

Self Study Year

2015-2016

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Department of Political Science

3. Geographic Arrangement Program Delivery

both Main Campuses and Satellite Campuses

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

In Person Instruction

If the program would like to provide additional information regarding any of its modes of program delivery, please do so here.

The MPA program through Central Michigan University delivers the program in a face-to-face format. A limited number of MPA courses are available online. MPA students who wish to take an online course within their program must contact their advisor and receive approval from the MPA director or the assistant director prior to enrolling in the course.

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

55

6. Ratio of Total Students to Full Time Nucleus Faculty

6.10

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

36

9. List of Specializations

City/ Local

General/ Public Management

Nonprofit

State

10. Mission Statement

The mission of the Master of Public Administration program at Central Michigan University is to provide practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth, ensure effective and accountable decision-making as they lead, manage, and serve in the public sector, and increase the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings, from government organizations to nonprofit agencies and international bodies.

11. Indicate how the program defines its

Academic Year Calendar (for the purposes of the Self Study Year) Fall, Spring, Summer

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

Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

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

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

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

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

have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

Please verify this program is a member of NASPAA	Yes
Is the program at an institution accredited by a U.S. national or regional accrediting body?	Yes
If Yes,	
Provide name of accreditor.	North Central Association of Colleges and Schools- The Higher Learning Commission (NCA-HLC)
List year of most recent recognition.	2016
If no,	
When was your most recent recognition?	2016
When was the degree program established?	1978
If the program is located outside the United States:	
Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region?	No
Public Values	
Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution?	No

□ Hide
Primary Focus

Special Note for Programs with Multiple Modalities within a single degree:

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

Is the entire degree devoted to executive education?	No
Does Exec Ed exist as a track within the degree to be reviewed?	No

□ Hide
Mode of Program Delivery

Mode of program delivery

In Person Instruction

Hide

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.

The MPA program through Central Michigan University delivers the program in a face-to-face format. As part of the "one CMU" philosophy students who attend at a remote location receive the same program as individuals who attend at the Mount Pleasant location. The MPA program is offered in an every-other weekend, Friday evening and Saturday day, format at the identified remote locations. This format provides working adults the opportunity to complete their educational goals while maintaining their work, family, and life responsibilities.

A limited number of MPA courses are available online. MPA students who wish to take an online course within their program must contact their advisor and receive approval from the MPA director or the assistant director prior to enrolling in the course.

	Name of Site	Site Location	Course Completion
Site	CMU Dearborn	Dearborn, MI	The entire program can be completed at this site

	Name of Site	Site Location	Course Completion
Site	CMU Traverse City	Traverse City, MI	The entire program can be completed at this site

	Name of Site	Site Location	Course Completion
Site	CMU Saginaw	Saginaw, MI	The entire program can be completed at this site

Hide

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:

Hide

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 mission of the Master of Public Administration program at Central Michigan University is to provide practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth, ensure effective and accountable decision-making as they lead, manage, and serve in the public sector, and increase the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings, from government organizations to non-profit agencies and international bodies.

The current program mission statement was adopted in July 2012. In December of 2013 additional changes, including the incorporation of public service values and competencies, were added to the mission statement document.

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)

Formed in 1978 and accredited by NASPAA in 2009, the MPA program at Central Michigan University has emphasized continuous improvement since its last accreditation. As part of that process of continual improvement, the program's mission statement is reviewed annually by the program's Public Administration Council (PAC) and the program's MPA Advisory Board (AB). The PAC is comprised of the program's full-time faculty members while the AB represents alumni of the MPA program working in state and local governments, nonprofit organizations, and the federal government. The PAC typically meets at least once a month during the fall and spring academic semesters while the AB typically meets once a year.

In meetings for each of these entities, members review the mission statement to determine if it is still relevant and congruent with the strategic vision of the program as detailed in its vision statement, public service values, competency plan, and logic model. Additionally, programmatic data points (e.g. employment patterns of recent graduates, MPA alumni survey, and MPA course assessment data) are often discussed in order to determine if the program is achieving its mission.

Either entity can initiate discussions on revisions to the mission statement at any of their meetings, although final decision-making authority rests with the PAC with the AB having the technical power to make recommendations to the PAC. Typically, the PAC takes the primary role in initiating discussions on potential revisions to the mission statement. In one of its first meetings during the Fall semester, the PAC reviews the mission statement and determines if revisions are necessary given programmatic data trends. If revisions are necessary, the matter proceeds to the AB for further discussion. The AB would then vote on revisions to the mission statement and send the matter back to the PAC for final approval. In practice, the PAC always uses the AB for revisions to the mission statement and does not make final changes to the mission statement without input and recommendations from the AB (see attached bylaws for the AB in Standard 1 Appendix).

In 2010, the MPA program commenced a comprehensive review of all of its activities (e.g. mission statement, strategic plan, curriculum, etc). The review was driven by changing NASPAA accreditation standards related to public service values and competencies as well as a desire by the program's faculty to improve the quality of the entire program and ensure that the program remained relevant to public sector employment. The first step in that comprehensive review was the creation of a strategic planning sub-committee consisting of PAC faculty members, AB members, alumni of the MPA program representing the different sectors served by the program (e.g. state and local governments, nonprofit organizations, and the federal government), and staff members from Central Michigan University who communicated to potential MPA students information about the program. Over a series of meetings from 2010 to 2012, the sub-

committee undertook a variety of activities that helped to revise the mission statement of the program as well as the program's curriculum. These activities included the following:

- A discussion of the historical evolution of the MPA program
- The completion of individual SWOT analyses for the MPA program from each sub-committee member
- Participation in a dialogue on current trends in the public sector, especially in regards to employment trends
- An examination of public service values and competencies desired by public sector employers. As an example of this, the committee specifically used articles such as Scott Lazenby's 2010 article in the Journal of Public Affairs Education titled "The Adequacy of MPA Course Content in Preparing Local Government Managers" (JPAE, Volume 16, Issue 3 pages 337-360) to initiate discussion on how to emphasize public service values and competencies throughout the program. Such articles were complemented with discussion from sub-committee members on public service values and competencies currently needed in their public sector workplace
- An identification of nine broad public service values that were integral to our MPA program. These public service values were: rule of law (defined as foundation of government), transparency (associated with communication), accountability, responsiveness, effectiveness, efficiency, trust in government, ethics, and adaptability/collaboration
- Informal discussions on the quality of the MPA capstone/Plan B applied research papers and whether they were still relevant to the program
- Facilitation of personal input from sub-committee members currently working in the public sector on the skills necessary for current and future MPA graduates to be successful in the public sector

The meetings of the strategic planning sub-committee were also complemented by additional studies on the program's mission statement and public service values. In the summer of 2012, the program had the University's Center for Applied Research and Rural Studies conduct a focus group study of the program's MPA alumni. The purpose of the study was to allow additional alumni who were not sub-committee members to provide feedback on the program's mission statement and public service values that were integral to the program. Information from the alumni-based focus group study was especially helpful in regards to revising the mission statement as it identified four public service values that were critical to public service (e.g. commitment to ethics, integrity, honesty/transparency, and public service), gave feedback on the current mission statement of the program, and sharpened the nine public service values previously identified by the strategic planning sub-committee into three groups. These three groups included:

- i. Ethical behavior: including accountability, responsiveness, communication, efficiency
- ii. Adaptability: including collaboration, regulatory compliance, rule of law, responsiveness
- iii. Communication: including transparency to improve trust in governance and ethics and leadership

Additional data from the program's alumni survey also helped to shape the discussions occurring in the AB and PAC at this time on the public service skills that were improved as a result of the program. Therefore, after a series of strategic planning sub-committee meetings, the formation of a focus-group study of MPA alumni, and information contained in the MPA programs alumni survey, and additional meetings of the strategic planning sub-committee to review data emerging from the focus-group study and the alumni survey, recommendations on revisions to the program's mission statement, the adoption of programmatic public service values, and changes to the program's curriculum were made by the strategic planning sub-committee. These revisions were then sent to the AB and then the PAC for approval. The AB and then the PAC formally adopted these recommended changes with minimal revisions. Consequently, the program

formally adopted the revised, current mission statement in July 2012, public service values in July 2012, and curricular changes in January 2014. All of the curricular changes to the program will finally be implemented by August 2016. The curricular changes took additional time due to the development of new courses by faculty members as well as the fact that all curricular changes at Central Michigan University have to proceed through an extensive and intensive curricular process that often takes years for any program to complete. Once completed, the program will have three distinct concentrations with each concentration offered in a regularly scheduled time-frame and each concentration supporting various aspects of the program's mission, vision, and values.

With the adoption of these changes in 2012, the MPA program, consistent with available resources, became more data-driven, more responsive to skills needed by MPA graduates in the public sector, and more mission-based in its programmatic decisions. For instance, since these changes commenced, the program has increasingly linked its activities and decisions to the achievement of its mission statement. Additionally, during the last three years, the annual review of the program's mission statement has become more integrated into PAC and AB discussions on the program's competency plan and logic model. That is, the mission statement has been increasingly linked to programmatic evaluation activities occurring in the MPA program. For example, during 2015-2016, the program examined how students performed on competency-based assessments in the program, linked deficiencies in competency-based achievement to deficiencies in the fulfillment of the mission, and then took programmatic steps to correct those deficiencies so that the mission could be achieved.

The program has also expanded its communication strategy regarding its mission statement since the adoption of the 2012 changes to the program. Direct feedback on the program's mission now not only comes from members of the PAC and AB, but also from our MPA students. Beginning in the fall of 2014, the program implemented a specific end-of-course survey for every required MPA course offered by the program. This survey measured students' perceptions on how each class met a variety of public service values and competencies integral to the achievement of the program's mission statement. As part of its annual review of assessment information, this information is reviewed by the PAC and AB to determine if the achievement of mission statement ideals is occurring in the required course-work of MPA students. In addition, the program has taken steps to regularly communicate its mission statement, public service values, and public service competencies to the following groups of stakeholders:

- Teaching Instructors (i.e. adjunct/temporary faculty) in the Program Each year, Central Michigan University invites most of its teaching adjuncts (also called temporary faculty) to the "Great Lakes Teaching and Learning" conference at our campus in Mount Pleasant, Michigan. Since 2012, the MPA program has held separate panels at this conference for adjuncts used in our programs (i.e. practitioners and other temporary faculty who are not considered full-time faculty in the program) as well as full-time faculty (i.e. tenure-track and non-tenure-track). During those sessions, we communicated the revised mission statement, public service values, competencies and competency assessment plans to these instructors.

- Administrators and staff at Central Michigan University

Also attending our MPA panels at the annual "Great Lakes Teaching and Learning" conference in Mount Pleasant, Michigan have been administrators and staff involved in communicating the MPA program to potential students. Attendees have included the University's Vice Provost/Academic Development for Global Campus, the Director of Graduate Programs for Global Campus, the Associate Director for Public Sector and Business Outreach for Global Campus, and the Director for Faculty Support and Assignment for Global Campus. In addition to those efforts, both the MPA Director and MPA Assistant Director gave numerous presentations on the revised mission statement and curricular changes to University communication and marketing teams involved in the communication of the MPA program to potential students.

- Current MPA Students and Potential MPA Students

A presentation of the program's mission statement, public service values, and public service competencies also occurs during the annual MPA student orientation. Typically occurring at the beginning of the Fall semester, the orientation is for new students in the program and informs them of a variety of programmatic services, curricular opportunities, and the overarching goals of the program in regards to their education. Additionally, the program's mission statement and public service values are included in the program's website located at:

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

The website serves as one of the points of contact between MPA students and potential MPA students.

As a final component of its communication and marketing strategy to potential students, the MPA program also gives potential students flyers documenting the program's requirements and achievements. Included in those flyers are components of the program's mission statement and public service values. Students are directed to the program's website to further explore the program's mission statement and public service values.

- Department Members and Administrators within the College

Revisions to the mission statement as well as updates to curriculum and public service competencies are routinely shared with Departmental members at regular Department meetings and with the Dean of the College at regularly scheduled meetings to discuss the status of the program.

The program's mission statement is the primary document guiding all of the program's decisions. Especially when the program makes significant decisions, the mission statement guides decision-making and ensures that the strategic vision of the program is realized. For instance, over the last five years, the program has made a series of strategic investments in international public management research and study abroad experiences for MPA students. The program decided to do this to help realize its mission statement ideals related to achieving successful public governance in a variety of settings, including international bodies. Additionally, the program's mission statement guided programmatic decisions regarding recent tenure-track hires in public administration. In the early months of 2015, two public administration faculty members announced they would be leaving the university due to other job opportunities (i.e. Dr. Nathan Grasse) and retirement (i.e. Dr. Del Ringquist). Dr. Grasse's area of specialization was nonprofit management, while Dr. Ringquist's area of expertise was the presidency and strategic leadership. To replace these positions, the program immediately looked toward its mission statement to justify each faculty request. Given that our mission statement specifically mentions non-profit management, and since in order to achieve that mission-based ideal the program constructed new courses in non-profit management and a new concentration in non-profit management, the PAC decided that each of these positions should be classified as being related to non-profit management. Without abiding by our mission statement, such a classification would not have been possible since there was a desire within the Department to use Dr. Ringquist's position to fill an existing departmental need in Presidential Studies. However, with our mission statement we were able to justify the position requests and ultimately were able to successfully hire two new faculty members with expertise in non-profit management, ethics, and strategic leadership. Both areas are integral to the program being able to offer coursework in non-profit management.

In addition to these examples, the mission statement influences programmatic decisions in the following areas:

- Curricular Decisions

Since 2012, the MPA program has made a variety of changes to its curriculum. All of these changes were mission-based and reflected the desire of the program's faculty and stakeholders to make the program more enriching pedagogically, more practitioner-based, and more reflective of the current state of public service where international trends, intersectoral management, adaptability, collaboration, and accountability often dominate the public service agenda. Consequently, to help achieve the ideal expressed in our mission statement of "...providing practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth..." the program decided to transform its traditional capstone research paper into a pracademic competency based case assessment that evaluates whether students can achieve the mission-based ideal of making an "...effective and accountable [decision] as they lead, manage, and serve in the public sector..." The traditional capstone research paper did not accomplish these ideals as it typically only included a student conducting a research-based program evaluation or policy analysis that maximized research methodology and data

analysis and minimized the MPA students application of effective and accountable decision-making in a variety of public sector governance settings.

Additionally, since 2012 the program has offered a variety of unique study-abroad MPA courses in Italy, Canada, the Czech Republic, Germany, and South Korea to provide them experiences in the mission statement ideal of increasing the likelihood of successful public governance "...in a variety of public service settings, from government organizations to non-profit agencies and international bodies." The program has also designed new classes in ethics and nonprofit management, and a concentration in nonprofit management, to help achieve these ideals.

- Recruitment of faculty and students

The mission of the program emphasizes student learning. Consequently, teaching is the primary expectation of faculty members, while research and service are secondary, but still important. This mission ideal is communicated to potential faculty members and students via our website's inclusion of the mission statement and in the questions the PAC asks potential faculty members. We routinely ask potential faculty members how they would teach a course, what textbooks they would use as part of the course, and how they would teach a class of practitioners in a weekend format class. These questions, along with the inclusion of our mission statement on the program's website, makes clear to potential faculty members that the program is very serious about having an MPA program that "... [provides] practitioners and pre-service students enriching learning experiences..." Recruitment of students, discussed in more detail later in this report, is done through a variety of methods, including mailers, word-of-mouth, face-to-face meetings during information sessions, lunch and learns, conferences, and community events.

- Programmatic Assessment

Since 2010, the program has integrated public service values into its mission statement. Those values are then translated into public service competencies which are directly related to the achievement of course objectives in each MPA course. Since 2010, the program has updated each MPA course with new course objectives that directly link back to public service competencies and public service values contained in the program's mission statement. As a result, the MPA program has linked its mission statement directly to the MPA curriculum via the use of public service values and public service competencies. The annual assessment of these competencies reveals how effectively the program has achieved its mission.

- Outreach Efforts

Since 2012, the program has conducted outreach efforts to a variety of government organizations, nonprofit agencies, and international bodies. For example, since 2014 the Director of the program held three "Lunch and Learn" presentations with public service professionals and potential MPA students in the Michigan cities of Traverse City, Lansing, and Saginaw. Emphasizing the importance of citizen participation and the mission-based ideal of "respect for citizens," these presentations linked the program to the state and local governments in the region, as well as non-profit organizations. Additionally, to help achieve our mission-based ideals related to nonprofit organizations, the program has sent representatives to meetings of the Mount Pleasant Area Community Foundation from 2014-2016 and is also involved in the Women's Initiative Luncheon sub-committee of the Mount Pleasant Area Community Foundation.

The program historically has enjoyed a strong connection to local governments with many of our students serving in internships in local government. The program is also actively involved in the Michigan Local Government Management Association (MLGMA), the state chapter of ICMA and has helped students link to that organization's conferences as well as achieve funded internships in local government through the MLGMA. In 2015, the program also formally established a student chapter of the International City/County Management Association (ICMA). Endeavors such as these are shaped by our mission statement and help the program achieve mission-based ideals related to the provision of enriching learning experiences for pre-service students.

- Scholarship

Our mission statement includes an emphasis on increasing "... the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings, from government organizations to non-profit agencies and international bodies." To help achieve the international dimension

of that ideal, our program has been an active participant in the Trans-National Initiative on Governance Research and Education Network (TIGRE-Net). Through a series of internationally based conferences, both students and professors in our program have expanded their knowledge of internationally based public management. Through these conferences, MPA faculty have published on trends in international public management in a special issues of the International Journal of Public Management and the International Journal of Public Administration, as well as three books on international public management trends (e.g. Making Multilevel Public Management Work: Stories of Success and Failure from Europe and North America in 2013, Governance and Public Management: Strategic Foundations for Volatile Times in 2014, and Public Policy, Governance, and Polarization anticipated to be published in 2017).

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

The public service values reflected in the program's mission include the following public service values identified by NASPAA:

- Pursue the public interest with accountability and transparency
- Serve professionally with competence, efficiency, and objectivity
- Act ethically so as to uphold the public trust
- Demonstrate respect, equity, and fairness in dealings with citizens and fellow public servants

Additionally, from the work of the strategic planning sub-committee from 2010 to 2012, nine additional public service values were identified for the MPA program. These included broader public service values related to the: rule of law (defined as foundation of government), transparency (associated with communication), accountability, responsiveness, effectiveness, efficiency, trust in governance, ethical decision making, and adaptability/collaboration. Through its focus group study of alumni, the program was able to categorize these values into three overarching groups. These groups include:

- i. Ethical behavior: including accountability, responsiveness, communication, efficiency
- ii. Adaptability: including collaboration, regulatory compliance, rule of law, responsiveness
- iii. Communication: including transparency to improve trust in governance and ethical/leadership

These values, in conjunction with the NASPAA public service values listed above helped to form the program's mission statement, vision statement, competency plan, logic model, diversity plan, and other programmatic activities. They are also represented in the implementation of a variety of programmatic activities including but not limited to: the Practitioner in the Classroom (PITC), the ICMA student chapter, Pi Alpha Alpha, and how the program communicates itself to the public.

Hide **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 affairs, administration.**

Building on revisions to the program's mission statement and the identification of the program's public service values and NASPAA's public service values, the program began to translate the ideals of the mission statement and public service values into its curriculum from 2013 to 2015. Master course syllabi were updated for every MPA course so that each course's learning objectives would link back to ideals expressed in our mission statement, the program's public service values, and NASPAA's public service values. Additionally, seven strategic goals for the program were passed by the PAC and then later the AB during the finalization of the program's logic model in 2015 which took place in conjunction with the AB's 2015 review of the program's mission statement (see Logic Model in Standard 1 Appendix). These strategic goals include the following:

1. Provide enriched, pracademic learning opportunities for students.

The first strategic goal links back to the first section of the program's mission statement whereby the program strives "...to provide practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth..." to ensure that students learn and master a variety of public service values while in the program. Arguably, all of the program's public service values, as well as the NASPAA public service values, link back to this goal since students have to be exposed to an environment of enriched, pracademic learning experiences in order to learn and master public service values necessary for modern public administration. Additionally, since the program historically served more practitioners than pre-service students, this goal takes into account that students who are actively practicing public administration have to be taught the public service values in more innovative ways that directly link public administration theory to practice. Consequently, the program measures progress on this goal through a variety of course-based competency indicators that emphasize effective team behaviors, communication skills, and writing ability in case-based projects that emphasize the nexus of theory and practice. Our program's alumni continuously inform us during AB meetings that public service employers value skills related to how to work effectively in a team, how to convincingly communicate to peers and stakeholders, and how to write clearly. According to our alumni, these skills are eroding in the public sector and any modern MPA program needs to emphasize them in order to provide for active, enriched learning experiences.

This goal and the related mission statement ideal and public service values have also been met by the program's implementation of the "Practitioner in the Classroom" (PITC) experience. Commencing in 2010, the PITC brings active practitioners into select MPA classes with the Practitioner either team-teaching a part of the course with the instructor or using course-time to directly link concepts under study to the current state of public administration.

2. Promote effective and accountable governance.

The second strategic goal of the program connects to ideals expressed in the program's mission statement that emphasize how learning experiences within the program will "... ensure effective and accountable decision-making as [students] lead, manage, and serve in the public sector..." Such sentiments reflect NASPAA public service values emphasizing that students from our program will be able to "pursue the public interest with accountability and transparency" and "act ethically so as to uphold the public trust," while also reflecting the program's specific public service values on "ethical behavior: including accountability, responsiveness, communication, efficiency." The program measures progress on this goal with a variety of course-based competency indicators that emphasize the effective incorporation and identification of accountability, transparency, ethics, and performance management ideals in public service projects throughout the curriculum. The inculcation of competencies such as these in students is integral for the success of both pre-service and practitioner-based students in public administration.

3. Support research and creative endeavors of faculty.

The program's third strategic goal helps to ensure the "... enriching learning experiences..." ideal expressed in the program's mission statement. Only by giving faculty members support to further their research and creative endeavors will the program be able to provide learning experiences that excite and motivate both pre-service and practitioner-based students to learn the public service values emphasized by our program and NASPAA. The program measures progress on this goal in three ways. First, the program has typically sponsored a meeting of TIGRE-Net each year since 2010. TIGRE-Net meetings, often held in conjunction with meetings of the International Research Society for Public Management (IRSPM), bring together both researchers and practitioners in international public administration to identify emergent trends and best practices in public administration internationally. Since 2009, our program has been an active participant in TIGRE-Net meetings in Macerata, Italy; Toronto, Canada; Mount Pleasant, Michigan; Prague, Czech Republic; Rome, Italy, and Detroit, Michigan (in 2016). As mentioned previously in this report, these meetings have led to three published books on international public management as well as special issues in the International Journal of Public Sector Management and the International Journal of Public Administration. Most of these meetings have also been connected to study-abroad experiences for MPA students and have also assisted the program in meeting the mission statement ideal of having students learn about successful public governance in a variety of settings "... from governmental organizations to non-profit agencies and international bodies." The program gives all MPA faculty the chance to participate in TIGRE-Net meetings and publications, and historically our MPA faculty members have provided the majority of participation in these meetings and publications.

Second, the program has now constructed a rubric for determining deficiencies in faculty members serving on the PAC. When faculty members are found to be deficient, or non-current in their research publications or professional service, then the program will provide financial support for these faculty members to attend a conference related to public service.

Third, the program receives an annual discretionary budget to fund programmatic activities. In the past, the discretionary budget has been used for: i) partial funding of TIGRE-Net meetings; ii) professional development support for faculty members; iii) payment of associational dues; and iv) one-time training events for faculty (e.g. grant training).

4. Engage the community and public service profession.

The fourth goal of the program couples the program's mission statement ideals of increasing "...the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings and ensuring "...effective and accountable decision-making" to the program's public service values emphasizing ethical behavior and communication and NASPAA's public service values of demonstrating respect, equity, and fairness to dealings with citizens; and serving professionally with competence, efficiency, and objectivity. The program strives to achieve this goal with active chapters of both Pi Alpha Alpha and an ICMA student chapter, as well as the PITC experience for students. These chapters and experiences allow our students direct access to the practitioner-based values of Pi Alpha Alpha and the ICMA where both community service and effective interactions with citizens are valued as best practices of public administration. Additionally, to further connections with the broader public service profession, the program continues to make progress on being on a full member of the Nonprofit Academic Centers Council (NACC).

5. Encourage student and faculty recruitment into the program.

The program also undertakes a variety of activities to ensure the achievement of their fifth strategic goal. To achieve this goal, the program routinely holds informative "lunch and learn" events for potential students to learn about opportunities and trends in public service. Additionally, the program actively recruits for new public administration faculty members so that the governing nucleus of the PAC never decreases below five full-time public administration faculty members. These activities help to ensure that the program can continue to achieve our mission statement ideals related to student learning. In addition to these activities, the program's faculty also attend numerous academic and professional conferences where informal advertising of the program occurs.

6. Ensure a diverse and tolerant climate for all students, staff, and faculty.

This strategic goal of the program directly links to a variety of public service values related to diversity and

tolerance (e.g. the goal connects to NASPAA's public service values on demonstrating respect, equity, and fairness to dealings with citizens and fellow public servants as well as notions of serving ethically and professionally in order to pursue the public interest with accountability and transparency). To achieve this goal, the program has identified a Diversity Coordinator and holds a number of diversity seminars during the academic year for all faculty, staff, and students involved in the program. Additionally, the program has historically been a member of the National Forum for Black Public Administrators and has advertised job postings in a variety of publications and websites that reach diverse audiences.

7. Offer international public management experiences for students and faculty.

Closely related to the program's third strategic goal, this goal specifically indicates that at least one international public management experience will be held each year for students and faculty. Currently, this goal is met by the program's participation in TIGRE-Net meetings as well as the program's active participation in the annual 'Seoul Case Study' managed by the University of Seoul. The achievement of this goal ensures that the mission statement ideal of providing "...enriching learning experiences..." occurs and that students also incorporate public service values related ethics, equity, and dealing with a variety of different citizens and fellow public servants. Additionally, the program has multiple international countries and cultures represented within the student population. The program has supported the recruitment and inclusion of international students in the program with graduate assistant positions. The direct involvement of these students in the program allows for the application of international perspectives related to international public management in each class. These perspectives from diverse arenas and cultures are consistently incorporated into the classroom through group work, individual presentations, and seminar discussions.

Hide 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 affairs, administration.
-

During the last five years, the program has achieved the following performance outcomes which link back to the program's strategic goals and reflect the underlying public service values and mission statement ideals of the program.

Goal 1: Provide enriched, pracademic learning opportunities for students

Outcomes achieved:

i. Student mastery of public service competencies

From 2010 to 2014, the program assessed this goal that directly relates back to the mission statement ideals and public service values that guide the program by evaluating students' capstone/Plan B papers (note: our College of Graduate Studies identifies these types of papers as Plan B papers since they are not official theses. Our program has unofficially termed these papers capstone papers or Plan B papers). If the program provided enriched, pracademic learning opportunities for students, then students in the program should produce well-written, interesting papers that incorporate research skills and other public administration concepts learned in the program. If the program did not provide such opportunities, then the capstone/Plan B papers would not be well-written, interesting or effective at applying research and public administration concepts learned in the program.

These capstone papers were research-based and were assessed with the program's capstone rubric (see assessment rubrics in Standard 1 Appendix) to determine if the paper was written clearly, if appropriate research questions were used with an effective research design, and if some type of data analysis was conducted. These types of evaluations were informally linked to NASPAA's universal public service competencies of:

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

The program linked its capstone rubric to the NASPAA's universal public service competencies by noting that effective writing/communication skills and the application of objective research skills, as learned in the program and mastered by students in their final capstone paper, were necessary in order to achieve all of the NASPAA universal public service competencies. For instance, effective writing/communication skills were needed in order: to lead and manage in public governance, participate and contribute to the policy process, communicate and interact productively with a diverse and changing workforce and citizenry, and articulate and apply a public service perspective. Additionally, the program translated the effective research skills demonstrated by students in their capstone paper as being necessary to: analyze, synthesize, think critically, solve problems, and make decisions.

From 2010 to 2014, the program also experimented with the use of case study assessments in its personnel course (PSC/PAD 711), its budgeting course (PSC/PAD 713), and its organizational theory course (PSC/PAD 775) in order to more directly evaluate team-based behaviors and leadership behaviors in groups in ways that would better reveal students' mastery of effective behaviors necessary for the achievement of the first two NASPAA universal competencies (e.g. to lead and manage in public governance, and to participate in and contribute to the policy process). However, these types of case study assessments were dropped by the program because assessors found it too difficult to monitor all of the group/leadership behaviors occurring in groups.

Consequently, from 2010 to 2014 the program primarily relied on assessments from students' capstone/Plan B papers in order to determine if its mission-based ideals of providing enriched, pracademic learning opportunities for students was being achieved. Each year, the program would randomly sample approximately 10-20% of these papers, assess each of these papers with its capstone rubric, and report the results of the assessment in the university's "Weave" assessment database. Data from those years indicated that a majority of students performed adequately on their capstone papers and were able to demonstrate some level of effective writing. For instance, from 2012-2013 data reveals that 84% of capstone papers analyzed met or exceeded expectations on incorporating the appropriate documentation and use of style guidelines necessary in order to clearly communicate information in the written document. However, where most students struggled was in the application of research skills in the capstone paper. In

2012-2013, only 47% of capstone papers analyzed met or exceeded expectations on the use of research analysis in their written document. In 2013-2014, only 50% of capstone papers analyzed met or exceeded expectations on the use of research analysis in their written document. Such trends confirmed historical sentiments expressed by the public administration faculty over a number of years regarding the quality of capstone papers produced by the program's MPA students. Specifically, most faculty members in the program wanted better capstone papers that used more sophisticated research designs, data collection protocols, and statistical analyses.

During this time-frame (2010-2014), the program also started to hear feedback from some of the members of its alumni advisory board (AB) that the capstone paper experience, while interesting and intensive, could be improved upon. Specifically, some members of the AB working for the Michigan state government indicated that the state government and many other public service employers were now using behavioral interviewing in their interviews of job applicants. In behavioral interviewing, applicants had to give specific examples of how they overcame a challenge or specific problem related to the public sector, even if the experience was hypothetical in nature (i.e. from a class rather than from work experience). These members suggested that the capstone experience be revised to better reflect the application of other skills important to the public sector aside from research and communication skills. Also occurring during this time-frame, in 2013 Dr. Greitens (the new MPA Director) believed that the program's existing assessment of capstone papers did not meet all of the requirements of the new NASPAA standards on competency assessment since it did not include mission-based competencies or concentration-specific competencies, and did not directly link back to all of the course objectives being introduced, reinforced, and mastered by students in the program. For example, the capstone papers were not required to emphasize effective and accountable governance even though such an ideal was integral to the achievement of the program's mission.

As a result, in the fall of 2013 the program took a data-driven, systematic approach to revising its program to better achieve the program's strategic goal of providing enriched, pracademic learning opportunities for students. Specifically, the program revised its curriculum to better reflect the achievement of mission-specific and concentration specific competencies in its courses (see the program's Competency Plan attached in the Standard 1 Appendix), significantly revised its research methods course so that a more diverse suit of public administration research techniques were included in the class, and replaced its capstone/Plan B paper requirement with a competency based assessment where students will apply public administration theories and skills to specific cases in public service that detail management, policy, and analytical challenges (this change to the program will officially start in the Fall of 2016).

ii. Implementation of the Practitioner in the Classroom (PITC)

To better achieve its mission-based goal of providing enriched, pracademic learning experiences the MPA program implemented the PITC program in 2010. With the PITC program in place, the MPA program tries to ensure that every MPA student in the program is exposed to a course taught or co-taught by an active practitioner in public service. Since 2010, every cohort off-campus and students in the off-campus program have experienced the PITC program in class (i.e. they have had an active public service practitioner teach or co-teach one of their MPA classes).

iii. Implementation of public service projects in each class

The MPA program also started to include required public service projects in each of its classes as part of its systemic curricular revisions started in 2012. These projects were linked to public service values and public service competencies and were also structured to provide competency based assessment data for the program. These types of projects ensured that the classroom environment was dynamic and connected to the current realities of public service.

Goal 2: Promote effective and accountable governance

Outcomes achieved:

i. Student mastery of public service competencies related to effective and accountable governance

Beginning in the Fall of 2013, the program began discussions in the PAC and the AB on how best to revise its courses to ensure that students in the program would be able to achieve the goal of promoting effective and accountable governance that linked back to the program's mission statement and public service

values. Those discussions eventually became part of the PAC's decision to begin passing an annual public service competency plan starting in 2014 and the PAC's decision to revise all of its MPA courses so that each course could directly be linked back to public service values and universal, mission specific, concentration-specific, and professional public service competencies. As part of its competency plan and course revision process, the program identified a number of courses, course objectives, competencies, and competency indicators that directly connected to the promotion of effective and accountable governance in MPA courses. Through assessment data collected from these indicators from 2014-2015 and reported in the program's competency scorecard report in the Fall of 2015 (see Competency Assessment Report in the attached Appendix to Standard 5), the program discovered that students often struggled to incorporate discussions or analyses of effective and accountable governance in their capstone papers.

Papers produced for public service projects integrated throughout the curriculum indicate that students did a better job of discussing and analyzing competencies related to this strategic goal in courses such as PSC 514 (American Public Policymaking), PSC/PAD 610 (Foundations of Public Administration), PSC/PAD 665 (Managing Modern Local Government), and PSC/PAD 714 Public Program Analysis and Evaluation.

Goal 3: Support research and creative endeavors of faculty

Outcomes achieved:

i. Program supported research and creative endeavors with professional development funding
Historically, the Dean of the College has allowed the MPA program to use a portion of its discretionary budget revenues to reinvest in the program and faculty research. Such revenues have allowed faculty members to have professional development funding to travel to conferences and/or purchase research tools necessary to complete and enhance their research and creative endeavors. Additionally, in the 2015-2016 academic year the PAC passed a policy stating that the program would give additional financial support to faculty members who had not produced a peer reviewed academic research publication in the past three years to attend an academic conference related to public administration so that the faculty member could remain relevant in the field of public administration.

ii. Program supported research and creative endeavors by sponsoring and being active participants in a variety of TIGRE-Net (Transnational Initiative on Governance Research and Education Network) conferences.

Since 2009, our program has been an active participant in TIGRE-Net meetings in Macerata, Italy; Toronto, Canada; Mount Pleasant, Michigan; Prague, Czech Republic; Rome, Italy, and Detroit, Michigan (in 2016). As mentioned previously in this report, these meetings have led to three published books on international public management as well as special issues in the International Journal of Public Sector Management and the International Journal of Public Administration. The program gives all MPA faculty the chance to participate in TIGRE-Net meetings and publications, and historically our MPA faculty members have provided the majority of participation in these meetings and publications.

Goal 4: Engage the community and public service profession

Outcomes achieved:

i. Establishment of student chapters of public administration professional associations
Since 2012, the program has established student chapters of Pi Alpha Alpha (the MPA honor society), and the ICMA, (the International City/County Management Association). The program views these new student chapters as an essential element in holding future events that link students to the current environment of public service.

ii. NACC membership progress (Nonprofit Academic Centers Council)

In 2015, the program established a program objective within this strategic goal of achieving NACC membership to ensure the quality of our nonprofit concentration and courses. The program continues to make progress on its application and has conceptualized its nonprofit concentration in terms of nonprofit curricular competencies suggested by NACC.

iii. PITC (Practitioner in the Classroom) and the Use of Public Service Assessors

As discussed elsewhere, the program also implemented the PITC in the Fall of 2010 to help achieve this strategic goal. Additionally, the program has increasingly relied on alumni active in the public service community to help assess the program's capstone presentations and papers and better link current students to active public service professionals.

Goal 5: Encourage student and faculty recruitment into the program

Outcomes achieved:

i. MPA Lunch and Learn Presentations on Public Service

Since 2013, the program held seven professional presentations for the public service community on current topics in public administration. Most of the presentations were given by the MPA Director, however presentations were also given by alumni of the program. Lunch and Learn events were historically used by the program to inform potential students about program specifics. However, to better achieve this strategic goal, some of these events were transformed into presentations on public service to better link the program to the public service community and potential students to the public service community.

ii. Hiring of two tenure-track public administration faculty members in 2015

Due to faculty turnover, the program had to hire two new faculty members in the spring of 2015. One of the hires was specific to the planned Nonprofit concentration. This position had originally been advertised in 2011 and filled by Dr. Nathan Grasse. Dr. Grasse transitioned to another position at the end of the 2014 academic year. This allowed the program the opportunity to seek additional diverse applicants and experts in the field of Nonprofit public administration.

To ensure adequate recruitment of new faculty into the program, the program advertised on publicservicecareers.org; the American Political Science Association's e-jobs website; the Chronicle of Higher Education's job's center; and the National Forum for Black Public Administrators. The program director, department chairperson and various faculty members reached out to their university and practitioner networks inviting qualified applicants to apply for the positions.

The advertisements specifically included language to encourage individuals from a diversity of backgrounds to apply for consideration of employment. The advertisement for one of the two positions is provided in the attached Appendix for Standard 3, each advertisement utilized the framework of this wording when being advertised in the various publications. These advertisement practices support the programs public service values of pursuing the public interest with accountability and transparency, demonstrating respect, equity and fairness, through the attempts to advertise the positions to the widest and most diverse audience possible.

The program successfully replaced these two faculty members in the Spring of 2015 and the two individuals started with the program in the Fall of 2015.

All faculty searches have been crafted to be in alignment with Standard 5 and Central Michigan University's Diversity plan originally adopted in February 2010 and updated in the summer of 2014 during the strategic planning process. The Diversity plan is provided as one of the attachments in Standard 3.

Goal 6: Ensure a diverse and tolerant climate for all students, staff, and faculty

Outcomes achieved:

i. Use of a Diversity Coordinator

In order to ensure continuous oversight and application of the diversity plan the Program formally identified the diversity coordinator in 2010. In July of 2014 the program director, PA Council members, and the Diversity Coordinator reviewed the diversity coordinator position for any needed updates as a result of alumni and stakeholder feedback received through the strategic planning process and consultation with the officers responsible for diversity at Central Michigan University. As identified in the Diversity plan (see attached Plan in Standard 3's attachments) the diversity coordinator is responsible for multiple areas of diversity related to faculty, classroom environments, student, advisory board and faculty retention; engagement in various areas of diversity within the university environment including: training and advocating for the LGBTQ community and the Safe Zone initiatives, Veterans on Campus training,

membership on the Women and Gender Studies (WGS) council as well as participation in committees, courses and sponsorship of programming through the WGS program at Central Michigan University. The diversity coordinator also engages the faculty, various cohorts and alumni with information on diversity events offered throughout CMU, provides diversity training events to MPA cohort members and participates in diversity conferences and trainings related to the position of diversity coordinator.

ii. Diversity Training Events

As part of maintaining expertise in the areas of training, recruitment and engagement related to program diversity the diversity coordinator attended the Training of Trainers 1.0 workshop, offered by the National Multicultural Institute in Washington D.C. in March of 2011.

In addition to the diversity training events the diversity coordinator presented a paper on Challenges of Maintaining and Addressing Diversity in the Classroom through programs offered in an Off-Campus, Face-to-Face Format. A case study in innovative practices in educational institutions providing learning at a distance to an urban audience from a rural base., during the 2012 International Conference on Diversity in Organisations, Communities and Nations, at the University of British Columbia in Vancouver, Canada. The diversity coordinator also participated in diversity events offered through the university and CHSBS including a diversity retreat in 2011 and LearnCHICAGO program all related to issues of multiculturalism and diversity.

Since 2010, the program held multiple diversity training events for students. In these events, the diversity coordinator provides training to MPA students and staff regarding issues of diversity and multiculturalism engagement within the public service realm.

Each Fall Mount Pleasant students meet for an orientation event which includes information regarding diversity events for students on the Mount Pleasant campus. Throughout the academic year these students are provided with monthly synopses of diversity events happening throughout the university and the surrounding community.

A questionnaire of diversity related questionnaire was created in Fall of 2011 and provided to the Department chair for inclusion in the exit interviews and employee reviews of graduate assistants and non-tenure track faculty members in compliance with their employee contractual requirements.

MPA students have historically participated in the International Expo held annually during the Spring academic semester. In 2013 the MPA program in conjunction with the WGS program hosted a Saudi Women student Educational Cultural Event. International MPA students have also participated in various international student clubs, such as the Saudi Student Club at CMU as well as being members and participants in the fledgling Pi Alpha Alpha and ICMA student groups.

The MPA programs engagement in various culture and gender specific events ties into its applicant, student, and alumni outreach efforts and diversity numbers provided in standard 4 of this report.

In Spring 2014 the diversity coordinator meet with members of the Alexandria cohort providing them diversity and multicultural training. The Detroit 12 and 13 cohorts were provided the opportunity to attend diversity and multicultural training in the Spring of 2015. The Traverse City cohort was provided with diversity training in the Fall of 2015 and upcoming trainings for Saginaw, Mount Pleasant and East Lansing are planned for the Fall of 2016 and Spring of 2017.

During this training participant were provided various learning activities related to diversity and cultural competency skills needed by public administrators. In a day-long training participants were provided training through various modalities including "Ouch, That Stereo-type Hurts" video training, small group engagement, visual conceptualization, case studies in diversity and multiculturalism and presentations of possible resolutions regarding issues presented through cases. Rubrics utilized to assess the outcomes of the student training can be found in the appendix for Standard 3.

iii. Codification of Diversity Plan

The program also constructed a diversity plan in 2010 and has used it to continuously address and improve its engagement of individuals involved in and impacted by the MPA program. The MPA program strives to acknowledge, address and implement diversity and multiculturalism to continually reflect its mission and vision statements and model the programs public service values of respect, equity and fairness in dealings with citizens and fellow public servants. The diversity plan and all initiatives associated with the plan also provide adherence to the universal competencies of applying a public service perspective and communicating and interacting productively with a diverse workforce and citizenry as well

as reifying abilities of the students and alumni within the various program concentrations. The rubric utilized to assess the diversity training, along with the data received from the Tri-Annual alumni survey provide evidence of the programs attention to its mission of preparing successful public sector servants across the world as well as demonstrating the students' ability to respectfully, equitably and fairly deal with a diverse constituency and fellow public servants. These diversity trainings also support the programs professional competencies through conversations of effective and ineffective diversity and multi-culture management techniques with an experienced practitioner.

iv. Membership in diverse public administrator support organizations

The MPA program has enjoyed memberships and sponsorships of various organizations, conferences and events related to diversity within public administration. The program has been a sponsor of the National Forum of Black Public Administrators (NFBPA) since June of 2011, participating in the 2012 and 2013 FORUMs for the NFBPA. Through association with the NFBPA the MPA program hosted several lunch and learn sessions for students in the former Atlanta and Alexandria cohorts where the NFBPA had active groups.

The MPA program has also sponsored various events for military members and their families on the military base of Fort Lee and Fort Belvoir, VA as well as organizations throughout Michigan such as: the Citizen Research Council (CRC), the Capital Area Public Administration, Mount Pleasant Community Foundation Association,

Goal 7: Offer international public management experiences for students and faculty

Outcomes achieved:

i. TIGRE-Net (Transnational Initiative on Governance Research & Education Network) meetings.

Since 2009, the program has sponsored annual meetings of TIGRE-Net. For each of these meetings, the program had MPA faculty participate in the meeting through the presentation of academic papers and MPA students participate in the meeting through the attendance of the conference and participation in policy case studies with other international management students. Since 2009, the program's students and faculty have participated in the following meetings (note that no meeting of TIGRE-Net was held in 2014):

- 2009 University of Macerata, Macerata, Italy
- 2010 Central Michigan University, Mount Pleasant, Michigan
- 2011 York University, Toronto, Canada
- 2012 University of Rome-Tor Vergata, Rome, Italy (co-meeting in conjunction with IRSPM: the International Research Society for Public Management)
- 2013 Masaryk University, Brno, Czech Republic (co-meeting in conjunction with IRSPM: the International Research Society for Public Management)
- 2015 Universita Cattolica del Sacro Cuore (Catholic University of the Sacred Heart) (co-meeting in conjunction with the International Conference on Public Policy).
- 2016 Central Michigan University, Detroit Michigan Campus

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.

The program regularly employs a variety of different assessments processes to validate programmatic improvements related to student learning, faculty productivity, and graduates' careers. These assessment processes include:

- i. Annual, curricular-based assessments of capstone projects and course-based public service projects.
- ii. Annual, end-of-course survey of student perceptions regarding public service competencies learned in each MPA course.
- iii. Triennial surveys of MPA alumni
- iv. Annual evaluations of the program's diversity events
- v. Decennial focus groups of current students, alumni, and public service professionals

i. Annual, curricular-based assessments

As discussed previously in this report, the predominant assessment process used by the program are the curricular-based assessments of capstone projects and course-based public service projects. These

projects directly link back to the public service competencies, public service values, and mission-based ideals that are the foundation of the MPA program. Before 2014, the program only assessed its final capstone/plan B paper as part of its annual, curricular-based assessment process.

Each year, the program would randomly sample approximately 10-20% of these papers, assess each of these papers with its capstone rubric, and report the results of the assessment in the university's "Weave" assessment database. Once inputted into the assessment database, the Public Administration Council (PAC) would annually review its assessment data to determine if courses were meeting pre-determined assessment targets previously identified by the PAC. Trends in the assessment data for these capstone/Plan B papers revealed that a majority of students seemed to perform adequately on their capstone papers and were able to demonstrate some level of effective writing (which the PAC had informally linked to public service competencies). For instance, from 2012-2013 data revealed that 84% of capstone papers analyzed met or exceeded expectations on incorporating the appropriate documentation and use of style guidelines necessary in order to clearly communicate information in the written document. However, where most students struggled was in the application of research skills (which the PAC had also informally linked to public service competencies) in the capstone paper. In 2012-2013, only 47% of capstone papers analyzed met or exceeded expectations on the use of research analysis in their written document. In 2013-2014, only 50% of capstone papers analyzed met or exceeded expectations on the use of research analysis in their written document. Such trends confirmed historical sentiments expressed by the public administration faculty over a number of years regarding the quality of capstone papers produced by the program's MPA students. Specifically, most faculty members in the program wanted better capstone papers that used more sophisticated research designs, data collection protocols, and statistical analyses.

These types of concerns about the MPA Capstone/Plan B paper had been building for years in the program. Based on even earlier assessments of these papers not included in this report, the Director of the MPA program made the decision in the Fall of 2010 to link the program's research methods course (PSC/PAD 780) to its capstone, plan B course (PSC/PAD 796). In this linkage, the paper produced for the PSC/PAD 780 course would serve as the rough draft of the MPA Capstone/Plan B paper and allow more time for faculty feedback and mentoring of students in order to improve the quality of the final paper. Additionally, at this time PAC member Bill Cowles developed an MPA Capstone/Plan B paper style handbook for students that gave specific instructions on how to write and construct an effective final paper. While these changes seemed to ensure that MPA Capstone/Plan B papers incorporated the appropriate levels of documentation and style guidelines (e.g as reported above, from 2012-2013, 84% of the papers analyzed met or exceeded expectations on incorporating the appropriate documentation and use of style guidelines necessary in order to clearly communicate information in the written document), the PAC was still left unsatisfied with the research quality of most of the papers produced as evident with the relative low numbers of papers that met or exceeded expectations on research analysis from 2012-2014.

During this time-frame (2010-2014), the program also started to hear feedback from some of the members of its alumni advisory board (AB) that the capstone paper experience, while interesting and intensive, could be improved upon. Specifically, some members of the AB working for the Michigan state government indicated that the state government and many other public service employers were now using behavioral interviewing in their interviews of job applicants. In behavioral interviewing, applicants had to give specific examples of how they overcame a challenge or specific problem related to the public sector, even if the experience was hypothetical in nature (i.e. from a class rather than from work experience). These members suggested that the capstone experience be revised to better reflect the application of other skills important to the public sector aside from research and communication skills. Also occurring during this time-frame, in 2013 Dr. Greitens (the new MPA Director) believed that the program's existing assessment of capstone papers did not meet all of the requirements of the new NASPAA standards on competency assessment since it did not include mission-based competencies or concentration-specific competencies, and did not directly link back to all of the course objectives being introduced, reinforced, and mastered by students in the program. For example, the capstone papers were not required to emphasize effective and accountable governance even though such an ideal was integral to the achievement of the program's mission.

As a result, in the fall of 2013 the program took a data-driven, systematic approach to revising its capstone/Plan B paper. Since the program's assessment data indicated that students were struggling with

the application of research analysis skills, and since feedback from the AB indicated that the entire capstone/Plan B paper experience was seemingly in danger of becoming less relevant for MPA graduate in their careers, the PAC made two programmatic decisions to 'close the loop' on the universal public service competency 'to analyze, synthesize, think critically, solve problems, and make decisions.' First, the PAC decided to replace the capstone/Plan B paper experience with a competency based assessment where students could apply a number of different, marketable public service skills to case-based problems and challenges in public service. This change will be mandated for all new students admitted starting in the Fall of 2016. Second, the program revised the master course syllabus (MCS) for its research methodology course (PSC/PAD 780). These revisions, finalized in the Fall of 2015, emphasized the inclusion of additional techniques of public administration research (i.e. qualitative data analysis) and also included more class-time being spent on the application of commonly used statistical tools (i.e. t-tests, correlations, etc.).

Additional curricular-based assessments, more directly linked to public service competencies, were conducted throughout the MPA curriculum from 2014 to 2016. These assessments revealed that students displayed weaknesses in the use of effective data analyses and the application of public administration theory, while strengths were observed in how students communicated the concepts inherent in their public service projects (see the attached Competency Assessment Report in the attached Appendix to Standard 5). Consequently, the PAC made another curricular based change for its students starting in the Fall of 2016 to 'close the loop' again on some universal competencies. The PAC has placed courses that should be emphasizing some type of data analysis (i.e. PSC/PAD 780, the research methodology course and PSC/PAD 714, the program analysis course) under a more direct type of monitoring and mandated the use of more data analysis exercises throughout the curriculum. As discussed more in the narrative for Standard 5, these changes have been made to improve the application of research analysis skills of our students.

In addition to curricular assessments, the program also routinely conducts additional assessments for program improvement. First, the program distributes an alumni survey every three years to determine the relevance of various public service competencies that were emphasized during their time in the program to their current career. Second, the program conducts a pre/post self-assessment survey for all students on their admission to and graduation from the program. The pre/post self-assessment survey measures students' perceptions regarding knowledge of selected public service competencies and skills. Third, the program routinely surveys students after the completion of each required course their self-assessment of what competencies were covered in the class. The results of these assessments have helped the MPA program at Central Michigan University engage in a process of continuous improvement. For instance, the alumni survey informed the program of the need to realign the curriculum with specific public service skills which students could readily identify as applicable to their career trajectory and day-to-day implementation within their practices. The alumni survey also conducted in 2012 through CARRS provided the program with the impact of its diversity initiatives within the various courses and provided additional support for the application of specific diversity training for MPA students. The program hopes to see an improvement in the responses to diversity efforts within the alumni survey in the 2016 responses as well as the 2019 responses due to various diversity initiatives enacted in recent years. Additional assessment measurements such as the pre and post survey provide the program data regarding the continued importance of its NASPAA accreditation, its support and engagement by alumni, and that incoming students feel somewhat competent in most areas related to competencies and work-force related skill sets. Measurements of students perceived competencies in these areas has been intermittent and in order to increase responses and close-the-loop on this assessment area the program will require post-survey completion by all students within the PAD 730 course. The application of the self-assessment survey was originally met with confusion and reluctance to complete from students within the program. Through feedback from program administrators, instructors and students' reluctance and resistance to the survey were found to be a result of the answer options, specifically "disagree" and "strongly disagree". Students were concerned that through identifying areas in which they disagreed with would negatively impact the instructor of the course of their own academic reputation. Attempting to close-the-loop on this assessment from this feedback the program has created an information cover-sheet discussing the survey and the data collected, assuring the student that the results of the information are utilized to assess the program and its offerings at a curricular level (see Self-Assessment Survey in the attached appendix to Standard 5).

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 Political Science

Indicate Modes of Program delivery

In Person Instruction

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)

One of the most significant mission based ideals of the program is "...to provide practitioners and pre-service students enriching learning experiences..." To help achieve that ideal, the program historically embraced a variety of innovative program delivery modes in order to serve both practitioners and pre-service students in inventive and enriching ways. However, no matter the delivery method, the program views its program and curriculum as one program with the same content, public service values, competencies, experiences, expectations, and programmatic requirements. All students in the program, regardless of delivery method, have a program-plan of courses structured for them by the Director and Assistant Director of the Program to help ensure that every MPA student receives the necessary instruction in order for the program to achieve its mission.

Our program consists of one program, with a single governance structure and nucleus of faculty, serving both pre-service students and practitioner-based students in a variety of locations. All decisions regarding the scheduling of courses, course content, student enrollment in courses, different program delivery methods, and location of our course offerings is determined by the program's Public Administration Council (PAC) of faculty members. The program is currently delivered in two ways. First, the program is delivered in a traditional, open enrollment, face-to-face classroom setting at the main campus of the University in Mount Pleasant, Michigan. Classes in this delivery format are offered weekly and at night (i.e. 6:30 pm - 9:20 pm) throughout the academic semester, or are available via a weekend format setting. The vast majority of classes offered at the main campus are delivered weekly and at night. However, the program typically offers at least one MPA course in the weekend format each semester at its main campus. These weekend courses rotate over time to ensure flexibility in programmatic offerings.

Classes in the weekend format consist of three weekend class sessions (i.e. Friday 6:00 pm - 10:00 pm; Saturday 8:00 am - 5:00 pm) spread over eight weeks of the semester with the same number of course contact hours as a traditional weekly class. The weekend classes are scheduled so that a pre-class assignment is made available to students two weeks before the class meets, and a post-class assignment is due within one to two weeks after the last class meeting. In between those assignments, three weekends of class meetings occur with one-week breaks between class meeting weekends. For example, a summer class in the weekend format would be scheduled according to the following timeline.

- April 15: Course syllabus and required texts for the course given to students

- June 23: Pre-class assignment has to be given to students before this date

- July 8-9: First weekend of classes occur.

Friday 6:00 pm 10:00 pm

Saturday 8:00 am - 5:00 pm

- July 22-23: Second weekend of classes occur.

Friday 6:00 pm 10:00 pm

Saturday 8:00 am - 5:00 pm

- August 5-6: Third weekend of classes occur.

Friday 6:00 pm 10:00 pm

Saturday 8:00 am - 5:00 pm

- August 12: Post-class assignment due

Pre-class assignment for the next class assigned

- August 21: Next class meets

Note that from July 8th to August 6th students would also complete a similar number of exams, readings, reports, analyses, etc. as would occur in a typical weekly MPA course. That is, weekend courses have many additional assignments/exams in addition to the pre-class and post-class assignment.

The program's second delivery method is a cohort style, weekend only format class meeting schedule at off-campus centers of Central Michigan University. The PAC makes the decision to choose which off-campus centers of the University to use when offering these different cohorts. In making that decision, the PAC considers how offering the MPA program in that center would help the program achieve its mission, examines data on potential student populations from the University's marketing team, and evaluates the current operational status of the off-campus center. For these weekend classes offered at an off-campus center, the program uses the same schedule, content, and delivery mechanisms as its on-campus weekend courses. The only exception is that the program makes clear to students in the cohort, before they join the cohort, of which concentration will be offered in that cohort. For instance, the program will communicate to students interested in the cohort a schedule of courses to be offered in that cohort and which concentration will specifically be offered for that cohort and off-campus location. This is accomplished both via marketing materials to potential students and again to students when they officially enroll in the program.

Students are allowed to join the cohort up to the third class delivered in the cohort. Students who join the cohort late and miss the first and/or second class of the cohort can typically make-up those courses with another elective with similar-based course content, an individual course-based tutorial with an MPA faculty member, or an online course. For purposes of programmatic control, all of these options are treated by the program as "transfer" courses and are limited to no more than nine credit hours for any one student. The program tries to ensure that the first three classes of the cohort have a mix of elective and introductory courses. In that way, if a student happens to miss one of the first two classes, then they will still be able to take an introductory course which helps norm them to the discipline in the third or fourth course. The program has identified PAD 610: Foundations of Public Administration and PAD 623: Public Policy Processes & Evaluation as these introductory, norming courses (note that before the Fall of 2016, PSC 514: American Public Policymaking often served as one of these courses. However, beginning in the Fall of 2016, PSC 514 has been officially replaced by PAD 623 as a program requirement). To help enhance this process and ensure that every student receives their courses in the proper sequence, the program is currently exploring putting both PAD 610 and 623 online and offering them every semester. Students who do miss the first two classes of a cohort do not differ significantly in their grades or graduation rates when compared to students who started the cohort at the beginning.

The program does offer three MPA courses online, but does not yet have an online MPA degree. Currently, most of the students enrolling in online MPA courses are students from the University's Master of Science

in Administration (MSA) program. Rarely, an MPA student takes an online MPA course due to a scheduling conflict with the same MPA class being offered face-to-face. The program will most likely transition to an online MPA degree within the next three years due to concerns among faculty members and advisory board (AB) members about younger generations of students wanting online course offerings as part of an enriched learning environment. Thus, in order to achieve our mission based ideal of "...providing enriching learning experiences..." the program will have to more fully embrace online programming in the future. Additionally, the program is currently advertising for a 2017 cohort in Traverse City/Petoskey, Michigan which would utilize a video conferencing/teaching instructional system to connect students in the Traverse City Center to the Petoskey Center with the course instructor changing location each weekend (e.g. the first weekend, the instructor would be in Traverse City and in the second weekend the instructor would be in Petoskey. No matter which center the instructor was located, he/she and their course materials would be available to students in the other center in "real-time" for dynamic, two-way communications). Since our advisory board members indicated that video conferencing is increasing in the public sector, our program thought this delivery modal would help our students learn about interacting with other public service professionals via the latest technology to help ensure that "enriched learning experiences" continue to be provided by the program.

The program ensures that the different methods of course delivery are similar in three ways. First, the program has master course syllabi (MCS) that serve as the guideline for all courses offered regardless of delivery method. The MCS have the required textbooks, content modules, course assignments, and course objectives that link back to the public service competencies, public service values, and mission-based ideals of the program. For online courses, the MCS does include additional provisions for online discussion-boards in order to facilitate class discussion and include additional case analyses where public administration theories and concepts are extracted from real-world situations. The goal is for these discussion-boards and case analyses to help approximate the class discussions that would occur in a traditional face-to-face class. Other than that difference, the MCS provides the common template for all MPA courses that should be followed during instruction.

Second, the program's competency plan now mandates that public service projects occur in all MPA classes regardless of delivery format. These projects are now a part of the MCS for all courses and have been used by the program to evaluate if its curriculum leads to the achievement of its strategic goals (which in turn leads to the realization of public service values in the program and the achievement of the mission statement). The program uses and combines data from its weeknight and weekend courses, as well as from MPA students in online MPA courses, to make data-driven decisions that improve the program.

Third, if space is available in the course, the program routinely allows students to take classes in different cohorts off-campus as well as classes on-campus. This primarily occurs with on-campus students who are not restricted in course choices due to the cohort requirements of the off-campus students. Typically, on-campus students have taken off-campus, cohort based, weekend courses to supplement their MPA education when space is available in the off-campus course. Additionally, instructors in the program routinely teach in both on-campus and off-campus classes and teach each set of classes the same.

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)

Thomas Greitens is the Director of the MPA Program. Laura Orta serves as the Assistant Director of the MPA program and the program's Diversity Coordinator. Sharon Kukla-Acevedo is the Department's Internship Coordinator with responsibilities for managing the Department's undergraduate internship program and the internships of MPA students.

The Director receives a teaching release of one-course each academic semester and summer salary to supplement the typical ten month teaching contract of all faculty. The responsibilities of the Director include, but are not limited to, (for a full description of duties, please see the MPA Director's Job description in the Appendix to Standard 2):

- Serving as the program's contact point with the College of Graduate Studies, NASPAA, students, potential students, and the community
- Leading the Public Administration Council (PAC) and overseeing discussions for the Advisory Board (AB)
- Writing the Program's Annual Assessment Report, Annual Report to NASPAA, and Self-Study Report to NASPAA

- Reviewing student applications to the program as a permanent member of the program's admissions sub-committee
- Reviewing adjuncts (i.e. temporary faculty) wishing to teach in the MPA program
- Approving the admission of students to the program, the allowance of transfer credit from students, and approving the program plans of all MPA students
- Communicating to the Dean of the College the current status of the program and the budgetary needs of the program
- Serving as a permanent member of the Department's Policy Committee which makes new rules and expenditure decisions for the overall Department
- Communicating to the program marketing data made available from the University's Global Campus unit on the trends in public service employment trends and new instructional opportunities available for curriculum
- Resolving student complaints and facilitating grade grievances

The responsibilities of the Assistant Director include, but are not limited to (for a full description of duties, please see the Assistant Director's Job Description in the attached Appendix to Standard 2):

- Acting as the liaison and primary contact person for students, alumni, faculty, staff, and graduate assistants
- Assisting in the day-to-day management of the program
- Assists the MPA Director with program management, including NASPAA accreditation, program assessment, curricular development, budgeting activities, program marketing, advising, and the supervision and training of MPA graduate assistants
- Fulfill the responsibilities of the Diversity Coordinator in accordance with program and University policies including providing diversity training sessions to staff and students

The responsibilities of the Internship Coordinator include, but are not limited to:

- Assist students in their search for an internship placement
- Communicate with public service providers about placing MPA interns in their organization
- Teach the internship course and grade internship based assignments required for the successful completion of that course.

While the Director is technically the leader of the program, substantive decision authority over the program rests with the Public Administration Council (PAC). The PAC is comprised of the public administration faculty in the program.

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 MPA program is a semi-autonomous program located within the Department of Political Science & Public Administration that is managed by the Public Administration Council (PAC) and to a lesser extent the Alumni Advisory Board (AB). The program's faculty lines are located within this department and the Department is located within the College of Humanities and Social and Behavioral Sciences. While all faculty matters (e.g. tenure, promotion, etc.) are managed by the Chair of the Department and the Dean of the College, the program reports directly to the Dean rather than the Chair and makes its own decisions without Departmental influence. For example, the program makes its own decisions on new faculty hires in the program, curricular/programmatic issues, and course delivery methods. The program will listen to recommendations and feedback from the Department on such issues, but is ultimately free to make its own choices on matters such as those irrespective of Departmental input. Additionally, the program receives a separate discretionary, programmatic budget from the Dean of the College that is not considered a part of the annual Department budget. Thus, the program can ultimately use those annual funds without Departmental influence. According to University policy, College Deans technically approve all budgetary and personnel decisions taken by programs and Departments. In practice, the Dean of our College has always supported whatever decision the program makes. Such a governance arrangement ensures that the program can make its own decisions regarding how best to achieve the ideals of its mission.

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 9.00 the Self Study Year.

2.2.1b Please note the total number of instructional faculty members in the program 15 for the Self Study Year

Hide 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 program's faculty nucleus comprise the Public Administration Council (PAC). Historically, the powers and composition of the PAC were defined in the by-laws of the department. In those by-laws, adopted in 2006, permanent members of the PAC included all regular Department faculty who taught core classes in the MPA program. Annual, non-permanent membership in the PAC was also granted to faculty members who taught elective courses in the program. The PAC was responsible for the regular review of the MPA program including jurisdiction over general policies and planning, mission, curriculum, course scheduling, teaching assignments, and degree and admissions requirements. The by-laws also indicated that the PAC would "...make curriculum recommendations to the Department [and] also make recommendations to the [Department] regarding the use of financial and other resources affecting the Master of Public Administration program..."

Since our accreditation in 2010, the PAC recognized that this language contained in the Departmental by-laws was not strong enough in order for the program's faculty nucleus to exert substantial determining influence over the program. In particular, the members of the PAC started to worry that the

Department would begin to overturn or not approve their recommendations to manage the program. Such sentiments were reinforced by the fact that public administration faculty members were a distinct minority in a Department mainly consisting of international relations scholars (at least from the time of 2010 to 2014). In practice, such a reaction by the department to an MPA program decision had never occurred. But changes to the Department's culture started to occur from 2010 to 2012. During that time, a former chair of the Department attempted to take resources away from the MPA program and attempted to influence the hiring of a Public Administration faculty member in ways that compromised the program's ability to govern itself. After that chair was removed from office by the Department's faculty, the PAC wanted to formalize the historical culture of the Department into written policies to better protect the program and better conform to NASPAA standards on control. Additionally, many non-public administration members of the Department wanted to prevent such occurrences from happening again in the future.

As a result, the Director of the program, with the backing of the PAC, asked the Department to vote on a number of governance changes to the program in the Fall of 2013 (see Program Memo in the attached Appendix to Standard 2). These governance changes were written to strengthen the power of the PAC so that it no longer had to make recommendations to the Department on all of its governance decisions including decisions related to general policies and planning, mission, curriculum, course scheduling, teaching assignments, degree and admissions requirements, and financial resources. Additionally, the PAC asked for specific powers regarding the hiring of Public Administration faculty members. The PAC wanted the power to make the actual decision to hire a new Public Administration faculty member rather than just making a recommendation to the department on who to hire that could technically be overturned or ignored by the department.

In the Fall of 2013, the Department agreed to all of the governance changes suggested by the PAC. Additionally, these changes included a name change to the department that included public administration in the department title (i.e. changing the name of the department from Political Science to Political Science & Public Administration), a new PAD designator for public administration courses, and the establishment of an undergraduate program in public administration. With these new powers, the PAC has the ability to make its own governance and hiring decisions rather than just making recommendations to the Department that could be approved or not approved. Additionally, the program now receives direct, discretionary budgetary amounts from the Dean rather than from the Dean's budget allotted to the Department. These changes will be included in the next revision to the Departmental by-laws and ensure that the PAC has total control over all of its governance decisions.

In the Fall of 2015, the PAC passed new rules regarding PAC membership eligibility (see PAC Membership document in the attached Appendix to Standard 3). These new rules indicate that PAC members are only qualified to serve on the PAC if they are actively teaching required courses in the MPA program during the last three years, or have performed active service to the MPA over the last three years. Additionally, all PAC members have to be either academically or professionally qualified with each term being defined in the following ways:

A Academically Qualified PA Council Members

1. Academically qualified PA Council members shall have a terminal degree in their respective field. This will include either the Ph.D. or the J.D. Individuals with terminal master's degrees shall not be considered academically qualified.

2. If a PA Council member has received their terminal degree (PhD, JD) within the last five years, then they shall be automatically considered academically qualified.

3. If a PA Council member has a terminal degree according to the definition in section III(1)(a1), then they shall remain academically qualified if they have published at least one peer reviewed public administration research publication in the past three years. For the purposes of this policy, the definition of peer review will conform to the Department's standards and definitions on peer review. However, peer reviewed publications considered in this policy have to be related to the discipline of public administration.

4. If a PA Council member has not published a peer reviewed public administration research publication in the past three years, and they received their terminal degree (PhD, JD) more than five years ago, then they shall immediately take the following proactive steps to update their knowledge of public administration scholarship.

a). Attend at least one academic conference where public administration scholarship is presented and discussed.

b). Keep attending at least one academic conference every two years until the member publishes a peer-reviewed public administration research publication.

c). Provide documentation to the PA Council of their conference attendance.

d). Failure to do a) or b) shall result in a loss of PA Council membership for the member. If membership is lost, members shall be given the opportunity to regain membership by following the corrective actions contained in a) and b).

B. Professionally Qualified PA Council Members

1. Professionally qualified PA Council members shall have at least a Master's degree in the field of public administration or a field closely related to public administration.

2. Professionally qualified PA Council members shall also have at least three years of practitioner-based experience in public administration

Finally, even if these qualifications are met, membership on the PAC can only occur by a majority vote of the PAC.

In the Fall of 2015, the PAC passed new rules regarding PAC membership eligibility (see PAC Membership Appendix #11). These new rules indicate that PAC members are only qualified to serve on the PAC if they are actively teaching required courses in the MPA program during the last three years, or have performed active service to the MPA over the last three years. Additionally, all PAC members have to be either academically or professionally qualified with each term being defined in the following ways:

A Academically Qualified PA Council Members

1. Academically qualified PA Council members shall have a terminal degree in their respective field. This will include either the Ph.D. or the J.D. Individuals with terminal master's degrees shall not be considered academically qualified.

2. If a PA Council member has received their terminal degree (PhD, JD) within the last five years, then they shall be automatically considered academically qualified.

3. If a PA Council member has a terminal degree according to the definition in section III(1)(a1), then they shall remain academically qualified if they have published at least one peer reviewed public administration research publication in the past three years. For the purposes of this policy, the definition of peer review will conform to the Department's standards and definitions on peer review. However, peer reviewed publications considered in this policy have to be related to the discipline of public administration.

4. If a PA Council member has not published a peer reviewed public administration research publication in the past three years, and they received their terminal degree (PhD, JD) more than five years ago, then they shall immediately take the following proactive steps to update their knowledge of public administration scholarship.

a). Attend at least one academic conference where public administration scholarship is presented and discussed.

b). Keep attending at least one academic conference every two years until the member publishes a peer-reviewed public administration research publication.

c). Provide documentation to the PA Council of their conference attendance.

d). Failure to do a) or b) shall result in a loss of PA Council membership for the member. If membership is lost, members shall be given the opportunity to regain membership by following the corrective actions contained in a) and b).

B. Professionally Qualified PA Council Members

1. Professionally qualified PA Council members shall have at least a Master's degree in the field of public administration or a field closely related to public administration.

2. Professionally qualified PA Council members shall also have at least three years of practitioner-based experience in public administration

Finally, even if these qualifications are met, membership on the PAC can only occur by a majority vote of the PAC.

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 Program Director leads PAC discussions on program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation. The PAC operates in a decentralized governance model with the MPA Program Director often initiating discussions on governance items, but with the PAC voting on such matters and having the final decision on governance and policy matters (note: the MPA Program Director is a voting member of the PAC). The Director takes a more active role in communicating to the Dean of the College and the Dean of the College of Graduate Studies the needs and concerns of the program.

Hide

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

Through its by-laws and the governance changes passed by the Department in the Fall of 2013, the program defines "substantial determining" influence in the program as giving the PAC the power to make its actual governance decisions on all items related to the program. This includes areas related to policies, curriculum, faculty hiring and recruitment, student advising, course delivery methods, and budgetary decisions. The program now has a semi-autonomous status within the Department. Faculty tenure and promotion decisions are still made the overall department, but outside of those decisions the PAC now has the final decision authority over its MPA program (and undergraduate public administration program). It no longer has to make a recommendation to the Department and wait for formal approval from the Department for its decisions to become official, as was the case before 2013. Rather its decisions are now sent directly to the Dean of the College, who ultimately has the power over all hiring and budgetary decisions (but not curricular decisions and policy decisions made in the program). The Dean's technical power over hiring and budgetary decisions is a University-based policy. However, the Dean often adopts the decisions of the PAC. That is, our recommendations on who to hire have not been overturned and our requests for funding have always been granted.

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.

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 Program defines faculty members as academically or professionally qualified according to the following standards related to membership on the program's Public Administration Council (PAC) (note that even though this policy applies to members of the Public Administration Council, the program has also used it to determine the qualifications of MPA part-time and temporary faculty):

A. Academically Qualified PA Council Members

1. Academically qualified PA Council members shall have a terminal degree in their respective field. This will include either the Ph.D. or the J.D. Individuals with terminal master's degrees shall not be considered academically qualified.

2. If a PA Council member has received their terminal degree (PhD, JD) within the last five years, then they shall be automatically considered academically qualified.

3. If a PA Council member has a terminal degree according to the definition in section III(1)(a1), then they shall remain academically qualified if they have published at least one peer reviewed public administration research publication in the past three years. For the purposes of this policy, the definition of peer review will conform to the Department's standards and definitions on peer review. However, peer reviewed publications considered in this policy have to be related to the discipline of public administration.

4. If a PA Council member has not published a peer reviewed public administration research publication in the past three years, and they received their terminal degree (PhD, JD) more than five years ago, then they shall immediately take the following proactive steps to update their knowledge of public administration scholarship.

a). Attend at least one academic conference where public administration scholarship is presented and discussed.

b). Keep attending at least one academic conference every two years until the member publishes a peer-reviewed public administration research publication.

c). Provide documentation to the PA Council of their conference attendance.

d). Failure to do a) or b) shall result in a loss of PA Council membership for the member. If membership is lost, members shall be given the opportunity to regain membership by following the corrective actions contained in a) and b).

B. Professionally Qualified PA Council Members

1. Professionally qualified PA Council members shall have at least a Master's degree in the field of public administration or a field closely related to public administration.

2. Professionally qualified PA Council members shall also have at least three years of practitioner-based experience in public administration

In order to achieve its mission emphasizing "enriched learning experiences" that apply a variety of public service competencies, the program employs faculty who are academically qualified, professionally qualified, or both. Our policy on these qualifications ensures that faculty members are up to date on the latest research in the discipline and/or have a breadth of professional experiences that they can rely on to help the program achieve its mission (see current PAC Membership status document in the attached Appendix for Standard 3, also see teaching percentages reported in 3.1.3. and the Teaching Percentages document in the attached Appendix for standard 3).

Hide **3.1.3**

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

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	31	77	77	88
Courses delivering required Competencies	29	73	73	88

Hide **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)

In the past five years, newly hired faculty have been given professional development funding (e.g. \$2000-5000) and a reduced teaching load in their first year. Additionally, the department provides professional development support each year for each faculty's research endeavors. This amount varies by year but has been at approximately \$300 per faculty member during the last year. In years past, the Dean of the College has also made available to faculty members travel grants to attend conferences. While this amount also varies by year, it typically has resulted in faculty members receiving an additional \$1000 in travel support to attend national or international academic conferences.

As mentioned throughout this report, the MPA program has also helped to sponsor a variety of TIGRE-Net Research meetings since 2009. The MPA program, College, and institution have all funded faculty travel to each of these meetings. While the amount of support differs for each conference and is often dependent on institutional budget realities, in the past support for these meetings has ranged from \$10,000 to \$20,000 with either the program, College, or institution providing support. For the 2016 meeting, the institution is providing \$20,000 for faculty and external researcher travel to Detroit, Michigan.

Faculty members in the program have also been eligible for additional research support from the institution. For new faculty members, there are Early Career (EC) grants and for existing faculty members there are New Research Initiative (NRI) grants. In 2013, an MPA faculty member was awarded funding from an NRI grant totaling \$20,000 (i.e. J. Cherie Strachan & Thomas J. Greitens.

Hide 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.

Hide 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

Hide 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				1	1
Asian, non Hispanic/Latino	1	1			2
White, non-Hispanic/Latino	2	2	1		5
Two or more races, non Hispanic / Latino	1				1
Total	4	3	1	1	9

Hide 3.2.3

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.

In an attempt to address the programs mission and mission specific competencies of integrating social trends of public service, as well as modeling diversity all of our faculty members provide representation of diversity in some sort. Diversity efforts by current faculty members include specific focus on diversity in PAD 773, PAD 785 and a cultural competency component in PAD 711. Through these courses students are specifically exposed to issues surrounding diversity. Diversity training events, information on diversity events offered through the University provided during PAC meetings as well as relayed via emails all promote faculty engagement in a strategic focus on diversity. When advertising for new faculty members the program made certain the ad was posted in the broadest way possible, a specific example would be the utilization of the programs diversity partnership with the National Forum of Black Public Administrators (NFBPA) in advertising the position through their job site. Job advertisements are also specifically written to be inclusive and are posted in all diverse sub-sets of major PA jobsites that market specifically to a multicultural and diverse audience.

One of our nucleus non-tenure faculty Dr. Quarles, has been working with other MPA programs in the Metro-Detroit region in attempts to bring a chapter of the NFBPA to MI.

Hide 3.2.4

3.2.4

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

The program's faculty has become more diverse over the past five years. Since 2011, the program has added four female faculty members (e.g Jeon, Kukla-Acevedo, Powell, Quarles). While Kukla-Acevedo replaced a female faculty member of Asian-American descent (e.g. Dr. Vidu Soni who left the program in the Summer of 2009), both Powell and Jeon replaced white, male professors (e.g. Del Ringquist and Nathan Grasse). Additionally, Dr. Jeon is of Korean descent and thus can be identified in the Asian American racial/ethnic category. The program also hired Dr. Nancy Quarles, an African-American female, as a full-time non-tenure track professor in the program in 2011 (Dr. Bill Cowles is the program's other full-time non-tenure track professor). Dr. Quarles is a full time member of the program's PAC and actively teaches in the MPA program.

Thus, in the self-study year the program had seven nucleus public administration faculty members. These faculty members included: three white males (Cowles, Greitens, Sych), two white females (Kukla-Acevedo, Powell), one Asian-American female (Jeon), and one African-American female (Quarles).

Five years ago in the spring of 2011, the program had: four white males (Cowles, Greitens, Rinquist, Sych), two open positions, and was in the process of creating a new full-time non-tenure track professor position that eventually went to an African-American woman (Quarles).

Hide 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 nucleus faculty member **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

Hide 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.

Hide 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 exemplary activities of the faculty allow the program to link innovative research, current trends in community service, and advanced student engagement efforts as it promotes enriched learning experiences for students across a variety of public sector settings (e.g. from state/local governments to nonprofit organizations). For example, during the last five years the program's faculty have published in the top journals in public administration (e.g. Public Administration Review, American Review of Public Administration), actively engaged the public sector community in a variety of volunteer and work-based experiences (e.g. volunteered to help a mid-Michigan County government form regional partnerships and helped that government secure grant funding from the state of Michigan; worked in County government as a County Commissioner; worked in the nonprofit sector as an Executive Director), and learned of new pedagogic techniques to keep students engaged in public administration and their overall degree program (e.g. attendance at the University's "Great Lakes and Teaching Conference" and implementing a pedagogy based in deliberation through funding from the Kettering Foundation). Such activities allow the program to be actively engaged in the pracademic world of researching, teaching, and implementing public policy and administration.

As part of its ongoing emphasis on pracademics, the program helped form the Trans-National Initiative on Governance Research and Education Network (TIGRE-Net). Since 2009, the program has helped sponsor an annual research meeting of TIGRE-Net almost year (e.g. Macerata, Italy in 2009; Toronto, Canada in 2010; Mount Pleasant, MI in 2011; Rome, Italy in 2012; Prague, Czech Republic in 2013; Milan, Italy in 2015). These meetings have included the active participation of MPA students and MPA faculty so that our program can be exposed to international scholars and public sector professionals. Through these conferences, MPA faculty, and at least one MPA student, have published on trends in international public management in special issues of the International Journal of Public Management and the International Journal of Public Administration, as well as three books on international public management trends (e.g. Making Multilevel Public Management Work: Stories of Success and Failure from Europe and North America in 2013, Governance and Public Management: Strategic Foundations for Volatile Times in 2014, and Public Policy, Governance, and Polarization to be published in 2017). In addition to the efforts detailed in the preceding table (3.3.1.) and paragraphs, faculty in the program have also impacted public administration and policy during the last five years by:

- Serving on the American Society for Public Administration-Michigan Area Chapter Executive Board (Greitens).
- Serving as peer reviewers for journals such as the Journal of Public Administration Research & Theory, Public Administration Review, American Review of Public Administration, Public Performance & Management Review, Journal of Public & Nonprofit Affairs (Greitens, Kukla-Acevedo, Powell).
- Being involved in the NASPAA Policy Student Simulation (Midwest Region, 2015) (Powell).
- Acting as the mentor for the first place winners of the 2013 "Students Reinventing Michigan" undergraduate competition (Greitens)
- Volunteering time for public services (Powell with the Cystic Fibrosis Foundation and the Aquinas College Alumni Foundation).

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)

Our mission is to provide enriching learning experiences to both practitioners and pre-service students. To achieve that mission, the program actively shapes its recruiting efforts to reach an expanded audience of practitioners. For instance, the program heavily relies on "lunch and learn" events to recruit interested practitioners into the program. These events are held during lunch, with the University providing food, so that working individuals can devote their lunch hour to explore the program. The location of these events is typically in an off-campus center maintained by the University, although the program has also held them in the state of Michigan capital building for the convenience of current workers in state government. "Lunch and learn" events are usually attended by someone from the program and often include a presentation on the program and a current topic in public administration. At these events, an MPA folder packet is handed out to individuals describing the program, its costs, anticipated sequence of courses for students, and the program's website where such information is also contained (see the Information Packet and Marketing documents in the attached Appendix to Standard 4).

Recruitment of pre-service students into the program is often more informal and typically includes individual discussions between a faculty member and an undergraduate student. These students can also be given program flyers, but are typically directed to the program's website for more information. The Department also typically holds at least one "recruiting night" each semester where undergraduate students can learn more about graduate programs in the department, including the MPA program.

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 polices reflect your program mission? (Limit 250 words)**

Since the mission of the program is to provide enriching learning experiences to both practitioners and pre-service students, the program has developed one admission policy that applies to both groups of students.

This policy has a number of requirements that maximize opportunities for student success in the program (see standard 4.2.1c for the current admissions criteria included in this policy). For instance, the program requires a two to three page essay detailing an applicant's professional goals and how completing the MPA program will facilitate the achievement of those goals. In this way, our admissions review sub-committee has additional information to determine if the practitioner or pre-service student has researched the degree and what it can help them achieve in the context of public service.

Since so many practitioners with more science-based backgrounds were confused about the 18 hours of social science credit requirement, the PAC decided to remove that requirement for applicants applying to the program starting in the Fall of 2016 (most applicants regardless of major always had 18 hours of social science credits through general education coursework). Additionally, the program added the option of completing an economics course to its statistic/research methods course requirement to recognize that such classes objectively analyze quantitative data. Such changes were made to ensure that the program continues to enrich the learning experiences of practitioners and pre-service students regardless of undergraduate backgrounds, and that a broader recognition of research methods and statistics beyond traditional social science survey methodologies occurred.

Hide 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)

An admissions review subcommittee of the PAC reviews every applicant and determines if an applicant should be admitted to the program, conditionally admitted to the program, or rejected. The MPA Director always serves on that sub-committee and makes the final decision on admission status. Additional members of that subcommittee include faculty members from the PAC as well as the Assistant MPA Director (if the Assistant Director is either academically or professionally qualified to make such a decision).

Conditional admission requires the applicant to successfully complete the first six to nine hours of the program with a grade of B or better in order to be granted full admission to the program. Conditional admissions are typically used for practitioner-based students who have an undergraduate GPA slightly below the program's threshold of 2.8, yet also have an impressive record of public sector experiences and accomplishments. The use of conditional admissions allows the program to achieve its mission-based ideal of "...providing enriching learning opportunities to practitioners..." who have achieved many accomplishments in their career and are no longer reflective of their undergraduate GPA.

The same sub-committee also determines if pre-service students need an internship course as part of their studies in the MPA program. If the applicant has less than one year of public sector experience, then the sub-committee will typically require an internship as part of the applicant's course of study.

Hide 4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Required
GRE	No
GMAT	No

LSAT	No
TOEFL	No
Other Standardized Test	No

Hide **GRE**

*Denotes Optional Field

Hide **GMAT**

*Denotes Optional Field

Hide **LSAT**

*Denotes Optional Field

GPA	Required
Minimum Required	2.80
Statement of Intent	Required

Hide **4.2.2a**

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

4.2.2a Admission Numbers	Self Study Year (SSY)
Total SSY Applicants	43
Total SSY Admits	35
Total SSY Enrollments	23
Fall SSY Total Full Admissions	12
Fall SSY Total Conditional Admissions	11
Fall SSY Total Full Enrollments	7
Fall SSY Total Conditional Enrollments	6
Fall SSY Total Pre-Service Enrollments	4
Fall SSY Total In-Service Enrollments	9

Hide **4.2.2b**

4.2.2b Please provide the Full Time Equivalency (FTE) number for enrolled students in the Fall of the Self Study Year. 35

*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.

Hide **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 above data reflects the program's commitment to serving and preparing pre-service, in-service, and international students enrolled and admitted to the program. Given this applicant pool, the program emphasizes such mission based ideals as "providing practitioners and pre-service students enriching learning experiences... in a variety of public service settings from government organizations to nonprofit agencies and international bodies" as evident in the tables and data in standard 4.4.3a.

Hide

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)

The program's academic continuance and graduation standards are communicated to current and prospective students in a variety of ways. First, these standards are relayed to new students during a mandatory MPA orientation meeting in the Fall by either the Director or Associate Director of the program. Second, each semester the Associate Director monitors the academic record of each MPA student to determine if the student is progressing in accordance with their academic program plan. If a student fails a graduate course, or if the student's overall GPA drops below 3.0, then either the Associate Director or MPA Director will talk about the issue directly with the student. Third, if the student's GPA drops below 3.0, the College of Graduate Studies will also contact the student and inform the student they have entered academic probation and what steps the student needs to take to exit probation. Fourth, as the student nears graduation, the College of Graduate Studies contacts every student with a specific checklist of activities that have to be completed and courses that have to be passed in order to graduate from the program. Fifth, applicants and current students can also access the College of Graduate Studies website to view the University's standards on academic continuance and graduation.

In addition to these services, off-campus students also are directly contacted by off-campus program administrators regarding academic continuance and graduation standards. Such communications are informational only, with final MPA program decisions for students made by the MPA Director.

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)

Once the MPA Director is made aware of a student on academic probation, then the MPA Director will meet with the student individually and devise a plan to exit academic probation. If a student has failed an MPA course, then the Director may mandate that the student re-take the same course and achieve a passing grade in the course. Alternatively, if the course is not scheduled to be offered for at least one year, the Director may

arrange for an individual tutorial course for the student on the same topic so that the student can demonstrate mastery over the course's content and progress through the program. Individual tutorials are taught by public administration faculty and the University provides compensation for such courses.

Our program also provides assistance to students who have passed all of their courses yet have still not graduated from the program within seven years. While rare, such occurrences usually entail a student completing all MPA course requirements except for the final capstone paper. To prevent this from occurring, the MPA Director, Associate MPA Director, or other PAC faculty member directly contacts the student to help ensure the completion of the paper. However, even then some student's courses expire due to the seven-year rule. At that point, the program works with the student to either provide justification to the College of Graduate Studies on why their coursework should not be allowed to expire or arranges for individual tutorials or new classes for students to replace their expired coursework.

Hide **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 the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are **cumulative**, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

	Initially Enrolled	Graduated within 100% of Degree Program Length	Graduated within 150% of Degree Program Length	Graduated within 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	42.00	24.00	42.00	42.00

4.3.3b

Please define your program design length: Semesters

 ----- 4

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)

Our program is semester based, full time students take 9 credit hours a semester for 4 semesters, typically fall, spring, fall spring. Part time students take 6 credit hours a semester for 6 semesters, typically fall, spring, summer; fall, spring, summer.

Students who do not typically complete the program in the expected time frame of two years have diverse circumstances which impact their successful completion. At times those who exceed the 100% time frame are individuals who are military or other safety service professionals, other times it is individuals such as pre-service students who gain employment during their last semester of coursework. Some individuals join cohorts after the first few classes have been completed and must wait an additional semester to take the courses that they missed, which sets their graduation rate at 150%. These students are made aware of this possible situation prior to beginning the program. Our program tracks each individual who does not successfully complete their cohort and the program director and faculty members diligently work with the individual to provide them every avenue and opportunity to complete the program within the 7 year rule.

Hide **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)

Most career counseling and professional development services are informally done by the MPA Director,

the Associate MPA Director, and MPA faculty in one-on-one sessions with individual students. These sessions usually include career advice, a discussion of possible associations to join for networking purposes, and the identification of common public sector job sites (e.g. publicservicecareers.org, ICMA Jobs Center website, USAjobs.gov, the Michigan state government jobs center website, the Michigan Nonprofit Alliance jobs center, and the Michigan Municipal League's jobs listing). When faculty learn of job openings, they are sent to the Associate MPA Director who emails them to current MPA students and recent MPA graduates. Such openings are also periodically put on the MPA program's website and are also sent to the University's Career Services unit.

The program also has encouraged MPA students to attend the Michigan Local Government Management Association's (MLGMA) Winter Institute and NextGen meetings. These meetings provide excellent opportunities for current students to network with current practitioners in local government. Additionally, the program has provided \$3000 to help fund an MLGMA Fellowship whereby current MPA students can serve as a paid fellow in a local government in order to gain more public sector experiences.

Lastly, the program has established a new student chapter of the ICMA to help link students to public service professionals. It is anticipated that students will use the ICMA student chapter to bring in public sector professionals for presentations and additional professional development opportunities.

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 program requires pre-service students with less than one year of public sector experience to take an internship for course credit (PAD 795: Internship in Public Administration). The determination of whether a student has to take an internship course is made by the PAC's admission subcommittee with the final decision made by the MPA Director. In the internship course, students are required to complete 300 hours of supervised work and submit a variety of written documents (e.g. personalized learning objectives, an interview, portfolio of assignments, a reflective essay, and a supervisor's evaluation) to the Department's Internship Coordinator for grading.

Recently, more students are enrolling in the program who have a variety of public sector experiences and thus the program's required number of internships has decreased. Adding to this decrease is the program's recent increase in international students who typically have public sector experience in their home country.

The program rarely makes exceptions to its internship policy. When it does, it does so on a case-by-case basis with the application sub-committee and the MPA Director both having input into the matter. Exceptions to the internship policy are typically used for students who wish to obtain a PhD and who feel that an internship class would not be worthwhile given their career goals. Or the occasional international student who either cannot take an internship course for credit because of their country's/ministry's funding policy or who feel that an American internship would not be beneficial to their career back in their home country.

Hide 4.3.4a(2)

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

Hide 4.3.4a(3)

Clare, Michigan Local Government
Central Michigan University MPA Program
Examples of other successfully placed internships for program during years other than the self study can be found on the programs website and include:
City of Flint, Michigan
City of Mt. Pleasant, Michigan
Isabella County Office of Emergency Management

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.)

Middle Michigan Development Agency
Isabella County Parks Office
CMU MPA Program
Planned Parenthood of Mid and South Michigan
CMU Academic Effectiveness (Claudia Douglas)
House Fiscal Agency (Michigan House of Representatives)
Office of State Representative Tom Leonard, District 93
Sweet Serenity (SSI), Inc.
Gratiot County Court System - 29th Circuit Court Family Division
Hudson Institute
Michigan Local Government Management Association (MLGMA)
Village of Elk Rapids, Michigan
Washington Center
Jimmy Carter Foundation
City of Royal Oak, Michigan
City of Auburn, Michigan
Midland Area Community Foundation

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)

The department has an Internship Coordinator who manages students' internships and also helps them find internships in the community. The Coordinator receives one course release per year and summer salary. In the past, the program has provided financial assistance for some unpaid internships if the local government would match the program's funding. Prior to the self-study year, this occurred in the Village of Elk Rapids, Michigan and in the County Government of Gratiot County, Michigan. In these cases, the program provided \$3000 which the local governments matched so that two MPA interns received \$6000 in funding for the semester. Additionally, over the last two years the program has contributed \$1000 per year to the Michigan Local Government Management Association's (MLGMA) fellowship program which provides a small stipend to MPA students who receive a competitive MLGMA fellowship. One year before the self-study, one of our MPA students received this fellowship and conducted his internship in the local government of Clare, Michigan (with some experiences also in Bay City, Michigan).

In summer 2016, the program allowed one MPA student to take an internship within the MPA program to assist in accreditation efforts. It was modeled on a successful student work experience with an MPA student in the summer 2015 that led to employment with a nonprofit organization.

Although our number of MPA internships has declined, the program is still in active discussions with many public sector organizations, primarily in local government, who would like one of our MPA students as an intern.

4.3.4a(5)

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

The program's mission is to provide pre-service students with enriched learning opportunities that emphasize management, leadership, service to citizens, and accountable decision-making in a variety of public sector settings. During the last five years, the program has placed interns in a variety of public sector settings where these mission-statement ideals are reinforced. For instance, students interning in the local government of Clare, Michigan often go through a cycle of tasks where they learn different management, leadership, and service responsibilities in different departments. Additionally, MPA students have worked on accreditation projects with the University's Office of Academic Effectiveness, as well as with the MPA program, to learn the process of accountable decision-making in University-wide accreditation projects. Skills such as these can later be used by the student as they lead, manage, serve citizens, and engage in accountable decisions in a variety of public sector settings.

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.)

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	6
State, provincial or regional government in the same country as the program	11
City, county, or other local government in the same country as the program	16
Foreign government (all levels) or international quasi-governmental	17
Nonprofit domestic-oriented	8
Private sector (not research/consulting)	4
Military	10
Status Unknown	31
Total Number of Graduates	93

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

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

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- Diversity training and workshops for students, faculty, and staff
- Frequent guest speakers of a "diverse" background
- Formal incorporation of "diversity" as a topic in required courses
- Student activities that explicitly include students of a diverse background
- Etc.

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

As stated in 1.3.1, the MPA program at CMU has a vibrant diversity plan which includes activities provided by the diversity coordinator as well as Central Michigan University's Office of Diversity. The diversity coordinator works with students, staff and faculty to hold diversity training events relevant to the public service field. In 2013 the department of Political Science and Public Administration held sexual harassment training and information events throughout the academic year. New hires, including graduate assistants must go through diversity and sexual harassment/Title IX and disability training during their employee induction training. All employees are also required to complete disability awareness training prior to teaching a course.

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

4.4.2 Program Recruitment Diversity Activities

The MPA program has historically delivered the program to various audiences underserved throughout various locations in Michigan, Virginia and Georgia. In order to best recruit a diverse audience of pre-service and practicing public service professionals from a diverse audience the program has advertised and hosted recruiting booths in various formats including military publications, nonprofit conferences, public administration and political science conferences, places of business and publications. The program has been a sponsor of the NFBPA and attended their conferences with recruitment booths. The program advertises to current undergraduate students at all universities in Michigan and has taken part in various graduate fairs throughout Michigan.

The Assistant Director of the program has attended EducationUSA recruitment trips in Central America and along with the MPA program director, MPA faculty and alumni program representatives have attended as many of the above mentioned recruiting opportunities as possible.

The MPA program also works with its alumni, nationally and internationally providing the alums with current marketing materials. Alumni provide one of our greatest recruitment tools, both in the United States and internationally. International alums from Ghana, Saudi Arabia, Iraq, and Seoul, South Korea continue to recommend their peers to our program.

Finally the recruitment efforts for students are focused on populations such as Native Americans within the state of Michigan. Our diverse faculty members also provide visible representation to interested applicants of our continuing efforts to provide diverse and multicultural educators within the program.

Hide 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" data. No

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

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

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	11	16	2	4	33
American Indian or Alaska Native, non Hispanic/Latino	2	4		2	8
Asian, non Hispanic/Latino	1	3			4
Hispanic / Latino		1		1	2
White, non-Hispanic/Latino	14	13	7	10	44
Nonresident Alien	20	14	10	5	49
Race and/or Ethnicity Unknown		1	1		2
Total	48	52	20	22	142

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

Our student population has shifted in the past few years. As reported in the above tables, our population of female students is now larger than the population of male students. Our number of African American students is still fairly large due to our locations in areas such as Metro-Detroit and Lansing, MI. Our population of Native American students has increased both on the Mount Pleasant campus and in the Traverse City area due to focused recruitment efforts and engagement of tribal members in those locations. In the 2014-2015 academic year the program saw a significant increase with regards to international student enrollment. This phenomenon was mostly fueled through Saudi Arabian students receiving government funding to study abroad. With exceptional alumni in Middle Eastern countries our program was sought out by various high caliber applicants, including a Fulbright scholar. Our program also has been increasingly sought out by public service administrators from Seoul, South Korea, once again due to our exceptional alumni and faculty recruitment efforts by Dr. Won Paik, a native of Seoul.

4.4.3b(2)

Hide

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 program defines the universal required competencies through its competency measurement plan (see the Competency Plan in the attached Appendix to Standard 1), its rubrics for competency-based learning in a course's required public service projects (see examples of Rubrics and Rubric Explanation in the attached Appendix to Standard 1), and its course learning objectives in required program courses. These definitions, as well as additional mission-specific and concentration specific competencies in the program, help the program achieve its mission.

To lead and manage in public governance

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 610, 623, 711, 775, 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Written Communications

- Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report
- Submission of report is on-time

Project's Analysis

- Analysis demonstrates academic honesty
- Analysis demonstrates professional integrity

Project's Oral Communications (if applicable)

- Presentation demonstrates professionalism

Project's Team-Based Behaviors (if applicable)

- Team exhibits a positive 'esprit de corps'
- Team produces a quality product(s)

- Team effectively worked toward specific goals

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Distinguish effective leadership and management practices from ineffective leadership and management practices in public governance (PAD 610, PAD 711, PAD 775, PAD 795)
- Lead and manage a group project that analyzes policy (PAD 623, PSC 514)
- Identify and evaluate instances of a public administrator's leadership and management in public governance cases (PAD 730, PAD 796)
- Integrate current, social, economic, political, and global trends in public governance practices (PAD 610)
- Define the challenges of intergovernmental and intersectoral relations in public organizations (PAD 610)
- Apply relevant systems of accountability, performance management, and transparency to cases of public sector organizational management (PAD 730)

To participate in and contribute to the public policy process

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623 and 714) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Analysis

- Analysis is clear and understandable for a wide audience of citizens

Project's Oral Communications

- Presentation has a clear central message
- Presentation is understandable for a wide audience of citizens
- Presentation uses some type of visual aids (e.g. charts, handouts, PowerPoint, etc.)
- Presentation demonstrates effective time management

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Diagnose effective policy processes (PAD 623)
- Relate technical aspects of program analysis and evaluation to policymaking and the political system (PAD 714)
- Interpret and judge how a public administrator participates in and contributes to a policy process in specified cases (PAD 730, PAD 796)

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

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623, 713, 714, 773, 775 and 780) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Written Communications

- Abstract/Executive Summary includes the important details of the case under study
- Introduction presents succinctly important details about the issue
- Synthesis/integration of collected data/information occurred

Project's Team-Based Behaviors (if applicable)

- Team effectively solved problems

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Conduct a cost-benefit analysis (PAD 623)
- Analyze selected budget features and cases, including expenditure and revenue budgets (PAD 713)
- Design and plan the conduct of analytical and evaluative research (PAD 714)
- Explain the multiple roles played by the public administrator and the constituencies to which they are ethically accountable for their decisions (PAD 773)
- Analyze how group interactions influence employee job satisfaction and productivity (PAD 775)
- Delineate the data analysis techniques used in the public sector (PAD 780)
- Describe the logic of the scientific process (PAD 780)
- Construct and test research questions and hypotheses (PAD 780)
- Analyze, synthesize, think critically, solve problems, and make effective decisions in specified public sector cases (PAD 730)
- Explain several significant and current budget issues facing national, state, and local budget decision makers (PAD 713)

To articulate and apply a public service perspective

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 610, 711, 713, 773, 775, 780, 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Analysis

- Analysis reflects public service value(s) under study
- Analysis links public service theory to practice

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Evaluate the major social, ethical, and political issues confronting public administrators during the last 25 years (PAD 610)
- Integrate a public service perspective in the management of public personnel practices (PAD 711) and budgetary decisions (PAD 713)

- Articulate and apply a public service perspective to all ethical issues and problems, organizational decisions, research conduct, and other public sector cases (PAD 773, 775, 780, 730)

- Evaluate public sector workplace experiences based on knowledge gained from traditional academic learning (PAD 795)

To communicate and interact productively with a diverse and changing workforce and citizenry
In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 610, 711, 713, 714, 773, 775, 780, 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Written Communications

- Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report

Project's Analysis

- Analysis is clear and understandable for a wide audience of citizens

Project's Oral Communications (if applicable)

- Presentation is understandable for a wide audience of citizens
- Presentation uses some type of visual aids (e.g. charts, handouts, PowerPoint, etc.)
- Presenter effectively responds to the audience

Project's Team-Based Behaviors (if applicable)

- Team demonstrates open, inclusive communication

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Identify the importance of effective communication with diverse organizational members and all citizens (PAD 610)

- Design an effective cultural competency plan for a public sector organization (PAD 711)

- Communicate budgetary decisions in terms of accountability and transparency to all citizens (PAD 713)

- Communicate complex findings to all segments of society in ways that promote transparency and clarity (PAD 714)

- Identify linkages between cultural competence in public organizations and over-arching dimensions of public service ethics (PAD 773)

- Articulate the importance of engaging diverse organizational members and external stakeholders when making organizational decisions (PAD 775)

- Incorporate new ideas from different stakeholders in a research project (PAD 780)

- Formulate and evaluate methods to communicate and interact productively within public sector cases illustrating the presence of a diverse and changing workforce and citizenry (PAD 730).

- Assess whether workforce diversity and diversity management were integrated in management and leadership in the public sector workplace (PAD 795)

To participate in and contribute to the public policy process

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623 and 714) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Analysis

- Analysis is clear and understandable for a wide audience of citizens

Project's Oral Communications

- Presentation has a clear central message
- Presentation is understandable for a wide audience of citizens
- Presentation uses some type of visual aids (e.g. charts, handouts, powerpoint, etc)
- Presentation demonstrates effective time management

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Diagnose effective policy processes (PAD 623)
- Relate technical aspects of program analysis and evaluation to policymaking and the political system (PAD 714)
- Interpret and judge how a public administrator participates in and contributes to a policy process in specified cases (PAD 730, PAD 796)

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

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623, 713, 714, 773, 775 and 780) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Written Communications

- Abstract/Executive Summary includes the important details of the case under study
- Introduction presents succinctly important details about the issue
- Synthesis/integration of collected data/information occurred

Project's Team-Based Behaviors (if applicable)

- Team effectively solved problems

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Conduct a cost-benefit analysis (PAD 623)
- Analyze selected budget features and cases, including expenditure and revenue budgets (PAD 713)
- Design and plan the conduct of analytical and evaluative research (PAD 714)
- Explain the multiple roles played by the public administrator and the constituencies to which they are ethically accountable for their decisions (PAD 773)

- Analyze how group interactions influence employee job satisfaction and productivity (PAD 775)
- Delineate the data analysis techniques used in the public sector (PAD 780)
- Describe the logic of the scientific process (PAD 780)
- Construct and test research questions and hypotheses (PAD 780)
- Analyze, synthesize, think critically, solve problems, and make effective decisions in specified public sector cases (PAD 730)
- Explain several significant and current budget issues facing national, state, and local budget decision makers (PAD 713)

To articulate and apply a public service perspective

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 610, 711, 713, 773, 775, 780, 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Analysis

- Analysis reflects public service value(s) under study
- Analysis links public service theory to practice

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Evaluate the major social, ethical, and political issues confronting public administrators during the last 25 years (PAD 610)
- Integrate a public service perspective in the management of public personnel practices (PAD 711) and budgetary decisions (PAD 713)
- Articulate and apply a public service perspective to all ethical issues and problems, organizational decisions, research conduct, and other public sector cases (PAD 773, 775, 780, 730)
- Evaluate public sector workplace experiences based on knowledge gained from traditional academic learning (PAD 795)

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

In its rubrics for competency-based learning, the program operationally defined this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 610, 711, 713, 714, 773, 775, 780, 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Written Communications

- Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report

Project's Analysis

- Analysis is clear and understandable for a wide audience of citizens

Project's Oral Communications (if applicable)

- Presentation is understandable for a wide audience of citizens
- Presentation uses some type of visual aids (e.g. charts, handouts, powerpoint, etc)
- Presenter effectively responds to the audience

Project's Team-Based Behaviors (if applicable)

- Team demonstrates open, inclusive communication

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Identify the importance of effective communication with diverse organizational members and all citizens (PAD 610)
- Design an effective cultural competency plan for a public sector organization (PAD 711)
- Communicate budgetary decisions in terms of accountability and transparency to all citizens (PAD 713)
- Communicate complex findings to all segments of society in ways that promote transparency and clarity (PAD 714)
- Identify linkages between cultural competence in public organizations and over-arching dimensions of public service ethics (PAD 773)
- Articulate the importance of engaging diverse organizational members and external stakeholders when making organizational decisions (PAD 775)
- Incorporate new ideas from different stakeholders in a research project (PAD 780)
- Formulate and evaluate methods to communicate and interact productively within public sector cases illustrating the presence of a diverse and changing workforce and citizenry (PAD 730).
- Assess whether workforce diversity and diversity management were integrated in management and leadership in the public sector workplace (PAD 795)

Hide

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".

The program has identified four mission specific competencies. These competencies have been integrated into course learning objectives for PAD 623, 610, 795, and 730 (which will first be offered to students admitted after Fall 2016). Such competencies allow for a greater evaluation of whether the program achieves its mission statement ideals related to "...ensuring effective and accountable decision-making...", and "...increasing the likelihood of successful public governance....in a variety of public service settings, from governmental organizations to non-profit agencies and international bodies..." These mission-specific competencies, with student learning outcomes taken from MPA required course objectives below each

competency, include:

- To integrate social, economic, political, and global trends in the management of public organizations
- i. Integrate current social, economic, political, and global trends in public governance practices (PAD 610)
- ii. Propose methods to integrate social, economic, political, and global trends in cases of public sector organizational management (PAD 730)
- iii. Assess how the public sector workplace integrated social, economic, political, and global trends in managerial decisions (PAD 795)
- To apply relevant systems of accountability, performance management, and transparency in the management of public organizations
- i. Design an accountability and performance management plan for a public sector organization (PAD 610)
- ii. Apply relevant systems of accountability, performance management, and transparency to cases of public sector organizational management (PAD 730)
- iii. State how systems of accountability and performance management used in the public sector workplace influenced managerial decisions (PAD 795)
- To define the challenges of intergovernmental and intersectoral relations in public organizations
- i. Evaluate the effectiveness of collaborative governance plans in terms of current social, economic, and global trends, and the plan's inclusion of intergovernmental and intersectoral partners (PAD 610)
- ii. Define the challenges of intergovernmental and intersectoral relations in case studies of public organizations (PAD 730)
- To recognize the importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the delivery of public services
- i. Identify effective implementation steps in collaborative public programs or policies (PAD 623)
- ii. Evaluate the relative importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the cases describing delivery of public services (PAD 730)
- iii. Evaluate how the public sector workplace used collaborations with intergovernmental and intersectoral partners (PAD 795)

In its rubrics for competency-based learning, the program operationally defined these competencies with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623, 610 and 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Analysis

- Analysis demonstrates correct diagnoses regarding accountability issues
- Analysis demonstrates correct diagnoses regarding transparency issues
- Analysis demonstrates correct diagnoses regarding collaboration issues
- Analysis integrates appropriate international, societal, or economic trends
- Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners

Hide 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.

Historically, the program had three concentrations in its program: a state & local government concentration, a public management concentration, and a general concentration (i.e. the default MPA degree offered by the program that did not include any required concentration courses). In the Fall of 2013, the PAC revised the public management concentration into a nonprofit management concentration to reflect changing expertise of faculty members, to better achieve the program's mission statement ideal of "...providing enriched learning experiences..." in a variety of public sector organizations, including non-profit organizations. Additionally, the public management concentration did not have any concentration-specific competencies that distinguished it from the general concentration or even the state & local concentration. Discussion on this revision occurred within the PAC and AB over a number of years.

The program will officially start offering the nonprofit management concentration in the Fall of 2016. That concentration will consist of three required MPA courses (PAD 620: Nonprofit Management, PAD 621: Board Governance & Executive Leadership, and PAD 622: Strategic Planning for Public & Nonprofit Organizations) and one elective course (note: the elective course is replaced by an internship in a nonprofit organization for pre-service students). These courses will be offered in the program's eighteen month cycle of courses to ensure that students' can graduate from the program with the Nonprofit Management Concentration in the typical timeframe within which most MPA students graduate. To provide flexibility in that capacity, the program has already begun the process of putting PAD 621 online. While PAD 621 will still be offered face-to-face at least once every eighteen months, the online version of the course will be offered at least once every semester (Fall, Spring, Summer) every year. PAD 621 will be online by the Spring of 2017.

The state & local government concentration consists of two required MPA courses (PAD 665: Managing Modern Local Government and PAD 661: American State Government & Administration) and two elective courses (note: one of these elective courses is replaced by an internship in state or local government for pre-service students). These courses have been consistently offered in the program's eighteen month cycle of courses.

While the general concentration historically had no required courses since it was the default MPA degree offered by the program, in the Fall of 2013, this concentration was revised to require one MPA course (PAD 785: Strategic Leadership). This change, which will become official in the Fall of 2016, was made in order to provide additional concentration-specific assessments for the general concentration and also to reinforce the mission statement ideal of leading, managing, and serving in the public sector. PAD 785 is offered online every semester (Fall, Spring, Summer) every year and has also been consistently offered in face-to-face courses during the program's eighteen month cycle of courses.

For off-campus students, the program offers classes in a cohort format. Thus, when a concentration is offered off-campus, the required concentration courses have to be offered as part of that cohort's cycle of courses.

For off-campus students, the program offers classes in a cohort format. Thus, when a concentration is offered off-campus, the required concentration courses have to be offered as part of that cohort's cycle of courses. Note that the program takes great care to be specific in its marketing materials regarding which concentration is being offered at an off-campus center. For instance, as part of its marketing materials given to potential off-campus students, the program specifies a schedule of cohort classes that will be offered at an off-campus center and the name of the concentration offered at that center. In recent years, as the program's concentrations were revised, only the general concentration was offered off-campus. On-campus students still had the option of enrolling in any of the program's concentrations on-campus.

All of the program's concentrations help the program better achieve its mission via specific course offerings in each concentration. Since the program's mission statement specifically provides for "...enriched learning experiences..." that help students grow intellectually as they "...lead, manage, and serve..." in a "...variety

of public service settings..." the program needed both a nonprofit management concentration and a state & local government concentration to reflect the broad array of public service settings that exist in today's public administration environment. The general concentration's emphasis on strategic leadership also helps the program better achieve its mission statement ideal of "...ensuring effective and accountable decision-making as [students] lead, manage, and serve in the public sector..." Additionally, the offering of the program's concentrations help the program achieve its first strategic goal of "providing enriched, pracademic learning opportunities for students."

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

In the Fall of 2013, the program formally adopted a variety of competencies for all of its concentrations. These competencies were adapted by the program from a list of suggested learning competencies published by the Nonprofit Academic Centers Council (NACC) for the program's nonprofit management concentration and the International City/County Management Association (ICMA) for the program's state & local government concentration. At that time, additional competencies for the general concentration were also chosen by the program that reinforced the program's mission statement ideal of "...ensuring effective and accountable decision-making as [students] lead, manage, and serve in the public sector..." (note: the concentration-specific competencies for the general concentration could also be viewed as additional mission-specific competencies for students not choosing a more specific concentration-related course of study in the program. That is, if a student does not choose to study in the state & local government concentration or the nonprofit management concentration, then by default they are considered students in the general concentration).

Specific concentration-specific competencies are listed in the program's competency measurement plan in the attached Appendix to Standard 1. After adopting these specific concentration competencies, the program integrated them into each of the required courses by revising the master course syllabus for each course so that specific concentration competencies were integrated into the learning objectives of each required course and that public service projects were included in the master course syllabus that allowed for direct measurement of competencies in each course. Such actions have improved the student learning outcomes of in our concentration-specific courses by aligning courses in the nonprofit concentration and the state & local government concentration with suggested learning outcomes originating from professional organizations such as NACC and the ICMA that should make these courses more useful to students' careers while concurrently helping the program better achieve its mission-statement ideals. (note: at Central Michigan University master course syllabi have to be completed for every course offered by a program. They serve as the template for any instructor (e.g. tenured, tenure-track, non-tenure track) teaching a course).

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).

In examining the professional and academic qualifications of its faculty, the PAC also produces an annual matrix of concentration-specific qualifications to ensure that the program has at least two professionally or academically qualified faculty in each specific concentration (i.e. two faculty members for the nonprofit management concentration and two faculty members for the state & local government concentration. The general concentration is not included in the matrix since it is the program's default MPA degree) (see PAC Membership policy in the attached Appendix to Standard 3). In determining whether a faculty member is professionally or academically qualified for a concentration, the PAC applies its general standards on professional and academic qualifications to specific examples related to each concentration. For instance, in order to be professionally or academically qualified in the state & local government concentration, faculty member would have to publish a peer-reviewed research publication related to state & local government within the last three years, or attended a conference specifically related to state & local government once every two years until the member publishing a peer-reviewed research publication related to state & local government, or have three years of practitioner-based experience in state & local government.

For 2015-2016, the program had three members qualify for the state & local concentration and two members qualify for the nonprofit management concentration.

Cohorts offered outside the Mount Pleasant campus are organized under one specific concentration. If a student wishes to complete a different concentration than offered under the cohort they are provided with specific advising related to how, where and in what time frame they might accomplish this request. This

type of request is one of the reasons that students exceed the 100% graduation rate goal, as discussed in standard 4.3.3.c. The Mount Pleasant campus is currently able to offer multiple concentrations to the student population due to current enrollments. Upon acceptance into the entire program students are advised of when courses should be taken in order to complete their desired concentrations and advising is continuously offered to the student throughout their tenure in the program. Please see the Course Scheduling document in the attached Appendix to Standard 5, for examples of cohort schedules and degree completion timelines.

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.

The program directly supports the state & local government concentration and the nonprofit management concentration. Over the last five years, the program has invested funding in supporting the Michigan Local Government Management Association's (MLGMA) Fellowship program for MPA students. This funding was used to help support internships in local government for MPA students state-wide. Additionally, the program recently established a student chapter of the ICMA to give students more opportunities to network within the local government community. Finally, the program offers the Barbara P. Greene Endowed Scholarship in Political Science (i.e. the Greene Scholarship) and the Edward H. Potthoff Scholarship in Local Government Administration (i.e. the Potthoff Scholarship). The Greene scholarship is award to a student majoring in political science with an interest in state and local government, with preference first given to MPA students. The Potthoff Scholarship is only for MPA students with a demonstrated career interest in local government, a record of participation in local government, and a history of taking courses directly related to local government. The program typically offers each scholarship every year to qualified students. However, in some years the scholarships are not awarded due to a lack of qualified applicants. For both scholarships, a committee of PAC members or a committee of PAC members and local government managers, decides which applicant should receive the scholarship.

The program's students have enjoyed success in state & local government with recent graduates over the past three years receiving positions in: the State of Michigan's Department of Transportation; the State of Michigan's Budget Office; the local government of River Falls, Wisconsin (as an ICMA Fellow); the local government of Altoona, Wisconsin (as an ICMA Fellow); and the Downtown Development Authority of Jackson, Michigan (as the Executive Director). Additionally, a significant portion of our students were employed in the Michigan state government or in local government as they progressed through the program.

The program's nonprofit concentration is new and will only be offered officially starting in the Fall of 2016. However, even without the availability of that concentration, the program has recently produced graduates who received employment with nonprofit organizations or who were already working in nonprofit organizations as they progressed through the program. To help support this concentration, the program has a goal of achieving full membership in NACC and would also like to be associated with the Certified Nonprofit Professional (CNP) in the future.

Hide

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.

Hide

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 universal required competency analyzed by the program is "to analyze, synthesize, think critically, solve problems and make decisions." Currently, the program operationally defines this competency with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623, 713, 714, 773, 775 and 780) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Written Communications

- Abstract/Executive Summary includes the important details of the case under study
- Introduction presents succinctly important details about the issue
- Synthesis/integration of collected data/information occurred

Project's Team-Based Behaviors (if applicable)

- Team effectively solved problems

These indicators could measure public service projects in classes with the following course-learning objectives that link back to this public service competency:

- Conduct a cost-benefit analysis (PAD 623)
- Analyze selected budget features and cases, including expenditure and revenue budgets (PAD 713)
- Design and plan the conduct of analytical and evaluative research (PAD 714)
- Explain the multiple roles played by the public administrator and the constituencies to which they are ethically accountable for their decisions (PAD 773)
- Analyze how group interactions influence employee job satisfaction and productivity (PAD 775)
- Delineate the data analysis techniques used in the public sector (PAD 780)
- Describe the logic of the scientific process (PAD 780)
- Construct and test research questions and hypotheses (PAD 780)
- Analyze, synthesize, think critically, solve problems, and make effective decisions in specified public sector cases (PAD 730)
- Explain several significant and current budget issues facing national, state, and local budget decision makers (PAD 713)

2. Evidence of learning that was gathered:

In the 2014-2015 competency report (see Competency Plan in the attached Appendix to Standard 1), data for this competency was collected via the indicators mentioned above for public services projects in PAD 610, 665, 711, 714, 780, and 796. However, the most important data-points for this competency emerged from PAD 780 (the program's research methodology course) and 796 (the program's current capstone class which requires student to write a pracademic research paper). Data from additional courses where this competency could be measured (i.e. PAD 713 and 623) were not collected because assessments were not completed in those classes due to scheduling issues.

For the public service projects in assessed classes, assessors would apply the program's competency-based rubric to the students' projects produced in each class. In most cases, at least two assessors were used to evaluate the projects. For a majority of these cases, the assessors were the program's MPA Director and Assistant Director who were either academically or professionally qualified to conduct such assessments.

The requirements for each course's public service projects were explained in the program's competency plan as well as in the master course syllabi for each course. Additionally, either the MPA Director or Assistant Director would directly communicate to the courses' instructor to inform them of the competency based requirements of the course's public service project and work with them to design an acceptable public service project. For PAD 780 and 796, the requirements for the public service project include the completion of "a research project that includes analysis of data from disparate sources and is transparent and readable to all citizens."

As required by the MPA program's Public Service Competency Measurement Plan, students in the PAD 780 course will have to complete a research project that includes analysis of data from disparate sources and is transparent and readable to all citizens. The program strongly suggests that students use this project as the initial draft of their PAD 796 capstone/Plan B paper. In other courses (PAD 610, 665, 711, 714), the public service project assessed for data for this competency typically emphasizes the formation of a report/paper that analyzes a specific subject matter related to the course.

3. How evidence of learning was analyzed:

Data for each indicator in the rubric was quantified on an ordinal scale with 'superior' quantified as a score of 4.0, 'above average' quantified as a score of 3.0, 'average' quantified as a score of 2.0, 'below average' quantified as a score of 1.0, and 'not applicable' quantified as a score of 0.0. Scores from each assessor were then averaged across each indicator to provide a final averaged score for each indicator. Then, in order to make data interpretation more effective, these averaged scores for each indicator were transformed into the following scorecard categories:

- Green: superior/above average results achieved with mean scores of 4.0-3.0
- Yellow: average results achieved with mean scores of 2.9-2.0
- Red: below average results achieved with mean scores of 1.9 and below
- Gray: no data available for this indicator with mean scores of 0.0

Results from this scorecard were then collected by the MPA Director and shared with the PAC over a series of months in the Fall of 2015. After the sharing of results and initial PAC discussion of the data trends, the MPA Director wrote the 2014-2015 Competency Report and presented the report to the PAC at an additional, later meeting. That report included a number of data-driven recommendations written by the MPA Director that had previously been shared with the PAC. The PAC could adopt those recommendations, develop new recommendations based off competency data available in the report, or choose to adopt no recommendations whatsoever.

For this competency, the report noted that students in the MPA program experienced significant challenges constructing effective data analyses in a project's written communications. Just considering the PAD 796 class which requires students to produce a capstone/Plan B paper that includes some type of original data analysis, and just considering the operational definition of this competency as the synthesis/integration of collected data/information occurring in written communications, then the results across five course offerings of PAD 796 in 2014-2015 reveal the following:

- Two PAD 796 course offerings had average student scores for this indicator of 1.8 (i.e. a Red score)

- One PAD 796 course offering had average student scores for this indicator of 2.4 (i.e. a Yellow score)
- One PAD 796 course offering had average student scores for this indicator of 2.8 (i.e. a Yellow score)
- One PAD 796 course offering had average student scores for this indicator of 3.1 (i.e. a Green score)

Thus, during the 2014-2015 assessment cycle for this indicator and this competency, only one of the program's PAD 796 courses had an average score in the acceptable category (i.e. the green category which indicates superior/above average results). Such findings were especially disappointing given that the PAD 796 course is the course where MPA students should express mastery over this competency given that they have both been introduced to the competency and practiced the competency in courses like PAD 714 (Program Analysis & Evaluation) and 780 (Public Sector Research Methods).

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

To improve upon such data trends and to help 'close the loop' on this competency, the PAC formally adopted the following recommendations in the Fall of 2015. Such recommendations become official for students admitted to the program after Fall of 2016.

i. Courses that emphasize data analysis (i.e. PAD 714: Program Analysis & Evaluation and PAD 780: Public Sector Research Methods), have been placed under monitoring to determine if sufficient exposure to proper analytical techniques occurs. Monitoring entails the continued assessment of required public service projects in PAD 714 and PAD 780 initially required by the 2014-2015 competency-based learning plan.

ii. Bardach and Patashnik's A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving has been adopted as a required program text for all MPA students so that students can improve their ability to: define problems, assemble evidence, and implement an evaluation protocol that includes the analysis of alternatives and outcomes.

iii. All instructors include at least one data-analysis based case problem in their class.

Hide

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:

The program has identified four mission specific competencies. These competencies have been integrated into course learning objectives for PAD 623, 610, 795, and 730 (which will first be offered to students admitted after Fall 2016). Such competencies allow for a greater evaluation of whether the program achieves its mission statement ideals related to "...ensuring effective and accountable decision-making...", and "...increasing the likelihood of successful public governance....in a variety of public service settings, from governmental organizations to non-profit agencies and international bodies..." These mission-specific competencies, with student learning outcomes taken from MPA required course objectives below each competency, include:

- To integrate social, economic, political, and global trends in the management of public organizations
- i. Integrate current social, economic, political, and global trends in public governance practices (PAD 610)
- ii. Propose methods to integrate social, economic, political, and global trends in cases of public sector organizational management (PAD 730)
- iii. Assess how the public sector workplace integrated social, economic, political, and global trends in managerial decisions (PAD 795)

- To apply relevant systems of accountability, performance management, and transparency in the management of public organizations
 - i. Design an accountability and performance management plan for a public sector organization (PAD 610)
 - ii. Apply relevant systems of accountability, performance management, and transparency to cases of public sector organizational management (PAD 730)
 - iii. State how systems of accountability and performance management used in the public sector workplace influenced managerial decisions (PAD 795)

- To define the challenges of intergovernmental and intersectoral relations in public organizations
 - i. Evaluate the effectiveness of collaborative governance plans in terms of current social, economic, and global trends, and the plan's inclusion of intergovernmental and intersectoral partners (PAD 610)
 - ii. Define the challenges of intergovernmental and intersectoral relations in case studies of public organizations (PAD 730)

- To recognize the importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the delivery of public services
 - i. Identify effective implementation steps in collaborative public programs or policies (PAD 623)
 - ii. Evaluate the relative importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the cases describing delivery of public services (PAD 730)
 - iii. Evaluate how the public sector workplace used collaborations with intergovernmental and intersectoral partners (PAD 795)

In its rubrics for competency-based learning, the program operationally defined these competencies with the following types of indicators that could be measured in the public service projects of required classes (i.e. PAD 623, 610 and 795) as well as the program's current MPA Capstone/Plan B paper (PAD 796) and the program's future public service competency assessment (PAD 730) that will replace the Plan B paper requirement for students admitted after the Fall of 2016:

Project's Analysis

- Analysis demonstrates correct diagnoses regarding accountability issues
- Analysis demonstrates correct diagnoses regarding transparency issues
- Analysis demonstrates correct diagnoses regarding collaboration issues
- Analysis integrates appropriate international, societal, or economic trends
- Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners

While all of these mission-specific competencies were assessed in the program's 2014-2015 competency report, for the purposes of this sector of the self-study report the program is only reporting on the program's second mission-specific competency: to apply relevant systems of accountability, performance management, and transparency in the management of public organizations.

2. Evidence of learning that was gathered:

In the 2014-2015 competency report (see Competency Assessment Report in the attached Appendix to Standard 5), data for this competency was collected via the indicators mentioned above for public services projects in 610, 665, 711, 714, 780, and 796. However, the most important data-points for this competency emerged from PAD 610 (Foundations of Public Administration) as the program's competency measurement plan emphasizes this course as one of a small sequence of courses that specifically introduce, practice, and master mission-specific competencies. Thus, evidence for this competency will emphasize PAD 610. Data from additional courses that emphasize this competency (i.e. PAD 795 and 730) were not collected because of low numbers of students taking the program's internship course (PAD 795) and the fact that

PAD 730 is a new course that is only applicable to students admitted after the Fall of 2016. For the public service projects in PAD 610, assessors would apply the program's competency-based rubric to the students' projects produced in class. In most cases, at least two assessors were used to evaluate the projects. For a majority of these cases, the assessors were the program's MPA Director and Assistant Director who were either academically or professionally qualified to conduct such assessments. The requirements for each course's public service projects were explained in the program's competency plan as well as in the master course syllabi for each course. Additionally, either the MPA Director or Assistant Director would directly communicate to the courses' instructor to inform them of the competency based requirements of the course's public service project and work with them to design an acceptable public service project. For PAD 610 and 796, the requirements for the public service project that linked back to this mission-specific competency included designing an accountability and performance management plan for a public sector organization.

3. How evidence of learning was analyzed:

Data for each indicator in the rubric was quantified on an ordinal scale with 'superior' quantified as a score of 4.0, 'above average' quantified as a score of 3.0, 'average' quantified as a score of 2.0, 'below average' quantified as a score of 1.0, and 'not applicable' quantified as a score of 0.0. Scores from each assessor were then averaged across each indicator to provide a final averaged score for each indicator. Then, in order to make data interpretation more effective, these averaged scores for each indicator were transformed into the following scorecard categories:

- Green: superior/above average results achieved with mean scores of 4.0-3.0
- Yellow: average results achieved with mean scores of 2.9-2.0
- Red: below average results achieved with mean scores of 1.9 and below
- Gray: no data available for this indicator with mean scores of 0.0

Results from this scorecard were then collected by the MPA Director and shared with the PAC over a series of months in the Fall of 2015. After the sharing of results and initial PAC discussion of the data trends, the MPA Director wrote the 2014-2015 Competency Report and presented the report to the PAC at an additional, later meeting. That report included a number of data-driven recommendations written by the MPA Director that had previously been shared with the PAC. The PAC could adopt those recommendations, develop new recommendations based off competency data available in the report, or choose to adopt no recommendations whatsoever.

For this competency, the report noted that students in the MPA program seemed to do an effective job of producing an analysis that demonstrates 'correct diagnoses regarding accountability issues.' In one course offering of PAD 610 during the 2014-2015 assessment period, students in that course had an average student score for this indicator (i.e. producing an analysis that demonstrates 'correct diagnoses regarding accountability issues') that links back the mission-specific competency 'to apply relevant systems of accountability, performance management, and transparency in the management of public organizations' of 3.0 which translates to a green, acceptable score for this indicator and competency for the PAD 610 course.

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

Based off data for this indicator that links back to this mission-specific competency, the PAC decided to make no change to its programming. With all of the mission-specific competencies newly integrated into the master-course syllabi of PAD 610, 623, 795 and 730; and with PAD 730 only being applicable to students admitted after the Fall of 2016, the PAC decided to not take any corrective action based on data-points for mission-specific competencies. Instead, the PAC felt that the program had already made substantial changes to its programming in the Fall of 2013 related to the achievement of mission-specific competencies (e.g. integration of mission-specific competencies into the course objectives of its required courses, the replacement of PSC 514: American Public Policy-making with PAD 623: Public Policy Process to better expose students to universal and mission specific public service competencies).

exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

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

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

Beginning in the Fall of 2010, the program established the Practitioner in the Classroom experience (PITC). The PITC experience included the teaching or co-teaching of at least one course in the MPA program by a current practitioner working in the public sector. Offered at least once to every student, the PITC program allowed students to better link course theories and topics to practical examples from the current working environment of the public sector. Additionally, the PITC experience exposed students to current trends occurring in the public sector.

The program has also invited its current students and incoming students to meetings of the program's Advisory Board (AB). The AB's roster is comprised entirely of current public sector practitioners. Students can attend these meetings, offer comments, but not vote on any matters before the board. In this way, the program is trying to connect its students to current practitioners who are actively involved in the program. Typically, the AB meets at least once a year.

Since 2012, the program has also been an active participant in the annual Seoul Case Study Field Trip offered by the Seoul Metropolitan Government and the University of Seoul and have offered a variety of study-abroad opportunities for students as part of its Tigre-Net research association. Annual research meetings conducted in these study-abroad opportunities typically have a mix of international practitioners and academics participating that further expose students to different dimensions of the public service profession.

Hide **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.

If available, please provide the budget of the degree seeking accreditation 793,219.31

6.1a Overall budget for program Decreasing

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

Budget & Program Administration

Over the last five years, the program's discretionary budget devoted to program administration has been decreasing yet its budget support for personnel (e.g. tenure-track faculty, full-time non-tenure track faculty, and staff) has increased. Each year, the program receives a discretionary budget allocation from the Dean of the College that it can use to fund a variety of program administration activities that support its mission. The discretionary budget is under the control of the PAC and is most commonly used to fund meetings of the advisory board, the payment of NASPAA dues and other public administration memberships, on-campus marketing flyers, competency based assessments, TIGRE-Net meetings, and support for faculty for their research and creative endeavors. Note that the discretionary budget is not used for normal operating expenses such as supplies, paper, telephones, etc. Such expenses are paid for by the Department's annual budget. Additionally, the discretionary budget is not used to pay for faculty travel to the program's off-campus cohort locations or for marketing the program (such expenses are paid for by either the College or the Global Campus unit of the University). Rather, the discretionary budget is strictly used to support and invest in the program.

The discretionary budget allocation is usually based on enrollment numbers. Thus, as the program's enrollment numbers have declined, the discretionary budget allocation has also declined. While it is difficult to completely explain all of the factors causing the program's enrollment declines, the program believes that most of its enrollment declines have been driven by:

- Budget reductions for Global Campus' marketing efforts

In previous years, the program actively worked with the University's Global Campus Division to market the program to several different off-campus cohort locations chosen by the PAC. However, in the Summer of 2015 the program was informed that due to budget cuts at Global Campus, the marketing team would only be able to market one off-campus cohort per year. Such a reduction led to far fewer MPA off-campus cohorts.

- Internal competition

Internal competition from the University's Master of Science in Administration-Public Administration Concentration (MSA-PA) has also led to enrollment declines in the program. During the last five years, the MPA program has communicated with a variety of students who have chosen the MSA-PA, rather than the MPA, because the MSA-PA program is online. Additionally, based on discussions with students, some confusion between the two programs exists with at least some students confusing the MSA-PA degree with an MPA degree. The overall MSA program also has a much larger marketing effort and more direct access to support services than the MPA program. This combination of marketing, confusion regarding degrees and online availability often results in students who would have traditionally chosen an accredited MPA program to instead enroll in the MSA-PA program.

Because of enrollment declines, during the past three years, the MPA program's discretionary allocation has gone from \$50,000 (2014-2015), to \$25,000 (2015-2016) to \$10,000 (2016-2017). Ultimately, the program feels that it can continue to fulfill its mission with this 2016-2017 amount. Indeed, the program has some carry-forward monies leftover from previous years' discretionary budgets because our full discretionary budget allocation was not entirely spent (or recaptured by the Dean) (this amount is approximately \$13000 as of Summer 2016). Due to this current cycle of budget retrenchment, the program will no longer be able to use its discretionary budget to help fund future TIGRE-Net meetings. To counteract this, faculty members on the PA Council have successfully lobbied for and then received additional revenue from the President's Office to continue to fund TIGRE-Net meetings for the foreseeable future. For example, the University has pledged \$20,000 to support the next TIGRE-Net meeting in the Fall of 2016.

Historically, the program has used its annual discretionary budget to fund the following programmatic

activities: i) partial funding of TIGRE-Net meetings; ii) professional development support for faculty members; iii) payment of associational dues; iv) one-time training events for faculty (e.g. grant training); v) infrequent, limited support for additional graduate assistants; and vi) meetings of the program's Advisory Board (AB). With recent declines to the discretionary budget, the program now only uses its discretionary budget for: i) payment of associational dues and ii) meetings of the program's Advisory Board (AB). The rest of the previously funded activities are now either funded by the Department (i.e. professional development support and graduate assistants) or the University (i.e. partial funding of TIGRE-Net meetings). Currently, the program feels it can continue to fulfill its mission with these additional levels of support from the Department and the University.

In 2015, a decision was made by the Provost to remove program designations for graduate assistantships in our College and to transfer a number of assistantships between Colleges to better reflect student enrollments. As a consequence of that decision, the MPA program technically lost 2.5 graduate assistantships. Those graduate assistantships were then awarded to the Department. In practice, this has not yet led to a decrease of MPA Graduate Assistantships. We have only lost the technical requirement of at least 2.5 graduate assistantships being reserved for the MPA program.

The program has taken the following steps to ensure program quality in the face of declining enrollments and reductions in its budget. First, in the Fall of 2015, the PAC made the decision to retrench its off-campus, face-to-face program to Michigan in order to ensure programmatic quality. Historically, the program had enjoyed robust off-campus, face-to-face cohorts in the University's off-campus centers in Richmond, Virginia; Alexandria, Virginia; Atlanta, Georgia; and selected locations in Michigan. However with the University making the decision to entirely close its centers in Richmond and Alexandria, in addition to the program's overall reductions in budget, the PAC felt that the only way to ensure continued programmatic quality in off-campus face-to-face cohorts was to shrink the program only to Michigan. Such a decision allowed the program to use its faculty and staff in a more cost-effective way since costs associated with travel across the country no longer became an issue. Additionally, such a decision allowed the program's faculty more time to focus on improving the quality of the program through competency-based data assessments.

Second, the program has been in a three-year process of curriculum and program revision. Many of those revisions were designed to improve the quality of the program while also making the program more relevant to all public sector professionals. For example, while the program's research methods course was historically named "Research in Public Administration in Political Science," the course's new name is "Public Sector Research Methods." Additionally, the program removed the historical admissions requirement of the program of having eighteen hours of undergraduate social science coursework as that requirement confused potential students and caused some students with undergraduate degrees in environmental sciences to think that they were not eligible to apply to the program. With all of the program's revisions finally becoming official for all students admitted starting in the Fall of 2016, the program should be more focused on preparing students for careers in public administration.

Third, the program has expanded the job of the Assistant Director of the program in order to improve programmatic quality during a time of budget retrenchment. The Assistant Director is professionally qualified to teach in the program and is currently pursuing a PhD. Thus, using the Assistant Director in some classes and in some course assessments made sense given the career goals of the Assistant Director and the current budget realities of the program.

Fourth, the program has expanded its use of student chapters. During the SSY, the program established a student chapter of the ICMA to complement its chapter of Pi Alpha Alpha. The goal is for the program's students and faculty to activate these chapters in order to bring additional practitioner-based events to students that should help market the program to new students while concurrently enhancing the program's quality.

Fifth, the program has started to explore the idea of moving its program to the online environment in order to enhance program quality in a time of budget retrenchment. In the Fall of 2015, the program's Advisory Board (AB) discussed the challenges, advantages, and disadvantages of such a move. And while no formal action was taken by the AB on moving the program to the online environment, a consensus emerged in the discussion that the program will most likely have to transform itself into the online environment in order to meet the instructional demands of future students (many of whom desire online education) as well as to meet the realities of the future public sector working environment. That is, members of the AB noted that they are currently experiencing more meetings occurring in the online environment at their workplaces and more content being stored in the online environment. Thus, to better

achieve its mission, the program may want to move to the online environment as the public sector workforce is clearly already there.

Since that time, three of the program's nucleus faculty members, as well as the Assistant Director of the program, have been trained by the University in online teaching (an additional two of the program's nucleus faculty members had already received online training in previous years. The program has made no formal decision to take its program to the online environment. Such a decision could only be made by the program's PAC. However, given demographic trends in the state of Michigan and the Midwest, the program will most likely have to go online in the future if it wants to maintain a quality, accredited program with growing resources.

Sixth, the program has explored ways to make its off-campus face-to-face cohorts more relevant to the current public sector workforce. In the Fall of 2015, the PAC approved a potential new cohort in Traverse City/Petoskey, Michigan. This cohort would be spread across two off-campus centers (i.e. one in Traverse City and one in Petoskey). During a course's meeting weekend, the instructor would be in one center (e.g. Traverse City) with students, while students at the other center (e.g. Petoskey) would video-conference into the Traverse City center with the instructor in real-time. During the course's next meeting weekend, the instructor would be at the other center (e.g. Petoskey) with students while students at the other center (e.g. Traverse City) would video-conference into the Petoskey center with the instructor in real-time.

Further cuts to the program's discretionary budget would result in the program's Advisory Board (AB) being unable to meet. Thus, a key component of the program's governance structure would be compromised.

However, the Director the program feels that he could go the Dean of the College and find more resources to fund such meetings if further cuts ever occur. As an example of such continued support for the program, over the last five years, the University has made a number of faculty investments in the MPA program. These investments include the hiring of a new full-time, non-tenure track faculty member; continual contract renewals for another full-time, non-tenure track faculty member; the hiring of two tenure-track faculty members; and the continued support of program staff (i.e. the Assistant Director of the program; course releases and summer salary for the MPA Director). During the last three years, new faculty members in the MPA program have typically received approximately \$3,000 for moving expenses and professional development 'start-up' packages ranging from \$6,000 to \$10,000.

For 2016-2017, the university has also provided the program with an additional funding level of \$20,000 in 2016 to help support a conference on Urban Renewal in Detroit, Michigan being organized by a PAC member (i.e. David Jesuit). The program's faculty are participating in this conference and the conference is being organized by a member of the program's PAC.

In addition to its discretionary budget, the program has a permanent budget related to salary and benefits of its faculty and staff. As detailed in the table below, the current budgeted amount for faculty and staff wages and benefits is \$783,219.31 during the self-study year. This budgeted amount has remained constant during the last five years, with slight changes due to faculty retirements and the hiring of new faculty members.

Over the last five years, the University has made a number of faculty investments in the MPA program. These investments include the hiring of a new full-time, non-tenure track faculty member; continual contract renewals for another full-time, non-tenure track faculty member; the hiring of two tenure-track faculty members; and the continued support of program staff (i.e. the Assistant Director of the program; course releases and summer salary for the MPA Director). During the last three years, new faculty members in the MPA program have typically received approximately \$3,000 for moving expenses and professional development 'start-up' packages ranging from \$6,000 to \$10,000.

For 2016-2017, the university has also provided the program with an additional funding level of \$20,000 in 2016 to help support a conference on Urban Renewal in Detroit, Michigan being organized by a PAC member (i.e. David Jesuit). The program's faculty are participating in this conference and the conference is being organized by a member of the program's PAC.

In addition to its discretionary budget, the program has a permanent budget related to salary and benefits of its faculty and staff. As detailed in the table below, the current budgeted amount for faculty and staff wages and benefits is \$783,219.31 during the self-study year. This budgeted amount has remained constant during the last five years, with slight changes due to faculty retirements and the hiring of new faculty members.

Budget for Personnel Costs for Nucleus Faculty and Staff (Salary and Benefits)

Faculty & Staff

Salary Benefits Additional Salary Total

Lawrence Sych \$92,213.00 \$43,666.85 \$135,879.85

Thomas Greitens \$72,355.00 \$32,159.90 (MPA Director Summary Salary) \$12,068.82 \$116,583.72

Sharon Kukla-Acevedo \$73,569.00 \$35,772.69 \$109,341.69

Emma Powell \$64,000.00 \$32,069.20 \$96,069.20

So Hee Jeon \$65,000.00 \$21,809.06 \$86,809.06

Bill Cowles \$69,318.00 \$18,446.72 \$87,764.72

Nancy Quarles \$54,170.67 \$10,569.83 \$64,740.50

Laura Orta \$50,159.00 \$35,871.57 \$86,030.57

Total \$783,219.31

Supporting Personnel

The program has an Assistant Director of the MPA program. The Assistant Director's job responsibilities include, but are not limited to:

- Acting as the liaison and primary contact person for students, alumni, faculty, staff, and graduate assistants
- Assisting in the day-to-day management of the program
- Assists the MPA Director with program management, including NASPAA accreditation, program assessment, curricular development, budgeting activities, program marketing, advising, and the supervision and training of MPA graduate assistants
- Fulfill the responsibilities of the Diversity Coordinator in accordance with program and University policies including providing diversity training sessions to staff and students

Additionally, since 2013 the Assistant Director has taken a more active role in curricular development, assessment, and the teaching of some MPA classes. This expansion of job responsibilities occurred since the Assistant Director is professional qualified to take on those responsibilities and has also started to work on a Ph.D. to further her career goals. Overall, the supporting personnel funded in the program is adequate.

The individuals serving on the PA Advisory Board provide support to the program through their participation in the assessment of courses, their advising of students within the program and applicants considering applying, their service and attendance of the Advisory Board meetings as well as review and input of program policies and initiatives.

Teaching Loads/Class Sizes/Frequency of Class Offerings

Resources supporting teaching loads are adequate. Such resources emerge from the College and are not part of the program's annual discretionary budget. The typical teaching load in the department is a 3/3 schedule for tenured and tenure-track faculty with three classes taught in the Fall semester and three classes taught in the Spring semester. MPA program faculty also follow the same teaching schedule with a typical schedule including two undergraduate courses and one graduate course a semester. However, sometimes MPA faculty members have to teach two graduate courses in one semester or all undergraduate courses in one semester due to the schedule of courses being offered. Full-time, non-tenure-track faculty members in the MPA program (i.e. Bill Cowles and Nancy Quarles) are on a 4/4 schedule with four graduate courses taught per semester, including summer teaching responsibilities. Per the University's contract with all of its faculty, MPA faculty members are also able to teach an additional three courses a year for additional compensation. However, such teaching is strictly voluntary.

The MPA Director (i.e. Thomas Greitens) receives a two course reduction in teaching load each year.

Additionally, the current Chair of the Department during SSY (i.e. Lawrence Sych) is an MPA program faculty member who receives a three course reduction in teaching load each year for being chair. The Department's current Internship Coordinator during SSY (i.e. Sharon Kukla-Acevedo) is an MPA program faculty member who receives a one course reduction in teaching load each year. New tenure-track faculty members hired into the Department received a one to two course reductions in teaching load during their first year depending on the faculty member's arrangements specified in their initial employment contract. All MPA faculty members who receive course reductions typically use their reductions for undergraduate classes, rather than MPA graduate classes.

In the SSY, MPA class sizes ranged from eight students to twenty-five students. Typically, MPA classes average approximately thirteen to fifteen students with classes above fifteen students being anomalies. As mentioned elsewhere in this report, MPA classes are offered on an eighteen month rotation for on-campus students and in a cohort style format for off-campus students.

Information Technology

All faculty members in the department, including MPA faculty, can apply for new computers every three years. MPA faculty member's computers include statistical software packages and Microsoft-office based applications. Additionally, both on and off-campus classes are 'smart classes' with computers with overhead projectors, visualizers, and access to the internet in the class, and adequate classroom space devoted to student computer labs with access to statistical software. Computer labs on-campus are primarily used by undergraduate students. However, off-campus University locations where the MPA program is offered also have dedicated computer labs and are primarily used by graduate students. These labs, both on and off-campus, can be reserved for MPA courses if needed (for instance, they can be reserved for a course on research methods). In general, access to information technology is adequate within the program.

Library

The University's library has professional and courteous staff who help in the securing of documents needed for research and teaching. At the request of faculty, the library will come to classes to explain access to materials and different databases, and also arrange tours for students. The library also has interlibrary loan services and a very quick 'documents on demand' service whereby articles from journals not currently carried by the library are sent to faculty members and students within 48 hours (and often within 24 hours for faculty).

The library does currently have complete access to traditional public administration journals such as Public Administration Review, the American Review of Public Administration, Public Performance & Management Review, and Administration & Society (to name just a few journals). However, the library does not have complete access to the Journal of Public Administration Research & Theory. Additionally, some PAC members feel that the library could expand its access to journals related to Nonprofit Management and State and Local Government.

PAC members are also concerned that access to public administration journals could be cut in the future. Over the last seven years, the library has reduced its subscriptions to social science based journals. The MPA Director and Assistant Director have met with library staff about this issue and staff are working with the program to ensure that journal offerings for public administration do not decline.

Overall, the program would like more access to more public administration journals. However, the current access levels do not compromise the achievement of the program's mission statement.

Writing Center

Central Michigan University Writing Center (CMU WC) is founded on the philosophy that writing should be at the center of a college education. The CMU Center has been in existence since 1978, when the then "Lab," under the auspices of the English Department, began providing one-to-one peer tutoring to basic writing students. In 1998, with funding from a CMU New Initiatives grant, the Center expanded its vision, its mission, and its services, offering assistance university-wide while continuing its involvement in the basic writing curriculum. The Center has grown tremendously since 1998. It now includes three sites, staffed with

over 50 writing consultants offering 500 to 600 service hours per week, and provides multiple services to the university community: on-site and online sessions, workshops, and faculty development (WAC-WID). Center services include one-to-one consulting, on-site and online, for-credit classes, workshops, and outreach. One-to-one consulting resulted in close to 15,000 sessions in 2011-12. During the academic year, the Center is open on campus over 125 hours weekly among the three sites: Sunday 5:00 p.m. to 9 p.m., Monday through Thursday 9:00 a.m. to 9:00 p.m., and Friday 9:00 a.m. to 1:00 p.m. The online service operates continuously during the year (24/7, with a 2-day turn-around time for submitted papers.). The Center works with writers throughout the CMU community: graduate and undergraduate students.

Classrooms, Offices, and Meeting Space

The program has access to adequate classroom space with all classrooms on and off-campus having access to computers and 'smart classrooms.' The program also has adequate office and meeting space. Currently, each MPA faculty member has their own University office, with the exception of Bill Cowles who works from home. The program also has access to the Department's conference room to hold meetings of the PAC. The program also has a small conference area in the MPA Director's Office and sufficient room in the Director's office to store files and meet with students.

The Assistant Director's office provides sufficient room and specific space for conversations related to diversity and cultural issues. Located on the ground floor, the Assistant Director's office provides students the opportunity to seek advising and assistance in a safe space. As the diversity coordinator the assistant director is often sought out by female international students, typically Saudi females, to speak about culture and diversity issues. The Assistant Director's office is also certified as a safe zone for LGBTQ students, and is certified as a space where active duty service members and veterans, who are reluctant to ask for help from the director or their instructor due to the culture of the military, can seek advice and guidance.

How frequently required courses are offered:

For on-campus students, the program has adopted an eighteen month rotation of all required courses (note: this does not include the new non-profit concentration that will begin in the Fall of 2016. However, once that concentration begins, it will follow the same eighteen month rotation). The program also has two required courses online (PAD 711: Public Personnel Management and PAD 785: Strategic Leadership which will be a required course for the General Concentration starting in the Fall of 2016. The program also had PSC 514: American Public Policymaking online. However, starting in the Fall of 2016, this program has been removed by the PAC as a required course). All of these courses are offered online every semester.

For off-campus students, the program operates in a cohort format. Thus, the required courses are offered just once in that cohort. If a student for some reason misses a required course in the cohort, then the program: works with the student to take the course at another location (if possible), works to schedule the required course again at that specific location immediately after the cohort ends, or works to schedule an individual tutorial with the student on the required course.

Hide 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
Course 1 American Public Policy Making PSC 514	One semester, session, or quarter per year
Course 2 Foundations of Public Administration PSC\ PAD 610	One semester, session, or quarter per year
Course 3 Public Personnel Administration Practice PSC\PAD 711	One semester, session, or quarter per year
Course 4 Public Budgeting and Finance PSC\PAD 713	One semester, session, or quarter per year
Course 5 Program Analysis and Evaluation PSC\PAD714	One semester, session, or quarter per year

Course 6	Organization Theory in Public Administration PSC\PAD 775	One semester, session, or quarter per year
Course 7	Research in Public Administration in Political Science PSC\PAD 780	One semester, session, or quarter per year
Course 8	Internship in Public Administration PSC\PAD 795	Every semester, session, or quarter
Course 9	Applied Research in Public Administration PSC\PAD 796	Every semester, session, or quarter
Course 10	Public Policy Processes PAD 623	One semester, session, or quarter per year
Course 11	Administration & Ethics in Public Service PSC/PAD 773	One semester, session, or quarter per year
Course 12	Public Service Competencies PAD 730	Every semester, session, or quarter

Hide **6.2b**

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

Hide **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)

Most students complete the program in 24 months. Thus, the course rotation is adequate given program completion times. To increase flexibility within the program in regards to required course offerings, the program is starting to explore putting additional courses online. Note that the program has established a new nonprofit concentration starting in Fall 2016. This includes new courses which have yet to be offered in the self-study year or two previous years. The program will offer these new courses in the same scheduling format as previously offered concentrations so that students can complete the concentration requirements within 24 months.

Hide **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 has been requested in previous sections of the self-study;** this standard addresses *how* and *where* the key elements of the data are made **publicly accessible**.

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. *Some* of that data will be made public by NASPAA to provide public accountability about public affairs education. NASPAA will make key

information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the **"Information to be made public by NASPAA"** section found at the bottom of this page.

Other data will have to be posted **by the program** on its website (or be made public in some other way). **That data is to be included by the program in the form 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).

Hide **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.

Hide **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.

Degree Title <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Organizational Relationship between Program and University <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Modes of Program Delivery <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Number of Credit Hours <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Length of Degree <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

List of Dual Degrees <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

List of Specializations <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Fast-track Info <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Number of Students <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

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

Mission Statement <https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Hide Faculty - From Standard 3

Number of Faculty Teaching in the Program

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Program Faculty identified including credentials

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Hide Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state)

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Description of Financial Aid Availability, including Assistantships

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Hide Admission - From Standard 4.2

Admission Criteria

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Hide Career Services - From Standard 4.3

Distribution of placement of graduates (#)

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Hide Current Student - From Standard 4.3

Internship Placement List

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Hide Graduates - From Standard 4.3

Completion Rate

(Percentage
of class
entering
five years
prior to self-
study year
that
graduated
within 100%
of degree
program
length and
within 200%
degree
program
length)

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Pages/default.aspx>

Warning:

When you have completed your Self Study Report you should click the Submit and Lock button below. This certifies that you have finished the report and wish to submit it to COPRA for review. After you have clicked the Submit and Lock button you will no longer be able to edit your data in the Self Study Report (though you will be able to view it). If you have mistakenly clicked the submit and lock button please contact Stacy Drudy at drudy@naspaa.org.

Submit and Lock (!)

No