, MNL, and the undergraduate Civic Leadership minor programs. The Assessments Committee also supports the leadership and staff of the EMPA program on assessments for the EMPA degree program. The Assessment Committee holds responsibility for the recommendation of policy, methodology and procedures to the Department Chair and to the full Department faculty. The full faculty must vote to adopt any policies and procedures recommended by the committee. The Assessment Committee historically has worked, and strives to work, in a collegial discursive manner to develop policy and recommendations. High demands on the faculty limit the attention they can devote to assessment system development and implementation. An assessment system design and data collection requirements must reflect limited faculty time and energy.

The Assessment Committee Chair works closely with the Department Chair, the Department Manager and the department Office Coordinator to develop workable systems and procedures that implement assessment procedures on a routine, repeatable, dependable basis. The Department Manager has responsibility for information systems design and procurement, and Department budget preparation. The Office Coordinator position has historically been responsible for the maintenance preparation of Qualtrics survey instruments, collection of assessment data, and preparation of tables and reports for the NASPAA accreditation report and its annual updates.

The administrative staff members who support the Department are limited in their capabilities to support additional assessment efforts. Administrative staff are already at capacity with assessment and array of other duties. As such, assessment efforts are being implemented gradually over time. Faced with limited resources, the Department has tapped the services of graduate research assistants and student employees to support assessment data processing and analysis tasks, including the NASPAA annual update report.

### **XIV. NASPAA Assessment Requirements**

In order to ensure effective instruction and to demonstrate student mastery of competencies, the Department will conduct periodic, objective review of the competencies and the instructional program. Instructional system review will be conducted in context with recommendations from external advisory committees, student feedback, assessment system data and evidence and faculty reflections. NASPAA Standard 5 asks programs to respond to three question of instruction system design, assessment, and decision-making for improvement:

- 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, consistent with its mission?
- Part B: How does the program know how well its students are meeting faculty expectations for learning on the required competencies?
- Part C: How does the program use evidence about the extent of student learning on the required competencies for program improvement?

***Part A: Expected Student Performance of Competencies.***

This assessment plan and the 2018-19 pilot test assessing graded student work for the #3 Competency on diversity contribute important information to the faculty dialogue on competency definition and content. Responding to Part A of the NASPAA requirements asks the Department faculty to address competency content and student mastery in several areas:

- *Define the competency:* Defining a competency requires discussion by the full faculty, and reflects among other factors: relevant theory, professional practice, faculty research and experiences, and social context. Those courses which focus on the competency (e.g. course-competency matrices, Appendix C) should provide specific learning objectives that can provide an instructor interpretation of the competency. The mastery attributes in the competency rubric (Appendix A) provide another perspective on the competency content and operationalization.
- *Review how the competency fits:* Faculty discussion should review how the definition and operationalization of the competency fits into context with the program mission, vision and values. Discussion should address how the competency contexts with the other nine competencies. Special attention should be given to the relationships between the competency under review and the mission and vision concepts in Competency 1 (ethics and professional values, responsibilities, social roles and ethics), Competency 3 (collaborative engagement with diverse communities), Competency 8 (cross-sectoral and inter-jurisdictional cooperation), and Competency 10 (critical and self-reflective practice).
- *Aggregate competencies to respond to the NASPAA Universal Competencies.* Drawing from the review of several competencies (e.g. Figure 1), full faculty addresses how the constellation of competencies aligns with and responds to the NASPAA universal competency.
- *Define rubric standards of mastery:* Full faculty should review the rubric for the competency to assess whether the rubric criteria and ordinal levels correspond to levels of student mastery (Appendix A).
- *Assessments Committee contributes,* to the discussion of competency content and operationalization by providing input on measurement and rubric validity and reliability.



***Part B: (Proposed and Ongoing):***

This assessment plan presents a performance measurement strategy, procedures and proposed procedures, and a schedule of review for individual competencies, groups of competencies, and program performance. The performance measurement strategy, procedures and data system is structured by the Logic Model in Figure 2 above. The logic model defines: short-term/ annual numerical outputs and key performance indicators (KPIs); short-term outcomes; mid-term outcomes; and long-term impacts. This assessment plan provides detail on how the Department will assess instructional performance for these four types of measures.

To measure the short-term outcomes, the assessment plan sets the competency as the primary unit of analysis. The competency is sufficiently broad to encompass a meta-structure of related concepts including the detail of a variety of course learning objectives. The competency can be measured by both indirect survey and direct qualitative methods, with mixed-method validation. Assessment and review of several related competencies is intended to provide validation of program-level data, and to respond to the review requirements for NASPAA universal competencies.

As an intended strategy, the top row in Figure 5 above demonstrates the indirect measurement of competency mastery at the program level by the entry and exit sampling of students (e.g. common matriculation period). This change in competency mastery is validated by the assessment of graded student work from the same time period as direct evidence of student performance generated on the lower rows of Figure 5. The integrating standard for the two data types and levels is the five-level rubric scale.

The Department holds that expectations of success in competency mastery are defined by the individual graduate student and their advisor, and students with their instructors. The rubrics used to assess competency mastery (Appendix A) define levels of professional development. The faculty expects to move students as far up the rubric levels as possible through course work, organization experience or case study capstone experiences, and other experiences at Portland State. However, students enter the program with varied levels of professional experiences and starting points on the rubric scale. Defining all students as moving to a specified rubric level, may be ineffective for a group of experienced students striving for Proficient and Exemplary levels. Pre-service students may begin at the Novice rubric level and be challenged and work successfully to meet an Advanced Beginner level. In-service professional practice in one or more positions may be required to move a student to one of the higher rubric levels. Specifying a uniform program level of accomplishment is an inappropriate goal. This an area for future dialogue, research, and assessment system development by the Assessments Committee and the full faculty.

***Part C: (Ongoing and to be Further Developed):***

The Department to date has successfully used program-level exit competency mastery survey results, end-of-course evaluation surveys, and informal feedback to assess the need for

program change. Over the current accreditation period, these streams of data and evidence allowed the Department to assess the inadequacy of coverage for the #3 Competency on diversity, and to make changes by adding a degree requirement for a diversity course. The faculty Curriculum Committee and the full faculty assessed the available evidence and through dialogue made changes to the curriculum. The assessment system is currently gathering data to measure the effects of this recent curricular change.

As this plan indicates, new direct evidence data sources are being added, which will provide additional information on course competency coverage, instructor performance, and student accomplishment on the rubric scale. Evidence developed from annual versions of the course-competency matrices are indicating a need for further review of coverage for several competencies. As paired entry and exit survey data becomes available, and as direct data from graded student work becomes available, the Assessments Committee and the faculty will work to develop stronger data validation and integration procedures. The Department is working to formalize existing procedures, and to develop and define new procedures that can structure reviews and indicate when curriculum and program revisions are needed. This an area of assessment system development for the Department.

As described in Section XI above, the Department faculty uses assessment system data and evidence in two primary strategies. First, the annual reporting of Output/ KPI data, the continuous collection of entry and exit survey data, and continuous collection of course evaluation data provides baseline data of dependent variables over an extended time frame. This provides a foundation for time series analysis.

The second use of assessment system data and evidence is to evaluate changes in curriculum design and student response. This a more like a defined experiment design with a specific intervention of curriculum reform or change. As described above, data and evidence guide the review and discussion over the curriculum content, reflection of mission and vision, and pedagogy. This strategy would make full use of the direct data from learning objectives, individual competency reviews, and integrated competency reviews including the NASPAA combinations of competencies. Indirect survey data would also be considered.

#### **xv. Tentative Schedule of Activity**

**The Department establishes guidance** on a schedule of future activities related to curriculum review, and assessment system development and maintenance. Changing issues, needs and faculty workloads may make it advantageous to shift the tasks and responsibilities in the table in Table 2 among years.

**Table 2.** Schedule Guidance for Assessment Activities

<b>Schedule Guidance for Assessment and Accreditation Activities MPA, MPA:HA, MNL</b>		
<b>Year</b>	<b>Activity/ Issue/ Task</b>	<b>Responsible Group or Member</b>
<p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• NASPAA Self-Study Year</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Self-Study Reports (3X)</li> <li>• Establish Assessment System and Assessment Plans (2X)</li> <li>• Establish Diversity Plan</li> <li>• <b>Competency Review: #3</b> Diversity Pilot Test</li> <li>• Submit draft Assessment Plans to OAA</li> </ul>	<ul style="list-style-type: none"> <li>• Full Department</li> <li>• Assessment Committee, EMPA variant</li> <li>• Diversity Committee, EMPA variant</li> <li>• Curriculum and Assessment Committee/ w full faculty</li> <li>• Chair, Assessment Committee, EMPA variant</li> </ul>
<p><b>2019-2020</b></p> <ul style="list-style-type: none"> <li>• NASPAA Year 1</li> <li>• NASPAA Site Visit Year &amp; Review Exchanges (3X)</li>   <li>• CAHME Self-Study Year</li>   <li>• University Academic Program Review Year</li> </ul>	<ul style="list-style-type: none"> <li>• Host NASPAA Site Visit &amp; Follow-up Dialogues</li> <li>• Routine NASPAA Annual Updates (3X); Output/KPI reporting; Short-term Assessment Outcomes</li> <li>• CAHME Accreditation Self-Study (Uncertain)</li> <li>• <b>Continue pilot test: Competencies Reviewed: 9 &amp; 10.</b></li> <li>• <b>Continue pilot test: Assess NASPAA Universal Competency 5</b> (Communication to diverse workforce and citizenry)</li> <li>• Prepare University Academic Program Review Report by Deadline</li> </ul>	<ul style="list-style-type: none"> <li>• Full Department, EMPA variant</li> <li>• Staff; Chair; Assessment Committee, EMPA lead and staff</li> <li>• MPA: HA Program Lead; Chair; Assessment &amp; Curriculum Committees; full faculty; SPH affiliated faculty</li> <li>• Full Department; Chair; staff; all faculty committees</li> <li>• EMPA lead and staff</li> </ul>

Year	Activity/ Issue/ Task	Responsible Group or Member
<p><b>2020-2021</b></p> <ul style="list-style-type: none"> <li>• NASPAA Year 2</li>   <li>• CAHME Site Visit &amp; Dialogue</li>   <li>• CAHME Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Routine NASPAA Annual Updates (3X); Output/KPI reporting; Short-term Assessment Outcomes</li> <li>• <b>Competency Reviews 8, 7, and 4</b></li> <li>• <b>Assess NASPAA Universal Competency #2 Contribute to the public policy process</b></li> <li>• EMPA competency reviews</li>   <li>• Host CAHME Site Visit &amp; Follow-up Dialogue</li> <li>• Routine CAHME Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Staff; Chair; Assessment Committee on student work, course-competency matrix, admissions demography; EMPA lead &amp; staff</li> <li>• Curriculum and Assessment Committee/ w full faculty</li> <li>• MPA: HA Program Lead</li> <li>• Assessment &amp; Curriculum Committees; full faculty; SPH affiliated faculty</li> <li>• Staff; SPH affiliated faculty</li> </ul>
<p><b>2021-2022</b></p> <ul style="list-style-type: none"> <li>• NASPAA Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Routine NASPAA Annual Updates (3X); Output/KPI reporting; Short-term Assessment Outcomes</li>   <li>• <b>Competency Reviews 6 &amp; 5</b> (systems to improve performance and methods)</li> <li>• <b>Assess NASPAA Universal Competency #1 Lead and manage in public governance</b></li> <li>• EMPA competency review</li>   <li>• Routine CAHME Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Staff; Chair; Assessment Committee on student work, course-competency matrix, admissions demography</li> <li>• EMPA Lead and staff</li>   <li>• Curriculum and Assessment Committee/ w full faculty</li> <li>• EMPA Lead &amp; staff</li>   <li>• MPA:HA Lead; Chair; Staff; SPH affiliated faculty</li> </ul>

Year	Activity/ Issue/ Task	Responsible Group or Member
<p><b>2022-2023</b> NASPAA Year 4</p>	<ul style="list-style-type: none"> <li>• Routine NASPAA Annual Update (3X); Output/KPI reporting; Short-term Assessment Outcomes</li> <li>• Develop and implement Alumni Survey and Focus Groups Mid-term Outcome Assessment</li> <li>• Develop and implement External Community Long-term Impact Survey/ Focus Groups</li> <li>• EMPA competency reviews</li> <li>• Routine CAHME Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Staff; Chair; Assessment Committee on student work, course-competency matrix, admissions demography</li> <li>• Assessment Committee; Chair; Department External Advisory Committee</li> <li>• EMPA variant</li> <li>• Curriculum and Assessment Committee/ w full faculty</li> <li>• EMPA Lead &amp; staff</li> <li>• MPA:HA Lead; Chair; Staff; SPH affiliated faculty</li> </ul>
<p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• NASPAA Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Routine NASPAA Annual Updates (3X); Output/KPI reporting; Short-term Assessment Outcomes</li> <li>• <b>Competency Reviews: 1</b></li> <li>• <b>Begin to assess NASPAA Universal Competency #4</b> Public service perspective</li> <li>• EMPA competency review</li> <li>• Routine CAHME Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Staff; Chair; Assessment Committee on student work, course-competency matrix, admissions demography</li> <li>• EMPA Lead and staff</li> <li>• Curriculum and Assessment Committee/ w full faculty</li> <li>• EMPA Lead &amp; staff</li> <li>• MPA:HA Lead; Chair; Staff; SPH affiliated faculty</li> </ul>

Year	Activity/ Issue/ Task	Responsible Group or Member
<p><b>2024-2025</b></p> <ul style="list-style-type: none"> <li>NASPAA Year 6</li> </ul>	<ul style="list-style-type: none"> <li>Routine NASPAA Annual Updates (3X); Output/KPI reporting; Short-term Assessment Outcomes</li> <li><b>Competency Reviews: 2 &amp; 3</b></li> <li><b>Complete Assessment of NASPAA Universal Competency #4</b> Public service perspective</li> <li>EMPA competency reviews</li> <li>Routine CAHME Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Staff; Chair; Assessment Committee on student work, course-competency matrix, admissions demography</li> <li>EMPA Lead and staff</li> <li>Curriculum and Assessment Committee/ w full faculty</li> <li>EMPA Lead &amp; staff</li> <li>MPA:HA Lead; Chair; Staff; SPH affiliated faculty</li> </ul>

## XVI. References

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**Appendices**



## **Appendix A: Program Competencies, and Five-level Rubrics for MPA and MPA:HA**

### **MPA Competencies**

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.
2. Identify and apply economic, financial, legal, organizational, political, social, and ethical theories and frameworks to the practice of public service leadership, management and policy
3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.
4. Identify and engage with the key elements of the public policy process.
5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.
6. Create and manage systems and processes to assess and improve organizational performance.
7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

### **MPA:HA Competencies**

1. Articulate and exemplify the ethics, values, and obligations of a health system administration professional.
2. Identify and apply relevant theories to the analysis and practice of health systems leadership, management, and policy.
3. Engage and collaborate with diverse communities to advance population health.
4. Identify and engage with the key elements of the health policy process.
5. Employ appropriate qualitative and quantitative techniques to investigate, monitor, and manager resource use in health systems.
6. Create and manage systems and processes to assess and improve organizational performance in health systems.
7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in health systems, leadership, management and policy.
8. Assess challenges and develop solutions to advance cross-sector cooperation in health services organizations and systems.
9. Demonstrate verbal, written, and interpersonal communication skills in a variety of professional and societal contexts.
10. Think critically and self-reflectively about emerging issues concerning health systems leadership, management, and policy.

<<Insert Rubric tables for MPA, and for MPA:HA>>

**Appendix B: Entry and Exit Student Competency Assessment Qualtrics  
Instruments for MPA and MPA:HA**

## Appendix C: Course—Competency Matrix Examples for MPA and MPA:HA

Master of Public Administration Course to Competency Matrix														
Prospective, Pre-course Instructor Intention to Address Competency Within a Course														
Matrix for <b>REQUIRED</b> Courses Offered in 2018-2019 Academic Year (Fall 18, Winter 19, Spring 19)														
				Ethics & Roles	Theories & Frameworks	Diverse Cultures	Policy Process	Quant & Qual	Org Assess & Improve	Collaborative	Cross-sectoral	Communication	Reflection	
				1	2	3	4	5	6	7	8	9	10	
<b>Substantive</b>														
Core	Term	Course	Instructor											
511	F 18	Foundations	Corbett	STUDENT DEFINED COMPETENCIES										
511	W 19	Foundations	Corbett	STUDENT DEFINED COMPETENCIES										
513	F 18	Ethics	Chikoto-Schultz	2	2				2	2		2	2	
513	Sp 19	Ethics	Allen	2	2				2	2		2	2	
533	W 19	Public Policy	Corbett				2	STUDENT DEFINED COMPETENCIES						
533	Sp 19	Public Policy	Day		2		2			2	2	2	2	
534	W 19	Admin Law	Cooper		2					2	2	2	2	
540	W 19	Admin T&B	Sandberg		2	2		2	2	2		2	2	
540	Sp 19	Admin T&B	Corbett	STUDENT DEFINED COMPETENCIES										
551	F 18	Methods I	Girard					2	2			2	2	
551	W 19	Methods I	Nelson					2	2			2	2	
552	W 19	Methods II	Girard					2	2			2	2	
552	Sp 19	Methods II	Nelson					2	2			2	2	
582	F 18	Budgeting	Robinson	2	2		1		1		1	1		
582	Sp 19	Budgeting	Robinson	2	2		1		1		1	1		
585	W 19	Fin. Mgmt	Robinson	2	2			1	2			1		
590	W 19	HR	Harris	USES FIVE NASPAA COMPETENCIES										
590	Sp 19	HR	Harris	USES FIVE NASPAA COMPETENCIES										
Number of Core Courses = 18														
CORE WEIGHTED AVERAGES				0.55556	0.88889	0.11111	0.33333	0.61111		1	0.55556	0.33333	1.16667	1
				Competency #	1	2	3	4	5	6	7	8	9	10
<b>Diversity</b>														
Reqmnt	Term	Course	Instructor											
514	F 18	Global Ldrshp	Ingle	2		2				2			2	
549	F 18	Cross Cultural	Friedman/Nishishiba	2		2				2		2	2	
593	W 18	Civil Rights	Cooper	2		2						2	2	
594		Enhance Div	Nishishiba	NOT OFFERED										
Number of Diversity Courses = 3														
DIVERSITY WEIGHTED AVERAGES				2	0	2	0	0	0	0	1.33333	0	1.33333	2

Skill Dev.	Term	Course	Instructor									
525	W 19	Grantwriting	Golaszewski	NEED SYLLABUS								
536	F 18	Strategic Plan	McReynolds	NEED SYLLABUS								
539	W 19	Nat'l Pub Plcy	Allen	2	2	2	2		2	2	2	2
545	Sp 18	Org Dev	NOT OFFERED									
549	F 18	Cross Cultural	Friedman/Nishist	2	2				2		2	2
550		Info Resources	NOT OFFERED									
554	W 19	Policy Analysis	Day	2	2			2			2	2
555	Sp 19	Program Eval	Day	2	2			2	2	2		2
556	F 18	Contract Mgmt	Cooper	NEED SYLLABUS								
558	Sp 19	Mg Projects	Ingle			2			2			2
562	Sp 19	Employee Perf	Harris	2	2		2		2	2	2	2
537	Sp 19	Law & Pub Pol	Cooper		2					2	2	2
575	F 18	Fnd Coll Gov	Greenwood	NEEDS FOLLOW UP								
579	Sp 19	Policy Tools	Cooper				2		2	2		2
598	W 19	Values: NP HR	Morrow	2	2				2			2

Number of Skills Courses = 13

SKILLS WEIGHTED AVERAGES 0.92308 0.92308 0.46154 0.46154 0.30769 0.61538 0.76923 0.61538 1.07692 1.38462

ALL REQ'D COURSES WEIGHTED AVERAGES 0.8235 0.8235 0.4118 0.3529 0.4412 0.7647 0.7059 0.4118 1.1471 1.2353

**Integrative**

Field Expr	Term	Course	Instructor									
PA/PAH 504	F 18	Internship	Kaimanu						Student Defined Priorities			
PAH 509	W 19	Org Exper	Kaimanu						Student Defined Priorities			
PAH 509	W 19	Org Exper	Kaimanu						Student Defined Priorities			
PAH 509	Sp 19	Org Exper	Kaimanu						Student Defined Priorities			
PAH 509	Sp 19	Org Exper	Kaimanu						Student Defined Priorities			
509	F 18	Org Exper	Sandberg						Student Defined Priorities			
509	F 18	Org Exper	Sandberg						Student Defined Priorities			
509	W 19	Org Exper	Sandberg						Student Defined Priorities			
509	W 19	Org Exper	Sandberg						Student Defined Priorities			
509	Sp 19	Org Exper	Sandberg						Student Defined Priorities			
509	Sp 19	Org Exper	Sandberg						Student Defined Priorities			
512	Sp 19	Case Study	Robinson						Student Defined Priorities			

				Competency #	1	2	3	4	5	6	7	8	9	10
<b>Global Mgmt</b>	<b>Ter m</b>	<b>Course</b>	<b>Instructor</b>											
514	F 18	Global Ldrshp	Ingle	2		2				2				2
523	F 18	NGO: World	Chikoto-Schultz	2	2	2				2		2	2	2
529		NP Oaxaca		NOT OFFERED										
542	Sp 19	Sus Devt Impl	Vargas/Cooper			2	2				2	2		2
549	F 18	Cross Cultural	Friedman/Nishish	2		2					2		2	2
550		Info Resources		NOT OFFERED										
558	Sp 19	Mg Projects	Ingle			2				2				2
565	F 18	Nat Res Policy	Day	2			2				2	2	2	2
Total Global Courses = 6														
<b>TOTAL GLOBAL WEIGHTED AVERAGES</b>				<b>1.3333</b>	<b>0.3333</b>	<b>1.6667</b>	<b>0.6667</b>	<b>0</b>	<b>0.6667</b>	<b>1.3333</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Hypothetical Global Student</b>				<b>0.8718</b>	<b>0.7692</b>	<b>0.6154</b>	<b>0.359</b>	<b>0.3846</b>	<b>0.7692</b>	<b>0.7692</b>	<b>0.4615</b>	<b>1.1026</b>	<b>1.3333</b>	

				Competency #	1	2	3	4	5	6	7	8	9	10
<b>HR Mgmt</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>											
546	F 18	Sprvsn Pub	LaTourette	NEED SYLLABUS										
562	Sp 19	Employee Per	Harris	2	2		2			2	2	2	2	2
591		Employmt Law		NOT OFFERED										
593	W 18	Civil Rights	Cooper	2		2							2	2
594		Enhance Div		NOT OFFERED										
595	W 18	Lbr Relations	Harris	USES FIVE NASPAA COMPETENCIES										
Total HR Courses = 4														
<b>TOTAL HR WEIGHTED AVERAGES</b>				<b>1</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>1</b>	<b>1</b>
<b>Hypothetical HR Student</b>				<b>0.8421</b>	<b>0.7895</b>	<b>0.4211</b>	<b>0.3684</b>	<b>0.3947</b>	<b>0.7368</b>	<b>0.6842</b>	<b>0.4211</b>	<b>1.1316</b>	<b>1.2105</b>	

				Competency #	1	2	3	4	5	6	7	8	9	10
<b>Local Gov't</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>											
515	W 19	Pub Wks Admin	Fernandez	NEEDS FOLLOW UP										
517	W 18	Ldshp Dev't	Ingle	2	2	1							1	2
517	2018-19	Ldshp Dev't		NOT OFFERED										
519		Civic Capacity		NOT OFFERED										
542	Sp 19	Sus Devt Impl	Vargas/Cooper			2	2					2		2
543	W 19	Collab Comm	Smiley	NEED SYLLABUS										
545		Org Dev't		NOT OFFERED										
546	F 18	Sprvsn Pub Sct	LaTourette	NEED SYLLABUS										
560	F 18	Local Gov Adm	Cooper		2						2	2	2	2
561	W 19	IntGov Rlation	Cooper		2							2	2	2
563		Citizens & Adm		NOT OFFERED										
564		Envir Plcy Adm		NOT OFFERED										
593	W 19	Civil Rights	Cooper	2		2	1						2	2
Total Local Gov't Courses = 8														
<b>TOTAL LOCAL GOV'T WEIGHTED AVERAGES</b>				<b>0.25</b>	<b>0.5</b>	<b>0.5</b>	<b>0.375</b>	<b>0</b>	<b>0</b>	<b>0.25</b>	<b>0.75</b>	<b>0.75</b>	<b>0.75</b>	<b>1</b>
<b>Hypothetical Local Gov't Student</b>				<b>0.7692</b>	<b>0.8718</b>	<b>0.3846</b>	<b>0.3077</b>	<b>0.3846</b>	<b>0.6667</b>	<b>0.6667</b>	<b>0.4615</b>	<b>1.1282</b>	<b>1.2308</b>	

			Competency #	1	2	3	4	5	6	7	8	9	10	
Nat Rsource	Term	Course	Instructor											
539	W 19	Ntl Plcy Prcess	Allen	2	2	2	2			2	2	2	2	
542	Sp 19	Sus Devt Impl	Vargas/Cooper			2	2				2		2	
553	W 18	Sus Devt Plcy	Allen			2				2	2	2	2	
553		Sus Devt Plcy		NOT OFFERED										
564		Env Plcy Adm		NOT OFFERED										
565	F 18	Nat Res Policy	Day		2		2			2	2	2	2	
566	F 18	Water Policy	Day		2		2			2	2		2	
567	W 19	Energy Policy	Nelson	2	2	2	2							
568	Sp 18	Forest Policy	Allen			2				2	2	2	2	
568	2018-19	Forest Policy		NOT OFFERED										
569		Fish & Wildlife		NOT OFFERED										
572	F 18	Col Riv Gov	Mogren		NEEDS FOLLOW UP									
Total Nat Resource Courses = 8														
TOTAL NAT RESOURCES WEIGHTED AVERAGES				0.5	1	1.25	1.25	0	0	1.25	1.5	1	1.5	
Hypothetical Nat. Res. Student				0.7179	0.8205	0.5128	0.4615	0.3846	0.6667	0.8205	0.6154	1.1538	1.3333	

			Competency #	1	2	3	4	5	6	7	8	9	10	
Nonprofit	Term	Course	Instructor											
520	F 18	Intro NP Mgmt	Morrow		NEED SYLLABUS									
520	Sp 19	Intro NP Mgmt	Chikoto-Schultz	2	2					2	2	2	2	
521	F 18	Found NP Sect	Sandberg	2	2						2	2	2	
522	Sp 18	Gov of NP	Golaszewski						2	2		2	2	
523	F 18	NGO: World	Chikoto-Schultz	2	2	2			2		2	2	2	
524	W 19	Fin Mgt NP	Chikoto-Schultz	2	2				2	2		2	2	
526	Sp 19	Fundraising	MacDonell	2	2	2			2	2		2	2	
527		New NP Dvt Mg		NOT OFFERED										
528	W 19	Org Leadership	Sandberg	2	2	2				2		2	2	
529		NP Oaxaca		NOT OFFERED										
538		Advocacy in NP		NOT OFFERED										
541		Social Entrep		NOT OFFERED										
Total Nonprofit Courses = 8														
TOTAL NONPROFIT WEIGHTED AVERAGES				1.5	1.5	0.75	0	0	1	1.25	0.75	1.75	1.75	
Hypothetical Nonprofit Student				0.9231	0.9231	0.4103	0.3077	0.3846	0.7692	0.8205	0.4615	1.2564	1.3333	

Master of Public Administration: Health Administration Course to Competency Matrix													
Prospective, Pre-course Instructor <i>Intention</i> to Address Competency Within a Course													
Matrix for Courses Offered in TWO YEAR PERIOD: 2017-2019 Academic Years													
				Ethics & Roles	Theories & Frameworks	Diverse Cultures	Policy Process	Quant & Qual	Org Assess & Improve	Collaborative	Cross-sectoral	Communication	Reflection
				1	2	3	4	5	6	7	8	9	10
<b>Substantive</b>													
<b>Core</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
511	F 18	Foundations	Corbett										
511	Sp 18	Foundations	Corbett										
HSMP/PAH 573		Ethics Health											
513	F 18	Ethics	Chikoto-Schultz	2	2				2	2		2	2
513	Sp 19	Ethics	Allen	2	2				2	2		2	2
533	W 18	Public Policy	Corbett										
533	Sp 19	Public Policy	Day		2		2			2	2	2	2
534	W 19	Admin Law	Cooper	2						2	2	2	2
HSMP/PAH 577		Hlth Care Law											
540	W 19	Admin T&B	Sandberg		2	2		2	2	2		2	2
540	Sp 19	Admin T&B	Corbett										
HSMP/PAH 541		Health Org Beh											
551	F 18	Methods I	Girard					2	2			2	2
551	W 19	Methods I	Nelson					2	2			2	2
552	W 19	Methods II	Girard					2	2			2	2
552	Sp 19	Methods II	Nelson					2	2			2	2
PAH 570	F 18	Health Admin	Kaimanu	1	1	1		1		1		1	1
HSMP/PAH 571	F 17	Health Policy	Goodman	2	2		2					2	2
HSMP/PAH 571	2018-19	Health Policy											
			<b>Competency #</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
HSMP/PAH 574	F 17	Hlth Sys Org	Gelmon		2	2	2		2		2	2	2
HSMP/PAH 574	2018-19	Hlth Sys Org											
HSMP/PAH 574	2018-19	Hlth Sys Org											
HSMP/PAH 580	2018-19	Hlth Svc HR Mg											
582	F 18	Budgeting	Robinson	2	2		1		1		1	1	
582	Sp 19	Budgeting	Robinson	2	2		1		1		1	1	
HSMP/PAH 586	F 17	Intro Hlth Econ	Graven		2				2	2			2
HSMP/PAH 586		Intro Hlth Econ											
590	W 19	HR	Harris										
590	Sp 19	HR	Harris										
Total HA Core Courses offered over 2017-2019 Academic Years = 21													
TOTAL HA CORE WEIGHTED AVERAGES				0.66667	1	0.38095	0.57143	0.7619	1.2381	0.95238	0.7619	1.61905	1.66667
<b>Diversity</b>													
<b>Reqmnt</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
514	F 18	Global Ldrshp	Ingle	2		2				2			2
523		NGO: World											
529		NP Oaxaca											
547		Culture Ldrshp											
549	F 18	Cross Cultural	Friedman/Nishishi	2		2				2		2	2
593	W 19	Civil Rights	Cooper	2		2						2	2
594		Enhance Div											
Total Diversity Courses offered over 2017-2019 Academic Years = 3													
TOTAL DIVERSITY WEIGHTED AVERAGES				2	0	2	0	0	0	1.33333	0	1.33333	2
ALL REQ'D HA COURSES WEIGHTED AVERAGES				0.86111	0.91667	0.59921	0.52381	0.69841	1.13492	1.03968	0.69841	1.65079	1.77778



**Appendix D: Graded Student Work Learning Objective Level Assessment Form**

**Department of Public Administration: Student Assessments Committee**

*Rubric to Assess Student Work for Evidence of Competency Attainment*

**Competency #/Name:** 3, Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

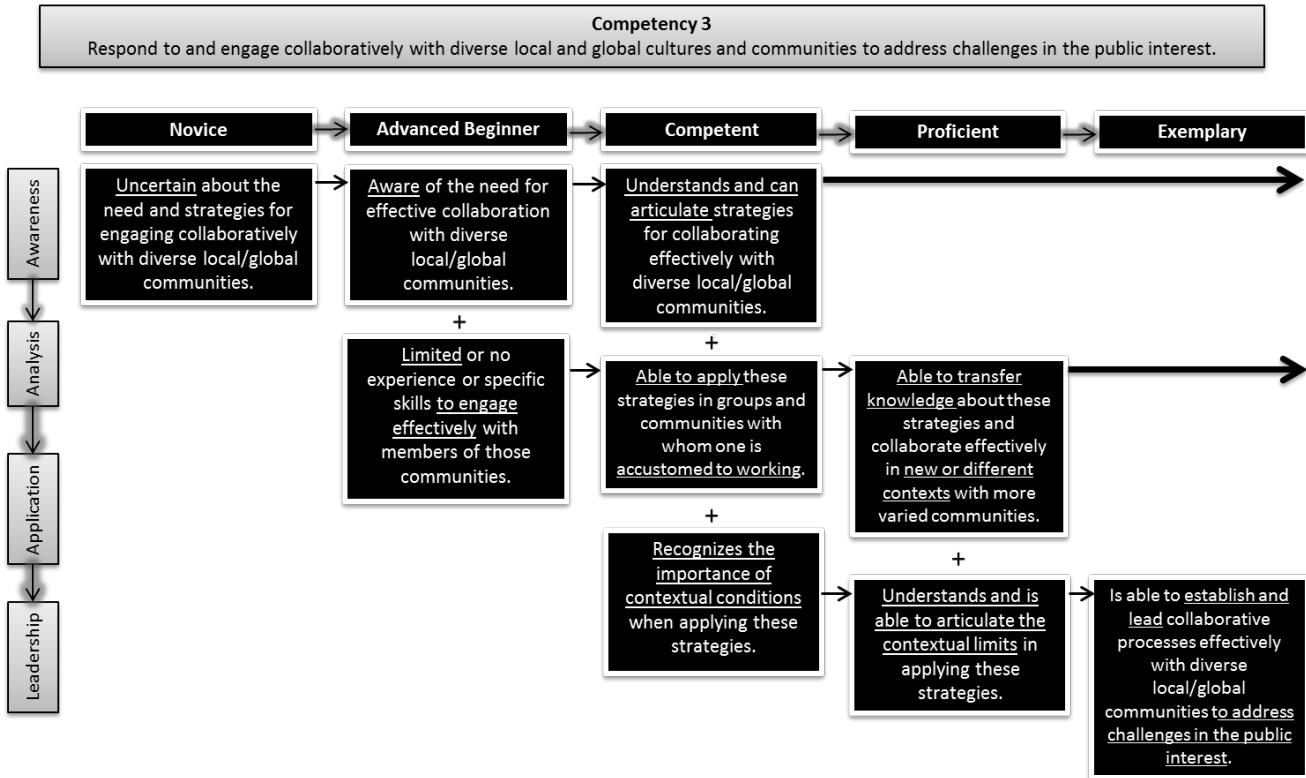
**Course #:** \_\_\_\_\_ **Quarter/Year:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_

**Course Learning Objective(s):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rater(s):** \_\_\_\_\_



Upon review of assigned student work and using the competency map above as a guide, please indicate your rating of each student's attainment of the designated competency as it relates to the course learning objective listed above, on a scale of 1 to 5.

Student Name	Student Work Product Reviewed	Novice (1)	Advanced Beginner (2)	Competent (3)	Proficient (4)	Exemplary (5)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Standard 5  
Appendix I

## Master of Public Administration Course to Competency Matrix

Prospective, Pre-course Instructor Intention to Address Competency Within a Course

Matrix for **SPECIALIZATION** Courses Offered in 2018-2019 Academic Year (Fall 18, Winter 19, Spring 19)

				Ethics & Roles	Theories & Frameworks	Diverse Cultures	Policy Process	Quant & Qual	Org Assess & Improve	Collaborative	Cross-sectoral	Communication	Reflection
				1	2	3	4	5	6	7	8	9	10
<b>Global</b>													
<b>Mgmt</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
514	F 18	Global Ldrshp	Ingle	2		2				2			2
523	F 18	NGO: World	Chikoto-Schultz	2	2	2			2		2	2	2
529		NP Oaxaca		NOT OFFERED									
542	Sp 19	Sus Devt Impl	Vargas/Cooper			2	2			2	2		2
549	F 18	Cross Cultural	Friedman/Nishishiba	2		2				2		2	2
550		Info Resources		NOT OFFERED									
558	Sp 19	Mg Projects	Ingle			2			2				2
565	F 18	Nat Res Policy	Day	2			2			2	2	2	2
Total Global Courses = 6													
<b>TOTAL GLOBAL WEIGHTED AVERAGES</b>				1.3333	0.3333	1.6667	0.6667	0	0.6667	1.3333	1	1	2
<b>HR Mgmt</b>													
	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
546	F 18	Sprvsn Pub Sct	LaTourette	NEED SYLLABUS									
562	Sp 19	Employee Perf	Harris	2	2		2		2	2	2	2	2
591		Employmt Law		NOT OFFERED									
593	W 18	Civil Rights	Cooper	2		2						2	2
594		Enhance Div		NOT OFFERED									
595	W 18	Lbr Relations	Harris	USES FIVE NASPAA COMPETENCIES									
Total HR Courses = 4													
<b>TOTAL HR WEIGHTED AVERAGES</b>				1	0.5	0.5	0.5	0	0.5	0.5	0.5	1	1

			Competency #	1	2	3	4	5	6	7	8	9	10
<b>Local Gov't</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
515	W 19	Pub Wks Admin	Fernandez		NEEDS FOLLOW UP								
517		Ldshp Dev't		NOT OFFERED									
519		Civic Capacity		NOT OFFERED									
542	Sp 19	Sus Devt Impl	Vargas/Cooper			2	2				2		2
543	W 19	Collab Comm	Smiley		NEED SYLLABUS								
545		Org Dev't		NOT OFFERED									
546	F 18	Sprvsn Pub Sct	LaTourette		NEED SYLLABUS								
560	F 18	Local Gov Adm	Cooper		2					2	2	2	2
561	W 19	IntGov Rlation	Cooper		2						2	2	2
563		Citizens & Adm		NOT OFFERED									
564		Envir Plcy Adm		NOT OFFERED									
593	W 19	Civil Rights	Cooper	2		2	1					2	2
Total Local Gov't Courses = 7													
<b>TOTAL LOCAL GOV'T WEIGHTED AVERAGES</b>				<b>0.2857</b>	<b>0.5714</b>	<b>0.5714</b>	<b>0.4286</b>	<b>0</b>	<b>0</b>	<b>0.2857</b>	<b>0.8571</b>	<b>0.8571</b>	<b>1.1429</b>
<b>Nat Rsource</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
539	W 19	Ntl Plcy Prcss	Allen	2	2	2	2			2	2	2	2
542	Sp 19	Sus Devt Impl	Vargas/Cooper			2	2				2		2
553		Sus Devt Plcy		NOT OFFERED									
564		Env Plcy Adm		NOT OFFERED									
565	F 18	Nat Res Policy	Day		2		2			2	2	2	2
566	F 18	Water Policy	Day		2		2			2	2		2
567	W 19	Energy Policy	Nelson	2	2	2	2						
568		Forest Policy		NOT OFFERED									
569		Fish & Wildlife		NOT OFFERED									
572	F 18	Col Riv Gov	Mogren		NEEDS FOLLOW UP								
Total Nat Resource Courses = 6													
<b>TOTAL NAT RESOURCES WEIGHTED AVERAGES</b>				<b>0.6667</b>	<b>1.3333</b>	<b>1</b>	<b>1.6667</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1.3333</b>	<b>0.6667</b>	<b>1.3333</b>

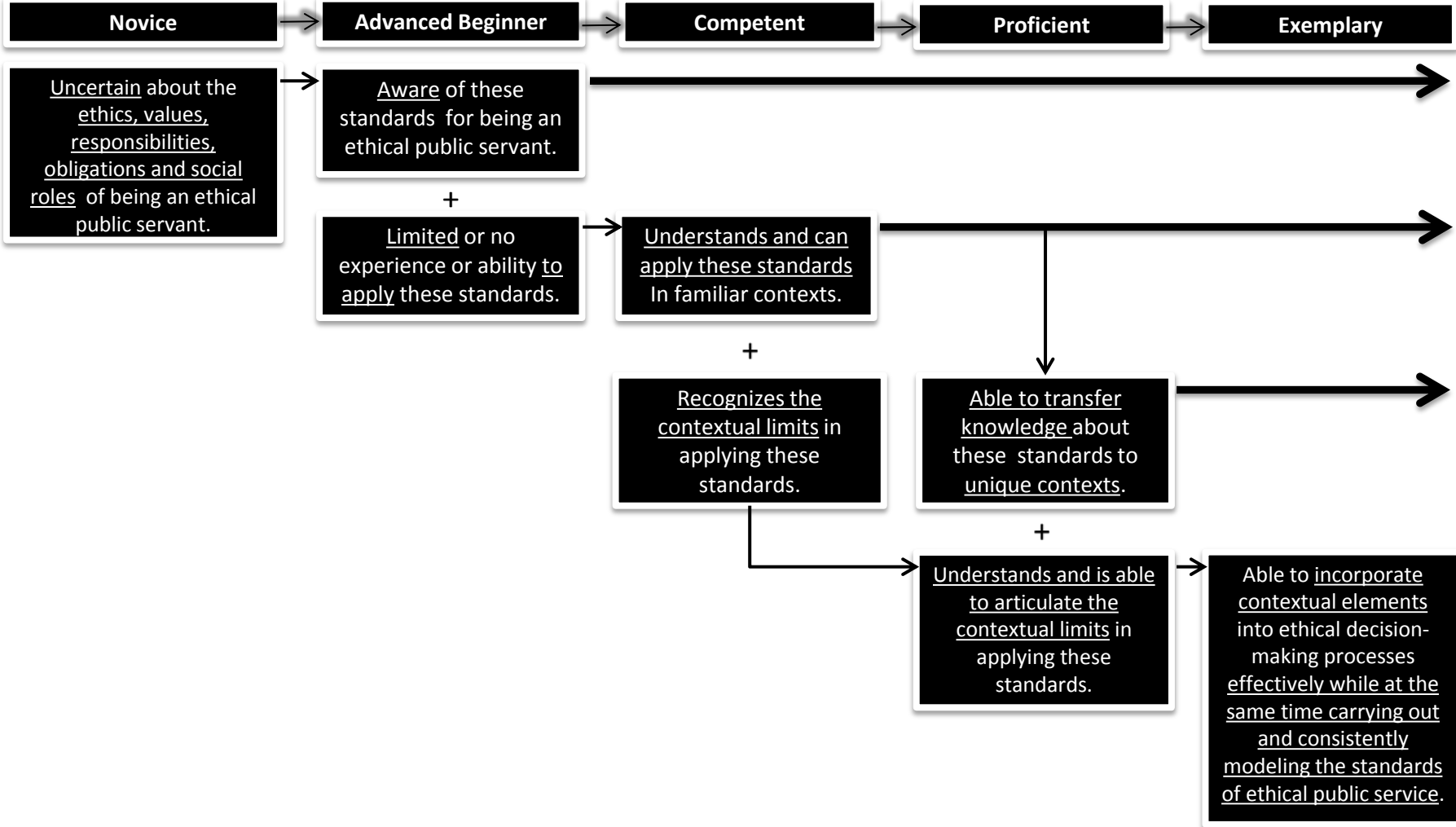
			Competency #	1	2	3	4	5	6	7	8	9	10
<b>Nonprofit</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
520	F 18	Intro NP Mgmt	Morrow		NEED SYLLABUS								
520	Sp 19	Intro NP Mgmt	Chikoto-Schultz	2	2					2	2	2	2
521	F 18	Found NP Sect	Sandberg	2	2						2	2	2
522	Sp 18	Gov of NP	Golaszewski						2	2		2	2
523	F 18	NGO: World	Chikoto-Schultz	2	2	2			2		2	2	2
524	W 19	Fin Mgt NP	Chikoto-Schultz	2	2				2	2		2	2
526	Sp 19	Fundraising	MacDonell	2	2	2			2	2		2	2
527		New NP Dvt Mg		NOT OFFERED									
528	W 19	Org Leadership	Sandberg	2	2	2				2		2	2
529		NP Oaxaca		NOT OFFERED									
538		Advocacy in NP		NOT OFFERED									
541		Social Entrep		NOT OFFERED									
Total Nonprofit Courses = 8													
<b>TOTAL NONPROFIT WEIGHTED AVERAGES</b>				<b>1.5</b>	<b>1.5</b>	<b>0.75</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1.25</b>	<b>0.75</b>	<b>1.75</b>	<b>1.75</b>
<b>510 Special Topic</b>	<b>Term</b>	<b>Course</b>	<b>Instructor</b>										
510	F 18	TOP: Soc Sust	Nelson										
510	Sp 19	TOP: Dis Mgmt	Chikoto-Schultz										
510	Sp 19	TOP: Pub Mktg	Thomas										
510	Sp 19	TOP: Jpn Earth	Nishishiba										

Standard 5  
Appendix J

### Competency 1

Able to articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.

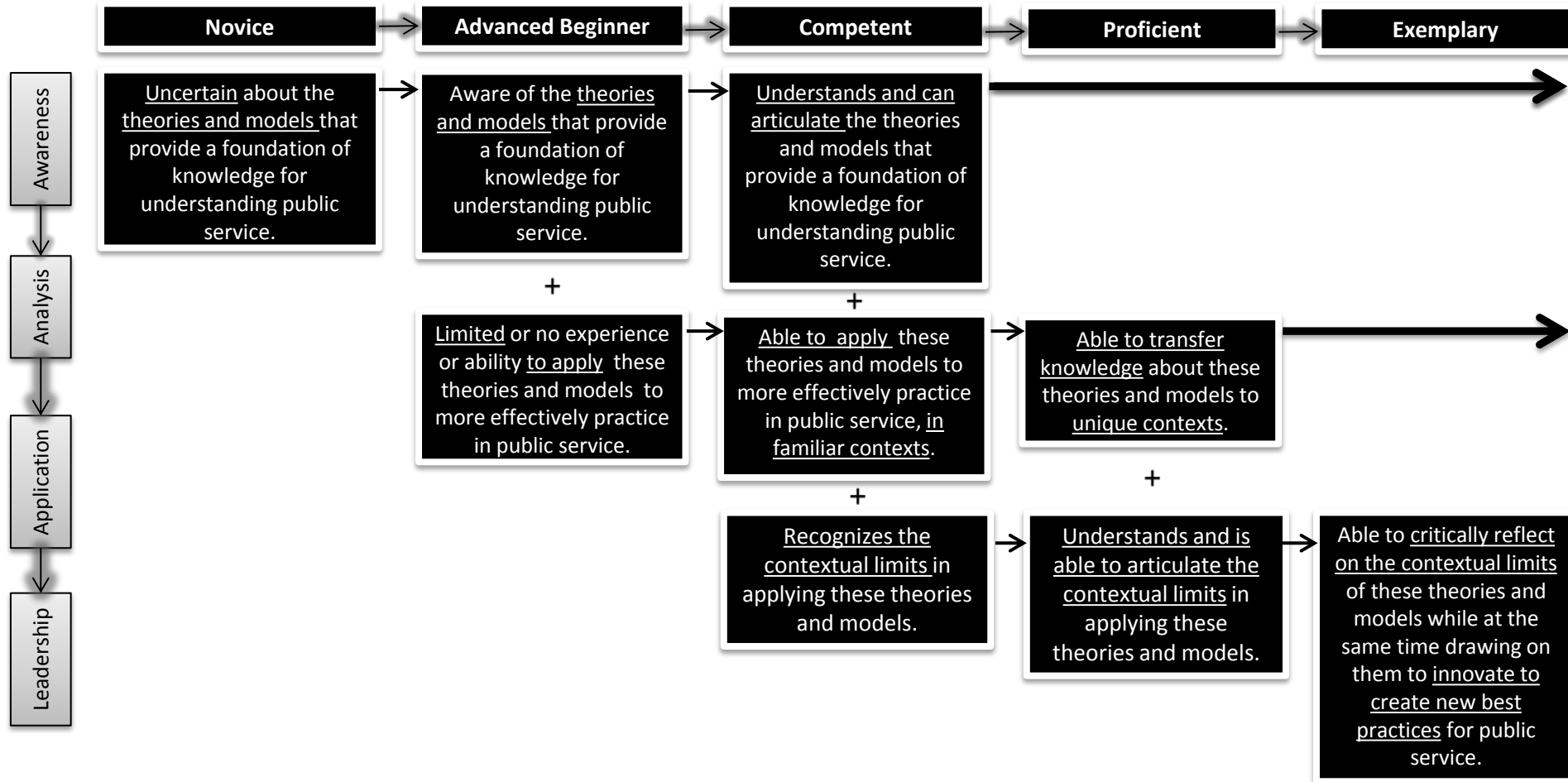
Awareness  
Analysis  
Application  
Leadership





## Competency 2

Identify and apply relevant theories and frameworks to the practice of public service leadership, management, and policy.



### Competency 3

Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

**Novice**

Uncertain about the need and strategies for engaging collaboratively with diverse local/global communities.

**Advanced Beginner**

Aware of the need for effective collaboration with diverse local/global communities.

**Competent**

Understands and can articulate strategies for collaborating effectively with diverse local/global communities.

**Proficient**

Able to transfer knowledge about these strategies and collaborate effectively in new or different contexts with more varied communities.

**Exemplary**

Is able to establish and lead collaborative processes effectively with diverse local/global communities to address challenges in the public interest.

Awareness

Analysis

Application

Leadership

+  
Limited or no experience or specific skills to engage effectively with members of those communities.

+  
Able to apply these strategies in groups and communities with whom one is accustomed to working.

+  
Recognizes the importance of contextual conditions when applying these strategies.

+  
Understands and is able to articulate the contextual limits in applying these strategies.

**Competency 4**  
Identify and engage with the key elements of the public policy process.

**Novice** → **Advanced Beginner** → **Competent** → **Proficient** → **Exemplary**

Awareness

Uncertain about key elements of the public policy process and/or the means of engaging in it.

Aware of key elements of the public policy process and some means of engaging with it.

Understands and can articulate the key elements of the public policy process and the means of engaging with it.

Analysis

+  
Limited or no experience in engaging with the public policy process.

+  
Able to engage successfully in at least one key element of a policy process.

Able to successfully engage in multiple elements of a policy process.

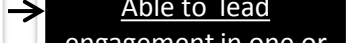
Application

+  
Recognizes strengths and limitations of engaging in only part of the policy process in the context of the entire process.

+  
Understands and is able to articulate the strengths and limitations of engaging in only part of the policy process within the context of the entire process.

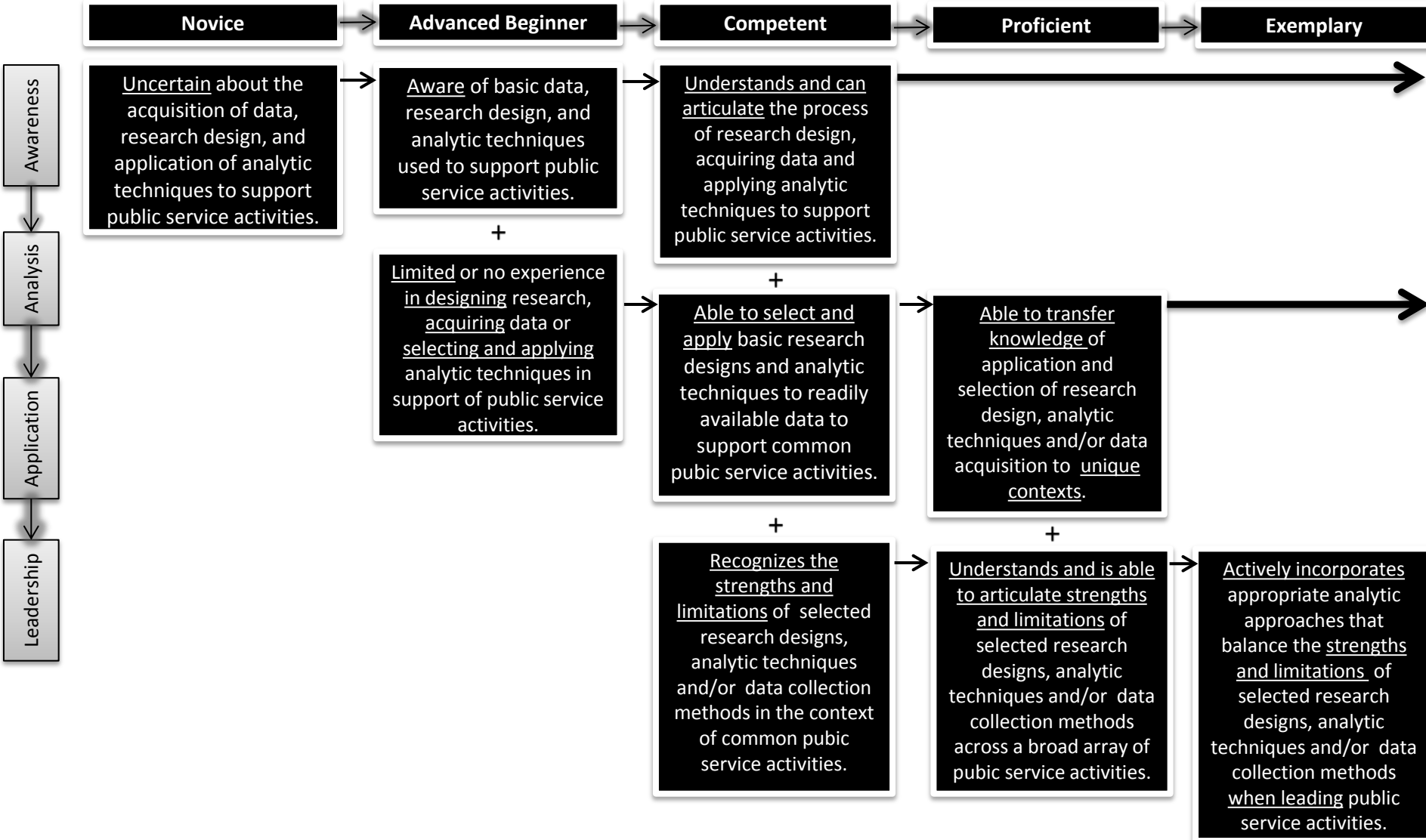
Leadership

Able to lead engagement in one or more elements of a policy process while accounting for the context of the entire process.

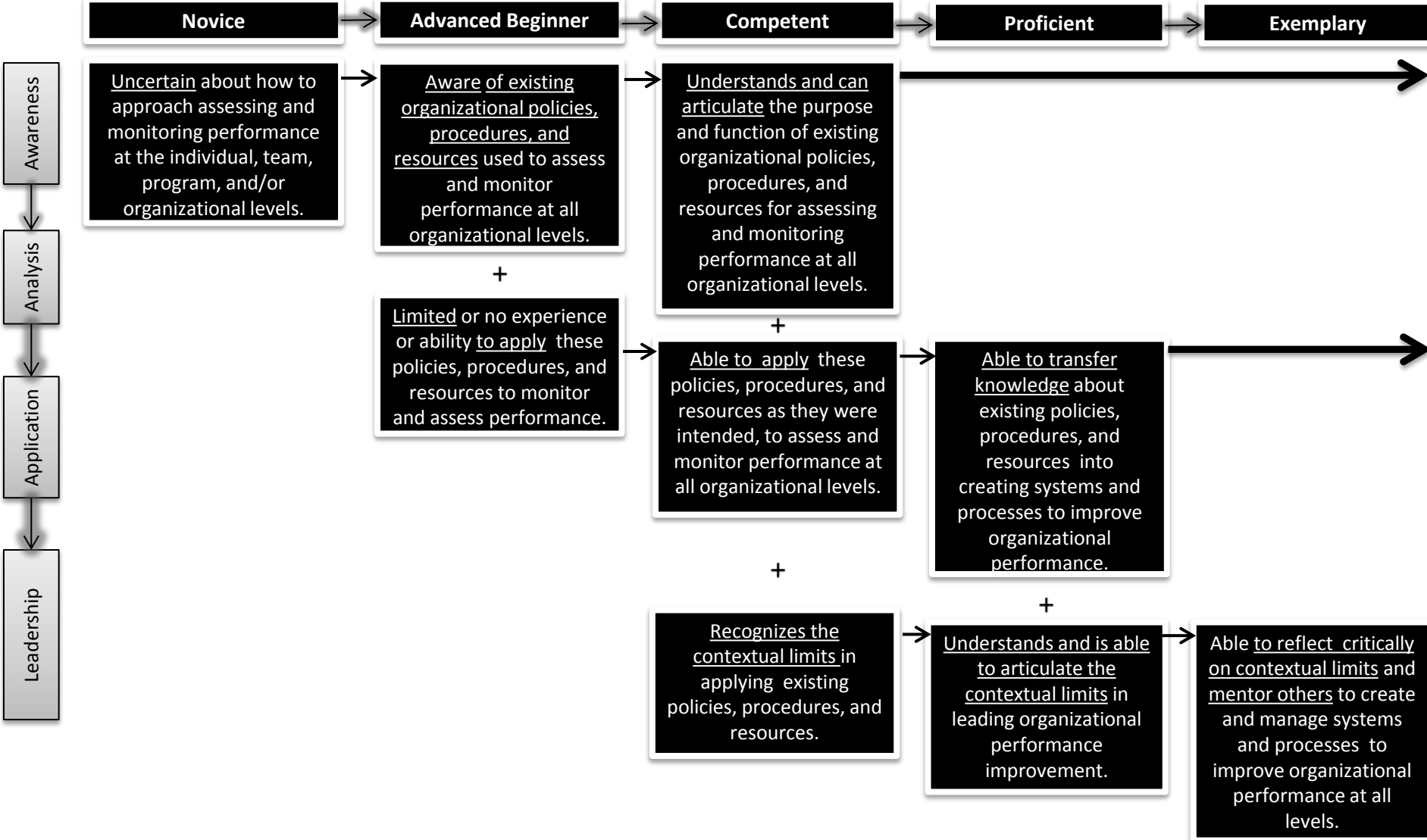


## Competency 5

Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.



**Competency 6**  
Create and manage systems and processes to assess and improve organizational performance.



## Competency 7

Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.

**Novice**

**Advanced Beginner**

**Competent**

**Proficient**

**Exemplary**

Awareness

Analysis

Application

Leadership

Uncertain when collaborative or creative approaches may be necessary and appropriate to address the challenges of public service management, leadership and policy.

Aware that collaborative and creative approaches are often necessary and appropriate to address the challenges of public service management, leadership and policy.

Understands and can articulate when the use of collaborative and creative approaches to address the challenges of public service management, leadership and policy.

Limited or no experience conceptualizing or analyzing creative or collaborative approaches or understanding how they might be put into practice.

Able to conceptualize and analyze creative or collaborative approaches and understands how they can be put into practice in familiar contexts.

Able to transfer knowledge of creative or collaborative approaches and put them into practice in unique contexts.

Recognizes the importance of evidence-based practice when applying these strategies in real world situations.

Understands and is able to articulate the importance of evidence-based practice when applying these strategies in real world situations.

Able to provide expertise to others in designing evidence-based collaborative solutions to real world public service management, leadership, and policy challenges.

+

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## Competency 8

Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

Novice

Advanced Beginner

Competent

Proficient

Exemplary

Awareness

Analysis

Application

Leadership

Uncertain about the challenges, opportunities and need for cross-sectoral and inter-jurisdictional cooperation to explore solutions for public programs and services.

Aware of the challenges, opportunities and need for advancing cross-sectoral and inter-jurisdictional cooperation.

Understands and can articulate the challenges, opportunities and need for advancing cross-sectoral and inter-jurisdictional cooperation.

Limited or no experience or ability to advance this cooperation.

Able to participate effectively in cooperative arrangements in familiar contexts.

Able to transfer knowledge about these cooperative processes in unique contexts.

Recognizes the contextual limits in enacting complex cooperation.

Understands and is able to articulate the contextual limits in enacting complex cooperative processes and arrangements.

Able to lead a variety of complex processes that effectively incorporate contextual elements to support cross-sectoral and inter-jurisdictional cooperation in public programs and services.

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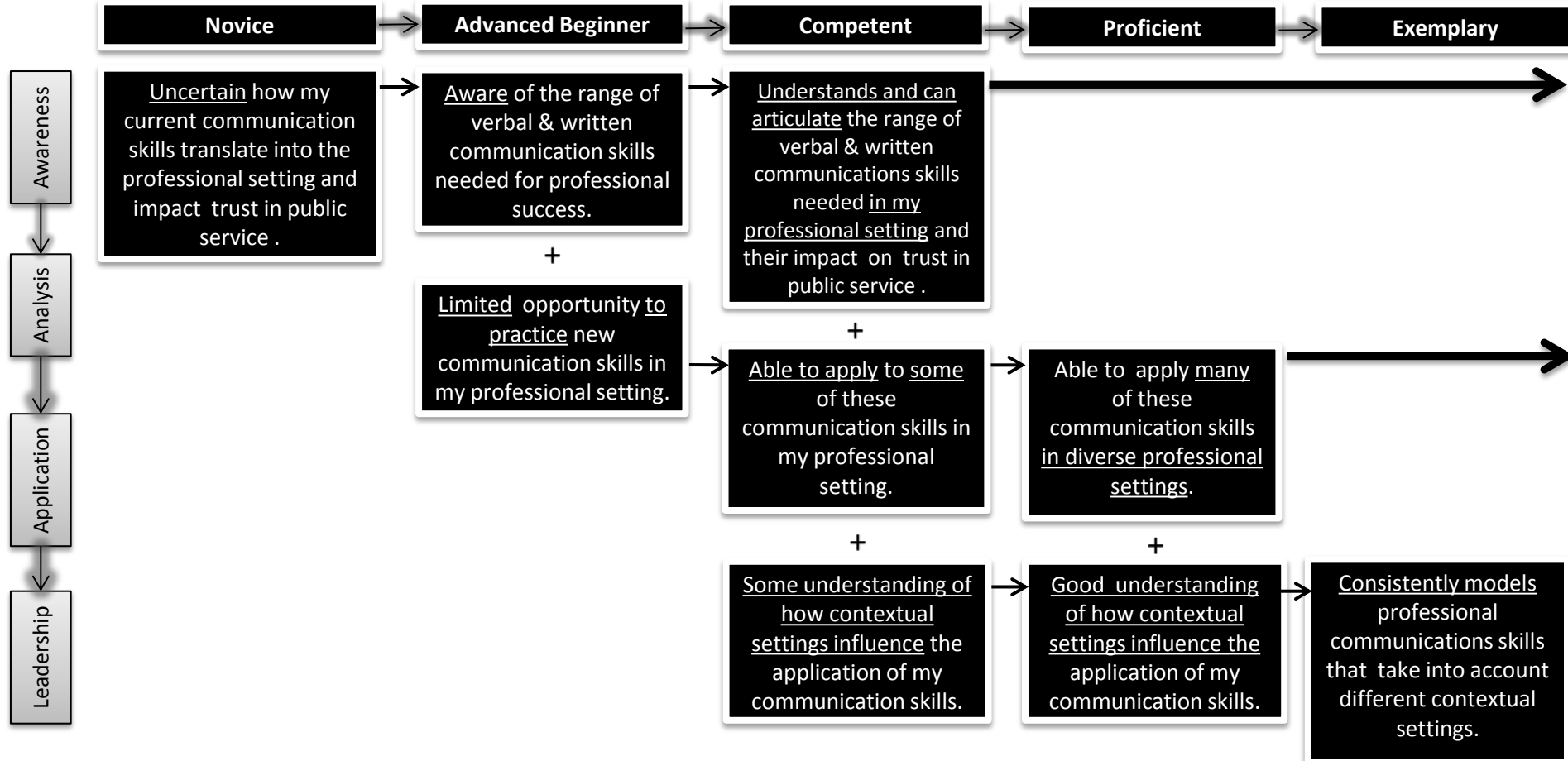
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## Competency 9

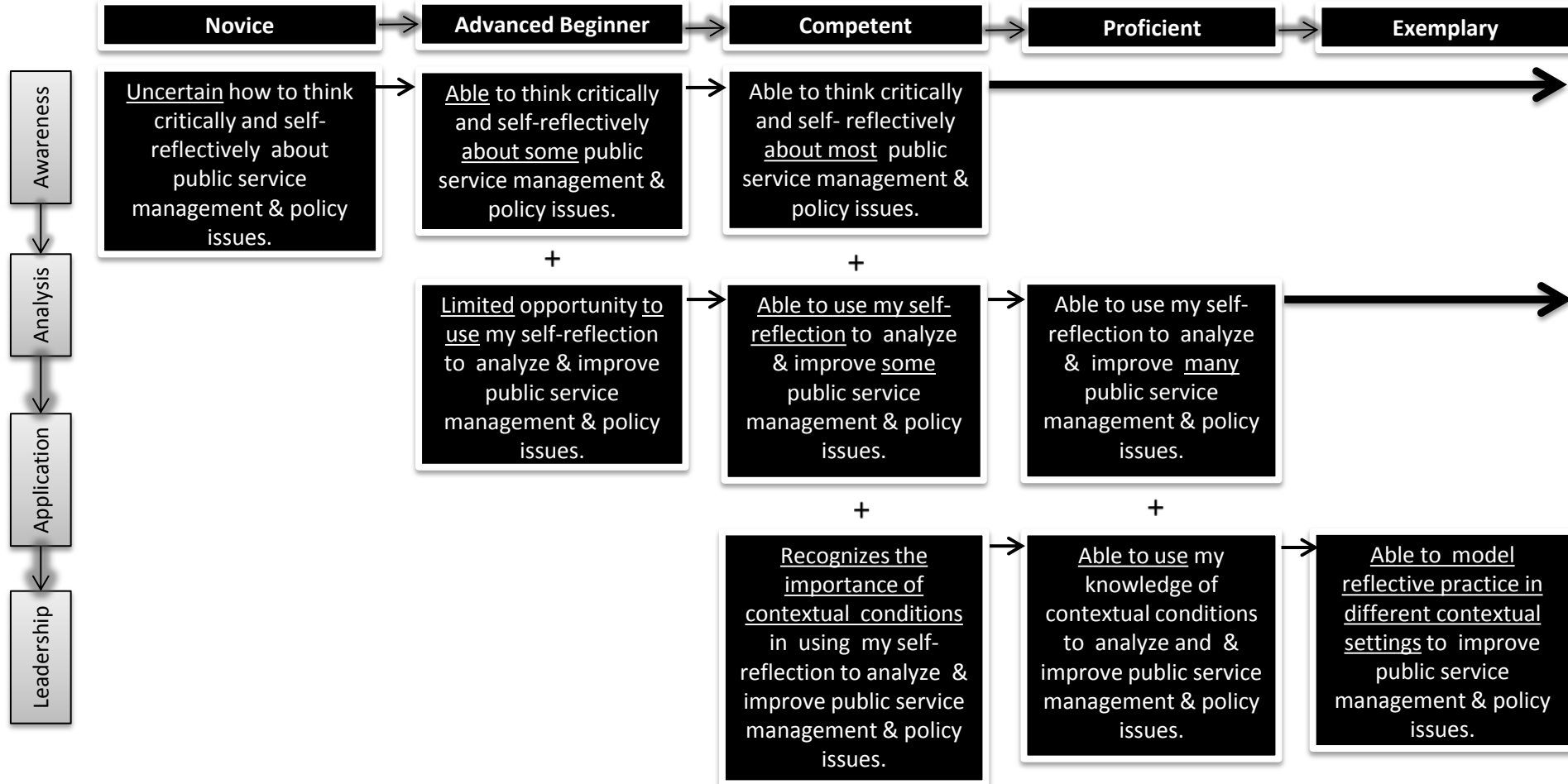
Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.





## Competency 10

Think critically and self-reflectively about emerging issues concerning public service management and policy.



Standard 5  
Appendix K

## Public Administration Course Evaluation

This survey is intended to solicit your evaluation of the instruction and content of this course, including attainment of competencies as noted in the course syllabus. The Department of Public Administration delivers a competency-based curriculum that links course content to learning objectives and the development of student competencies. Your comments are important for evaluating and improving the course and giving feedback to the instructor, and will help us to assure a high-quality learning experience for all students. Course evaluations are anonymous and reviewed *after grades have been submitted*.

Course Number: **PA 555**

Course Title: **Program Evaluation & Management**

Term/Year: **Spring 2019**

Instructor:

Read each statement and **fill in the oval** that best describes your response.

Student Information	MPA	MPA:HA	MNL	MPP	Certificate	Ph.D.	Other
Please indicate which degree you are enrolled in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part A: Course Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The syllabus clearly outlined the content and expectations of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class lectures and discussions contributed to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Course readings contributed to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Course assignments and/or projects contributed to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course grades for individual and group work reflected the stated grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, the course provided a valuable contribution to my program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B: Course Instructor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor was well-prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor was clear about course goals, assignments and student responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor encouraged questions and diverse viewpoints in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor challenged me to think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor was accessible to students outside of class for questions and/or problem-solving if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor provided timely feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor provided constructive feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Overall, the instructor facilitated my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you achieve the following course competencies, first presented in the course syllabus? Please mark one.

<b>Part C: Course Competencies</b>	Fully Achieved	Substantially Achieved	Moderately Achieved	Slightly Achieved	Not Achieved
Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy. (Theories and frameworks could include economic, financial, legal, organizational, political, social, and/or ethical approaches.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use. (Resource use could include human, fiscal, technologic, information, physical, and/or other resources.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and manage systems and processes to assess and improve organizational performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Part D: Value of Learning Activities</b>	Excellent	Very Good	Good	Fair	Poor
Class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Part E: Value of Readings</b>	Excellent	Very Good	Good	Fair	Poor
Rossi, et al. textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any other comments about the course that will be useful for the instructor for making improvements for the future