SELF-STUDY
SAN FRANCISCO STATE UNIVERSITY
MPA PROGRAM

2013
SIGNATURE PAGE

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# TABLE OF CONTENTS

**PRECONDITION OF ACCREDITATION** ................................................................. 1

**STANDARD 1** ........................................................................................................... 3

  **LOGIC MODEL** .................................................................................................. 18

**STANDARD 2** .......................................................................................................... 26

**STANDARD 3** .......................................................................................................... 33

**STANDARD 4** .......................................................................................................... 45

**STANDARD 5** .......................................................................................................... 68

**STANDARD 6** .......................................................................................................... 80

**STANDARD 7** .......................................................................................................... 91

**APPENDICES** ......................................................................................................... 95

  I. **STUDENT LEARNING OUTCOMES ASSESSMENT DATA**
  II. **FACULTY CVs**
PRECONDITIONS FOR ACCREDITATION REVIEW

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4 Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students’ interpersonal and communication skills. Programs departing from campus-
centered education by offering distance learning, international exchanges, or innovative delivery systems must
demonstrate that the intentions of this precondition are being achieved and that such programs are under
the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of
faculty of record, and communications between faculty and students.
STANDARD 1. MANAGING THE PROGRAM STRATEGICALLY

Standard 1:
1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including

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

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

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

Meeting the Standard
1.1.1 Program History

The Public Administration Program was officially established as an independent graduate degree offering program in 1979, admitting eleven students that first year. It was created as an interdisciplinary program to offer an applied social science degree dedicated to educating students to work in the public sector.

The program was originally organized as a coordinated program by committed interdisciplinary faculty in the College of Behavioral and Social Sciences. The founding faculty were from political science, urban studies, social science and international relations, economics, sociology and social work.

An external director was hired in 1984 to lead the program. By 1996, the program had three full-time faculty members and the remaining founders, six of whom were still important members of the core. With this interdisciplinary group of faculty, the program became accredited in 2000.

Immediately after accreditation was achieved, however, individuals from this group began to retire or take early retirement and by 2006, all interdisciplinary faculty were gone. With the support of the Dean, we were able to add two full-time positions so that by 2006, we had 5 full time positions. Adding to them was a position in budgeting and finance so that by Fall 2007, there were 6.0 FTEF in Public Administration.

At the same time, the Program was growing in terms of number, diversity and quality of students. Directly after our initial accreditation in 2001, the Program began to grow (see Figure 1), attaining a peak of 153 students in 2007-2008. By 2003, we were able to become much more selective in admissions, hovering around fifty percent acceptance rate from 2004 to 2008 and then
declining even more to about thirty percent (with the lowest 18.8%) in 2011. By 2009, we were also a majority minority program.

**Figure 1.1.1: Number of Students Enrolled in MPA Program, 1983 - 2012**

The Program, by then a full Department, was re-accredited in 2007. At the time, we were also seeking a move to the SF State Downtown Campus (where the MBA Program was already housed). In January, 2008, we made the move to the Downtown Campus; this allowed the MPA program to achieve an important next stage of development. Given the main campus’ lack of space, faculty shared offices and there were few rooms for anything but classes.

In our new space, however, we had individual offices and a dedicated seminar room so the program was able to host career development and other kinds of workshops, information sessions for prospective students, and professional development activities. In addition, we partnered with the local chapter of ASPA and began having ASPA meetings in our space.

By 2009-2010, San Francisco State, like other institutions in California, was experiencing extreme financial distress and a campus reorganization occurred. With our input, we became part of a new school, the School of Public Affairs and Civic Engagement, located in what is now called
the College of Health and Social Sciences (formerly called the College of Health and Human Services). We are in our second year in the new college and are getting used to a new culture and new colleagues.

A long-time faculty member retired in December and we are waiting to hear about hiring within that line again.

We maintain a strong focus as an interdisciplinary program that balances theory and practice, strives for excellence and has a strong emphasis on social justice. We are known as a program that is representative of the diversity in the Bay Area and that has excellent students, curriculum and faculty.

1.1.2 Current Program Mission Statement

The mission of the SF State MPA Program is to enhance individual and organizational capacity to serve the public and nonprofit sectors through engaged and innovative teaching, research and service.

- We teach effective public administration by enriching students with knowledge and skills to inspire innovation and motivate continuous improvement.
- As faculty and students, we work to provide applied research and service to the community.
- We instill an appreciation for public service values such as civic engagement, effectiveness, sustainability, inclusivity, accountability, equity and social justice.

This mission statement was adopted in February 2013. As reflected here, as well as in earlier statements, our Program seeks to educate students who work across the breadth of the public and nonprofit sectors.

1.1.3 Mission Statement Location Online

The updated mission statement is available online at http://mpa.sfsu.edu/content/strategic.

1.1.4 Development of the Mission Statement

The mission statement was developed after a lengthy process of revision. We began by having a session with our Advisory Board on the values of public service we should explicitly incorporate into our program. We took that input, created a draft mission statement, and solicited feedback from students and alumni via our FaceBook page and email lists. Based on that feedback, the faculty revised the draft and went back to the Advisory Board with the revision. They made more suggestions for revisions and, in February 2013, we finalized the statement seen here. The prior mission statement had been adopted in 2006, a revised version of one that appeared in earlier strategic plan in 1998.
1.1.5 Values Reflected in Our Mission Statement

The values reflected in our mission statement are:

- Civic engagement
- Effectiveness
- Sustainability
- Inclusivity
- Accountability
- Equity and
- Social justice

1.1.6 Stakeholder Participation in Mission Development

Table 1.1.6 contains information about how program stakeholders are involved in various stages of the Program mission.

<table>
<thead>
<tr>
<th>Stakeholder 1.1.6</th>
<th>Frequency of Involvement (drop down menu)</th>
<th>Type of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Semi-annually or more often</td>
<td>• advisory in early stages of mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Alumni</td>
<td>Semi-annually or more often</td>
<td>• advisory in early stages of mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Advisory Board*</td>
<td>Semi-annually or more often</td>
<td>• able to initiate mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• advisory in early stages of mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• advisory in latter stages of mission review and development</td>
</tr>
</tbody>
</table>
Basic descriptive information about the program includes:

A. **Overarching Program Emphasis**
   Public Administration, Regional, Nonprofit

B. **Program Student Population Emphasis**
   In-service students

C. **Program Placement Emphasis**
   City, County, or other local government in the same country as the program plus Nonprofit organizations

**Specializations:** City / Local, Criminal Justice, Environment, General / Public Management, Nonprofit Management, Public Policy Analysis

### 1.2.1 Connections between Program Goals and Purpose / Public Service Values

Our program goals are explicitly linked to our program’s Mission and Public Service Values. Our first goal (*Goal 1*: Ensure all students leave the program with an understanding of the mechanics and values of contemporary public services,) is based upon the need to ensure that all students understand and incorporate the values of contemporary public service.

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<table>
<thead>
<tr>
<th>Employers</th>
<th>Semi-annually or more often</th>
<th>development</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Administration</td>
<td>Never</td>
<td>Never</td>
</tr>
<tr>
<td>Faculty</td>
<td>Semi-annually or more often</td>
<td>• able to initiate mission review and development</td>
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<td></td>
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<td>• advisory in early stages of mission review and development</td>
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<td></td>
<td></td>
<td>• advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Members from other University Colleges/Schools</td>
<td>Never</td>
<td>Never</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* If Advisory Board Contains Alumni, please note that composition here.
Goals 2, 4, and 5-8 specifically address how the faculty intend to ensure that “individual and organizational capacity” is created “through engaged and innovative teaching”. Goal 2 and Goal 4 commit the faculty to provide applied learning and a balance of theory and practice; this type of pedagogy ensures students will be prepared to provide effective and accountable services in their agencies. Goal 5 concerns innovation and incorporating cutting edge issues in the curriculum; the inclusion of this goal helps to ensure that newer concepts and values such as sustainability are also incorporated into the curriculum. Goals 6 and 7 further underlie the values of effectiveness, accountability and ethics as they are the traditional values of public administration as a discipline. Goal 8 ensures the perspectives of equity and diversity are also incorporated into the curriculum and all of the Program’s activities.

The remainder of our program goals address our mission to engage the public through community service and applied research and so, to create “individual and organizational capacity to serve the public and nonprofit sectors.”

1.2.2 Connections between Program Goals and Student, Employers, Professionals We Serve

The San Francisco Bay Area is an incredibly diverse, innovative, and complex environment in which to live, work and enjoy a high quality of life. People in the area are highly sophisticated and dedicated to values such as civic engagement, sustainability, inclusivity, equity and social justice. Rooted in a widely shared view that government exists to help improve the quality of people’s lives, the question of how to achieve and balance the goals of effectiveness and accountability along with ethics and efficiency is paramount.

Our mission is to educate students across the wide variety of public and nonprofit sector types of agencies.

The goals of our program reflect these values and this mission. In order to ensure that our students are equipped to provide effective services that enhance quality of life, they need to be educated about the latest in public administration content (Goals 5, 6, and 7, and 13). This includes understanding how to manage in a highly diverse environment with large immigrant populations and how to operate within the broader international context.

Our pedagogical goals (1-5) are based upon the assumption that in-service students best learn with applied projects and group activities that provide a balance of practice and theory. In order to prepare our students to succeed in a complex and diverse environment, our program prioritizes the integration of innovative thinking and the continual integration of cutting edge material into the classroom and the program. Anything less than that would not serve our students well.

Our programmatic goals (10, 11 and 12) provide the underlying supportive environment that enables the faculty to educate our students and achieve these goals.
1.2.3 Connection between Program Goals and Contributions to Knowledge in Public Affairs

San Francisco State University and the Public Administration Program both have missions oriented towards the achievement of social justice and community engagement; teaching has been, and always will be, at the heart of this mission. As an applied program, community service is also critical to the achievement of this mission. In the past twenty years, there has been an increased emphasis upon research. As faculty members, we strive to weave these three threads together so that our research, teaching, and community service inform one another.

Our goals focus on seeking to provide social justice, equity, civic engagement and sustainability. Our faculty (often with our students) teach and conduct research on these topics as well as in others, including: environmental civic engagement, educational outcomes, collaborative and cross-sectoral management, fiscal management and fiscal outcomes, nonprofit organizations, community resiliency, and sustainability. Much of this research is on the forefront of the newest issues and hottest trends in the field—environmental and financial sustainability, collaborative management, community resilience, e-governance, and others. Thus, there is a direct connection between our goals, our values and the contributions we make to the knowledge and practice of public administration.

Finally, we actively seek to practice the organizational management tools we teach as well as to continuously improve our program through what we learn about public and nonprofit management as researchers and active learners ourselves. We put a holistic view of setting goals, learning through our research and community engagement into practice, using that knowledge to teach our students as well as improve our program. This process continues as we advance the knowledge, research and practice of public affairs and achieve our own goals.

The range of faculty research activities in a variety of settings matches our mission of educating students across a wide variety of agencies in the public and nonprofit sectors.

1.3 Program Performance Outcomes Achieved Which Most Reflect Program Mission / How Program Enhances Community We Serve

Three program outcomes most reflect our Program’s mission and have enhanced our community:

- Graduate students prepared to work and getting jobs in a diverse, rapidly changing environment and to think critically, lead and manage, articulate a public service perspective and communicate well
- Students and faculty engaged with community groups and provide public service
- Faculty and students conduct research in areas that reflect our Program’s values and goals and then use that research to enhance their teaching

Graduates Employed and Prepared to Work

Our Program has graduated outstanding students well-prepared to engage in their profession across a wide variety of agencies in both the public and nonprofit sectors.

In the past 16 years, six of our graduating students were selected as the most outstanding graduate student in our college, including this year. Over 90 percent (90.9%) passed our culminating
experience (Strategic Assessment Memorandum) on the first try. Both our matched and un-matched pre- and post-test case analysis providing direct assessment of leading and managing of public governance showed statistically significant increases in knowledge over the entire degree program. Our assessment of communications (both writing and oral) and of the ability to analyze and think critically all indicated improvements over time.

On a scale of 1 to 7 where 7 is the best, an average 6.4 was received on the question of whether graduates felt the Program had improved their knowledge of general public administration, an average 6.3 to the question of whether the Program had improved their knowledge of a specific subarea of public administration and a score of 6.1 to the question of whether the Program had improved their professional skills. Of the graduating students in 2011-2012, 100% agreed with the statement, “I believe I am on the right career track compared to the beginning of the Program.” During the same year, the average score on the same 7 point scale on the question of whether the MPA has “prepared me well for a job or career” was 5.7.

As an in-service program, it is difficult to talk about student job placement statistics since most of our students are already working in the field. However, we can talk about promotions they receive, movement into another sector, or changes in careers. Seventy percent (70.1%) percent of graduating MPA students from Fall 2010 to Spring 2013 were hired into a new position either during their degree program or up to six months afterwards (20.5 percent were in their same jobs and 9.4 percent were either unknown or were unemployed). In the past two years alone, fourteen of our students announced at our annual Hooding Commencement Ceremony that they had just received new jobs or promotions at the end of their degree program. Among these were a Presidential Management Fellow position at the US Department of Labor, an Auditor position with the City / County of San Francisco, a promotion to Case Management Analyst with the United States Federal Judiciary, Grants Accounting Specialist for Community Initiatives, Assistant to a City Manager, and an internship with the Public Policy Institute of California (PPIC).

Community Engagement

Another important program outcome is faculty and student community service and engagement through their own efforts and that of their classes. All faculty in the Public Administration Program participate in some community engagement efforts; these include capacity building for a Filipino community center, chairing the regional executive committee of an advocacy and service organization, serving on the board of a statewide legislative advocacy group working to improve prisoners’ access to their rights, and serving on a transit board.

An entirely different level of community service comes when faculty efforts are leveraged with the efforts of their classes. Dr. Jennifer Shea received a grant from the university’s Institute for Civic and Community Engagement to create a Community Service Learning course; she developed a course (PA746: Organizational Learning and Nonprofit Management) that matches nonprofit agencies needing assistance with student teams that work to help them improve management and evaluation systems, in a role similar to a consultant. A key component of the course is the San Francisco CBO Project, a web-based platform developed for the course, to facilitate matching agencies with project teams and serves as a knowledge management platform.
When Dr. Sheldon Gen teaches the PA 755: Program Evaluation course, he has students conducting program evaluations for up to 4 agencies per semester. Some of the agencies served have been Camp Kasem and the American Friends Service Committee (AFSC).

Other classes that have students work on projects for community agencies include PA 730: Managing Resource Allocation and Management, PA 775: Program Evaluation, PA 755: Information and Knowledge in the Public Service, PA 757: Moving the Public Service Online, and PA 750: Financial Management in the Public Service.

Faculty and Student Research

Over the past five years, while at SF State the Public Administration faculty have published 30 articles, 14 book chapters, 3 monographs, 8 applied reports and one textbook. That work has included topics like civic engagement, environmental justice, climate change, e-democracy and e-governance, representative bureaucracy, women in public service, affirmative action issues, changing bureaucracy in South Africa, poverty of women, welfare reform, and Chinese environmental policy. The work of the faculty has enhanced the knowledge base of the discipline in these important areas and has enhanced our collective knowledge of issues related to diversity and internationalization.

In the last five years, four graduating MPA students have won the SF State level of the California State University (CSU) Research Competition in the area of Business, Economics and Public Administration. Two of those have gone on to win the Statewide CSU Research Competition in the same area and another two have come in second. One of these students this year also won the Statewide research competition of the Social Science Research and Instructional Council (SSRIC) of the CSU. Topics have included modeling no-shows in a health facility, Telework, three strikes policy, and California’s Nonprofit Integrity Act.

Overall, the Program enhances our community with the students we graduate, with the community service we provide, with the research we conduct, and with our alumni, who continue to work with us and to provide services according to our shared values.

1.3.1 Connection between Program Performance Outcomes and Purpose / Public Service Values

As seen in the Program logic model, our program performance outcomes are directly related to our mission statement and public service values. We seek to “enhance individual and organizational capacity to serve the public and nonprofit sectors through engaged and innovative teaching, research and service.” We seek to educate our students to work in a variety of different settings through the use of interdisciplinary resources and education. As a faculty, we do that individually and collectively through our classes, by working with community agencies and advising them of ways to improve their operations and to achieve their own goals.

We work with our Advisory Board to understand new trends in the field and then teach those trends – their applications and critiques - to our students. We also developed our new curriculum as a result of discussions with the practitioners and alumni of our Advisory Board. We teach our students about the rapidly changing environment in which we are living so that they can manage their organizations effectively, learn to adapt to change and to innovate on their own.
Our collective research (see above) is a direct extension of our values—civic engagement, effectiveness, sustainability, inclusivity, accountability, equity and social justice. We use the lessons from our research and turn that into lessons for class and for our work in community service—all engaging our students and working towards those values.

1.3.2 Connection between Program Performance Outcomes and Student, Employers, Professionals We Serve

Our program performance outcomes are directly related to the population we serve, working adults involved with a wide, diverse variety of interests across the public and nonprofit sectors. Because we serve a diverse, highly complex and rapidly changing area, we must engage with the community ourselves in order to learn from it. We must conduct research on problems that exist in our community so that we can work towards solutions and teach our students how to do the same. And, we teach our students to be able to engage with community members to collectively identify problems and possible solutions, critically analyze alternative, and communicate effectively in order to move toward workable solutions that effectively serve the community.

1.3.3. Connection between Program Performance Outcomes and Contributions to Knowledge in Public Affairs

As discussed above, one of our main program performance outcomes is the knowledge, research and practice that we produce as public administrators at San Francisco State University. The faculty’s and students’ contributions to knowledge in public affairs reflects the wide diversity of interests and goals of our students and our mission to educate students on that variety of issues. We work on issues that affect our community, are related to our values, and help to solve problems that affect the Bay Area and our international community. They are directly linked.

1.3.4 Ongoing Assessment Processes / How Results Are Incorporated into Program Operations to Improve Student Learning, Faculty Productivity and Graduates’ Careers

We have a multi-method assessment process recognized by both the University and by NASPAA for its effectiveness as a model for others; this process began over ten years ago and has been critical to our Program’s success. The primary elements of the assessment process are the:

- Indirect Exit Survey of graduating students;
- Pre- and Post- Program Case Analysis assessing the ability to lead and manage in public governance, think critically and analytically, and write effectively;
- Strategic Assessment Memorandum (the culminating experience for most students), also used to assess the ability to lead and manage in public governance, think critically and analytically, and write effectively;
- Peer assessment of oral presentations; and
- Our award-winning E-Portfolios, including reflective comments and papers which can be used to assess students’ ability to articulate and apply a public service perspective;

We are moving ahead to ensure that all of our goals are evaluated on a rotating basis;
currently we are developing the strategy for assessing effective team work practice among our students.

One of the most important assessments of our Program is the Pre- and Post- Program Case Analysis. Students read a case when they begin our first course, PA 700, and are asked to analyze the issues within the case, applying one of Woodrow Wilson’s important readings about administration. They then repeat that process in the capstone course, PA 800. The two analyses are scored according to a rubric in order to assess critical thinking skills, writing and knowledge about public administration.

The next element of the program being assessed is students’ ability to make oral presentations. The rubric for oral presentation incorporates scoring on Purpose of presentation, Clarity of presentation, Guidance to listeners, appropriate and professional usage of PowerPoint, and Total Overall Presentation score. Each student is scored by all of their classmates; then each student’s score in each area is an average of their classmates’ views on how they did on each element. This assessment has been completed for the past three semesters in PA 800: Capstone Course. For the past three semesters, these presentations have also been videotaped; these videotapes are kept in the MPA network space and are available to NASPAA accreditation teams as evidence of student accomplishment in oral presentations.

The Exit Survey contains data that we follow each year. In general, the 2011-2012 rankings of MPA program features were the same as in the past. From time to time, significant trends have emerged on which the program has acted; these include a lack of student satisfaction with career development services and with the computer training they receive from the Program.

Table 1.2 presents the Program’s assessment methods and evidence by goals, by NASPAA’s core competencies:
- 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.

<table>
<thead>
<tr>
<th>Goal / Objective</th>
<th>Assessment Means</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 6:</strong> Provide students with substantive knowledge about the depth and breadth of public affairs today.</td>
<td>Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs</td>
<td>Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective</td>
</tr>
<tr>
<td><strong>Objective 1:</strong> Develop an understanding of the theoretical and intellectual</td>
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Table 1.2: Program Assessment Methods and Evidence by Goals
To participate in and contribute to the policy process

| Goal 7, Objective 2: Develop the essential professional skills necessary for students to succeed in public service--research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today’s environment of shared governance, like collaboration and negotiation. | Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers on policy | Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics |

| Goal 7, Objective 5: Enhance students’ abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks. | Rubric for Assessing Team Work Abilities—Piloted 2012-13 | Team Work Assessment / MPA Eportfolio / Reflective papers |

| Goal 7, Objective 6: Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace. | Qualitative Evaluation of Eportfolio products--Rubric | Eportfolio / Exit Surveys |

<p>| Goal 7, Objective 9: Provide students with the substantive knowledge about a specialized area of public affairs. | Rubrics for Elective Emphases Eportfolios | Products evaluated in Eportfolios |</p>
<table>
<thead>
<tr>
<th><strong>Goal 9:</strong> Provide students with the substantive knowledge about a specialized area of public affairs.</th>
<th>Rubrics for Elective Emphases Eportfolios</th>
<th>Products evaluated in Eportfolios</th>
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</thead>
<tbody>
<tr>
<td><strong>To analyze, synthesize, think critically, solve problems and make decisions</strong></td>
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<tr>
<td><strong>Goal 7, Objective 1:</strong> Enhance students’ critical thinking skills.</td>
<td>Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs</td>
<td>Score over time for Pre- and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers</td>
</tr>
<tr>
<td><strong>Goal 7, Objective 5:</strong> Enhance students’ abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks.</td>
<td>Rubric for Assessing Team Work Abilities—Piloted 2012-13</td>
<td>Team Work Assessment / MPA Eportfolio / Reflective papers</td>
</tr>
<tr>
<td><strong>Goal 7, Objective 6:</strong> Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace.</td>
<td>Qualitative Evaluation of Eportfolio products--Rubric</td>
<td>Eportfolio / Exit Surveys</td>
</tr>
<tr>
<td><strong>To articulate and apply a public service perspective</strong></td>
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<tr>
<td><strong>Goal 8:</strong> Provide students with the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.</td>
<td>Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers</td>
<td>Pre- and Post- Program Case Analysis &amp; Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers</td>
</tr>
<tr>
<td><strong>Goal 7, Objective 3:</strong> Develop students’ skills so that they can write effectively and concisely for an audience of professionals.</td>
<td>Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers</td>
<td>Score over time for Pre- and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers</td>
</tr>
<tr>
<td><strong>Goal 7, Objective 4:</strong> Develop students’ oral presentation skills so that they can effectively present to small and larger groups (by providing both experience and the opportunity to develop confidence while speaking in public).</td>
<td>Oral Presentation Assessment Rubric and Videos</td>
<td>Scores and Videos of Capstone Presentations / Reflective papers</td>
</tr>
<tr>
<td><strong>Goal 7, Objective 2:</strong> Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace.</td>
<td>Qualitative Evaluation of Eportfolio products--Rubric</td>
<td>Eportfolio / Exit Surveys</td>
</tr>
</tbody>
</table>
Goal 8: Provide students with the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.

Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers

Pre- and Post- Program Case Analysis & Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers

1.3.4a Examples of how Assessments are Incorporated for Improvements

We have many examples of how assessments have been utilized to make changes and improvements in our curriculum and other aspects of our Program.

- Through the Exit Survey, we learned that students were not satisfied with career services. Therefore, we developed career development workshops. We now host three - four per semester—1 on some skill (interviewing, resumes), 1 with a panel of alumni talking about their particular career path, and the other mixed (an alumnus talking about how to get a job with the City / County of San Francisco, for instance).
- Through the Exit Survey, we also learned that students did not believe that their computer skills were enhanced as a result of the Program’s curriculum. While we partly believed this was due to the fact that students today come in with much more highly developed computer skills, we continued and continued to discuss this issue and tried to find a solution. We finally found it as part of our new curriculum, in the guise of a series of 1 unit courses to be mainly taught during the summer and winter sessions. These are much more specific and topical than the regular courses; they are very flexible and can be changed easily. Of the 9 approved so far, 3 of them incorporate new computer skills of some sort (PA 707: Qualitative Data Analysis, PA 709: Logistic Regression and PA 756: Big Data, Data Mining & Visualization).
- Another important change has been in our pedagogy; through the assessment of our Strategic Assessment Memorandum, we realized we needed to enhance the development of critical thinking skills among our students. Therefore, we have incorporated the use of case study analysis not just in our Capstone course but also into our other courses. It is now very rare to see a course that does not have some kind of applied case study analysis and review built into the syllabus.
- In examining our elective emphases and feedback from students, we realized that more course offerings were needed specific to that area. Therefore, in the new curriculum, we incorporated courses from our new colleagues in the School of Public Affairs and Civic Engagement into the elective emphasis.
- We work continuously with our Advisory Board and seek their opinion on a wide range of issues. The importance of their expert opinion on our curriculum and its appropriateness for the future public service cannot be overstated. This use of external experts provides another important source of assessment data for us. Based upon their input, our knowledge of the field,
and our individual areas of expertise, we completely re-engineered our curriculum, adding new areas of knowledge and skills, and providing additional flexibility to students.

Table 1.3 contains the logic model for the SF State Public Administration Program.
Table 1.3: Logic Model: SF State Public Administration Program

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Inputs</th>
<th>Program Activities</th>
<th>Program Outputs</th>
<th>Program Outcomes</th>
</tr>
</thead>
</table>
| **Goal 1: Ensure all students leave the program with an understanding of the mechanics and values of contemporary public services.** | • Curriculum designed to teach the mechanics and values of contemporary public services  
• Faculty prepared to teach the curriculum | • Faculty assign readings and facilitate class discussions that emphasize the mechanics and values of contemporary public services (e.g., collaboration, equity)  
• Faculty evaluate students’ written and oral assignments to assess their comprehension of the mechanics and values of contemporary public services  
• Students conduct research on national, state and local governmental and nonprofit agencies and identify strengths and weaknesses of public service systems, partnerships, and related issues | • Student grades on written and oral assignments meant to demonstrate their understanding of the mechanics and values of contemporary public services (e.g., collaboration, equity)  
• Number of students passing the Strategic Assessment Memorandum demonstrating application of administrative and management theories to real-world cases, knowledge of American government and non-governmental partners, and awareness of the values of social justice, equity, and public service motivation  
• Eportfolio  
• Reflective papers | • Number of students graduating with MPA degree  
• Number of students getting new jobs  
• Number of students getting promotions  
• Number of students moving to the sector of their choice  
• Graduates are prepared to:  
  o Meet challenges of rapidly changing world  
  o Lead and manage in public governance  
  o Participate in and contribute to the public policy process  
  o Analyze, synthesize, think critically, solve problems and make decisions  
  o Articulate and apply a public service |
| Goal 2: Ensure the Program emphasizes real, hands-on learning through long-term joint learning team projects, applied projects in the community and other learning opportunities. | - Curriculum that incorporates applied and team projects  
- Faculty able to teach using team and applied projects | - Faculty incorporate applied projects in their classes  
- Faculty incorporate team projects in their classes | - Number of courses in which applied projects are required  
- Number of courses in which team projects are required  
- Number of students successfully completing courses in which applied projects or team projects are required  
- Student evaluations or assessments of applied and team projects  
- Eportfolio  
- Reflective papers | - Communicate and interact productively with a diverse and changing workforce and citizenry  
- Graduates working to ensure social justice, add other values and equity  
- Faculty research that reflects public service values  
- Faculty community service that reflects public service values  
- Faculty integrating their research, teaching and service efforts  
- Enhanced respect and reputation for the Program at the University and by employers in the community  
- Faculty and students benefiting community organizations and government agencies through service and applied research |
| --- | --- | --- | --- | --- |
| Goal 3: Work to enhance and increase connections for students with other students, other departments, and other academic institutions (through technology or other means). | - PACE membership  
- Pi AA Chapter  
- Alumni  
- ASPA Chapter  
- Campus organizations  
- Social media (Facebook, Blog, Twitter, Flickr, LinkedIn) | - Faculty work with other departments and institutions  
- Host networking events  
- Faculty encourage students to participate in professional associations (e.g., ASPA, ARNOVA), including participating in conferences in Bay Area  
- Faculty | - Number of faculty and students working across campus and across other organizations  
- Number of faculty and students involved with professional associations  
- Frequency with which students participate in meetings hosted by professional associations  
- Number of “non-PA” students enrolled in | - Number of faculty and students working across campus and across other organizations  
- Number of faculty and students involved with professional associations  
- Frequency with which students participate in meetings hosted by professional associations  
- Number of “non-PA” students enrolled in |
| Goal 4: Work to balance practice and theory in instruction. | allow/encourage students from other graduate programs to enroll in MPA courses | MPA courses, especially those that require team projects |
| - Curriculum designed to teach and apply theory | - Coordination across curriculum so that both theory and application are included | - Number of faculty working on collaborative research projects |
| - Faculty prepared to teach and apply theory | - Use case studies as pedagogical tool | - Exit survey question on balance between theory and practice |

**Goal 5: Emphasize innovative thinking in administration, instruction, pedagogy, advising, service and research by encouraging innovation as a value and by emphasizing cutting edge ideas/concepts in the classroom.**

| - Advisory Board | - Use Advisory Board members to ensure innovation and new trends are identified | - Exit survey question |
| - Memberships in professional associations | - Use professional associations to ensure innovative ideas and new trends are identified | - Interview with Advisory Board |
| - Dedicated time in faculty meetings to discuss innovations | - Coordinate course delivery and pedagogy to ensure new content and delivery methods are there | - Faculty engage in collective process of reflection about the degree to which innovative thinking is reflected in their courses |
| - Innovation included as criteria in retention tenure and promotion guidelines | - Faculty supervise and support eportfolios | - Scores and comments on faculty Instruction / Peer Review Rubric |

**Goal 6: Provide students with**

| Curriculum designed to teach | Faculty assign readings and facilitate | Number of students passing the Strategic |

- Eportfolio
- Reflective papers
<table>
<thead>
<tr>
<th>Substantive knowledge about the depth and breadth of public affairs today.</th>
<th>The mechanics and values of contemporary public services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty prepared to teach the curriculum</td>
<td>Class discussions that emphasize the depth and breadth of public affairs today</td>
</tr>
<tr>
<td>Faculty evaluate students’ written and oral assignments to assess their comprehension of the depth and breadth of public affairs today</td>
<td>Students conduct research on national, state and local governmental and nonprofit agencies and contextualize that research in terms of the depth and breadth of public affairs today</td>
</tr>
<tr>
<td>Faculty supervise and support eportfolios</td>
<td>Assessment Memorandum indicating knowledge of public administration and ability to apply a public service perspective</td>
</tr>
</tbody>
</table>

### Goal 7: Provide students with the skills necessary to be leaders in today’s and tomorrow’s organizations.

- MPA alumni
- Curriculum designed to teach the mechanics and values of contemporary public services
- Faculty prepared to teach the

- Faculty assign readings and facilitate class discussions that emphasize the development and application of skills students need to be leaders
- Faculty evaluate

- Number of students passing the Strategic Assessment Memorandum indicating writing and critical thinking skills, analytical ability and ability to problem solve
- Eportfolio

- Reflective papers
<table>
<thead>
<tr>
<th>curriculum</th>
<th>students’ written and oral assignments to assess their comprehension of and ability to apply the skills needed to be leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students conduct research on national, state and local governmental and nonprofit agencies and assess the skills leaders need to be successful in those agencies</td>
<td></td>
</tr>
<tr>
<td>• Faculty supervise and support eportfolios</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 8:** Provide students with the ability to be sensitive and knowledgeable about ethical, diversity and international issues in the public and nonprofit sectors.

| • Cases involving diversity, international issues and ethical dilemmas that are incorporated into each class |
| • Representation through faculty diversity |
| • Representation through student diversity |
| • Faculty assign readings and facilitate class discussions that incorporate diverse and international perspectives |
| • Faculty assign readings and facilitate class discussions that center on ethical issues and dilemmas |
| • Faculty evaluate students’ written and oral assignments to |

| • Reflective papers |
| • Number of students passing the Strategic Assessment Memorandum indicating knowledge and sensitivity of ethical, diversity, and international issues in public service |
| • Students writing research papers comparing American public service system and ethics with |
| Goal 9: Provide students with the substantive knowledge about a specialized area of public affairs. | Visiting faculty with international perspectives  
- Professional development workshops  
- PA Comparative Training of international visitors | Assess their comprehension of and ability to apply diverse and international perspectives  
- Faculty assign readings and facilitate class discussions that assess students’ abilities to identify ethical issues and resolve ethical dilemmas  
- Faculty supervise and support eportfolios | International models  
- Eportfolio  
- Reflective papers |
<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals:</td>
<td></td>
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</tbody>
</table>
| **Goal 9:** Provide students with the substantive knowledge about a specialized area of public affairs. | Curriculum designed to teach the material in a specialized area of public affairs  
- Faculty prepared to teach the curriculum | Students take four courses in their chosen subfield  
- Students perform research on topics they identify within their chosen subfield  
- Faculty advise and instruct students in subfields in which they are expert  
- Faculty supervise and support eportfolios | Number of students passing the Strategic Assessment Memorandum indicating knowledge of public administration subfield  
- Eportfolio  
- Reflective papers |
| **Goal 10:** Continue to be an effective and high quality Program. | Quality faculty Advisory board | Use Advisory Board as sounding board for efforts  
- Survey alums and | Procurement/ preparation of relevant, up-to-date, real-world case studies for use in |
<table>
<thead>
<tr>
<th>Advisory Board</th>
<th>class—with Advisory Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty supervise and support eportfolios</td>
<td>• Continuous involvement of faculty and students</td>
</tr>
<tr>
<td>• Students write reflective paper in PA 800</td>
<td>in public administration conferences and</td>
</tr>
<tr>
<td></td>
<td>research competitions</td>
</tr>
<tr>
<td></td>
<td>• Workshops on teaching and learning content</td>
</tr>
<tr>
<td></td>
<td>and process</td>
</tr>
<tr>
<td></td>
<td>• Consultations with MPA Advisory Boards and</td>
</tr>
<tr>
<td></td>
<td>PA community</td>
</tr>
<tr>
<td></td>
<td>• Eportfolio</td>
</tr>
<tr>
<td></td>
<td>• Reflective papers</td>
</tr>
</tbody>
</table>

**Goal 11: Research:**
Contribute to the body of applied and theoretical research in public and nonprofit administration and policy, gaining recognition as faculty experts in our fields.

- Faculty engaged in research
- Students engaged in research
- University professional development awards
- Two semester research methods sequence of courses
- New 1 unit courses on research methods and analyses
- Student research

- Applying for research grants
- Writing, presenting and publishing work
- Student competing in research competitions
- Giving invited presentations
- Research poster sessions in PA 706
- Conducting peer reviews for journals

- Number of articles
- Number of book chapters
- Number of conference presentations
- % participation of students
- Number of faculty receiving grants
- Number of faculty receiving University awards
- Number of students participating in research competitions
- Number of student winning or placing in
<table>
<thead>
<tr>
<th><strong>Goal 12: Community Engagement:</strong> Emphasize value and service to the community.</th>
<th><strong>competitions</strong></th>
<th><strong>research competitions</strong></th>
</tr>
</thead>
</table>
|  | • Faculty time and investment  
• Student time and investment  
• ICCE  
• Community Service Learning  
• University commitment to service learning and community engagement |  | • Numbers of organizations in which faculty participate  
• Numbers of organizations included in class projects  
• Number and quality of community service awards given  
• Eportfolio  
• Reflective papers |
|  |  |  |  |
| **Goal 13: Create a reliable “pathway” to graduation for all students.** | • Tentative course schedule made available three semesters in advance  
• Faculty advisors  
• Curriculum workshops for students | • Planning each semester’s schedule  
• Planning tentative course schedule 3 years in advance  
• Curriculum workshops for students  
• Individual advising for student | • Students graduate in a median of 6 or 7 semesters  
• No bottleneck courses |
STANDARD 2. MATCHING GOVERNANCE WITH THE MISSION

Standard 2
2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.

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

Meeting the Standard
2.1.1 Program Delivery Characteristics

The MPA program at San Francisco State University is delivered at the satellite Downtown Center, located at 835 Market Street in downtown San Francisco. It moved there, from the main campus, in January 2008 and has remained there since. All of the graduate PA courses are offered at the Downtown Center. Currently only one of those courses is offered online (PA755 Information and Knowledge in Public Service). MPA students taking elective courses in other departments in the University usually take those courses at the main campus.

Between 2008 and 2010, the program also delivered the same MPA degree to a cohort of San Mateo County public service professionals. That delivery was made through an agreement between the program and that county’s Human Resources Department. The degree was delivered at a San Mateo County facility provided by the county. The degree requirements and curriculum for that cohort were the same as that delivered at San Francisco. However, students in that cohort selected their elective courses as a cohort rather than individually, so those courses could be delivered in San Mateo. The program was delivered by the same faculty as that for San Francisco, and the same governance structure operated for the San Mateo cohort program. That cohort graduated with their MPA degrees in 2010. In a few years the MPA program will discuss with San Mateo County whether it is ripe to develop a new cohort of students in San Mateo.

The curriculum through which we deliver our MPA degree program is undergoing change. As a result of feedback from our Advisory Board, the faculty, in consultation with students and alumni and employers (represented by the Advisory Board) completed a thorough review and revision of our curriculum, with the new curriculum going into full adoption in Fall 2013.

The major changes were to:
• Update our curriculum to incorporate important new theories and perspectives, based upon critical input from our Advisory Board;
• Seek to achieve our goal of continuing to provide an innovative, cutting edge curriculum to our students;
• Take advantage of the synergies now present in our new School of Public Affairs and Civic Engagement by incorporating the curriculum of our new colleagues into two new elective emphases;
• Meet new accreditation standards; and,
• Accommodate the interests of our new faculty hires.
To accomplish these tasks, we made the following changes:
1. Reduced the number of courses in the core;
2. Reorganized and added critical new material to the curriculum by creating a new category of curriculum in which students may choose courses;
3. Added two new elective emphases (Criminal Justice Administration and Environmental Administration [to be provided jointly with the Department of Geography and Human Environmental Studies];
4. Reorganized two existing elective emphases;
5. Added new courses to incorporate content new in the field;
6. Added a series of new 1 unit courses for existing students and alums, focusing upon specific skills and new trends, to be offered during Winter and Summer semesters;
7. Deleted some existing courses;
8. Streamlined the internship course from 4 units to 3 units; and,
9. Updated existing course names.

The previous core of our curriculum contained 8 courses, all 3 units, for 24 total units.

- PA 700: Introduction to Public Administration & Public Policy
- PA 705: Research Methods and Data Analysis I
- PA 706: Research Methods and Data Analysis II
- PA 710: Microeconomic Analysis for Public Administration
- PA 715: Policy-Making and Implementation
- PA 720: Managing Organizational Behavior
- PA 725: Managing Human Resources
- PA 730: Managing Budgets in the Public Sector

The new core is now separated into two categories, Core and Management Perspectives. The Core portion contains 4 courses for 12 units:

- PA 700: Foundations of Governance and Management, 3
- PA 705: Design and Consumption of Research, 3
- PA 706: Applied Data Analysis, 3
- PA 715: Policy Process and Civic Engagement, 3

All students but those specializing in Urban Administration select 4 out of 6 options under Management Perspectives to complete their core; Urban Administration are advised to take PA 725, PA 730 and then they may choose two others.

- PA 720: Organization Design and Change Management, 3
- PA 722: Performance Management and Planning, 3
- PA 724: Economic Perspectives, 3
- PA 725: Managing Human Capital, 3
- PA 727: Program and Service Delivery, 3
- PA 730: Resource Allocation and Management, 3

As listed above, the Nonprofit Administration elective emphasis was reorganized and two new
elective emphases (Criminal Justice Administration and Environmental Policy and Administration) were added. In addition, the internship course was streamlined from PA 803: Internship (3 units) and PA 804: Internship Seminar (1 unit) down to PA 803: Internship (3 units).

2.1.2 Program Administrator and Decision Making Authority

The MPA program is governed by consensus of the nucleus faculty, led by the Program Director. Dr. Genie Stowers served as Program Director through June 2012, when the directorship changed by consensus to Dr. Sheldon Gen. The Program Director sets the agenda of program issues to be addressed by the faculty, and the faculty discuss them and decide on courses of action. These issues are usually discussed at monthly meetings, though special meetings are also sometimes called. Implementation of decisions are usually delegated to faculty volunteers and coordinated by the Program Director.

The daily administration of the program is led by the Program Director and the Director of Academic Services, Bridget McCracken. When needed, and as appropriate, the Program Director may call upon faculty to assist with specific administrative duties. In either case, the Program Director and Director of Academic Services are responsible for all administrative activities of the program.

Since January 2012, the MPA program resides in the newly formed School of Public Affairs and Civic Engagement, which is led by a School Director, Dr. Gerald Eisman. Dr. Eisman often advises the MPA Program Director, and sometimes attends MPA faculty meetings, but he defers program decisions to the MPA Director and nucleus faculty.

All program expenditures, however, must be approved by the College, specifically the college controller and Dean, who assure fiscal solvency of expenditures. Still, decisions on the uses of those expenses are effectively made at the program level by the Program Director and nucleus faculty.

2.1.3 How Governance Arrangements Support Mission and Match Program Delivery

The governance structure described above supports the MPA program well, because meaningful decisions on the daily operations of the program are decentralized to the nucleus faculty and staff. Even the required college-level approval of program expenditures supports this governance structure, as the college’s concern is focused mainly on the availability of funds to cover the expenditures, and not on choices of expenditures made by the MPA faculty and staff.

The role of the School Director in this governance structure is new and evolving. Currently, the School Director acts as the program’s representative in the College Council, a council of department chairs in the college who make college level decisions with the Dean. The School Director represents all of the academic units in the school (Public Administration, Urban Studies and Planning, Environmental Studies, and Criminal Justice Studies) and has a vote in the College Council. He ensures the academic units in the school carry out college policy, while raising to the college and Dean any issues of concern to its academic units. The current School Director, Dr. Gerald Eisman, has also made a concerted effort to truly coordinate the four academic units to create a new identity in the school. This would move the school beyond simply an administrative
unit to process budgets and approvals into a creative unit that might build on the academic commonalities among the units (e.g., shared curricula as seen earlier, new areas of scholarship, etc.).

2.2.1a Number of Nucleus Faculty Members in the Program for Self Study Year

The self-study academic year began July 1, 2012 and ended June 30, 2013. At the start of the self-study year, the MPA program had 6 individuals in the nucleus faculty, totaling 5.33 full-time-equivalent faculty (FTEF). Five individuals are full-time in the program, while the 6th was 1/3-time faculty devoted to the MPA program; until illness struck, the sixth member was full-time and the Department had 6.0 FTEF. However, the part-time faculty member—Dr. Kathy Naff—fully retired on December 31, 2012. Thus, in spring semester 2013 there remained 5 full-time individuals in the nucleus faculty. Table 2.2.1 lists the nucleus faculty members.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Faculty Nucleus Qualification</th>
<th>Degree</th>
<th>Field</th>
<th>How Involved in Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheldon Gen</td>
<td>Associate</td>
<td>Tenured</td>
<td>Academically Qualified</td>
<td>Ph.D.</td>
<td>Public Policy</td>
<td>• Teaching</td>
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<td></td>
<td>• Governance</td>
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<td></td>
<td>• Public Affairs Research</td>
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<td></td>
<td></td>
<td></td>
<td>• Community Service</td>
</tr>
<tr>
<td>Ernita Joaquin</td>
<td>Assistant</td>
<td>Tenure Track</td>
<td>Academically Qualified</td>
<td>Ph.D.</td>
<td>Political Science</td>
<td>• Teaching</td>
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<td></td>
<td></td>
<td>• Governance</td>
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<td></td>
<td>• Public Affairs Research</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Community Service</td>
</tr>
<tr>
<td>Katherine Naff</td>
<td>Professor</td>
<td>Tenured</td>
<td>Academically Qualified</td>
<td>Ph.D.</td>
<td>Political Science</td>
<td>• Teaching</td>
</tr>
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<td>• Governance</td>
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<td>• Public Affairs Research</td>
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<td></td>
<td></td>
<td></td>
<td>• Community Service</td>
</tr>
<tr>
<td>Jennifer Shea</td>
<td>Assistant</td>
<td>Tenure Track</td>
<td>Academically Qualified</td>
<td>Ph.D.</td>
<td>Public Policy</td>
<td>• Teaching</td>
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<td>• Public Affairs Research</td>
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<td></td>
<td></td>
<td>• Community Service</td>
</tr>
<tr>
<td>Genie Stowers</td>
<td>Professor</td>
<td>Tenured</td>
<td>Academically Qualified</td>
<td>Ph.D.</td>
<td>Political Science</td>
<td>• Teaching</td>
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<td></td>
<td>• Governance</td>
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</tbody>
</table>
Table 2.2.2 describes who influences various aspects of the program.

**Table 2.2.2: Assessment of Program Determining Influence**

<table>
<thead>
<tr>
<th>Area</th>
<th>1 None</th>
<th>2 Low</th>
<th>3 Medium</th>
<th>4 High</th>
<th>Who Participates?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program and policy planning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>All Program Faculty Nucleus Faculty</td>
</tr>
<tr>
<td>Establishing degree requirements</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Dean or Higher Authority All Dept. Faculty All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other</td>
</tr>
<tr>
<td>Making and implementing recommendations regarding admission of students setting quota</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>All Program Faculty Nucleus Faculty</td>
</tr>
<tr>
<td>Advising Students</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>All Program Faculty Nucleus Faculty</td>
</tr>
<tr>
<td>Specifying curriculum and learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>All Program Faculty Nucleus Faculty</td>
</tr>
</tbody>
</table>
2.2.3 How Program Defines “Substantial Determining Influence” – Faculty Governance

**Comments**

*Program and policy planning.*

The program has dominant influence in program planning. For example, we have recently initiated, implemented, and completed our comprehensive curriculum review and revision. All aspects of the review and revision were driven by the program itself. Only at the formal approval stage do other university units have influence (e.g., College Council, Academic Senate).

Similarly, administrative policies internal to the program are formed by it. However, administrative policies and processes that involve coordination with other organizational units are generally determined by the college or university, for example, when they involve expenditures, grades, etc.

*Establishing degree requirements*

The Academic Senate and then, for graduate programs, the Division of Graduate Studies determines general university-wide policies for graduate programs, such as policies for admissions, grades, and degree completion (see http://www.sfsu.edu/~bulletin/current/graduate_tc.htm). The application of those policies in the MPA context, however, is determined by the program. For example, while the Division of Graduate Studies establishes standards for required units in a master degree, the Public Administration Program determines the exact units and the curricular contents within the Division of Graduate Studies’ standards.

*Making and implementing recommendations regarding admission of students setting quota*

Admission to the MPA program is determined in two tiers. In the first tier, the Division of Graduate Studies reviews each application to determine whether or not they student can be admitted to the University. If eligible, they are admitted and needed information is then passed on to the program (e.g., attainment of a bachelor degree, minimum GPA, etc.). In the second tier, the Public Administration Program makes its own independent decisions to select those eligible applicants that best meet its own admissions criteria. In all cases, the Graduate Division completely supports department and program decisions.
Advising Students

Academic advising of MPA students is almost exclusively done by the nucleus faculty of the program. The only exceptions are for cases in which students' academic progress violate policies of the Division of Graduate Studies (e.g., exceeding the 7-year limit for graduation).

Specifying curriculum and learning outcomes

The Public Administration Program has dominant influence over the contents of the curriculum and its learning outcomes. Other academic units are involved only when their courses are proposed for inclusion in the Public Administration curriculum. For example, specific courses in the Urban Studies and Planning program were proposed to be included as electives for MPA students, so approval was required by the Urban Studies and Planning faculty. Even so, all core courses in the MPA curriculum are taught by the program faculty, and are therefore under complete influence of the program.

Evaluating student performance and awarding degrees

The Public Administration Program has complete influence over evaluating students' class performance. Both the Program and the Division of Graduate Studies evaluate students’ completion of degree requirements and the awarding of degrees.

Appointing, promoting faculty

The Public Administration Department makes all recommendations for appointing faculty. Our recommendation then goes to the College Dean, who makes his own recommendation, followed by a recommendation by the Provost and Vice President for Academic Affairs. It is the university President, however, who makes the ultimate decision on faculty appointment.

For faculty promotion, the first recommendation is made by the Public Administration HRTP (Hiring, Retention, Tenure, and Promotion) committee, made up of three tenured faculty, usually from Public Administration and other faculty in related academic units. The HRTP committee's recommendation goes to the Program Director, who makes his/her own recommendation. It then goes to the Dean, then University Tenure Promotion Committee (faculty members elected University-wide), the Provost, and finally the President for final decision. The process is governed by the Collective Bargaining Agreement between the faculty union, the California Faculty Association (CFA) and the California State University (CSU) system.

Participating in defining and assuring faculty performance

Standards for faculty performance in the Public Administration Program are formally guided by the Program’s Tenure and Promotion Policy. That policy is drafted by the Program’s nucleus faculty, and approved by the Office of Faculty Affairs and Professional Development and Provost. Measurement and evaluation of faculty performance is done through the multi-tiered retention, tenure, and promotion process described above.
STANDARD 3 MATCHING OPERATIONS WITH THE MISSION: FACULTY PERFORMANCE

Standard 3
3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program’s mission.

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

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

Meeting the Standard
3.0 Matching Operations with the Mission: Faculty Performance

Each of the five members of the nucleus faculty are academically qualified. Each holds a Ph.D. in political science, public policy, or public affairs; each publishes in academic outlets regularly in his/her areas of expertise; and each attends relevant academic and research conferences regularly. Even so, each of these faculty members also has significant professional experiences in the public and nonprofit sectors, and continues to provide professional services to public service agencies and organizations. These are all requirements of our nucleus faculty, as specified in our retention, tenure, and promotion policy.

These requirements for both academic qualifications and performance coupled with professional service reflect the program’s mission to improve individual, organizational, and community performance in public services through research, teaching, and service.

In the 2012-2013 academic year, 9 adjunct faculty were hired. Of these, 4 were academically qualified, while 5 were professionally qualified. Those professionally qualified have generally taught a narrower range of courses in our program, focusing on those topics for which they have exceptionally deep professional experiences.

3.1.2 Academically and Professionally Qualified Faculty Info

Table 3.1.3 describes the qualifications of nucleus faculty.
<table>
<thead>
<tr>
<th>NAME</th>
<th>Academically or Professionally Qualified</th>
<th>Highest Degree Held</th>
<th>Areas of Specialization relevant to program</th>
<th>Competency Coverage</th>
<th>Relevant Course(s) and Required/Elective in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheldon Gen</td>
<td>Academically qualified</td>
<td>Ph.D.</td>
<td>Public policy; Research methods</td>
<td>Leading &amp; managing, Public policy, Analysis, Public service perspective, Communication</td>
<td>705, 706, 715, 770, 775, 776 (new curriculum: 705, 706, 715, 770, 775, 776)</td>
</tr>
<tr>
<td>Katherine Naff</td>
<td>Academically qualified</td>
<td>Ph.D.</td>
<td>Public Administration; Public Management, Human Resource Management</td>
<td>Leading &amp; managing, Analysis, Public service perspective, Communication</td>
<td>n/a</td>
</tr>
<tr>
<td>NAME 3.1.3</td>
<td>Academically or Professionally Qualified</td>
<td>Highest Degree Held</td>
<td>Areas of Specialization relevant to program</td>
<td>Competency Coverage</td>
<td>Relevant Course(s) and Required/Elective in program</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------</td>
<td>---------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Margaret Brodkin</td>
<td>Professionally qualified</td>
<td>M.A.</td>
<td>Policy reform, Child services</td>
<td>Public policy, Public service perspective</td>
<td>790 (790)</td>
</tr>
<tr>
<td>Anoshua Chaudhuri</td>
<td>Academically qualified</td>
<td>Ph.D.</td>
<td>Economics</td>
<td>Public policy, Analysis, Public service perspective</td>
<td>710 (710)</td>
</tr>
<tr>
<td>Carol Edlund</td>
<td>Academically qualified</td>
<td>Ph.D.</td>
<td>Human resources, Organizational behavior</td>
<td>Leading and managing, Public service perspective, Communicate</td>
<td>720 (720)</td>
</tr>
<tr>
<td>Robert Glavin</td>
<td>Professionally qualified</td>
<td>M.A.</td>
<td>Nonprofit Administration</td>
<td>Leading and managing, Public service perspective</td>
<td>747 (deleted course)</td>
</tr>
<tr>
<td>Susan Gonzalez</td>
<td>Professionally qualified</td>
<td>M.P.A.</td>
<td>Human resource management</td>
<td>Leading and managing, Public service perspective, Communicate</td>
<td>725 (725)</td>
</tr>
<tr>
<td>Al Hyde</td>
<td>Academically qualified</td>
<td>Ph.D.</td>
<td>Public management, Public Administration, Strategic management</td>
<td>Leading and managing, Public service perspective, Analysis, Communicate</td>
<td>740 (740)</td>
</tr>
<tr>
<td>Everett Kaplan</td>
<td>Professionally qualified</td>
<td>M.A.</td>
<td>Strategic management</td>
<td>Leading and managing, Public service perspective</td>
<td>742 (722)</td>
</tr>
<tr>
<td>Carol Silverman</td>
<td>Academically qualified</td>
<td>Ph.D.</td>
<td>Research methods, Applied research</td>
<td>Analysis, Public service perspective, Communicate</td>
<td>705 (705)</td>
</tr>
<tr>
<td>Liz Vigil</td>
<td>Professionally qualified</td>
<td>M.B.A.</td>
<td>Human resource management</td>
<td>Leading and managing, Public service perspective, Communicate</td>
<td>725 (725)</td>
</tr>
</tbody>
</table>

*adjunct faculty in 2012-2013*
3.1.4 Courses Taught By Faculty Qualification and Full / Part-Time Status

The figures below in Table 3.1.4 are based on the 2012-2013 academic year. In that year, there were 9 adjunct faculty hired to teach 11 sections of courses. Figures vary by semester, based on the adjunct faculty hired.

<table>
<thead>
<tr>
<th>3.1.4</th>
<th>Academically Qualified</th>
<th>Professionally Qualified</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td>84% (27/32)</td>
<td>16% (5/32)</td>
<td>72% (23/32)</td>
<td>28% (9/32)</td>
</tr>
<tr>
<td>Required Courses</td>
<td>91% (20/22)</td>
<td>9% (2/22)</td>
<td>77% (17/22)</td>
<td>23% (5/22)</td>
</tr>
</tbody>
</table>

3.1.5 Faculty Support for Remaining Current

Faculty maintain currency by 1) matching research interests with teaching assignments, and 2) conducting professional services and academic research in those areas.

Upon their hiring and periodically thereafter, faculty identify their areas of expertise for teaching and research. Teaching in one’s areas of research makes both activities more efficient: when preparing courses, faculty can spend time reading current literature in the area; when conducting research, faculty can share their insights in classes. The Program supports the faculty here by making teaching assignments among faculty members’ lists of preferences. If no current course covers a faculty member’s area of interest, that faculty member can propose a new course. For example, courses added to match faculty research areas have included environmental policy, decision making, e-government, and diversity in public service.

Faculty also maintain currency by performing professional services in their areas of focus. When they do, such efforts are documented in their portfolios and assist their retention, tenure and promotion. More commonly, faculty are provided available support for academic research activities, including travel to conferences and individual budgets for research expenditures (e.g., research assistants, data purchase or collection, hardware and software, etc.) The funds for these supports come from 4 primary sources.

- The most significant, in terms of monetary value, comes from the Program’s annual budget. Depending upon the size of the annual budget, research allocations have ranged from about $2000 to $4000 per nucleus faculty member per year.
- The College of Health and Social Sciences, and the university’s Office of Faculty Affairs and Professional Development, each make up to $1,000 available to faculty members for conference travel per year. These funds are competitive and generally allocated on a first-come-first-served basis.
- The School of Public Affairs and Civic Engagement also allocates a small sum per faculty to support research activities. In 2012-2013, the first year of this allocation, the amount was $750.
- Faculty also have received funds from the University’s Office of Research and Sponsored Programs (ORSP); recently, Dr. Gen received funds from that source.
Altogether, in 2012-2013, a nucleus faculty member of Public Administration had up to about $5,000 available to him/her from the university for research activities. Beside these, faculty members are also encouraged to pursue external research grants and contracts. In recent years, at least three faculty members have been awarded external research grants and contracts.

### 3.2 Recruitment and Retention Strategies

Table 3.2 describes faculty recruitment and retention strategies.

<table>
<thead>
<tr>
<th>Strategies used in recruitment (check all that apply)</th>
<th>Strategies used in retention (check all that apply)</th>
<th>Other strategies used to assure students are exposed to diverse views and experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment</td>
<td>There is a new faculty orientation that provides information on the promotion and tenure process</td>
<td></td>
</tr>
<tr>
<td>Advertisement is placed in publications and on listservs that serve diverse audiences</td>
<td>New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.</td>
<td></td>
</tr>
<tr>
<td>Advertisement is sent to schools with concentrations of diverse graduate students</td>
<td>New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process</td>
<td></td>
</tr>
<tr>
<td>Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates</td>
<td>New Faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.</td>
<td></td>
</tr>
<tr>
<td>Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application</td>
<td>New Faculty regularly meet with the program director or chair to discuss issues and needs.</td>
<td></td>
</tr>
<tr>
<td>A female or minority is included on the search committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program strives to admit students from a wide variety of public services and professional experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most courses are heavily discursive, allowing students to share diverse viewpoints.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.2.3a. Faculty Diversity

The SF State Program is a US Based Program. There is no legal and institutional context of program that precludes collection of diversity data.

Table 3.2.3a describes the diversity of the nucleus faculty.

<table>
<thead>
<tr>
<th>3.2.3a Faculty Diversity</th>
<th>FT</th>
<th>PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>1 (20%)</td>
<td>4 (80%)</td>
<td>5</td>
</tr>
<tr>
<td>American Indian or Alaska Native, non Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian, non Hispanic/Latino</td>
<td>1</td>
<td>2</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic/Latino</td>
<td>2</td>
<td>2</td>
<td>4 (40%)</td>
</tr>
<tr>
<td>Two or more races, non Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and/or Ethnicity Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Disabled</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3.2.4 Current Faculty Diversity Efforts

The setting of the MPA program necessitates an approach to curriculum and delivery that embraces a wide diversity of perspectives and experiences. The students and population of the San Francisco Bay Area are wonderfully diverse in terms of sectoral employment (public, nonprofit, private), level of government (local, state, national), service area, ethnicity, immigration status, sexual orientation, economic background, etc. The MPA faculty support exchanges of ideas from all these perspectives through a combination of the student admission process and delivery of the curriculum.

Through the application and admissions process the program aims to bring into the program students representing a wide variety of service areas, sectoral employment, and level of government.
The San Francisco Bay Area is fortunate to be a regional center of the national government—with major offices of several federal agencies, federal court, and military installations—as well as a few state agencies (e.g., Public Utilities Commission, state courts), and the usual assortment of local agencies of a major metropolitan area. It is also home to one of the highest concentrations of nonprofit organizations in the country. From this public service market, the MPA program attracts applicants from all these professional settings, and seeks to admit classes of students representing a balance among them. Indeed, one of the criteria used by the faculty to rate applicants is this balance of perspectives.

Once students are in the program, the curriculum is delivered to support of the program’s mission, including promoting values of social justice and equity. Students bring to the program a wide variety of social and demographic backgrounds, and the coursework encourages the explorations of thus variety in the context of public services and policy. Some demonstrable examples of this include the following:

- In the introductory course, PA700: Public Administration and Policy (new title: Foundations of Governance and Management), diversity is integrated as a core public administration value discussed and analyzed throughout the semester. For example, students are required to read and analyze academic research on race and ethnicity in public organizations. They are also encouraged to write their research projects on local governments’ or nonprofit organizations' use of citizen engagement strategies, including their capacities in working with networks of diverse clients and populations. These activities are supported by the two textbooks for the course, which have substantial sections discussing diversity in public affairs and its central importance in public administration and management.

- The PA715: Policy Making & Implementation (new: Policy Process and Civic Engagement) course spends half the class exploring diverse stakeholder groups in the policy process, including groups that have traditionally been marginalized in policy processes. In a homework assignment and the term paper assignment, students are required to apply these concepts in stakeholder analyses of different policy issues. In these analyses, students describe the competing interests, their preferences, and their leverages in the policy process. Then they identify the conflicts among them and any potential for common ground or compromise.

- The PA730: Managing Budgets in the Public Sector (new: Resource Allocation and Management) provides an overview of budgeting and financial issues in a diverse array of public service sectors. It covers fundamental concepts and practices of budgeting for public and nonprofit sectors, and revenue policy for all levels of government with special emphasis on state and local government budgeting. The course uses the federal and California budgets as examples to demonstrate the budget cycle and budget process. Furthermore, the final project requires the students to choose a county from California and conduct an in-depth budget analysis. In another assignment students create budgets for a nonprofit organization.

- The PA770: Policy Analysis class includes a unit on ethical analysis in which students compare competing ethical systems that often define the differences between policy positions. Relevant to many of the students are the tensions between utilitarian and deontological systems that are often reflected in policy debates, and students are asked to identify their own positions while also building the argument for an opposing view.
• The PA762: Leadership (new: Leading Change Across Sectors) course explicitly weaves diversity as a guiding theme of ethical leadership. The course recognizes that many groups have historically been excluded from mainstream leadership positions (and, as follows, from theories meant to explain leadership), so it considers leadership in many, often contested, forms, including both mainstream theories of leadership and more nuanced and specialized leadership theories. Also, the in-class videos and cases feature diverse leaders in various situations: women, persons of color, and international leaders.

3.2.5 Faculty Diversity Over the Past Five Years

In 2008 there were 6 professors in the nucleus faculty. Since then, 2 left the university (Suho Bae, Eric Zeemering) and 1 retired in December 2012 (Kathy Naff). The two who left were replaced with new hires (Janey Wang, Ernita Joaquin). The retired faculty member has not yet been replaced. These changes in the faculty has shifted its demographic diversity somewhat (Table 3.2.5):

<table>
<thead>
<tr>
<th>Faculty diversity</th>
<th>2008</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>3 (50%)</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>female</td>
<td>3 (50%)</td>
<td>4 (80%)</td>
</tr>
<tr>
<td>total</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3.2.5: Current Faculty Diversity- Ethnicity / Race

<table>
<thead>
<tr>
<th>Faculty diversity</th>
<th>2008</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4 (67%)</td>
<td>2 (40%)</td>
</tr>
<tr>
<td>Asian</td>
<td>2 (33%)</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>total</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

The gender distribution has shifted from half female to 80% female. This change actually better reflects the gender distribution of our applicants and enrolled students. The ethnic distribution shifted from a White majority of 67% to an Asian majority of 60%. In another measure of diversity change, the percentage of immigrants in the faculty increased from 17% (1 of 6) to 40% (2 of 5).

3.3.1 Faculty Research, Scholarship and Community Service

Public Administration’s current tenure and promotion policy (most recently amended in 2009) clearly conveys expectations for faculty achievement in 3 areas: professional development (i.e., research, scholarship), teaching effectiveness, and service to campus and community. Faculty must demonstrate significant achievement in all three of these areas, and in the context of public service, mirroring the MPA program’s mission statement.
Faculty may demonstrate professional development in many ways, including publishing academic articles and books, editing scholarly writing, writing research reports, winning research grants, participating in professional and academic conferences, etc. For peer-reviewed publications, generally a minimum of 3 or 4 are required for tenure and promotion to associate professor. For promotion to full professor, the continued publications must clearly illustrate an impact on the discipline in a specific area.

The teaching standard is very high for tenure and promotion: faculty must demonstrate excellence in teaching through a combination of several metrics, including students’ teaching evaluations for every course, peer reviews of at least one course per semester, curricular innovations, and student letters. Rubrics for excellence in teaching are established for students’ teaching evaluations and peer reviews of courses.

Service requirements are also high for faculty members. Each is expected to provide services to the campus (at any level: department, college, university, etc.), often in the form of committee membership. As an applied field in public service, however, faculty are also expected to provide relevant services to community. This can come in many forms including, service on boards of public and nonprofit organizations, applied research for such organizations, etc. It can also include services to professional associations, such as: committee membership; reviews of articles, books, and proposals; editing academic writings, etc.

By requiring significant achievement in all three of these areas, the tenure and promotion policy supports the program’s mission statement. Specifically, it ensures that the program’s contributions to enhanced public services are achieved through research, teaching, and direct service.

3.3.2 One Exemplary Activity For Each Faculty Member

Table 3.3.2 describes the required one exemplary activity for each nucleus faculty member. This one activity is also listed on the Program’s website for each faculty member.
### Table 3.3.2: Exemplary Activity for Each Nucleus Faculty Member

<table>
<thead>
<tr>
<th>Name</th>
<th>Research or Scholarship</th>
<th>Community Service</th>
<th>Efforts to Engage Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheldon Gen</td>
<td>Combines research with efforts to engage students</td>
<td></td>
<td>Combines research with efforts to engage students</td>
</tr>
<tr>
<td>Ernita Joaquin</td>
<td>Research and scholarship, with a recent Public Administration Review article and other publications on contracting and privatization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Shea</td>
<td></td>
<td></td>
<td>Service learning pedagogy, obtaining a grant, converting a course and developing the San Francisco CBO Project and website</td>
</tr>
<tr>
<td>Genie Stowers</td>
<td>Scholarship and applied contributions in the area of e-government and information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janey Wang</td>
<td>Scholarship in the area of public finance, specifically tax and expenditures limits (TELs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sheldon Gen**: Dr. Gen often teaches some of the applied research courses and he uses those courses to engage students in service projects with local government agencies and nonprofit organizations. Through this kind of arrangement, he has delivered over 20 agency reports with over 30 student co-authors. A few of these engagements have also led to 4 conference presentations, 2 journal publications, and 2 more journal articles in development.

**Ernita Joaquin**: Dr. Joaquin recently published in the *Public Administration Review*. The article's subject matter, privatization and governmental capacity, remains one of the most enduring issues with the fiscal stress driving much of the reform in public management. This article was first presented in professional conferences, and builds upon Dr. Joaquin’s research in the issue since her dissertation on the Bush Administration's outsourcing policy.

**Jennifer Shea**: Dr. Shea recently won a grant to convert her course on nonprofit management into a service learning course in which students formally work with nonprofit organizations on issues of organizational learning and management. Her successful implementation of the service learning component led her to publish a paper on the course conversion, to help other
public administration faculty more effectively build such arrangements elsewhere.


**Genie Stowers:** Dr. Stowers utilizes emerging technologies to engage students through her online class PA 757: E-government and other IT classes. The online e-government class is very positively evaluated by students, who report enjoying its multi-media aspects, project-based learning, online team projects, and research assignments. Dr. Stowers integrates research with instruction in that students learn about the variety of e-government activities by collecting data from American cities for a joint San Francisco State University-Rutgers University survey on e-governance. Dr. Stowerscombines efforts to engage students in technology and IT Management with scholarly work in the area.


**Janey Wang:** Dr. Wang contributes to the academic field of public finance. One of her papers, below, showed that tax and expenditure limits (TELs) significantly decreased tax progressivity and might also drive out high-income families who desired a higher level of public services. In economic downturns, conditioning tax and expenditure policy changes to maintain progressivity in the system should be considered during the design and adoption of tax and expenditure institutions.


### 3.3.3 Significant Outcomes and Impact on Public Administration By Faculty

There have been many significant outcomes for the Public Administration Program related to faculty efforts. These include the following, from the Program logic model:

- Faculty research that reflects public service values
- Faculty community service that reflects public service values
- Faculty integrating their research, teaching and service efforts
- Enhanced respect and reputation for the Program at the University and by employers in the community
- Faculty and students benefitting community organizations and government agencies through service and applied research

There have also been outcomes for community groups and government agencies which benefitted from faculty efforts and from class projects: program evaluations which helped to improve agency service efforts, development plans, knowledge audits, e-government strategies, cost-benefit analyses and policy analyses, policy briefs, agency communication plans, statistical analyses, strategic plans, workforce development plans, and many others.
The Public Administration Program, its faculty and its students have also had an impact upon public administration as a whole.

While Dr. Kathy Naff has not been included in any other tables seen above under this standard, she was on our faculty during since 1996 and just retired in December, half-way during the self-study year. Dr. Naff’s research had quite an impact in the field of human resources management in public administration. She was considered one of the top experts, if not the expert, on women and the glass ceiling in government, she made a significant impact in the area of representative bureaucracy and, most recently, on representative bureaucracy in South Africa after apartheid. Dr. Naff also contributed significant service to the profession, chairing two ASPA Sections and serving on numerous national boards, and receiving several awards for significant research and service from our national professional associations.

Dr. Gen’s work is also having an impact on the field in the area of civic engagement in the field of environmental policy and advocacy. In addition, Dr. Gen has made an impact with his community service, particularly his work with the San Francisco Educational Fund’s Teachers Leadership Institute and his work as a campus leader for interdisciplinary policy research.

Dr. Stowers was a pioneer in the area of e-government and online instruction, publishing one of the very first articles on e-government in a public administration journal and on online interaction; this was continued with work on e-commerce on public sector websites, performance measurement of e-government and now, on data visualization. All of her efforts combined work in academic journals or books with those in applied outlets. Dr. Stowers has also contributed in the area of service to the profession and the University; she served on the national executive committees of ASPA and NASPAA, was a long-time Treasurer of the Section for Women in Public Administration (receiving a service award from them) and received only the second faculty award for service given out at SF State for her work chairing Senate Committees on program review and curriculum review, her help in developing the interdisciplinary Ed.D. in Educational Leadership, and serving for 15 years as head of public administration. Recently, she chaired the Host Committee for the Urban Affairs Association conference in San Francisco.

Not even tenured yet, Dr. Shea’s work in the area of mid-range theories of nonprofit intermediaries and on community resiliency is having an impact on the field, with a Public Administration Review article and invited presentations already completed in these areas.

Also not tenured, Dr. Joaquin has just had an article published in Public Administration Review and is quite well known in the field of contracting and privatization; her reputation is continuing to grow in this area. Dr. Wang is also not yet tenured but she has published several articles in public finance and is building a reputation and body of work for herself.

As a group, our faculty have also had an impact. By all accounts, our program was the first with an electronic e-portfolio and it was recognized with commendations by the University and by NASPAA. We also believe that our new curriculum is an innovative one and believe it could have an impact on the field, particularly on the West Coast.
STANDARD 4: MATCHING OPERATIONS WITH THE MISSION- SERVING STUDENTS

**Standard 4**

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

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

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

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

**Meeting the Standard**

4.1 Student Recruitment

Recruiting is done through a combination of our website, social media, information sessions and selected graduate school fairs.

Our website is key to recruitment; it is kept updated with information about the program and its admissions processes, organized into sections by categories of interest, including Potential Students. In addition, we take advantage of social media to a great degree; links to our blog, Facebook page, Linked In and Flickr sites and Twitter accounts are located on every page of our website. These sites highlight program activities, announcements and job listings. For admissions purposes, the goal of these activities is to portray our active program, one in which students thrive and achieve their goals.

We post announcements on our home page of upcoming Information Sessions for Prospective Students. These sessions (typically 4-5 for every admissions cycle) provide basic information about the Program and the admissions process.

Finally, we attend selected recruitment fairs—the San Francisco Idealist Fair and the SF State Graduate School Fair.

The Potential Students section of our website contains information about the cost of the degree in comparison to the cost of other programs near San Francisco in a .pdf-formatted handout of the slides used for the information sessions for potential students (http://mpa.sfsu.edu/documents/Introduction%20to%20the%20SF%20State%20MPA%20degree.pdf); a link to this handout is also on the website home page.
Our recruiting strategies are directed towards working adults and a diverse workforce, reflecting the University and Program mission as urban institutions working towards social justice.

4.1.1 Program Recruitment

Tables 4.1.2a and 4.1.2b provide data on the number of applications for the MPA program in the Self Study Year and the year prior. Figure 4.1.2b provides data over time for Fall semester admissions.

**Table 4.1.2a: Full-Time vs. Part-Time Applicants**

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Self-Study Year Minus 1</th>
<th>Self-Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>151</td>
<td>213</td>
</tr>
<tr>
<td>Total</td>
<td>151</td>
<td>213</td>
</tr>
</tbody>
</table>

**Table 4.1.2b: In-Service vs. Pre-Service Applicants**

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Self-Study Year Minus 1</th>
<th>Self-Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Service</td>
<td>151</td>
<td>213</td>
</tr>
<tr>
<td>Pre-Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>151</td>
<td>213</td>
</tr>
</tbody>
</table>
4.1.3. Applicant Pool and Mission

In Table 4.1.2a above, we have entered 151 part-time students. For admissions purposes, we do not consider whether a student intends to be part- or full-time. In fact, we do not inquire or know their intentions about going part-time. While our program is designed to be for part-time students and working adults, with classes at night and in Downtown San Francisco right above major transit hubs, our students are able to move from part-time to full-time at will, based upon their own goals and circumstances at any time. At any one time, approximately 85 percent of our students are attending part-time and fifteen percent, full-time. Therefore, for our purposes, in this Table and Self-Study, all are considered part-time.

In keeping with our mission, we strive to admit only candidates with work experience. That means that we occasionally admit students just completing their undergraduate degree but only in two cases—one, if they have gained work experience while in school and two, occasionally a combination of very high academic performance and outstanding volunteer experience will combine to replace the desired work experience.
4.2 Student Admissions

Our admissions policies set a minimum grade point average for applicants, require a minimum standard of writing ability, have experience working in either the public or nonprofit sectors and then seek to determine the interest and focus of the applicant in working in the public service. Applicants complete an essay describing their experiences and interest in public service and then how the MPA and our Program, specifically, would be a good fit for them.

We make no exceptions to the grade point average policy; for work experience, just a few exceptions are made for those with high academic ability, volunteer experience and clearly articulated goals in their application essays. The work experience exception has most often been made for applicants who are un-documented and therefore, have no opportunity for formal work experience. There are no exceptions based upon gender, race or ethnicity.

We have competitive admissions so not all students meeting minimum requirements can be accepted. Once students have met minimum requirements, we focus upon achieving a well-rounded class of diverse interests, fields, and backgrounds. Even then, we do not focus upon demographic criteria but rather upon life experience and professional interests.

Our community is very ethnically and racially diverse; we also have many applicants from immigrant families or who are first generation college students, lesbian / gay / bisexual / transgender or from other marginalized communities. Thus, our student body is diverse and reflects our social justice mission without the use of quotas or exceptions to any standards.

4.2.1c Exceptions to Admissions Criteria

As discussed above, there are no exceptions to the grade point average criterion and only a very few exceptions to the work experience criterion; these are only in the case of outstanding academic records and a record of outstanding volunteer or even internship experience offsetting the lack of professional work experience.

All students are admitted under the University’s Conditional Classified category. Our Program used to have program prerequisites and students were only admitted under the Conditionally Classified category until they had completed their prerequisites. However, we no longer have program prerequisites.

Upon the advice of the Graduate Dean, all students are still admitted Conditionally Classified with the requirement that they “must make continuous progress towards degree each semester enrolled.” This allows the Program some ability to hold students accountable while they are moving towards the degree. When they have six units remaining in the degree program (typically, the semester prior to graduation), students file the Advancement to Candidacy (ATC) form; at that point, their status changed to Classified.

No other conditional admissions, mid-career admissions or alternate paths exist for admission.

Table 4.2.1b describes the Program’s admissions criteria.
Table 4.2.1b Admissions Criteria

<table>
<thead>
<tr>
<th>Bachelors Degree:</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Recommendation</td>
<td>Required</td>
</tr>
<tr>
<td>Resume:</td>
<td>Optional</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>Optional</td>
</tr>
</tbody>
</table>

TOEFL Scores:
Minimum Score (Internet based test: 80 / Computer based test: 213 / Paper based test: 550 / IELTS - overall band score of 7.0)

| GPA | Required | Minimum Required 3.0 |
| Statement of Intent | Required |
| Essay/Additional Writing Sample | Required |
| Professional Experience | Required |
| Number of years of Professional Experience: 1-2 years |

| Interview | No |
| Special Mission Based Criteria | No |
| Prescribed Undergraduate Major | No |
| Other (specify) | None |

4.2.2a Numbers of Admissions

The first portion of Table 4.2.2a contains the numbers of students admitted for the Self-Study year and the year prior to it by full- or part-time status. The next portion of the table contains the same information, but by conditions of admission.
### Table 4.2.2a Numbers of Admissions

<table>
<thead>
<tr>
<th>4.2.2a Admission Numbers</th>
<th>Admits</th>
<th>Self-Study Year</th>
<th>Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Minus 1</td>
<td></td>
</tr>
<tr>
<td>Full Admission of FT Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of FT Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Admission of PT Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of PT Students</td>
<td>47</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admits</th>
<th>Self-Study Year</th>
<th>Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minus 1</td>
<td></td>
</tr>
<tr>
<td>Full Admission of In Service Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of In Service students</td>
<td>47</td>
<td>83</td>
</tr>
<tr>
<td>Full Admission of Pre-Service Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of Pre-Service Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>83</td>
</tr>
</tbody>
</table>

The first portion of Table 4.2.2b contains the actual enrollment (yield) of students admitted during those years by full- or part-time status; the second portion contains the same information, but by conditions of admission.
### Table 4.2.2b: Enrollment Numbers

<table>
<thead>
<tr>
<th>4.2.2b Enrollment Numbers</th>
<th>Enrolled Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-Study Year Minus 1</td>
<td>Self Study Year</td>
<td></td>
</tr>
<tr>
<td>Full Enrollment of FT Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of FT Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Enrollment of PT Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of PT Students</td>
<td>32 (68.1% of those admitted)</td>
<td></td>
<td>52 (62.7% of those admitted)</td>
</tr>
<tr>
<td>Total</td>
<td>32 (68.1% of those admitted)</td>
<td></td>
<td>52 (62.7% of those admitted)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Self-Study Year Minus 1</th>
<th>Self Study Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Enrollment of In Service Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of In Service students</td>
<td>32 (68.1% of those admitted)</td>
<td></td>
<td>52 (62.7% of those admitted)</td>
</tr>
<tr>
<td>Full Enrollment of Pre-Service Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of Pre Service students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32 (68.1% of those admitted)</td>
<td></td>
<td>52 (62.7% of those admitted)</td>
</tr>
</tbody>
</table>

Figure 4.4.2b provides a visual depiction of the MPA Program’s admission and yield rates from Fall 1999 until Fall 2012.
4.2.3 Admitted students and the program mission.

As will be seen for enrolled students in the table under 4.4.2, below, the admitted and enrolled students are a very diverse group of individuals. They are practically all working adults (some are between jobs, others choose not to work while completing their degree) and are excellent students (the average grade point average for admitted students for some years is between 3.5 and 3.6).

In terms of race, ethnicity, sexual identity, disability, and other characteristics, they are a very diverse group of students, with ages ranging from the mid-20s up to the 60s. Our program has been comprised of 45 to 55 percent racial / ethnic minorities for roughly 7-8 years now, making us either close to, or already a majority minority program and thereby reflecting our community.

Our students are typically very involved in their communities in a wide variety of ways, which directly relates to our mission. They also represent a wide variety of fields and interests, from environmental policy to education, health, criminal justice, social services and other areas.

The University and our Program both provide special support to U.S. military veterans, so we have quite a few returning veterans and members of the Reserves. We also have quite a number of returning Peace Corps Volunteers.
The wide variety of groups and interests represented by our very engaged students allow our Program to achieve our mission of excellence, inclusivity and social justice, equity and community service, engagement and innovation.

4.3.1 Academic Standards and Enforcement

Communicating Program standards to students begins with their orientation after they have been admitted. At orientation, they either receive a copy of our Student Handbook or are directed to it online (in an attempt to move towards a paper-free environment). In orientation and the Student Handbook, academic policies and graduation standards are covered thoroughly. The Program Director covers the Program Roadmap to Graduation with all students and shown its location online; the Roadmap is required of all SF State programs in order to help students identify the clearest path through their academic degree program to graduation.

Students are told about our Advising system with faculty advising students according to their elective emphasis. They are strongly encouraged to seek advising at least once per semester but definitely once per year. Periodically, students who have not come in for advising are contacted and asked to do so.

All curriculum and policy documents are available online on our website for students to consult at any time. Finally, if there are special questions or issues (such as the new curriculum), extra information sessions are held to explain those issues.

Graduate Studies tracks student academic performance and informs each Program when a student falls behind or is not making academic progress.

4.3.2 Support Systems and Special Assistance

If a student receives a C or if their grade point average falls below a 3.0, they are placed on Academic Probation and receive a letter from the Graduate Studies office asking them to consult with their Program Director. That consultation consists of developing a plan for ensuring they are able to move out of Academic Probation and move towards making academic progress once again. They are not allowed to register for future classes until the plan is developed and approved by the Program Director. This process has proven very successful in aiding students to regain success in their degree program.

If students continue to not progress for several semesters, they are subject to disqualification. They can keep this from happening by following the plan developed with the Program Director. However, if they continue to show a lack of forward progress, they can be disqualified. Once they are disqualified, they cannot take courses in their degree program any longer until their grade point average is back above 3.0. To accomplish this, they may take courses outside of their degree program through the University’s Open University.

Any Program may also declassify a student (remove them from their degree program) once they are disqualified.
4.3.3a Degree Completion

Table 4.3.3a provides the data on time to degree completion by the cohort admitted five years prior to the Self Study year.

**Table 4.3.3a: Time to Completion of Degree Program**

<table>
<thead>
<tr>
<th></th>
<th>Initially Enrolled</th>
<th>Graduated within Degree Program Length</th>
<th>Graduated in 150% of Degree Program Length</th>
<th>Graduated in 200% of Degree Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Full-Time Students in the SSY-5 Cohort</td>
<td>54 Students</td>
<td>50.0% (27 students in 7 semesters)</td>
<td>74.1% (40 students in 10.5 semesters)</td>
<td>77.8% (42 students in 14 semesters)</td>
</tr>
<tr>
<td>Number of Part-Time Students in the SSY-5 Cohort</td>
<td>54 Students</td>
<td>50.0% (27 students in 7 semesters)</td>
<td>74.1% (40 students in 10.5 semesters)</td>
<td>77.8% (42 students in 14 semesters)</td>
</tr>
</tbody>
</table>

Figure 4.3.3a provides a histogram of the same data; this histogram clearly shows that two students from that cohort were outliers and finished in semester 11 and 14. By far, the majority of that cohort who finished the degree, finished right around seven semesters, the mean being 7.1 semesters to finish the program.
4.3.3a Number of Semesters to Degree Completion

The mean number of semesters for students in the SSY-5 cohort required to complete our 7 semester program was 7.1 semesters; both the mode and the median for those same students was 7 semesters. What this data shows is an outstanding rate of completion for working adult students not in a cohort program. It also does not reflect that only two students exceeded 150 percent of the degree program length, which is 7 semesters; one student is disabled and typically took only course per semester, taking 11 semesters to complete the program and the other had significant outside problems and also took only one course per semester.

4.3.3b Completion Rate additional information / explanation

Students in our MPA program can take advantage of the University’s Student Involvement and Career Center (http://sfsu.edu/~sicc/) as well as the College of Health and Social Science’s Student Success Program (http://studentsuccess.sfsu.edu/).
In addition, the Public Administration Program sponsors 3-4 career and professional development workshops per semester just for MPA students. Each semester, these workshops include one skills workshop (resume development, interview skills, time management, career planning), one panel or alums grouped according to a particular career type (being a nonprofit executive director or consultant, working as a city manager, doing human resources management work, working in the transportation field) and talking about their careers, and several other specific workshops. These often include presentations from a particular recruiter or employment partner (Deloitte State Tax Internship, US Government Accountability Office, How to Get a Job with the City / County of San Francisco, Working for the State).

The Program also hosts a variety of events in which students, alumni and employment partners can network; we are assisted in this by the Pi Alpha Alpha Chapter. Each semester, there is a Back to School reception and typically, a Tea for International Students so that they can meet others international students as well as domestic students. In addition, the Program sponsors a jobs listserv (currently with 231 members) on which we and several alumni working in the human resources field regularly post jobs notices and a iLearn site with links for career resources. Pi Alpha Alpha and the Public Administration Program also co-sponsor networking events with the San Francisco Bay Area Chapter of the American Society for Public Administration (ASPA). For several years, ASPA monthly chapter meetings were held in our meeting room and were well attended by our students.

Our annual end of year reception includes both the Pi Alpha Alpha induction as well as the hooding of graduating MPA students and awards presentations. These awards presentations include the Alumnus of the Year, a Community Service Award to an outstanding practitioner in the area as well as student awards (Graduate Student Award for Distinguished Achievement, Barbara Jordan Award for Student Excellence, an award also recognizing exceptional community service). This event allows families, alumni and students to meet and greet each other as well as opportunities for our students to meet outstanding alumni and practitioners. This year’s Alumnus of the Year was Michael Yuen, Chief Executive Officer of the California Superior Court; the Community Service Award went to Patricia Martel, the City Manager of Daly City and former head of the San Francisco Public Utility Commission.

Recipients of the Graduate Student Award for Distinguished Achievement go on to be nominated for the College Graduate Student Award for Distinguished Achievement; that individual then competes against those from other colleges to receive the Graduate Student Hood representing all graduate students at the annual Commencement ceremony. Our students have won the College Award 6 times over the past 16 years and one of our MPA graduates has been the Graduate Hood Nominee for the University during that time.

4.3.a(1) Internship Requirements

Our requirements for the internship meet the NASPAA standards; students are required to spend 300 hours with an agency (https://mpa.sfsu.edu/mpa/content/internships), they work on specific projects, complete a journal and small papers about specific issues in their work. Under our
old curriculum, they were required to take PA 803: Public Service Internship, 3 units and PA 804: Internship Seminar, 1 unit. With our new curriculum, beginning in Fall 2013, these two courses are being combined into just one course, PA 803: Public Service Internship.

When students inquire about doing an internship, they are referred to the Department’s internship coordinator, currently Dr. Jennifer Shea, who advises them about internship possibilities and requirements. Students are responsible for identifying their internship site and a supervisor at that site. Sometimes they apply to formal internship postings and other times students initiate contact. Once a student has identified an internship and supervisor, they work with the supervisor to complete the internship MOU, which is then reviewed and signed by the Department’s internship coordinator.

However, most of our students waive the internship requirement. To receive a waiver, students must write a memo to the Program Director requesting one and describing their previous work experience (quantity and content); they must also attach a resume. Based upon the quantity and content of the work experience, the Program Director then makes a decision on whether or not to grant the waiver.

Students must have worked for 1-2 years in either the public or nonprofit sector in order to receive a waiver. Exceptions are made if students’ work experience is in the private sector but working exclusively with public or nonprofit sector agencies. For instance, two waivers were granted for two students who were CPAs and whose practice involved public and nonprofit agency auditing and accounting; the other exception was granted to a student whose insurance work was with public and nonprofit agencies.

Table 4.3.4a (2) provides data on those few students we have who participated in the internship program.

**Table 4.3.4a(2) Internship Participation**

<table>
<thead>
<tr>
<th>4.3.4a(2) Internship Participation</th>
<th>Self-Study Year Minus 1</th>
<th>Self-Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Service</td>
<td>In-Service</td>
</tr>
<tr>
<td>National or central government in the same country as the program</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>State, provincial or regional government in the same country as the program</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>City, County, or other local government in the same country as the program</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Foreign government (all levels) or international quasi-governmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit domestic-oriented</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Nonprofit/NGOs internationally-oriented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3.4a(3) Internship Support

There is one faculty member who serves as internship coordinator, Dr. Jennifer Shea. She and Bridget McCracken, the Director of Academic Services, make sure the iLearn site is updated. We rely upon the students to have a clear enough idea of their career goals to be able to discern the direction in which they want to explore. They make the contacts to the agency and a project is negotiated. A Memorandum of Understanding (MOU) is then developed between the on-site supervisor and the Coordinator and kept on file with the Internship Coordinator.

Through the internship, the student keeps in touch with the Coordinator and submits work as required. Once the internship is completed, the on-site supervisor sends the Coordinator their evaluation of the student’s work.

Monitoring of the intern while on-site is achieved through ongoing contact with the student and with the supervisor, if any problems arise.

There is no financial assistance from the Program for unpaid interns.

This system works effectively for our Program as we have so few students doing internships any one semester—the most has been four students.

4.3.4a(4) Internships and Mission

The structure of our internship program and the distribution of internships over various levels of government and nonprofit agencies reflect our mission as an urban program for in-service students. Given the predominance of nonprofit agencies and local governments in the Bay Area (101 across 9 counties), these are the important job centers for our students. In addition, given our emphasis upon social justice and equity, our students are generally more interested in local government and nonprofit work than in working for the federal government (exceptions are Social Security Administration, Environmental Protection Agency, Government Accountability Office and Housing and Urban Development).

4.3.4b Employment Statistics

Table 4.3.4b provides employment statistics for graduates of the past two years.
Table 4.3.4b: Employment Statistics

<table>
<thead>
<tr>
<th>4.3.4b Employment Statistics</th>
<th>Self-Study Year Minus 2</th>
<th></th>
<th>Self-Study Year Minus 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Service</td>
<td>In-Service</td>
<td>Pre-Service</td>
<td>In-Service</td>
</tr>
<tr>
<td>National or central government in the same country as the program</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State, provincial or regional government in the same country as the program</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City, County, or other local government in the same country as the program</td>
<td>7</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign government (all levels) or international quasi-governmental</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit domestic-oriented</td>
<td>13</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit/NGOs internationally-oriented</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Sector - Research/Consulting</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Sector but not research/consulting</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtaining further education</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status Unknown</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Graduates</td>
<td>39</td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.3.4b illustrates, in a pie chart, the percent of students who were employed in various sectors after their graduation with the MPA degree.
Table 4.3.4b1 provides a listing of the jobs and agencies for those MPA graduates from Fall 2010 to Spring 2013, along with whether or not the job was new (i.e., begun after the student started the program) or an existing one.

**Table 4.3.4b1: MPA Program Graduates’ Jobs, Fall 2010 – Spring 2013**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco State University MPA Program Graduates' Jobs, Fall 2010 - Spring 2013</td>
<td></td>
</tr>
<tr>
<td>Jobs of MPA Students Upon</td>
<td></td>
</tr>
<tr>
<td>Graduating-- Existing or Achieved During or Up to 6 Months Afterwards (New)</td>
<td></td>
</tr>
<tr>
<td>New Job Activity Associate</td>
<td></td>
</tr>
<tr>
<td>New Job Administrator</td>
<td></td>
</tr>
<tr>
<td>New Job Administrator Bancroft Senior Homes</td>
<td></td>
</tr>
<tr>
<td>New Job</td>
<td>Position</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>New Job</td>
<td>Assistant Account Manager</td>
</tr>
<tr>
<td>New Job</td>
<td>Assistant to the City Manager</td>
</tr>
<tr>
<td>New Job</td>
<td>Associate Auditor</td>
</tr>
<tr>
<td>New Job</td>
<td>Associate Director</td>
</tr>
<tr>
<td>New Job</td>
<td>Associate Project Director</td>
</tr>
<tr>
<td>New Job</td>
<td>Booking Coordinator</td>
</tr>
<tr>
<td>New Job</td>
<td>Career Advisor</td>
</tr>
<tr>
<td>New Job</td>
<td>Case Management Analyst</td>
</tr>
<tr>
<td>New Job</td>
<td>Case Manager</td>
</tr>
<tr>
<td>New Job</td>
<td>Co-Director Communications and Grants</td>
</tr>
<tr>
<td>New Job</td>
<td>Manager Community Preparedness Officer / Compliance and Regulatory</td>
</tr>
<tr>
<td>New Job</td>
<td>Emergency Mgt Planner</td>
</tr>
<tr>
<td>New Job</td>
<td>Reporting Coordinator</td>
</tr>
<tr>
<td>New Job</td>
<td>Conservation Associate</td>
</tr>
<tr>
<td>New Job</td>
<td>Contracts and Audits Manager</td>
</tr>
<tr>
<td>New Job</td>
<td>Corporate Relations Manager</td>
</tr>
<tr>
<td>New Job</td>
<td>Data Manager</td>
</tr>
<tr>
<td>New Job</td>
<td>Deputy Director, Community and Government Affairs</td>
</tr>
<tr>
<td>New Job</td>
<td>Development Programs Coordinator</td>
</tr>
<tr>
<td>New Job</td>
<td>Director Labor Relations</td>
</tr>
<tr>
<td>New Job</td>
<td>Director of Conservation</td>
</tr>
<tr>
<td>New Job</td>
<td>Development Director of Operations, Administration and Real Estate</td>
</tr>
<tr>
<td>New Job</td>
<td>Director, Federal Student Services</td>
</tr>
<tr>
<td>New Job</td>
<td>Grants Early Clinical Development</td>
</tr>
<tr>
<td>New Job</td>
<td>Coordinator</td>
</tr>
<tr>
<td>New Job</td>
<td>Education and Training Coordinator Employee and Labor Relations</td>
</tr>
<tr>
<td>New Job</td>
<td>Analyst</td>
</tr>
<tr>
<td>New Job</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>New Job</td>
<td>Exercise Coordinator</td>
</tr>
<tr>
<td>New Job</td>
<td>Field Director</td>
</tr>
<tr>
<td>New Job</td>
<td>Financial Analyst</td>
</tr>
<tr>
<td>New Job</td>
<td>Founder / Executive Director</td>
</tr>
<tr>
<td>New Job</td>
<td>Position</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>New Job Founding Partner</td>
<td>Auction Grow</td>
</tr>
<tr>
<td>New Job Grants Accounting Specialist</td>
<td>Community Initiatives</td>
</tr>
<tr>
<td>New Job Grants Assistant</td>
<td>James Irvine Foundation</td>
</tr>
<tr>
<td>New Job Health Analyst</td>
<td>Molina Health Care</td>
</tr>
<tr>
<td>New Job Health Program Coordinator</td>
<td>San Francisco Department of Public Health</td>
</tr>
<tr>
<td>New Job Human Resources Analyst II</td>
<td>Dublin San Ramon Services District Department of Human Assistance, City of Sacramento</td>
</tr>
<tr>
<td>New Job Human Services Specialist</td>
<td>Management Partners</td>
</tr>
<tr>
<td>New Job Individual Donor Manager and Patron Relations Associate</td>
<td>New Conservatory Theater Center</td>
</tr>
<tr>
<td>New Job Investigator</td>
<td>U.S. Department of Labor</td>
</tr>
<tr>
<td>New Job Law Student</td>
<td>Hastings Law School</td>
</tr>
<tr>
<td>New Job Management Analyst</td>
<td>Management Partners</td>
</tr>
<tr>
<td>New Job Manager, Practice Coaching and Quality Management</td>
<td>San Francisco Health Plan</td>
</tr>
<tr>
<td>New Job Operations Coordinator</td>
<td>Lipstick Angels</td>
</tr>
<tr>
<td>New Job People Development Coordinator</td>
<td>Google</td>
</tr>
<tr>
<td>New Job Police Officer</td>
<td>City of Palo Alto</td>
</tr>
<tr>
<td>New Job Policy Analyst</td>
<td>San Francisco Local Homeless Coordinator Board</td>
</tr>
<tr>
<td>New Job Policy Research and Analysis Intern</td>
<td>Public Policy Institute of California</td>
</tr>
<tr>
<td>New Job Probation Assistant</td>
<td>San Francisco Adult Probation Department</td>
</tr>
<tr>
<td>New Job Program Administrator</td>
<td>Robert Toigo Foundation</td>
</tr>
<tr>
<td>New Job Program Analyst</td>
<td>Italian Government</td>
</tr>
<tr>
<td>New Job Program Assistant</td>
<td>Rails-To-Trails Conservancy</td>
</tr>
<tr>
<td>New Job Program Coordinator, Learning Programs</td>
<td>Carnegie Foundation for the Advancement of Teaching</td>
</tr>
<tr>
<td>New Job Teaching Programs</td>
<td></td>
</tr>
<tr>
<td>New Job Program Development Analyst</td>
<td>Nevada Green Institute</td>
</tr>
<tr>
<td>New Job Program Director</td>
<td>First Avenues at Hamilton Family Center</td>
</tr>
<tr>
<td>New Job Program Manager</td>
<td>San Francisco Foundation</td>
</tr>
<tr>
<td>New Job Program Manager</td>
<td>Teen Success, Inc.</td>
</tr>
<tr>
<td>New Job Program Specialist</td>
<td>Northern California Grantmakers</td>
</tr>
<tr>
<td>New Job Project Manager</td>
<td>CCSF Office of Economic and Workforce Development</td>
</tr>
<tr>
<td>New Job Project Manager</td>
<td>Carnegie Foundation for the Advancement of Teaching</td>
</tr>
<tr>
<td>New Job Project Manager / Consultant</td>
<td>Education Pioneers</td>
</tr>
<tr>
<td>New Job Psychology Department Manager</td>
<td>San Francisco State University</td>
</tr>
<tr>
<td>New Job Quality Assurance Coordinator</td>
<td>Numi Organic Tea</td>
</tr>
<tr>
<td>New Job Recreation Supervisor</td>
<td>Daly City Department of Library and Recreation Services</td>
</tr>
<tr>
<td>New Job Regulatory Analyst</td>
<td>California Public Utilities Commission</td>
</tr>
</tbody>
</table>

62 | Page
<table>
<thead>
<tr>
<th>Job Title</th>
<th>Organization/Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Job Research Analyst</td>
<td>Intern Fed of Prof and Tech Engineers (IFPTE) Local 21</td>
</tr>
<tr>
<td>New Job Retirement Analyst</td>
<td>San Francisco Retirement System</td>
</tr>
<tr>
<td>New Job Senior Director of Housing</td>
<td>InnVision Shelter Network</td>
</tr>
<tr>
<td>New Job Senior Director of Special Education</td>
<td>California Autism Foundation</td>
</tr>
<tr>
<td>New Job Senior International Finance Officer</td>
<td>Lutheran World Relief</td>
</tr>
<tr>
<td>New Job Senior Management Assistant</td>
<td>San Francisco Municipal Transportation Agency</td>
</tr>
<tr>
<td>New Job Risk and Safety</td>
<td>Kaiser Permanente</td>
</tr>
<tr>
<td>New Job Sheriff’s Specialist</td>
<td>Contra Costa County Office of the Sheriff</td>
</tr>
<tr>
<td>New Job Social Media and Marketing Manager</td>
<td>Private Company</td>
</tr>
<tr>
<td>New Job Special Events Manager</td>
<td>Alzheimer's Association</td>
</tr>
<tr>
<td>New Job Supervisory Family Paralegal</td>
<td>Immigration Law Office of Robert B Jobe</td>
</tr>
<tr>
<td>New Job Consultant</td>
<td>Deloitte</td>
</tr>
<tr>
<td>New Job Support</td>
<td>Agistix</td>
</tr>
<tr>
<td>New Job Transportation Investment Program</td>
<td>Metropolitan Transportation Commission</td>
</tr>
<tr>
<td>New Job Manager</td>
<td>Social Security Administration</td>
</tr>
<tr>
<td>Existing Job Analyst</td>
<td>Bureau of Labor Statistics, Region IX</td>
</tr>
<tr>
<td>Existing Job Assistant Regional Commissioner</td>
<td>CompassPoint</td>
</tr>
<tr>
<td>Existing Job Associate Project Director</td>
<td>American Federation of Television and Radio Artists</td>
</tr>
<tr>
<td>Existing Job Business Representative</td>
<td></td>
</tr>
<tr>
<td>Existing Job Campaign Finance Officer</td>
<td>San Francisco Ethics Commission</td>
</tr>
<tr>
<td>Existing Job Chief Operating Officer</td>
<td>InspireMeToday.com</td>
</tr>
<tr>
<td>Existing Job Community Development Specialist</td>
<td>City / County of San Francisco</td>
</tr>
<tr>
<td>Existing Job Consultant</td>
<td>Department of Elections</td>
</tr>
<tr>
<td>Existing Job Deaf and Hard-of-Hearing Specialist and Outreach Coord</td>
<td>Inspired at Work</td>
</tr>
<tr>
<td>Existing Job Deputy City Manager</td>
<td>SF State’s Disability Programs and Resource Center</td>
</tr>
<tr>
<td>Existing Job Institutional Giving Associate</td>
<td>City of Mountain View</td>
</tr>
<tr>
<td>Existing Job Legal Assistant</td>
<td>Jelinek and Associates</td>
</tr>
<tr>
<td>Existing Job Library Assistant</td>
<td>City of Menlo Park</td>
</tr>
</tbody>
</table>
### 4.4.1 Ongoing “Diversity” Activities

The Program carries out a variety of activities that promote diversity and a climate of inclusiveness. Given the diversity of the Bay Area and the consequent diversity of our program, we strive to incorporate a fundamental principle into our diversity activities -- a respect and awareness of differences between individuals and of how individuals might perceive they are being treated, based on those differences. This leads directly to our shared understanding of diversity as comprised of multiple characteristics, so that no one person is considered as a token member of any group.

The diversity of our faculty reflects this broad understanding of diversity. Currently, we a very diverse faculty, especially when compared with other public administration faculties across the nation. Of six faculty (including the now retired Dr. Kathy Naff, retired during the middle of the Self Study year), 83.3 percent of our faculty are women and fifty percent of our faculty are ethnic/racial minorities and/or international faculty.
Given the relatively small size of our faculty, it is impossible to have every group represented. For example, at this time, we have no white males at all on the faculty. However, because of our size, we have a great need to ensure that our curriculum is covered—with as much overlap between teaching areas as possible; this results in faculty members having diverse and complimentary areas of expertise and interest. Realistically, this is the primary consideration when hiring new faculty.

One diversity challenge we continuously strive to overcome is related to the University’s reputation as progressive, which can result in students from more conservative backgrounds, or those focused on law enforcement or military careers, perhaps feeling uncomfortable.

Working from this understanding, we actively work to ensure the participation of white males, women, people of color, gay / lesbian / bisexual / transgender, representing Muslim heritage, Palestinian and Jewish heritage, law enforcement, military personnel, and other groups that might perceive themselves to be marginalized in some way. We strive to always be aware of balance and inclusion when making any decisions at all for our program.

We work to include individuals of various groups, and to include a balance of groups, in the following ways:

- As guest speakers for career development workshops;
- As guest speakers in classes;
- As adjunct faculty;
- As members of our Advisory Board;
- As recipients of our practitioner, alumni and student awards;
- As recipients of our scholarships.

We also explicitly discuss difference and diversity across the curriculum as prime public service values we seek to teach, based upon our mission. Diversity and the marginalization of various groups is discussed in budgeting and policy classes as a possible repercussions of budgetary and policy decisions; it is highlighted in developing civic engagement and change strategies as well as in other classes across the curriculum. Cases to be analyzed in class are frequently chosen for their diversity themes so that students can understand the dynamics involved in diversity and difference.

Diversity cannot be marginalized itself and left as a topic of discussion for when there are faculty hires—it must be a central theme of a program in order to be real. For us, encouraging diversity is part of our mission and we incorporate in a variety of ways.

4.4.2 Program Recruitment Diversity Activities

One important way in which we reach out to historically underrepresented populations for recruitment as potential students is to use our alumni network (itself very diverse). We ensure our alumni know about our admissions processes and that they use word of mouth to further access to
information about our Program and its admissions. Given the wide network of alumni we have across the Bay Area and now, California and wider, this is a crucial strategy.

Table 4.4.3a provides the data on student diversity, indicating a very diverse student body.

**Table 4.4.3a Student Diversity**

<table>
<thead>
<tr>
<th>4.4.3a Ethnic Diversity – Enrolling Students</th>
<th>Self-Study Year Minus 1</th>
<th>Self-Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>6.1% (n=2)</td>
<td>6.1% (n=4)</td>
</tr>
<tr>
<td>American Indian or Alaska Native, non Hispanic/Latino</td>
<td>0.0% (n=0)</td>
<td>0.0% (n=0)</td>
</tr>
<tr>
<td>Asian, non Hispanic/Latino</td>
<td>21.2% (n=7)</td>
<td>16.7% (n=11)</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non Hispanic/Latino</td>
<td>0.0% (n=0)</td>
<td>0.0% (n=0)</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>12.2% (n=4)</td>
<td>9.1% (n=6)</td>
</tr>
<tr>
<td>White, non-Hispanic/Latino</td>
<td>54.5% (n=18)</td>
<td>57.6% (n=38)</td>
</tr>
<tr>
<td>Two or more races, non Hispanic/Latino</td>
<td>6.1% (n=2)</td>
<td>3.0% (n=2)</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>(n=2)</td>
<td>(n=3)</td>
</tr>
<tr>
<td>Race and/or Ethnicity Unknown</td>
<td>(n=4)</td>
<td>(n=10)</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>79</td>
</tr>
<tr>
<td>Disabled</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 4.4.3a provides the ethnic distribution for MPA students over time from 1995 on, at five year increments, until 2012.
Figure 4.4.3a: Ethnic Distribution of MPA Students Over Time, 1995-2012
Standard 5

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

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

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

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

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

Meeting the Standard

5.1 Universal Required Competencies

The Public Administration Program at San Francisco State University operationalizes each of the five domains of the universal required competencies as follows. Under both our old and with the new curriculum, Program faculty incorporate effective communication and team work skills throughout the curriculum, not just into one course. This is also true of the integration of public service values, the importance of ethical behavior, and how to work effectively in a diverse community. In the new curriculum, each student will meet the competencies by completing the four Core Foundations courses and four of the six Management Perspectives Courses.

To lead and manage in public governance

- Develop an understanding of the history of public governance, including the roles of the public, nonprofit, and for-profit sectors, rooted in major theories directing the field and ethical codes of practice
- Understand and apply effective management perspectives
- Develop an understanding of how to ensure various populations, marginalized populations in particular, are effectively served
Understand the organizational, institutional and policy environments in which public service operates
Understand and apply models of leadership in organizational and institutional settings
Apply theories of change to real-life situations across a variety of spheres (administrative, budgetary, legal, personnel, organizations, service delivery, public policy, and other public service environments), using a variety of available tools
Think critically and identify issues in a variety of spheres (administrative, budgetary, legal, personnel, organizations, service delivery, public policy, and other public service environments)
Understand how to effectively manage people and other resources in organizational and institutional environments

To participate in and contribute to the public policy process
Understand different models of public policy process
Articulate the role of various stakeholders in policymaking and implementation, Understand how citizens can participate in the policy process and develop strategies to enhance their roles
Understand how public and nonprofit organizations participate in policymaking and implementation
Articulate the significance of power and voice for those targeted by public policies

To analyze, synthesize, think critically, solve problems and make decisions
Understand major types of social science research methods (quantitative as well as qualitative) and how / when they should be applied
Develop ability to think critically and analytically about research
Understand how to use social science research to identify and solve problems
Develop the ability to think critically and analytically about a range of public policy and governance issues, in order to identify a range of solutions and make decisions about which to implement
All-- Within a variety of environments (budgetary, personnel, organizations, service delivery, public policy, and other public service environments)
Develop computer skills to assist in identifying and solving problems and making decisions
Think critically and analytically about organizational, policy, and institutional issues
Understand the role of stakeholders when making decisions or solving problems
Develop strategies for engaging citizens in solving problems and making decisions
Understand the role of leadership in analyzing and making decisions
Apply standards of ethical behavior when making decisions or solving problems
Write concisely and professionally

To articulate and apply a public service perspective
Recognize and be able to articulate critical public service values, their meaning and strategies for incorporating them into practice
• Apply concepts of social equity, ethics, and other core public service values in practice
• Understand and learn to apply values of civic engagement, effectiveness, sustainability, inclusivity, accountability, equity and social justice to public service
• Gain understanding of ethical constructs and foundation of public governance and public service

To communicate and interact productively with a diverse and changing workforce and citizenry
• Demonstrate concise and professional writing abilities
• Demonstrate ability to work productively in teams
• Communicate effectively orally, in formal presentations with and without slideshow tools as well as in professional discussions
• Understand perspectives and concerns of various populations served in public service, particularly marginalized populations
• Understand importance of cultural perspectives in diverse communities
• Understand emerging issues in a diverse and changing workforce
• Understand strategies for soliciting and providing feedback to a diverse workforce and citizenry
• Understand strategies for soliciting and managing input and communicating decisions

5.2 Mission-Specific Required Competencies.
The SF State Public Administration Program has no mission-specific required competencies.

5.3 Mission-Specific Elective Competencies
Beginning in Fall 2013, the Program will offer six elective emphases plus a self-designed option. Each of these is offered in an interdisciplinary fashion with one course recommended for all students to take that is an introduction to that area and a selection of three of up to fifteen or more choices of other electives. The other electives include some offered by our program and others from other departments and programs across campus. In addition, students may choose to design their own elective emphasis according to their own career goals.

This program design allows the Program to offer students many more options than if we were limited to just the courses our own core nucleus faculty could offer. Not only is this design reflective of our program’s interdisciplinary history but it is directly connected to our mission of educating students to work in a broad range of public and nonprofit kinds of organizations or on a broad range of issues.

The choices (updated for Fall 2013) are:
• Public Management
• Nonprofit Administration
- Urban Administration
- Public Policy
- Criminal Justice Administration
- Environmental Policy and Administration (offered in conjunction with the Department of Human and Environmental Geography)

For the purposes of this self-study, we will highlight one general elective emphasis, Urban Administration. The student learning outcomes for this emphasis are:

- Demonstrate an understanding of the ethics of local government management, emphasizing the role of the professional chief executive.
- Understand the roles and relationships among key local official and those from other government agencies, whether elected or appointed.
- Understand how local government institutions are similar to and different from other institutions.
- Articulate the purposes of and processes for communicating with citizens in local governance.
- Develop strategies for engaging citizens in local governance
- Lead, manage and serve the management of local government core services and functions.
- Apply the management of local government financial resources.
- Apply the management of local government human resources.

Table 5B provides the required data on what assessment activities have taken place for judging student learning on the required NASPAA universal competencies.

**Table 5B: Competencies—Stage of Assessment**

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

<table>
<thead>
<tr>
<th>Competency: To lead and manage in public</th>
<th>Learning outcome has been defined</th>
<th>Evidence of learning has been gathered</th>
<th>Evidence of learning has been analyzed</th>
<th>Any evidence used to make programmatic decisions</th>
<th>List what required courses cover this competency* (listed separate of table in online system)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>700, 715, 720, 725, 730 / New: 700, 715, 720,</td>
</tr>
<tr>
<td>governance</td>
<td></td>
<td></td>
<td>72, 725, 727, 730</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To participate in and contribute to the public policy process</td>
<td>X</td>
<td></td>
<td>715, 724, 730 /</td>
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<td></td>
<td>new: 715, 724,</td>
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<td></td>
<td></td>
<td></td>
<td>730</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To analyze, synthesize, think critically, solve problems and make</td>
<td>X</td>
<td>X</td>
<td>700, 705-706,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>decisions</td>
<td></td>
<td></td>
<td>710, 715, 720,</td>
<td></td>
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<td>725, 730 / new:</td>
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<td>700, 705-706,</td>
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<td>715, 720, 722,</td>
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<td></td>
<td>724, 725, 730</td>
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<tr>
<td>4. To articulate and apply a public service perspective</td>
<td>X</td>
<td></td>
<td>700, 705-706,</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>710, 715, 720,</td>
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<td>725, 730 / new:</td>
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<td>700, 705-706,</td>
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<td>715, 720, 722,</td>
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<td></td>
<td></td>
<td>724, 725, 730</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To communicate and interact productively with a diverse and</td>
<td>X</td>
<td>X</td>
<td>700, 705-706,</td>
<td></td>
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<td>changing workforce and citizenry.</td>
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<td></td>
<td>710, 715, 720,</td>
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<td>715, 720, 722,</td>
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<td></td>
<td></td>
<td></td>
<td>724, 725, 730</td>
<td></td>
<td></td>
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<tr>
<td>6. Mission Specific Required Competency if applicable</td>
<td></td>
<td></td>
<td>None</td>
<td></td>
<td></td>
</tr>
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<td>7. Mission Specific Required Competency if applicable</td>
<td></td>
<td></td>
<td>None</td>
<td></td>
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<td>8. Mission Specific Elective Competency if applicable- Urban</td>
<td>X</td>
<td>X</td>
<td>780, 782, 784</td>
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<td>Administration</td>
<td></td>
<td></td>
<td>+ other MPA</td>
<td></td>
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<td></td>
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<td>electives &amp;</td>
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<td></td>
<td>electives from</td>
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<td></td>
<td></td>
<td></td>
<td>other</td>
<td></td>
<td></td>
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<td></td>
<td>departments /</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>new: 780, 781,</td>
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<td></td>
<td></td>
<td></td>
<td>783, 784 + other</td>
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<td></td>
<td></td>
<td></td>
<td>MPA</td>
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</tr>
</tbody>
</table>
5B. Universal Required Competencies: One Assessment Cycle

For the purposes of this Self-Study, we will utilize the first required universal competency, “To lead and manage in public governance.”

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

   This universal competency is defined as the ability to:
   - Develop an understanding of the history of public governance, including the roles of the public, nonprofit, and for-profit sectors, rooted in major theories directing the field and ethical codes of practice
   - Understand and apply effective management perspectives
   - Develop an understanding of how to ensure various populations, marginalized populations in particular, are effectively served
   - Understand the organizational, institutional and policy environments in which public service operates
   - Understand and apply models of leadership in organizational and institutional settings
   - Apply theories of change to real-life situations across a variety of spheres (administrative, budgetary, legal, personnel, organizations, service delivery, public policy, and other public service environments), using a variety of available tools
   - Think critically and identify issues in a variety of spheres (administrative, budgetary, legal, personnel, organizations, service delivery, public policy, and other public service environments)
   - Understand how to effectively manage people and other resources in organizational and institutional environments

2. Evidence of learning that was gathered

   Evidence of learning under this competency has been gathered using multiple methods. As can be seen in Table 1.2: Program Assessment Methods and Evidence by Goals, this competency matches up with portions of our strategic plan Goals 6, 7 and 9. We obtain direct quantitative evidence using a pre- and post-program case study analysis, scores on our Strategic Assessment Memorandum (SAM / the required graduate culminating experience process) based upon a scoring rubric and scored by the first and second readers of the SAM, and the passing rates on the SAMs. This year, we have piloted a rubric-directed assessment of team work as well. For direct qualitative methods, we utilize graduating students’ reflective papers and work products found in students’ e-portfolios. A critical but indirect type of evidence that we have used for over ten years has been the
program’s Exit Survey.

3. How evidence of learning was analyzed
   
The evidence gathered utilizing the pre- and post-program case study analysis was analyzed using difference in means tests (t-tests). Students’ scores are organized in a spreadsheet; their pre-test scores are matched with their post-test scores when they graduated. Because not all students with pre-program scores have graduated and so, do not have post-program scores, the t-tests are calculated as matched pairs (when there are pre- and post-program scores for each student) and as non-matched pairs (assuming there are no matches, just groups of pre-program and post-program scores).

   The scores on the Strategic Assessment Memorandum are calculated and summed in a simple spreadsheet. Passing rates on the SAM are calculated by the faculty member teaching PA 800, in which the SAM is conducted.

   The piloted team work assessment scores are entered and summed in a spreadsheet.

   The Exit Survey results are entered into a statistical package, tallied, and then re-entered into a spreadsheet for a report showing all Exit Survey results over time (ten years).

   The qualitative analysis of gathering evidence is anecdotal; at this point, we do not conduct a full content analysis on the eportfolios or reflective papers. The content of both is discussed at faculty meetings, however.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed
   
The Program has made many changes over the years based upon the evidence seen under this competency, as well as from other sources (advice from our Advisory Board, for instance). Among the changes we have made under this competency were the following:
   
   - Development of competencies for each core course
   - More emphasis in PA 700 on the different sectors and the relationship between the three sectors
   - Stronger emphasis in PA 700 on newer theories of management, including collaborative management
   - Our entire new curriculum, which added sections on collaborative management, civic engagement, project management, and strategic planning to the core and gave it stronger emphasis in contracting, privatization, and performance management
   - Integrated the use of case study analyses into every course to ensure not just the improvement in critical thinking skills but also the application of theories and the use of specific tools for particular situations
   - More integration of nonprofit material throughout the core

5B. Mission-Specific Required Competencies: One Assessment Cycle
   
   There are no mission-specific required competencies.
5B. Mission-Specific Elective Competencies: One Assessment Cycle

We have piloted this assessment process utilizing our Urban Administration elective emphasis.

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

   The competencies under this elective emphasis are the following:
   - Demonstrate an understanding of the ethics of local government management, emphasizing the role of the professional chief executive.
   - Understand the roles and relationships among key local official and those from other government agencies, whether elected or appointed.
   - Understand how local government institutions are similar to and different from other institutions.
   - Articulate the purposes of and processes for communicating with citizens in local governance.
   - Develop strategies for engaging citizens in local governance.
   - Lead, manage and serve the management of local government core services and functions.
   - Apply the management of local government financial resources.
   - Apply the management of local government human resources.

2. Evidence of learning that was gathered

   The evidence of learning in the Urban Administration elective emphasis that was piloted came from the students’ eportfolios. In each eportfolio, students have a page per competency, including their elective emphasis. On this page, as well as on other pages, students post examples of their work related to that page’s competencies.

   Because of the high level of flexibility we desire in our elective emphases, we have always chosen to have the most informal option available in our system, the elective emphasis, rather than the more formal concentrations (which require more approvals). The benefits are that we can easily approve alterations and students can, with advising, opt for substitutions. The consequences of this are that the elective emphases do not appear on the student’s transcript or diploma and that we do not have an easy way to track which students are in which emphasis. Although we can verify which classes students take, many electives (e.g. public administration and the law, information technology) apply across emphases. The primary mechanism we have for knowing a student’s elective emphasis is when s/he declares it.

   Therefore, in order to evaluate learning outcomes for the Urban Administration emphasis, we examined the work of students who declared Urban Administration as their elective emphasis. We used both the Self Study year and Self Study Year -1 for the assessment. We then reviewed the work products students had posted for Urban Administration as well as urban-related products from other courses (reasoning that knowledge about urban administration does not just come from elective courses). Table 5B 1 presents a listing of selected work products that were reviewed.
Table 5B 1: Selected Papers, Presentations and Projects

<table>
<thead>
<tr>
<th>Selected Papers, Presentations and Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Fresno County Budget</td>
</tr>
<tr>
<td>Book review of ES Savas 2005 book on Privatization in the City</td>
</tr>
<tr>
<td>Briefing on meeting of SF Police Commission</td>
</tr>
<tr>
<td>Charleston, South Carolina: City Policy &amp; Management Overview paper</td>
</tr>
<tr>
<td>City of Modesto Economic Development efforts</td>
</tr>
<tr>
<td>Critical review of Bay Area police department websites</td>
</tr>
<tr>
<td>East LA Stakeholder analysis — prison siting case</td>
</tr>
<tr>
<td>Economic Development — Tools for Public Administrators presentation ppt</td>
</tr>
<tr>
<td>Emergency Medical Services. Urban services fact sheet developed as part of a group project</td>
</tr>
<tr>
<td>Essay on the book, “Adapted City”</td>
</tr>
<tr>
<td>Increasing Moderate Income Housing in SF policy analysis</td>
</tr>
<tr>
<td>Information technology in local government finance research paper</td>
</tr>
<tr>
<td>Interview with City of Berkeley Redevelopment head</td>
</tr>
<tr>
<td>Kings County budget analysis presentation ppt</td>
</tr>
<tr>
<td>Leadership case study: Corey Booker, Mayor of Newark, NJ</td>
</tr>
<tr>
<td>Orderly growth in Solano County policy brief</td>
</tr>
<tr>
<td>Ottawa’s transit system presentation ppt</td>
</tr>
<tr>
<td>PA 705 / 706 paper. The Oakland Enterprise Zone and Unemployment Rate: How an economic development program can affect the unemployment rate. Statistical analysis with control data from other cities</td>
</tr>
<tr>
<td>Program Budget — Nassau County (team project)</td>
</tr>
<tr>
<td>Ranked choice voting presentation in 800 presentation ppt</td>
</tr>
<tr>
<td>Research paper on Pittsburgh government, policy issues, service delivery and leadership.</td>
</tr>
<tr>
<td>Scanlon interview — head of SAM Trans transit organization. Well written</td>
</tr>
<tr>
<td>Spatial Analysis of Community Development Block Grant Public Services Programs and Economic Self-Sufficiency in San Francisco. Statistical analysis from 705 706 sequence.</td>
</tr>
<tr>
<td>Summary of article “Professional Management and Service Levels in Small U.S. Communities”</td>
</tr>
</tbody>
</table>

3. How evidence of learning was analyzed

A simple rubric was developed based upon the desired learning competencies. Each work product was read, comments made, and was scored on this rubric. The scores were taken and tabulated.

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

The first change was in the process itself; the rubric and examination of work products alone are not going to be adequate for the assessment of elective emphases. An additional reflective paper will be required in PA 800 of graduating students where they reflect on what they have learned in
their elective emphasis. The reflective paper will be particularly important to incorporate because the faculty, with the support of students and alumni, decided to continue the ability for students to design their own elective emphases. Therefore, there needs to be a flexible means of determining what they have learned from their elective courses and the reflective paper can take on that role.

Knowing what students were learning from their elective courses, as well as input from the Advisory Board and other assessment information (like the Exit Survey) also were critical in our decision to add additional MPA courses to the Urban Administration emphasis and to bring in the expertise of our new colleagues in the School of Public Affairs and Civic Engagement’s Urban Studies and Planning Program. In our new curriculum, we will have two additional courses in the Urban Administration emphasis—graduate courses in Urban Housing and Sustainable Cities.

5.4 Professional Competencies

In the following table, please indicate for each activity whether it is

- (R) required of all students,
- (F) students have frequent opportunities to participate in or with,
- (S) students seldom have such opportunities in or with, or
- (N) it is not usually available to students in or with

<table>
<thead>
<tr>
<th>Frequent</th>
<th>R</th>
<th>F</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending formal meetings (e.g., planning board)</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Case studies</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Externally-based projects (e.g., student consulting)</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Guest lectures</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Internships</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Instructors from the profession (Adjunct or part-time)</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Presentations of student work to practitioner panels or juries</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Professional meeting participation (APPAM, ASPA, etc)</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Service Learning</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Simulations</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Team Based Problem Solving</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>Volunteer work (paid or unpaid)</td>
<td>R</td>
<td>F</td>
<td>S</td>
<td>N</td>
</tr>
</tbody>
</table>

Table 5C provides the Program’s assessment plan.
Table 5C: Assessment Plan

<table>
<thead>
<tr>
<th>Competency</th>
<th>Means of Assessment</th>
<th>Schedule</th>
<th>Assigned to:</th>
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</thead>
<tbody>
<tr>
<td>Lead and manage in public governance</td>
<td>Pre- and post-program case study analysis</td>
<td>Every semester as students arrive and then graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Strategic Assessment Memorandum Scores</td>
<td></td>
<td>Every semester as students graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Reflective papers</td>
<td></td>
<td>Every semester as students graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>SAM passing rates</td>
<td></td>
<td>Every semester as students graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Exit Survey</td>
<td></td>
<td>Every semester as students graduate</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td>Team work Assessment</td>
<td>In every class with team work project</td>
<td></td>
<td>Faculty teaching class</td>
</tr>
<tr>
<td>Participate in and contribute to the policy process</td>
<td>Papers in PA 715</td>
<td>Every time PA 715 is taught</td>
<td>Faculty teaching 715</td>
</tr>
<tr>
<td>Analyze, synthesize, think critically, solve problems and make decisions</td>
<td>Pre- and post-program case study analysis</td>
<td>Every semester as students arrive and then graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>To articulate and apply a public service perspective</td>
<td>Pre- and post-program case study analysis</td>
<td>Every semester as students arrive and then graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Strategic Assessment Memorandum Scores</td>
<td></td>
<td>Every semester as students graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Reflective papers</td>
<td></td>
<td>Every semester as students graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Exit Survey</td>
<td></td>
<td>Every semester as students graduate</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td>Communicate and interact productively with a diverse and changing workforce and citizenry</td>
<td>Oral presentations videotaped and scored by peers</td>
<td>As students take PA 800</td>
<td>PA 800 Instructor</td>
</tr>
<tr>
<td></td>
<td>Writing skills—SAM scores</td>
<td>Every semester as students arrive and then graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td></td>
<td>Writing skills—pre- and post-program case study</td>
<td>Every semester as students arrive and then graduate</td>
<td>PA 800 instructor</td>
</tr>
<tr>
<td>Public Management Elective Emphasis</td>
<td>Elective emphasis paper and sample of eportfolio products review</td>
<td>Semester 1 of staggered assessment schedule</td>
<td>Assessment committee</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Nonprofit Administration Elective Emphasis</td>
<td>Elective emphasis paper and sample of eportfolio products review</td>
<td>Semester 2 of staggered assessment schedule</td>
<td>Assessment committee</td>
</tr>
<tr>
<td>Urban Administration</td>
<td>Elective emphasis paper and sample of eportfolio products review</td>
<td>Semester 3 of staggered assessment schedule</td>
<td>Assessment committee</td>
</tr>
<tr>
<td>Public Policy</td>
<td>Elective emphasis paper and sample of eportfolio products review</td>
<td>Semester 1 of staggered assessment schedule</td>
<td>Assessment committee</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>Elective emphasis paper and sample of eportfolio products review</td>
<td>Semester 2 of staggered assessment schedule</td>
<td>Assessment committee</td>
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<tr>
<td>Environmental Administration &amp; Policy</td>
<td>Elective emphasis paper and sample of eportfolio products review</td>
<td>Semester 3 of staggered assessment schedule</td>
<td>Assessment committee</td>
</tr>
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</table>
STANDARD 6. MATCHING RESOURCES WITH THE MISSION

Standard 6

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.

Meeting the Standard

6.1a Budget

Through the 2011-2012 academic year, the program’s budgetary responsibilities were limited to office supplies, program events, student recruitment, and faculty support above the level provided by the university. The program’s revenues came primarily from program-sponsored activities such as certificate programs, enrollment of open-university students, miscellaneous trainings and workshops (see the budget table below). The major costs of program operations—particularly personnel and space—were under the university’s budget. This arrangement remains in place today, with one significant change.

Beginning with the 2012-2013 academic year, the program became responsible for covering the rental costs of office space and one classroom at the Downtown Center— which amounts to more than $130,000 per year. Those costs are primarily covered by a new fee imposed on MPA students: students taking up to 6 units in a semester paid a $420 fee, while those taking more than 6 units paid a $840 fee in 2012-2013. (These amounts increase annually to match the rise in rental costs.) Note: prior to assessing MPA students the new fee, the Program consulted extensively with students, conducting both a survey and focus groups; the results of these efforts were a great deal of support from those who would be paying the fee. Revenues from these fees are not deposited into the program’s account, but rather University Property Management uses the revenues to pay for the program’s rent. Academic Resources has specified, however, that the program is ultimately responsible for the rental costs, and if student fee revenues do not meet rental costs, the program must cover the difference.

Since the 2010-2011 academic year, the program’s own budget saw a few significant changes in revenues. First was the end of the cohort MPA program that was delivered in San Mateo for county employees. That first-time program was operated through the College of Extended Learning, and significantly raised program revenues until those students graduated in 2011. Our program is in touch with San Mateo administrators about possibly offering the program again in future years. Second were revenues from miscellaneous trainings and workshops hosted by the program, and revenues from the nonprofit certificate programs. Both of these revenue sources continue, but the annual amounts have fluctuated significantly. Lastly, the shared revenue formulas for Open University enrollments and Extended Learning courses have changed frequently, making those amounts also variant.

The Program is always looking for new sources of revenue. While efforts at partnering with the California provider of the Certified Public Manager (CPA) program were made, outreach to potential participants and actual registrations were not successful. Our new curriculum includes a series of new, one unit topical courses that will target alumni as well as students looking for
additional ways to update their skills and specialized knowledge. The courses will primarily be offered during the Winter and Summer sessions, when programs can generate additional revenues.

The program uses the revenue it generates primarily to support faculty research and equipment, program events (e.g., hooding ceremony, student events), and office supplies. A small amount usually supplements university sources for student assistants. With the elimination of university support for program administration, future program budgets will seek to cover course releases and/or a stipend for the program director to manage program operations.

6.1b Program Administration

With the university reorganization in January 2012, the program’s administration was organizationally transferred—along with those of Environmental Studies, Urban Studies and Planning, and Criminal Justice—to the new School of Public Affairs and Civic Engagement. The School’s Director formally oversees all four academic programs and has all signatory authority for the programs. In practice, that Director relies on each Program Director to manage the daily administrative functions of the program. The School Director and the Program Directors are in continuous discussions about how to support the program directors in future years.

6.1c Supporting Personnel

The MPA program is supported by one full-time Director of Academic Services, Bridget McCracken, who maintains daily office functions and assists the program director with all aspects of program planning, implementation, and accounting. This program is well supported by Ms. McCracken.

6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings

Core faculty (currently 5) each have a 3-3 teaching load, with each member covering both core courses and electives. This allows the program to offer at least 15 courses per semester, and 30 per year, with additional sections supported by College resources and in summer term. With about 150 students enrolled in the program, and most of them taking 2 courses per semester, classes average about 20 students in size. Core courses are capped at 25, averaging between 20 and 25 students, while electives average about 15. Core courses are regularly offered at least 2 times per year, including summer terms. Electives are generally offered every 3rd semester, excluding summer terms. In fall 2013, the program rolls out its revised curriculum which will include a new “management perspectives” component in which students take any 4 of 6 courses offered. Those courses will be offered once per year. The program routinely projects and publishes its course offerings at least 2 years ahead of time, and students use it to plan their coursework throughout their tenures.

6.1e Information Technology

The college’s and the university’s administrative functions are increasingly carried out electronically and online, and the Public Administration Program is fully connected to them. For example, while applications for admissions still have some hardcopy components (e.g., letters of recommendation, statements of purpose) the decisions on admissions occur online, and correspondences with applicants are partially electronic (i.e., by email). Furthermore, the college hosts server space for the Public Administration Program, which is used for faculty work files, shared project files, shared budgetary files, program website, student portfolios, etc. The use of
information technologies in program administration is increasing, and the program welcomes this trend.

6.1f Library
The University hosts one main library which reopened in 2012 after a major multiyear renovation. The new library’s physical infrastructure reflects the increasingly electronic nature of library services, with much of the stacks removed from public access in lieu of computer-based searching. Indeed, while the library is physically distant from Public Administration’s space in the Downtown Center, its most important services to faculty and students are accessible online along with an automated book retrieval system built for the construction project. Furthermore, Public Administration has made arrangements with the library for delivery of books between campuses, so faculty and students are not required to physically go to the library to check out and return books. Many of the Public Administration journals are also available to students and faculty online through the library website.

6.1g Classrooms, Offices and Meeting Spaces
The Public Administration Program moved from the main campus on Holloway Avenue to the Downtown Center on Market Street in January 2008, and it marked a dramatic improvement in the quantity, quality, and location of space for faculty, staff, and students. Faculty shared offices on the main campus, while they each have their own office at the Downtown Center. There was no designated student space for MPA students on the main campus, while there is at the Downtown Center. Classrooms were of varied conditions and mixed levels of equipment on the main campus, while they are uniformly excellent and well-equipped at the Downtown Center. There was no meeting space for faculty, students or special events on the Main Campus, but Downtown, we have access to both, which has enabled the development of special events like career workshops and social networking events.

Furthermore, the Downtown location is more convenient for our students, many of whom work Downtown or can get Downtown easily by public transit (e.g., BART, MUNI, both of which have crucial hubs in the basement of our building). The strong preference for the space at the Downtown Center is reflected in the MPA students’ overwhelming support for their additional fee (currently $420/semester for up to 6 units, $840/semester for over 6 units) to stay Downtown, rather than moving back to the main campus to avoid the fee.

6.1a Resource Adequacy: Budget:
Table 6.1.a provides the Program’s budget (without salary and benefits data).

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry over from prior year</td>
<td>5,890.36</td>
<td>15,862.20</td>
<td>4,040.85</td>
</tr>
<tr>
<td>Revenues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Mateo cohort MPA program</td>
<td>18,337.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit certificate programs</td>
<td>39,558.50</td>
<td>7,891.10</td>
<td>14,000.00</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013*</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Summer sessions</td>
<td></td>
<td>3,730.00</td>
<td></td>
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<tr>
<td>Open university enrollment</td>
<td>742.50</td>
<td>1,000.00</td>
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<tr>
<td>Work study funds</td>
<td>4,000.00</td>
<td>2,000.00</td>
<td>2,000.00</td>
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<tr>
<td>Misc. trainings (IRS, Chinese delegates, etc.)</td>
<td>10,000.00</td>
<td>7,700.00</td>
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<tr>
<td>General fund</td>
<td>825.00</td>
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<tr>
<td>College</td>
<td>1,920.00</td>
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</tr>
<tr>
<td>Other</td>
<td>11,599.67</td>
<td></td>
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<tr>
<td><strong>Total revenues</strong></td>
<td><strong>86,983.57</strong></td>
<td><strong>17,591.10</strong></td>
<td><strong>20,730.00</strong></td>
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</table>

<table>
<thead>
<tr>
<th>2012-2013*</th>
</tr>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty research support</td>
<td>25,318.64</td>
<td>11,753.33</td>
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<tr>
<td>Student assistants</td>
<td>7,228.73</td>
<td>2,030.50</td>
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<tr>
<td>Outreach, recruitment</td>
<td>3,293.86</td>
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<tr>
<td>Copying</td>
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<tr>
<td>Office supplies</td>
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<tr>
<td>Special events</td>
<td>4,669.28</td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>3,877.92</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td>5,002.09</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>14,154.36</td>
<td>4,103.57</td>
</tr>
<tr>
<td>Transfers out</td>
<td>6,846.87</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td><strong>77,011.73</strong></td>
<td><strong>29,412.45</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012-2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

*2012-2013 figures are estimates. Final figures are pending the close of fiscal year.

*If available, please provide the Budget of the degree seeking accreditation:* $20,730 in the 2012-2013 academic year.

**Overall budget for program**

After the completion of the cohort program at San Mateo County, the revenues have been relatively stable.

**Faculty Salaries for Full-Time (Tenured, tenure track or equivalent)**

The program does not have the authority to negotiate or manage personnel costs of its faculty, so specific data are unavailable. That said, faculty salaries have generally been stagnant since the recession. Faculty who were promoted received raises in salaries, but in-rank raises were eliminated during the state budget cuts of recent years. There was one year of furloughs, in the 2009-2010 academic year, in which faculty and staff saw a decrease in work hours and salary.

**Faculty Salaries for Professional Adjuncts and Part-Time Instructors**

Adjunct faculty salaries have generally been stagnant since the recession.
Faculty Travel

Overall, funding for faculty travel has decreased in the last 3 years for Public Administration faculty. University level support has been steady and small at $1000/year on a competitive basis (i.e., there is not enough for each faculty member on campus). College level support decreased with the reorganization. In the former College of Behavioral and Social Sciences, Public Administration faculty could compete for college travel funds that would generally cover lodging and registration expenses. In the new College of Health and Social Sciences, college-level support is generally $1000/year on a competitive basis. For Public Administration faculty, the primary source of travel funds is from the program’s own budget. In 2010-2011 it reached a high of $25,318 for 6 faculty, to be used to support research activities in general, not just travel. That high coincided with the spike in revenues from the cohort program in San Mateo County. In 2012-2013, the program budgeted $14,300 in research and travel support for 5 faculty, plus one part-time faculty who retired mid-year. In general, the core faculty members attend 1 to 3 academic conferences per year.

Assistantships and Other forms of Student Support

Student assistantships are supported primarily from work study funds (steady at $2000/year), faculty research allocations (declining in the last 3 years, but stable overall), and program scholarships (steady in the last 3 years at about $2100/year). A donor has recently committed to fund a new scholarship at $2000 to $3000 per year, but that is not expected to start until the 2013-2014 academic year.

Overall, the program’s budget since 2011 has aimed to maintain faculty and student support levels within a broader context of reduced university resources. It has done so by creating new sources of revenue such as the nonprofit certificates, miscellaneous workshops and trainings, and the cohort MPA program in San Mateo County. Next to these revenue innovations, however, are greater costs recently transferred onto the Program. Most significant is that the program is now responsible for covering the rent for its offices and classrooms at the Downtown Center, amounting to over $130,000 in the 2012-2013 academic year. While the new MPA student space fee is meant to cover this cost, if it does not the program is ultimately responsible.

Indeed, in the 2012-2013 year, student fee revenues fell short of the rental costs, and other creative arrangements were needed to close that budget gap (e.g., the program shared space and costs with other university programs). Second, with the university reorganization, the program has lost support for its program director (i.e., course releases and a stipend for the program director were eliminated). The program does not view this situation as sustainable, so it is currently investigating how it can support its own director with its own resources (e.g., buying out a course with its own funds).

6.1b. Resource Adequacy: Program Administrator

Teaching release time is provided to program administrator

There was no teaching release time available for AY 2012-13. This was eliminated during the university reorganization, when the MPA program was merged into the new School of Public Affairs and Civic Engagement.

Additional compensation is provided to program administrator

There was none for AY 2012-13. This was eliminated during the university reorganization, when the MPA program was merged into the new School of Public Affairs and Civic Engagement.
Designated GA support is provided to program administrator

There was none for AY 2012-13 but this is also a source of support which we have not ever used.

Designated staff support is provided to program administrator

At this point in time, the MPA program still has its own full-time designated administrative staff person, Bridget McCracken, Director of Academic Services.

Program administrative duties are assigned to a tenured faculty member

The current Program Director, Dr. Sheldon Gen, was granted tenure and promoted to associate professor in 2011. One year after that, he became director. Prior to Dr. Gen, Dr. Genie Stowers was Program Director for 15 years; she was tenured and promoted prior to taking on that administrative job as well.

Despite the resource constraints described above, the faculty and staff of Public Administration are dedicated to maintaining an excellent program of high value to its students, and a work situation that fosters research and service among its faculty. As described in Standards 3 and 4 of this report, the program has been very successful in doing so. Student exit surveys have consistently reflected high satisfaction with the academic program, and student applications continue to be about 2 to 3 times the number admitted, making SF State’s MPA program one of the more competitive ones in the Bay Area. Faculty are regularly engaged in community service projects, and routinely publish research in peer-reviewed journals, with a few of the faculty rising to national prominence in their areas of expertise. The major current threats to the program are in declining institutional resources to support the program, as described above, and they reflect the broader economic conditions of the state. This is a major focus of the program’s faculty in recent years: how to build up its own resources and partnerships in order to sustain a director’s position and a presence at the Downtown Center.

6.1c. Resource Adequacy- Supporting Personnel

Clerical support (no clerical support for program, shared clerical support with department or college, designated part time clerical support for program, **one designated full time clerical support for program, more than 1 FTE of clerical support for the program**)

Recruitment coordinator (program relies on college or university recruitment officers, assigned to a staff person with other responsibilities, assigned to a faculty member with other responsibilities, **assigned to program administrator, assigned to a full time recruitment coordinator**)

Internship coordinator (not applicable/no internship program, program relies on college or university internship coordinator, assigned to a staff person with other responsibilities, **assigned to a faculty member with other responsibilities, assigned to the program administrator, assigned to a full time program internship coordinator**
Placement Director (program relies on college or university placement services, program faculty provide placement assistance as part of advising, designated faculty or staff member provides placement assistance along with other responsibilities, provided by the program administrator, designated full-time program placement director)

Alumni Relations/Services (program relies on college or university alumni services, alumni relations are handled by a staff person with other responsibilities, alumni relations are handled by a faculty member with other responsibilities, alumni relations are handled by the program administrator, alumni relations are handled by a designated full-time individual)

For each of the same aspects of program, please provide an assessment of the level of program support using the following scale:
Insufficient to achieve mission ↔ Adequate to maintain mission but insufficient for program improvement ↔ Allows for continuous program improvement

- Clerical support: Allows for continuous improvement.
- Student Recruitment: Allows for continuous improvement.
- Internship (Placement & Supervision): Allows for continuous improvement.
- Placement of Graduates: Adequate to maintain mission but insufficient for program improvement.
- Alumni Relations/Services: Adequate to maintain mission but insufficient for program improvement.

Clerical support for the MPA program is excellent, led by a full-time Director of Academic Services, Bridget McCracken, and supported with a part-time student assistant paid by program funds.

Student recruitment is led by the Program Director, with faculty and staff participating in individual recruitment events. The program’s recruitment activities typically consist of web based announcements and information, direct emails to interested individuals, in-house program informational sessions, and broader graduate fairs. These are supplemented by the university’s general recruitment efforts. Overall, this combination of efforts has attracted sufficient applications to make the selection process competitive. In the past 3 years, selectivity has ranged from about 20% to 40%.

Internship supervision is assigned to a faculty member each semester, who is responsible for advising students seeking internships, approving internships, reviewing all progress reports from the students, and receiving employers’ evaluations of the students’ performances. These responsibilities count as a course assignment, so they are supported as part of the instructor’s regular teaching load.

Placement is not a highly demanded service, because the vast majority of students are gainfully employed during their studies. Still, students’ regular academic advisors also provide placement advice when needed.

Alumni relations are coordinated by a faculty member, with communications maintained by the Director of Academic Services. The program maintains a presence through multiple online social networks (e.g., Facebook, LinkedIn, blog). The program also hosts special events to which alumni are invited (e.g., special lectures, receptions).
6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

There is some variance in teaching loads across the university, but most colleges and most programs, including Public Administration, have a 3-3 teaching load for its tenure/tenure-track faculty. This is consistent with the mission of the broader California State University, which emphasizes teaching and workforce development according to state policy. It is also consistent with the mission of the program which balances teaching, research, and service almost equally. This balance is reflected in the program’s retention/promotion/tenure policy, which requires faculty to be accomplished in each of these three areas, not just one or two.

Individual faculty members can, and often do, release themselves from a course in order to focus more on research or service in a particular semester. This is facilitated by research grants and service contracts won by faculty members.

Tenure/tenure-track faculty are on a 10-month annual appointment, spanning fall and spring semesters. Observing just these semesters over the last three years, the 3-3 teaching load was exceeded zero times. The only times any faculty member has taught more than 6 courses in a calendar year was when they taught during the summer term (and received extra compensation for those courses).

Each of the required courses have been offered at least two terms per year, including summer terms, indicated by the selection of Every Semester in Table 6.1.d, below. PA 700 has 3 sections per year, two in fall semester, and 1 in spring semester. Electives are offered at least every three semesters on a schedule which is published online and updated up to three years in the future.

Table 6.1.d1 provides the frequency of course offerings for the Program.

Table 6.1.d1: Frequency of Required Course Offerings

<table>
<thead>
<tr>
<th>Required Course (list them by name and number)</th>
<th>Less than once per year</th>
<th>One semester, session, or quarter per year</th>
<th>More than one semester, session, or quarter per year</th>
<th>Every semester, session or quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA700 Introduction to Public Administration and Policy</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA705 Research Methods and Data Analysis I</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PA706 Research Methods and Data Analysis II</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Table 6.1.d2 provides the frequency of elective course offerings for the Program.

**Table 6.1.d2: Frequency of Elective Emphases Course Offerings**

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Number of Courses Required for Specialization</th>
<th>Number of Courses Offered within SSY</th>
<th>Number of Courses Offered in SSY-1</th>
<th>Number of Courses Offered in SSY-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Management</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Nonprofit Administration</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Urban Administration</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Public Policy</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>4</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Environmental Policy and Administration</td>
<td>4</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Included in the above table are only those electives that are taught by Public Administration faculty. MPA students are allowed to select courses from other departments, with approval by their faculty advisors.

The program offers each required course at least 2 times per year including summer terms, and each elective at least once every third semester not including summer term. These frequencies provide the majority of MPA students the opportunity to take any elective during their tenure in the program. Furthermore, expected course offerings are published 2-years in advance, so students can plan their electives when they begin their studies.
6.1e. Resource Adequacy: Information Technology

All faculty and staff are provided all necessary computers and software to conduct their work. For each faculty, this typically consists of one computer, shared printers, and software including some individual licenses for special software (e.g., Nvivo, Atlas.ti). In 2011, the Public Administration program used its own resources to refresh a few of its staff and faculty computers which were 5 or more years old. During the Self-Study year, there were additional resources for refreshing faculty computers and in June 2013, we have just been informed of another refresh opportunity. This means that currently, all faculty computers are no more than 2 years old.

Students provide their own personal computers, but they also have access to a few communal computers provided by the program, and located in the Public Administration office suite. Those computers are available to students on a first-come basis during office hours.

One computer lab with 25 computers is also available for Public Administration classes (e.g., PA 705/706 Research Methods and Data Analysis, PA 730 Budgeting). While the number of computers is certainly adequate, their refreshment cycle has been longer than planned in the last ten years. Nearly all of these computers are provided by university funds, purchased with 3-year warranties, and generally maintained by college-level personnel. Hardware were planned to be refreshed at 5-year intervals, but budget cuts during the recession extended these cycles by years. The computer lab’s units are also off warranty and are now 5 years old.

The Public Administration Program was among the few programs to pilot the now several years old Labspace Virtual Lab program and remains among its primary users. Under this cloud computing program, all faculty and staff have access to up to date statistical software (SPSS, SAS, Stata, Mathematica, SUDAAN, Scientific Software ATLAS, QSR NVivo, Mplus, R and Python) as well as all Microsoft Office components and ESRI ArcGIS. All Adobe multimedia software was also available in Labspace Virtual Lab but has now been taken down in lieu of an arrangement with Adobe whereby any faculty member can download the full Adobe Creative Suite (Photoshop, Illustrator, InDesign, Acrobat Pro, Flash Professional, Dreamweaver, Fireworks, Bridge and Media Encoder). The Adobe Creative Suite Master Collection is also available for labs, faculty and staff; this includes Premier, After Effects, Audition, SpeedGrade, Prelude, Encore and Flash Builder.

6.1f. Resource Adequacy: Library

The faculty and students of Public Administration generally use the university’s library services remotely. This is certainly due in part to the physical distance between the main campus and the Downtown Center (nearly 7 miles), but it also reflects the increasing accessibility of library resources online, including online journal offerings and ebooks. And even when only hardcopy documents are available, the university maintains a delivery service to and from the Downtown Center. Additionally, one of the university’s librarians, Mira Foster, specializes in public administration sources (she holds a MPA herself) and has actively assisting faculty and students with their research. She has routinely held office hours at the Public Administration office, typically in
the hours prior to the weekly classes of the Research Methods and Data Analysis sequence (PA705 and 706), and has been a valuable member of the program.

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces
Not at all Adequate Somewhat Inadequate Adequate More than Adequate Extremely Adequate

All of the Public Administration courses are delivered at the Downtown Center, which houses excellent classrooms that are well-maintained, modernly-furnished with movable desks and chairs, and fully equipped with audio-visual hardware. As of 2012-2013, about half of each semester's courses are held in classroom 677, which is spacious for even the largest courses (25 students) and has a wall of windows. The rest of the courses are held in different classrooms throughout the 6th floor of the Downtown Center.

Not at all Adequate Somewhat Inadequate Adequate More than Adequate Extremely Adequate

Each member of the nucleus faculty is assigned her/his own office at the Downtown Center. This is a vast improvement from the program's past at the main campus, where faculty shared office space. Each faculty office has its own lockable door, and enough space to meet with 1 or 2 students at a time. The MPA program director and the director of the nonprofit certificate programs have larger offices that include small tables to meet with 2 or 3 students at a time. The program’s suite also includes an extra office that is typically assigned to the semester’s adjunct faculty for office hours as well as extra cubicles where students can work. The common areas around the faculty offices include space for waiting students and student computer stations.
STANDARD 7: MATCHING COMMUNICATIONS WITH THE MISSION

Standard 7
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.

Meeting the Standard
Data and Information Requirements
The information listed in the table below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. The URLs themselves are listed below the table. The SF State MPA Program has no mission-specific data needs so please disregard those elements of this table.

Table 7.1: Data and Information Provided

<table>
<thead>
<tr>
<th>Data and Information</th>
<th>Data supplied to COPRA as part of self study</th>
<th>NASPAA Standard</th>
<th>PROGRAM will publicly release this data:</th>
<th>NASPAA will publicly release this data supplied by each program:</th>
</tr>
</thead>
</table>
| General Information about the degree | 1. Degree Title  
2. Organizational Relationship between program and university  
3. Modes of program delivery  
4. # Credit Hrs  
5. Length of degree  
6. List of dual degrees  
7. List of specializations  
8. Fast-track Info  
9. # Of students (varies) | Eligibility Section | X | X |
| Mission of the Program | 1. Mission statement | Standard 1 | X Link or URL | |
| | 2. Please link your program performance outcomes to the contributions your program intends to produce to advance | Standard 1 | | X |
the knowledge, research, and 
practice of public affairs, 
administration.

3. SEE MISSION- 
TRIGGERED DATA 
TABLE BELOW
Mission elements that trigger 
additional public communication 
of information and data.

<table>
<thead>
<tr>
<th>Mission elements that trigger additional public communication of information and data.</th>
<th>Standard 1</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASPAA will release the data for those programs participating in the mission-triggered data surveys</td>
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<td></td>
</tr>
</tbody>
</table>

### Admission

<table>
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<tbody>
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</table>

### Enrollment

<table>
<thead>
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</thead>
<tbody>
<tr>
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<td></td>
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</table>

### Faculty

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<thead>
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<tbody>
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</tr>
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</table>

### Cost of Degree

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### Career Services

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</tbody>
</table>

### Current Student

<table>
<thead>
<tr>
<th>Standard</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td></td>
</tr>
</tbody>
</table>
### Faculty

| 1. Faculty Publication Titles (1 per faculty member) that best exemplify program mission. |
| 2. Faculty contributions (1 per faculty member) to public policy and administration | Standard 3.3 | X |

### Graduates

| 1. Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc.) | Standard 5 | X |
| 2. Completion Rate (% of class entering five years prior to self study year that graduated within 2 years, and within 5 years) | Standard 4.3 | X |

### General Information

1. Degree title [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
2. Organizational relationship between program and University [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
3. Modes of program delivery [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
4. Credit units required [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
5. Length of degree [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
6. Dual degrees n/a
7. List of specializations [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
8. Fast-track info n/a
9. Number of students [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)

### Mission of the Program

1. Mission statement [https://mpa.sfsu.edu/mpa/content/strategic](https://mpa.sfsu.edu/mpa/content/strategic)
2. Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration. Entire self-study and details about performance outcomes is at [https://mpa.sfsu.edu/mpa/content/strategic](https://mpa.sfsu.edu/mpa/content/strategic)

### Admissions

1. Admissions criteria [https://mpa.sfsu.edu/mpa/content/admissions](https://mpa.sfsu.edu/mpa/content/admissions)

### Enrollment

1. Number Enrolled [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
2. Enrollment—Diversity [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)
   a. Gender
b. Race / Ethnicity  
c. International

**Faculty**
1. Number faculty teaching  [https://mpa.sfsu.edu/mpa/people/faculty](https://mpa.sfsu.edu/mpa/people/faculty)
2. Faculty identified within the unit including rank [https://mpa.sfsu.edu/mpa/people/faculty](https://mpa.sfsu.edu/mpa/people/faculty)
3. Faculty diversity [https://mpa.sfsu.edu/content/aboutmpa](https://mpa.sfsu.edu/content/aboutmpa)

**Cost of degree**
1. Tuition cost [https://mpa.sfsu.edu/mpa/content/prospective](https://mpa.sfsu.edu/mpa/content/prospective)
2. Description of financial aid, including assistantships  [https://mpa.sfsu.edu/mpa/content/prospective](https://mpa.sfsu.edu/mpa/content/prospective)

**Career services**
1. Distribution of placement of graduates [https://mpa.sfsu.edu/mpa/content/mpagradjobs](https://mpa.sfsu.edu/mpa/content/mpagradjobs)

**Current student**
1. Internship placement list [https://mpa.sfsu.edu/mpa/content/internships](https://mpa.sfsu.edu/mpa/content/internships)

**Faculty**
1. Faculty publication titles [https://mpa.sfsu.edu/mpa/people/faculty](https://mpa.sfsu.edu/mpa/people/faculty)
2. Faculty contributions [https://mpa.sfsu.edu/mpa/people/faculty](https://mpa.sfsu.edu/mpa/people/faculty)

**Graduates**
1. Evidence of SLOs [https://mpa.sfsu.edu/mpa/content/strategic](https://mpa.sfsu.edu/mpa/content/strategic)
2. Completion rate (Number of degrees)

**Mission-Linked Public Data Reporting**

The SF State MPA Program has no mission-linked public data reporting needs.
APPENDICES

I. Student Learning Outcome Assessment Results
II. Faculty CVs
Appendices

I. 2013 Assessment Report

II. Assessment rubrics
   a. MPA Faculty Peer Review
   b. Admissions Writing Rubric
   c. Pre and Post- Program Case Assessment
   d. Oral presentations
   e. Team work
   f. Urban administration

III. Faculty CVs
  a. Gen
  b. Joaquin
  c. Shea
  d. Stowers
  e. Wang
The Public Administration Program utilizes a variety of ways to measure our student learning outcomes in order to cover as wide a range as possible of our student learning goals.

These numbered Public Administration goals, along with the means of assessment and available evidence of results, are presented in Table 1. The table is further organized by NASPAA’s universal competencies.

Table 1: Program Assessment Methods and Evidence by Goals

<table>
<thead>
<tr>
<th>Goal / Objective</th>
<th>Assessment Means</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **Goal 6:** Provide students with substantive knowledge about the depth and breadth of public affairs today.  
- **Objective 1:** Develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public affairs - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process. | Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs | Score over time for Pre- and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers |
| **Goal 7:** Provide students with the skills necessary to be leaders in today’s and tomorrow’s organizations. | Eportfolio / Reflective papers | Examples in Eportfolio papers / Reflective papers |
| **Goal 7, Objective 2:** Develop the essential professional skills necessary for students to succeed in public service—research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today’s environment of shared governance, like collaboration and negotiation. | Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers on policy | Score over time for Pre- and Post- Program Cases / Scores on SAM rubrics |
| **Goal 7, Objective 5:** Enhance students’ abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks. | Rubric for Assessing Team Work Abilities—Piloted 2012-13 | Team Work Assessment / MPA Eportfolio / Reflective papers |
| Goal 7, Objective 6: Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace. | Qualitative Evaluation of Eportfolio products—Rubric | Eportfolio / Exit Surveys |
| Goal 9: Provide students with the substantive knowledge about a specialized area of public affairs. | Rubrics for Elective Emphases Eportfolios | Products evaluated in Eportfolios |

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

| Goal 7, Objective 2: Develop the essential professional skills necessary for students to succeed in public service—research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today's environment of shared governance, like collaboration and negotiation. | Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers on policy | Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics |
| Goal 9: Provide students with the substantive knowledge about a specialized area of public affairs. | Rubrics for Elective Emphases Eportfolios | Products evaluated in Eportfolios |

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

| Goal 7, Objective 1: Enhance students’ critical thinking skills. | Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs | Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers |
| Goal 7, Objective 5: Enhance students’ abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks. | Rubric for Assessing Team Work Abilities—Piloted 2012-13 | Team Work Assessment / MPA Eportfolio / Reflective papers |
| Goal 7, Objective 6: Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace. | Qualitative Evaluation of Eportfolio products—Rubric | Eportfolio / Exit Surveys |

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

| Goal 8: Provide students with the ability | Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs | Pre- and Post- Program Cases / Scores on SAM rubrics |
to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.

<table>
<thead>
<tr>
<th>Post- Program Case Analysis &amp; Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis &amp; Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers</td>
</tr>
</tbody>
</table>

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

**Goal 7, Objective 3:** Develop students’ skills so that they can write effectively and concisely for an audience of professionals.

<table>
<thead>
<tr>
<th>Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers</td>
</tr>
</tbody>
</table>

**Goal 7, Objective 4:** Develop students’ oral presentation skills so that they can effectively present to small and larger groups (by providing both experience and the opportunity to develop confidence while speaking in public).

<table>
<thead>
<tr>
<th>Oral Presentation Assessment Rubric and Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores and Videos of Capstone Presentations / Reflective papers</td>
</tr>
</tbody>
</table>

**Goal 8:** Provide students with the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.

<table>
<thead>
<tr>
<th>Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and Post- Program Case Analysis &amp; Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers</td>
</tr>
</tbody>
</table>

This year, we have assessed the overall performance of our students via the pre- and post-test case assessment, oral presentations, and have piloted two new kinds of assessment—a team work assessment tool and a method for assessing our elective emphases, beginning with Urban Administration. In addition, we are presenting the 11th year of our indirect exit survey results.

**Pre- and Post- Program Case Analysis**

One of the most important assessments of our Program is the Pre- and Post- Program Case Analysis. Students read a case when they begin our first course, PA 700, and are asked to analyze the issues within the case, applying one of Woodrow Wilson’s important readings about administration. They then repeat that process in the capstone course, PA 800. The two analyses are scored according to a rubric in order to assess critical thinking skills, writing and knowledge about public administration.

Ideally, we would like to match up individual student’s pre-test score with their post-test score. But the faculty worked for several years on the rubric, ending up with several “false starts.” Therefore, the actual measurement of this analysis began in Spring 2010. The median number of semesters to finish our program is 7 semesters. The period from Spring 2010 to Spring 2013 contains 8 semesters so there are still a limited number of students who can be individually matched—20, at this point.
In the meantime, therefore, rather than looking at just the difference in scores between the pre-test and post-test of individual students, we will also examine the pre-tests of all beginning students and the post-tests of all completing students. In statistical terms, we have 20 students eligible for matched pair t-test analysis; Table 1 presents the results of the t-test measuring the difference between the pre-test of these students and the post-test. These results are highly statistically significant; they gained a significant increase in critical thinking and writing skills plus knowledge of public administration over the course of their MPA degree.

<table>
<thead>
<tr>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pre Total Score</td>
<td>26.3000</td>
<td>20</td>
<td>3.51089</td>
</tr>
<tr>
<td>Post Total Score</td>
<td>37.0</td>
<td>20</td>
<td>2.47088</td>
</tr>
<tr>
<td>Difference</td>
<td>-9.28571</td>
<td>2.13809</td>
<td></td>
</tr>
</tbody>
</table>

Difference = -10.7, t=-11.92, 19 degrees of freedom, Prob = .000

This is still with only 20 students so the t-test using independent samples is the more appropriate test.

Table 3 provides the results assuming all students are part of the same sample. The pre-test average score (25.0139) is significantly different from the post-test average score (34.0792).

Table 3: Pre- and Post-Test Analysis, One Sample T-Test

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Total Score</td>
<td>72</td>
<td>25.0139</td>
<td>4.58870</td>
<td>.54078</td>
</tr>
<tr>
<td>Post Total Score</td>
<td>101</td>
<td>34.0792</td>
<td>5.85779</td>
<td>.58287</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>DF</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Total Score</td>
<td>46.255</td>
<td>71</td>
<td>.000</td>
</tr>
<tr>
<td>Post Total Score</td>
<td>58.468</td>
<td>100</td>
<td>.000</td>
</tr>
</tbody>
</table>
Therefore, we may assume that students completing the program have made significant improvements in writing, critical thinking and knowledge of public administration when compared to their colleagues beginning the program. We can conclude that the MPA Program does make a significant difference in these areas.

**Oral Presentations**

The next element of the program being assessed is students’ ability to make oral presentations. The rubric for oral presentation incorporates scoring on Purpose of presentation, Clarity of presentation, Guidance to listeners, appropriate and professional usage of PowerPoint, and Total Overall Presentation score. Each student is scored by all of their classmates; then each student’s score in each area is an average of their classmates’ views on how they did on each element. This assessment has been completed for the past three semesters in PA 800: Capstone Course. For the past four semesters, these presentations have also been videotaped; these videotapes are kept in the MPA network space and are available to NASPAA accreditation teams as evidence of student accomplishment in oral presentations.

Each boxplot box has a central line that is the median score on that element for that semester. The “whiskers” above and below are the lower and upper quartiles; the small circles are outliers (with the student number of that student). The height of the box indicates the difference between the 25th and 75th percentiles.

Figures 1 a-d all indicate the median value for Purpose, Guidance, Clarity and PowerPoint have all increased over the five semester period, indicating an improvement in each of these elements in student presentations over even three semesters. This increase is even more pronounced in Figure 1e, the boxplot reflecting Total Score for presentations; there is a steady increase in the score over the period seen here. Even the outliers show an increase, none are as low as in the first semester being evaluated. In addition, the scores are grouped more tightly around the mean, indicating more students are doing better overall.

We conclude that, while there continue to be outliers, overall, students are improving in their ability to conduct effective oral presentations. We need to continue providing formal instruction in this area, however.
Figure 1 a-c: Boxplots of Oral Presentations
Team Work Pilot Assessment

In spring 2013, three faculty incorporated a rubric into one each of their courses to allow peer evaluation of students’ performance in group projects. The rubric used had eight different components: leadership, involvement, responsibility, attendance, interaction, task support, timeliness of support, and quality of work. After completing a group project in each of these three classes, students evaluated the other members of their group on each of these 8 elements, on a five point scale; there were also qualitative assessments. Figure 2 presents the results graphically.

Figure 2: Team Work Peer Assessment Pilot, Spring 2013

While the results seem to indicate that overall, students had done well, there are some puzzling inconsistencies; the scores in PA 747: Developing Nonprofit Resources, were much lower than those of the other classes, including those of the introductory course, PA 700. It is highly unlikely that beginning students would do better than those in the program for a while.

Our conclusion is that this is a good beginning and a good pilot but we need to improve the instructions for doing the assessing to ensure valid results. To be fair, having students do peer assessments can be problematic, as has been found with the oral presentations from time to time.
**Urban Administration Elective Emphasis Assessment Pilot**

The Program is just beginning to assess the effectiveness of its elective emphases and plans on conducting these on a staggered basis with at most two completed per year. We are basing our assessments in this area upon our eportfolios. We began with our Urban Administration elective emphasis.

The initial assessment was conducted on a sample of students graduating in 2011-2012 and 2012-2013 with a stated elective emphasis in Urban Administration. Determining the students’ elective emphasis is itself hard to do as, in order to maintain flexibility, we have opted for emphases instead of concentrations so students do not need to officially declare.

However, they do state their emphasis on their eportfolios and include work products from their courses in their stated area. Therefore, those products and other elements of their eportfolio were used in this assessment, along with a rubric incorporating 8 elements: ethics, understanding roles of officials, being able to communicate, ability to develop strategies for civic engagement, leading and managing programs, budget / finance, human resource management and an understanding of intergovernmental relations. Each element was scored on a scale of 1 to 10 with 10 being the most accomplished in that area (results seen in Figure 3). This initial sample included four students and their work (see Table 4 for list of papers reviewed for assessment).

**Figure 3: Urban Administration Elective Emphasis Assessment Pilot**
What is immediately apparent is that some of the 8 elements cannot be assessed based upon the work available and so, in the future, a more prescriptive approach to selecting products for the eportfolio will have to utilized if this process is used for elective emphases assessment. However, given the results available and seen in Figure 3, it is clear that students have made progress in developing expertise in the areas that could be assessed.

One exception is that of developing strategies for civic engagement; there was little work included in this area. More explicit assignments in civic engagement will need to be incorporated into the curriculum, a decision that had already been made based upon other factors. More work will have to be done on how to assess this and the other elective emphases.

Table 4: Selected Urban Administration Elective Emphasis Papers Used for Pilot Assessment

<table>
<thead>
<tr>
<th>Selected Papers, Presentations and Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Fresno County Budget</td>
</tr>
<tr>
<td>Book review of ES Savas 2005 book on Privatization in the City</td>
</tr>
<tr>
<td>Briefing on meeting of SF Police Commission</td>
</tr>
<tr>
<td>Charleston, South Carolina: City Policy &amp; Management Overview paper</td>
</tr>
<tr>
<td>City of Modesto Economic Development efforts</td>
</tr>
<tr>
<td>Critical review of Bay Area police department websites</td>
</tr>
<tr>
<td>East LA Stakeholder analysis—prison siting case</td>
</tr>
<tr>
<td>Economic Development—Tools for Public Administrators presentation ppt</td>
</tr>
<tr>
<td>Emergency Medical Services. Urban services fact sheet developed as part of a group project</td>
</tr>
<tr>
<td>Essay on the book, “Adapted City”</td>
</tr>
<tr>
<td>Increasing Moderate Income Housing in SF policy analysis</td>
</tr>
<tr>
<td>Information technology in local government finance research paper</td>
</tr>
<tr>
<td>Interview with City of Berkeley Redevelopment head</td>
</tr>
<tr>
<td>Kings County budget analysis presentation ppt</td>
</tr>
<tr>
<td>Leadership case study: Corey Booker, Mayor of Newark, NJ</td>
</tr>
<tr>
<td>Orderly growth in Solano County policy brief</td>
</tr>
<tr>
<td>Ottawa’s transit system presentation ppt</td>
</tr>
<tr>
<td>PA 705 / 706 paper. The Oakland Enterprise Zone and Unemployment Rate: How an economic development program can affect the unemployment rate. Statistical analysis with control data from other cities</td>
</tr>
<tr>
<td>Program Budget—Nassau County (team project)</td>
</tr>
<tr>
<td>Ranked choice voting presentation in 800 presentation ppt</td>
</tr>
<tr>
<td>Research paper on Pittsburgh government, policy issues, service delivery and leadership.</td>
</tr>
<tr>
<td>Scanlon interview—head of SAM Trans transit organization. Well written</td>
</tr>
<tr>
<td>Spatial Analysis of Community Development Block Grant Public Services Programs and Economic Self-Sufficiency in San Francisco. Statistical analysis from 705 706 sequence.</td>
</tr>
<tr>
<td>Summary of article “Professional Management and Service Levels in Small U.S. Communities”</td>
</tr>
</tbody>
</table>
Exit Survey Results

Finally, the results of the exit survey are seen in Appendix I. In general, the 2012-2013 rankings of MPA program features were improved over last year’s results (which had gone down from the previous year so a more accurate statement is the results regained their previous high scores. Last year, we believed the drop were a result of the unrest among students about being asked to pay higher fees in order to stay at the Downtown Center. If this is true, then these could be attributed to a settling down of the students and more focus upon their academic program.

Improving knowledge in public administration in general as well as in a specific subfield are the two highest scoring areas. These are followed by size of classes conducive to learning, improving professional skills, quality of elective courses, and perceived improvement in quality of writing skills.

Once again, the lowest scoring areas are the program’s ability to improve the student’s computer skills and their view on career assistance resources. The faculty believe that most students now come into the program with high levels of computer skills and so, the ability to increase those even more is difficult. The faculty have discussed these two areas to a great extent and have subsequently developed several strategies to improve service in these areas.

The other continually low scoring area was advising, which has now risen substantially.

Results for our summary questions indicate a very high proportion of students continue to believe the program has resulted in their feeling prepared for entry and mid-career level jobs and has put them on track to achieve their career goals. In addition, we have an explicit goal of providing a combination of theory and practice across our curriculum; these results indicate students continue to believe we are achieving that goal (4.42 average in 2011-2012 on a 7 point scale where 1 equals Theory and 7 equals Practice; 4 is a perfect balance between the two).

Changes As A Result of Assessment

Changes being made include:

- Two changes being made as a result of the data seen in our assessments is the incorporation of more explicit and formal training in doing oral presentations and team work projects. Students are overall, doing well in these areas but there are lingering issues and more formal training is required.
- The team work rubric and instructions are being improved in order to ensure higher validity.
- Eportfolio requirements are being revised so that they can be better used to assess our elective emphases. In addition, we are contemplating having each student complete a separate reflective paper just on the elective emphasis so that we can better understand what they have learned in that portion of the program.
- Beginning in Fall 2013, our new curriculum with civic engagement strategies built in will be implemented for all students, not just those in urban administration.
- A faculty member is being assigned to coordinate career activities and resources so that consistent workshops are offered to students and we can ensure any gaps are being filled.
- New 1 unit courses and a series of workshops on specific software and computer tasks are being implemented beginning in the fall to address the issue of computer skills.
• Finally, the Program will be undertaking a comprehensive review of all our rubrics; they have been developed in a very incremental fashion and need some standardizing.

**Conclusions**

Program faculty will continue to evaluate our progress in helping students achieve our learning goals. When we detect patterns indicating improvements are needed, we make changes in our program. We will be working on our assessment processes next year in more depth, as we review all our rubrics and implement our schedule to evaluating all elective emphases.
## Appendix I: Student Exit Survey Assessment Results, 2003 - 2013

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 15</td>
<td>n = 28</td>
<td>n = 41</td>
<td>n = 48</td>
<td>n = 32</td>
<td>n = 34</td>
<td>n = 13</td>
<td>n = 20</td>
<td>n = 53</td>
<td>n = 15</td>
<td>n = 16</td>
<td>n = 32</td>
<td>n = 296</td>
<td></td>
</tr>
<tr>
<td>Improve Knowledge of General PA</td>
<td>6.4</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.4</td>
<td>6.7</td>
<td>6.7</td>
<td>6.4</td>
<td>6.69</td>
<td>6.5</td>
<td>+</td>
</tr>
<tr>
<td>Improve Knowledge of Specific Area</td>
<td>5.5</td>
<td>6.2</td>
<td>5.9</td>
<td>6.3</td>
<td>6.3</td>
<td>6.2</td>
<td>6.3</td>
<td>6.45</td>
<td>6.6</td>
<td>6.4</td>
<td>6.3</td>
<td>6.58</td>
<td>6.3</td>
</tr>
<tr>
<td>Size of Classes Conducive to Learning</td>
<td>6.0</td>
<td>5.9</td>
<td>5.5</td>
<td>5.7</td>
<td>5.4</td>
<td>5.9</td>
<td>5.9</td>
<td>6.6</td>
<td>6.9</td>
<td>6.0</td>
<td>6.41</td>
<td>6.0</td>
<td>+</td>
</tr>
<tr>
<td>Improve Professional Skills</td>
<td>5.7</td>
<td>6.0</td>
<td>6.0</td>
<td>5.9</td>
<td>6.0</td>
<td>6.0</td>
<td>6.3</td>
<td>6.85</td>
<td>6.2</td>
<td>6.1</td>
<td>6.1</td>
<td>6.38</td>
<td>6.1</td>
</tr>
<tr>
<td>Quality of Elective Classes</td>
<td>5.9</td>
<td>6.4</td>
<td>5.9</td>
<td>5.8</td>
<td>6.2</td>
<td>5.8</td>
<td>5.9</td>
<td>6.15</td>
<td>6.4</td>
<td>6.1</td>
<td>6.1</td>
<td>6.22</td>
<td>6.1</td>
</tr>
<tr>
<td>Help to Improve Writing</td>
<td>4.9</td>
<td>5.7</td>
<td>5.6</td>
<td>5.3</td>
<td>5.8</td>
<td>5.7</td>
<td>6.2</td>
<td>6.1</td>
<td>6.2</td>
<td>6.3</td>
<td>6.2</td>
<td>6.13</td>
<td>5.8</td>
</tr>
<tr>
<td>Ability to Schedule Core Classes Sufficient</td>
<td>6.1</td>
<td>5.6</td>
<td>5.5</td>
<td>5.6</td>
<td>5.0</td>
<td>5.1</td>
<td>5.9</td>
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<tr>
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<td>5.8</td>
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<td>5.4</td>
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<tr>
<td>Help to Improve Presentations</td>
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<td>Ability to Schedule Electives Sufficient</td>
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<td>5.4</td>
<td>5.6</td>
<td>5.4</td>
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<td>4.9</td>
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<td>Library Resources Sufficient to My Needs</td>
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<td>Advising Sufficient to My Needs</td>
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<td>Help to Improve Ability to Work in Teams</td>
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<td>6.0</td>
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<td>5.8</td>
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<td>5.7</td>
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<td>Quality of Outside Electives</td>
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<td>5.4</td>
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<td>5.6</td>
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<td>5.5</td>
<td>5.33</td>
<td>5.8</td>
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<td>5.31</td>
<td>5.4</td>
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</table>

*(scale is 1 to 7 where 7 is the best)*
<table>
<thead>
<tr>
<th>Computer Resources</th>
<th>5.6</th>
<th>5.7</th>
<th>5.3</th>
<th>5.0</th>
<th>5.3</th>
<th>5.1</th>
<th>5.3</th>
<th>4.85</th>
<th>5.2</th>
<th>5.5</th>
<th>5.3</th>
<th>5.30</th>
<th>5.2</th>
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<tbody>
<tr>
<td>Improve Computer Skills</td>
<td>4.9</td>
<td>4.8</td>
<td>4.6</td>
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<td>4.7</td>
<td>5.4</td>
<td>4.7</td>
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<td>5.1</td>
<td>4.1</td>
<td>4.59</td>
<td>4.7</td>
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<tr>
<td>Career Assistance Resources</td>
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<td>4.2</td>
<td>4.1</td>
<td>5.0</td>
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<td>4.6</td>
<td>4.2</td>
<td>4.2</td>
<td>4.96</td>
<td>4.3</td>
</tr>
</tbody>
</table>

+ = increase / ++ = increase of at least 0.5 / +++ = increase of at least 1.0

<table>
<thead>
<tr>
<th>Summary Measures</th>
<th>(scale is 1 to 7 where 7 is the best)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA Has Prepared Me Well for Job / Career</td>
<td>5.9</td>
</tr>
<tr>
<td>As Result of MPA, I Feel Qualified for Entry Level Job</td>
<td>6.2</td>
</tr>
<tr>
<td>As Result of MPA, I Feel Qualified for Mid-Level Job</td>
<td>6.1</td>
</tr>
<tr>
<td>Balance Between Theory (1) and Practice (7) Achieved</td>
<td>4.4</td>
</tr>
</tbody>
</table>

I Believe I am on Right Career Track Compared to Beginning of Program—Yes

|                                             | 100.0% | 96.0% | 100.0% | 95.2% | 100% | 100% | 100% | 100% | 80%  | 100% | 100% | 100% | 99.0% |

<p>|                                             | 100.0% | 96.0% | 100.0% | 95.2% | 100% | 100% | 100% | 100% | 80%  | 100% | 100% | 100% | 99.0% |</p>
<table>
<thead>
<tr>
<th>Preference for Class Structure</th>
<th>(percentage figures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would Have Liked More DTC Courses- Yes</td>
<td>54.5%</td>
</tr>
<tr>
<td>Would Have Liked More Weekend Courses- Yes</td>
<td>18.2%</td>
</tr>
<tr>
<td>Would Have Liked More Online Courses- Yes</td>
<td>28.6%</td>
</tr>
<tr>
<td>Would Have Liked More 4 to 7 Courses- Yes</td>
<td>61.5%</td>
</tr>
<tr>
<td>Would Have Liked More Off-Campus Courses- Yes</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographics</th>
<th>12.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years of Professional Experience</td>
<td>3</td>
</tr>
<tr>
<td>Average Years in Current Job</td>
<td>4.8</td>
</tr>
<tr>
<td>Elective Emphasis</td>
<td></td>
</tr>
<tr>
<td>Nonprofit Administration</td>
<td>27%</td>
</tr>
<tr>
<td>Policy Making and Analysis</td>
<td>11%</td>
</tr>
<tr>
<td>Public Management</td>
<td>27%</td>
</tr>
<tr>
<td>Self-Designed Emphasis</td>
<td>20%</td>
</tr>
<tr>
<td>Urban Administration</td>
<td>13%</td>
</tr>
</tbody>
</table>
**Peer Classroom Observation Recording Form**

To be completed by the visitor and returned to the faculty member.

Instructor: ___________________ Course: ___________________ Date: _________________ Class Size: ______

Course Required: _______ Elective: ________

Please check the box that best reflects your observation when:

- **HE**=Highly Effective, A clear area of strength, excellent, exemplar
- **E**=Effective, the characteristic well met, above average
- **A**=Adequate, The characteristic was met – improvement would strengthen teaching skill
- **NI**=Needs Improvement, Improvement is needed in this area
- **NA**=Not applicable

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>HE</th>
<th>E</th>
<th>A</th>
<th>NI</th>
<th>NA</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE CONTENT (SYLLABUS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Objectives are clear</td>
<td></td>
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</tr>
<tr>
<td>Assignments help achieve goals of the course</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rigorous and up to date reading assignments</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Effective writing assignments</td>
<td></td>
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</tr>
<tr>
<td>Effective oral presentation opportunities</td>
<td></td>
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<tr>
<td>Effective group work opportunities</td>
<td></td>
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<td></td>
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<tr>
<td>IT concepts are included</td>
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<tr>
<td>Ethics issues are included</td>
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<tr>
<td>Diversity issues are included</td>
<td></td>
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<tr>
<td>Public service values are included</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>CLASS STRUCTURE &amp; CONTENT</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goals of the session were clearly conveyed</td>
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<tr>
<td>Goals of the session were followed</td>
<td></td>
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<td></td>
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<tr>
<td>Presentation was well organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Content was consistent with goals of the session</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Amount of content presented was appropriate to the time available</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Instructor demonstrated knowledge of the content area</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Content reflected current work in the field</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>STRATEGIES/METHODS OF INSTRUCTION</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Methods supported goals for the session</td>
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<tr>
<td>Methods were appropriate to the size of the class</td>
<td></td>
<td></td>
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<tr>
<td>Methods introduced new ideas in a planned and creative way</td>
<td></td>
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<tr>
<td>----------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Use of board, PPT or other media is effective</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### INSTRUCTOR/STUDENT INTERACTION

- Instructor engaged the students in the learning episode
- If applicable, instructor facilitated interaction among the students
- Instructor responded to developments in the class session
- Answers questions effectively
- Instructor personalizes the class

### STUDENT-INSTRUCTOR INTERACTIONS

- Instructor conveyed material in a clear, understandable manner
- Instructor responded to verbal and nonverbal cues that clarification was needed
## SF State Public Administration Writing Rubric (Used for Letter of Admission)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Poor (0 point)</th>
<th>Fair (2 points)</th>
<th>Good (4 points)</th>
<th>Excellent (6 points)</th>
<th>Reader 1 Score</th>
<th>Reader 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>Doesn’t cover any of the requested content (7 items)</td>
<td>Covers at least some of the 7 items / covers content but in a formulaic way</td>
<td>Covers 3-5 items / covers the content with imagination (e.g. provides examples or otherwise brings the content to life)</td>
<td>Covers 6-7 items of the content and more while bringing the essay to life with unusual examples and an introduction that captures one’s attention from the start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Organization</td>
<td>No headings or transitions at all, no sign of organization.</td>
<td>Is not well organized.</td>
<td>Is well organized with transitions between paragraphs and sections.</td>
<td>All of the above and, in addition, the organizing principle shows creativity and imagination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Development</td>
<td>Applicant provides no reasons for how the degree would be helpful to career goals, why this is the right time or how the MPA program is a good fit.</td>
<td>Applicant provides reasons for some, but not all of the above.</td>
<td>Applicant provides reasons for each of the three, but not with any added detail.</td>
<td>Applicant provides well-thought out and convincing reasons for how the degree would help career goals, why this is the right time and how the MPA program is a good fit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Usage</td>
<td>There are many errors in usage, making comprehension extremely difficult.</td>
<td>There are frequent errors in usage that make comprehension difficult</td>
<td>Words are used correctly but tone is wrong for the essay’s purpose and audience</td>
<td>Usage is in accordance with edited American English and appropriate for the purpose and audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Spelling &amp; Grammar</td>
<td>Major misspelling and/or grammatical errors</td>
<td>Minor misspelling and/or grammatical errors</td>
<td>The only misspelling errors appear to be typos that spellcheck would not have caught</td>
<td>No spelling or grammatical errors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score: 0 – 30**  
**Total:**  

**Areas to be Included in Essay:**  
- Life experiences that have led you to an interest in public service (public or nonprofit)  
- Background in the public service, including any work or volunteer experience you might have in public or nonprofit agencies  
- Areas of specific interests in the public service, including what has led you to these specific interests  
- Career and professional goals and aspiration  
- Describe how the MPA degree will be helpful and consistent with your career goals and aspirations  
- Describe why this is the right time in your career to come into a MPA program and seek the degree  
- Describe why the SF State MPA degree program is a good fit for you and your career / professional goals
<table>
<thead>
<tr>
<th>Score</th>
<th>Exception (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
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<td>100</td>
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</tbody>
</table>

**Evaluation Criteria:**

- **PA 800 Semester:**
- **PA 700 Semester:**
- **Student Name:**

- **Section:** The student attributes logical powers in...
## Oral Presentation Rubric

### Department of Public Administration (Total Possible Points — 50)

<table>
<thead>
<tr>
<th>Excellent (10 - 12 points)</th>
<th>Very Good (7 - 9 points)</th>
<th>Good (4 – 6 points)</th>
<th>Poor (1 – 3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sense of Purpose</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speakers is sophisticated in his / her ability to signal purpose to the audience</td>
<td>- There is a controlling idea that holds the presentation together</td>
<td>- While there may be a sense of purpose evident in the presentation, it often seems very broad.</td>
<td>- Presentation disjointed or incoherent.</td>
</tr>
<tr>
<td>- Focused and clear, the presentation reflects a speaker with a strong sense of what s/he is trying to do or say</td>
<td>- While the presentation may contain a weak “thesis statement”, there is a strong sense that the speaker has a comprehension of purpose and s/he still makes this evident in the presentation.</td>
<td>- This lack of focus may result in a mediocre presentation; this presentation may therefore rely more on summary than on analysis</td>
<td>- Relationship between sections of the presentation and / or the main points of the presentation is unclear.</td>
</tr>
<tr>
<td>- The various main points and the speaker has indicated the large implications or importance of the topic</td>
<td></td>
<td>- A speaker in this category may discover a sense of purpose as s/he constructs the presentation. This is often evident because initial content fails to be consistent with the focus present later in the presentation.</td>
<td>- The presentation does not contain a traditional “thesis statement” and the speaker’s purpose is not evident.</td>
</tr>
<tr>
<td><strong>Guidance for Listeners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The speaker demonstrates a sophisticated awareness of his / her audience. Audience analysis and adaptation is evident. Relevancy and appropriateness of presentation topic is clear to specific audience.</td>
<td>- Generally, listeners feel that the speaker has established the relevancy and appropriateness of the presentation topic. Equally, listeners have a sense that the speaker helped them to understand the presentation.</td>
<td>- Relevancy and appropriateness of presentation topic is weak or unclear to specific audiences.</td>
<td>- Speaker seems to lack enthusiasm and is disengaged from any sense of purpose.</td>
</tr>
<tr>
<td>- Presentation flows smoothly from one idea to another, signaled by the use of noticeable transitions. The speaker has taken pains to assist the listener in following the logic of the ideas expressed.</td>
<td>- Sequencing of ideas within the body of the presentation and transitions between main points make the presentation easy to follow.</td>
<td>- At times, listeners may feel lost and unable to follow the speaker's flow of ideas.</td>
<td>- Audience analysis and adaptation is not evident. There is an absence of relevancy and appropriateness regarding the presentation topic.</td>
</tr>
<tr>
<td>- The speaker has taken pains to explain and develop his / her ideas. These efforts are apparent and promote active listening.</td>
<td>- It is evident that the speaker has found a way of developing his / her ideas, providing the reader with the examples, illustrations, and explanations necessary to understand the presentation. Some effort is apparent to promote active listening.</td>
<td>- Speaker needs to improve sequencing of ideas within the body of the presentation and do more to effectively signal his / her use of transitions between main points.</td>
<td>- The speaker’s failure to employ recognizable transitions between main points results in the lack of connections between ideas making the presentation difficult to follow and understand. Efforts to promote active listening are not apparent.</td>
</tr>
<tr>
<td><strong>Clarity and Conventions of Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speaker’s audience analysis and adaptation is evident and results in sensitivity for diverse audiences.</td>
<td>- Speaker’s audience analysis and adaptation is apparent yet limited.</td>
<td>- Very weak audience analysis and adaptation.</td>
<td>- The lack of examples, illustrations, and explanations makes understanding difficult.</td>
</tr>
<tr>
<td>- Sensitivity is enhanced by careful expression through the speaker’s use of effective verbal and nonverbal</td>
<td>- Speaker’s use of verbal and nonverbal delivery conveys clarity of message but seems less sensitive regarding the diversity of the</td>
<td>- Speaker’s use of verbal and nonverbal delivery lacks clarity of message. There is an absence of sensitivity towards diverse audiences.</td>
<td>- No apparent audience analysis and adaptation. Listeners must occasionally guess at the speaker’s meaning. Speaker’s control of conventions related to presentation organization and delivery is</td>
</tr>
</tbody>
</table>

---

*Note: This rubric assesses the effectiveness of an oral presentation across various criteria, including the speaker’s ability to signal purpose, the guidance provided to the audience, and the clarity and organization of the presentation.*
### -tion and Delivery

- Speaker seems to be in command of the conventions of presentation organization and delivery. It is evident that s/he uses these conventions to rhetorical advantage. Speaker presents in extemporaneous fashion.
- Physical delivery, both verbal and nonverbal, is noticeably polished.
- Use of Powerpoint slides is well integrated and supports the speaker’s presentation rather than becoming the central point.
- Speaker uses the slide presentation as a basis for making comments and developing explanations rather than reading slides.
- Slides are well developed, well structured and organized and lack distractions.

<table>
<thead>
<tr>
<th>Use of PowerPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Powerpoint slides is well integrated and supports the speaker’s presentation rather than becoming the central point.</td>
</tr>
<tr>
<td>Speaker uses the slide presentation as a basis for making comments and developing explanations rather than reading slides.</td>
</tr>
<tr>
<td>Slides are well developed, well structured and organized and lack distractions.</td>
</tr>
<tr>
<td>Powerpoint slides provide an outline for presentation but speaker fails to use them to good effect, often skipping back and forth between slides or points.</td>
</tr>
<tr>
<td>Slides are not coherently developed, often containing too much material or contains some distractions.</td>
</tr>
<tr>
<td>Slides lack coherency and contain distracting images, text, sounds or transitions.</td>
</tr>
</tbody>
</table>

### Scoring:

- **Sense of Purpose (1-12):**
- **Guidance for Listeners (1-12):**
- **Clarity and Conventions of Organization and Delivery (1-12):**
- **Use of PowerPoint (1-12):**
- **Bonus Points (1-2 for overall excellence or added distinctions):**

Source: adapted from PS. Political Science and Politics.
# Student Peer Evaluation

<table>
<thead>
<tr>
<th>Category For Evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Work:</strong> Consider the degree to which the student team member provides work that is accurate and complete.</td>
<td>Produces unacceptable work, fails to meet minimum group or project requirements.</td>
<td>Occasionally produces work that meets minimum group or project requirements.</td>
<td>Meets minimum group or project requirements.</td>
<td>Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.</td>
<td>Produces work that consistently exceeds established group or project requirements.</td>
</tr>
<tr>
<td><strong>Timeliness of Work:</strong> Consider the student team member's timeliness of work.</td>
<td>Fails to meet deadlines set by group.</td>
<td>Occasionally misses deadlines set by group.</td>
<td>Regularly meets deadlines set by group.</td>
<td>Consistently meets deadlines set by group and occasionally completes work ahead of schedule.</td>
<td>Consistently completes work ahead of schedule.</td>
</tr>
<tr>
<td><strong>Task Support:</strong> Consider the amount of task support the student team member gives to other team members.</td>
<td>Gives no task support to other members.</td>
<td>Sometimes gives task support to other members.</td>
<td>Occasionally provides task support to other group members.</td>
<td>Consistently provides task support to other group members.</td>
<td>Consistently gives more task support than expected.</td>
</tr>
<tr>
<td><strong>Interaction:</strong> Consider how the student team member relates and communicates to other team members.</td>
<td>Behavior is detrimental to group.</td>
<td>Behavior is inconsistent and occasionally distracts group meetings.</td>
<td>Regularly projects appropriate team behavior including: listening to others, and allowing his/her ideas to be criticized.</td>
<td>Consistently demonstrates appropriate team behavior.</td>
<td>Consistently demonstrates exemplary team behavior.</td>
</tr>
<tr>
<td><strong>Attendance:</strong> Consider the student team member's attendance at the group meetings. (This includes in class meetings.)</td>
<td>Failed to attend the group meetings.</td>
<td>Attended 1%-32% of the group meetings.</td>
<td>Attended 33%-65% of the group meetings.</td>
<td>Attended 66%-99% of the group meetings.</td>
<td>Attended 100% of the group meetings.</td>
</tr>
<tr>
<td><strong>Responsibility:</strong> Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.</td>
<td>Is unwilling to carry out assigned tasks.</td>
<td>Sometimes carries out assigned tasks but never volunteers to do a task.</td>
<td>Carries out assigned tasks but never volunteers to do a task.</td>
<td>Consistently carries out assigned tasks and occasionally volunteers for other tasks.</td>
<td>Consistently carries out assigned tasks and always volunteers for other tasks.</td>
</tr>
<tr>
<td><strong>Involvement:</strong> Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).</td>
<td>Fails to participate in group discussions and fails to share relevant material.</td>
<td>Sometimes participates in group discussions and rarely contributes relevant material for the project.</td>
<td>Takes part in group discussions and shares relevant information.</td>
<td>Regularly participates in group discussion and sometimes exceeds expectations.</td>
<td>Consistently exceeds group expectations for participation and consistently contributes relevant material to project.</td>
</tr>
<tr>
<td><strong>Leadership:</strong> Consider how the team member engages in leadership activities.</td>
<td>Does not display leadership skills.</td>
<td>Displays minimal leadership skills in team.</td>
<td>Occasionally assumes leadership role.</td>
<td>Regularly displays good leadership skills.</td>
<td>Consistently demonstrates exemplary leadership skills.</td>
</tr>
<tr>
<td><strong>Overall Performance Rating:</strong> Consider the overall performance of the student team member while in the group.</td>
<td>Performance significantly fails to meet group requirements.</td>
<td>Performance fails to meet some group requirements.</td>
<td>Performance meets all group requirements.</td>
<td>Performance meets all group requirements consistently and sometimes exceeds requirements.</td>
<td>Performance consistently exceeds all group requirements.</td>
</tr>
</tbody>
</table>
Student Peer Evaluation

Guidelines:

✓ Disregard your general impressions and concentrate on one factor at a time.

✓ Study carefully the definition given for each factor and the specifications for each category.

✓ Call to mind instances that are typical of the student's work and behavior. Do not be influenced by unusual cases that are not typical.

✓ Determine the category that best describes the student's accomplishments in that area and enter the number on the separate performance rating form on the third page. Only submit the third page.

✓ If a factor has not been observed during the rating period, enter NA for not applicable. In the comments section, explain why this factor has not been observed.

✓ Comments should be used to support your ratings where applicable.

✓ Make sure to include yourself when filling out the evaluation form on the third page.
Student Peer Evaluation

Your name: ___________________________________ Date ____________________________

Instructions:
➢ Fill out the evaluation form listed below for all of your group members. Make sure to include yourself.
➢ For each of the 9 categories listed on the first page of this document, enter the appropriate score (1 to 5 or NA). Repeat this for each group member.
➢ List all of the tasks you completed for the project. In other words, what specifically did you contribute to the team effort?
➢ As needed, enter comments about group members below the form. Use the back of this sheet or additional sheets as necessary. (If you use the back, please indicate this on the bottom of the front page.)
➢ Only submit this page and any additional comment pages to your TA during your final lab.

<table>
<thead>
<tr>
<th>Group Members Names</th>
<th>Quality of work</th>
<th>Timeliness of work</th>
<th>Task support</th>
<th>Interaction</th>
<th>Attendance</th>
<th>Responsibility</th>
<th>Involvement</th>
<th>Leadership</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

List below the specific tasks you completed for the project:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

General Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3
Assign a score of 1 to 10 where 10 is the best for each of these core competencies.

**Core Competencies**

1. ___ Demonstrate an understanding of the ethics of local government management, emphasizing the role of the professional chief executive. (ETHICS)

2. ___ Understand the roles and relationships among key local and other government elected and appointed officials as well as what makes local institutions different from other institutions. (ROLES)

3. ___ Articulate the purposes of and processes for communicating with citizens in local governance. (COMM)

4. ___ Develop strategies for engaging citizens in local governance (CIVENGAGE)

5. ___ Lead, manage and serve the management of local government core services and functions. (LEAD)

6. ___ Apply the management of local government financial resources. (FINANCE)

7. ___ Apply the management of local government human resources. (HR)

8. ___ Understand the complexities of intergovernmental and network relationships and develop skills in collaborative governance (IGR)

**TOTAL:**

**Files / Notes:**
EDUCATION

Georgia Institute of Technology, Atlanta 2004
Ph.D. in Public Policy

- Fields of study: environmental policy, policy analysis and research methods.

University of Southern California, Los Angeles 1995
M.P.A. in Public Administration

- Fields of study: international development, organization behavior, management.

California Polytechnic State University, San Luis Obispo 1990
B.S. in Civil Engineering

- Fields of study: water resources engineering, transportation engineering.
- Minor in public administration.

PROFESSIONAL EXPERIENCE

San Francisco State University 2003 – present
Lecturer (2003-2005), Assistant Professor (2005-2011), Associate Professor (2011-present), Department Chair (2012-present)

- Appointed to the Department of Public Administration, with additional teaching responsibilities in the Department of Political Science; other courses taught in the Department of Geography, the Urban Studies Program, the Environmental Studies Program, and the doctoral program in Educational Leadership.

Undergraduate courses (5)
- Public Policy Process
- Policy Analysis
- Public Administration
- Environmental Law and Policy
- Environmental Impact Assessment

Continuing education courses (3)
- Teachers Leadership Institute I
- Teachers Leadership Institute II
- Performance Measurement & Program Evaluation

Graduate courses (6)
- Policy Making and Implementation
- Program Evaluation
- Research Methods and Data Analysis I
- Research Methods and Data Analysis II
- Environmental Policy

Doctoral courses (3)
- Performance of Educational Organizations
- Policy, Law, & the Political Economy of Education
- Quantitative Analysis in Education

- Services to campus:
  Standing committees (5):
    - Executive Committee of the Ed.D. in Educational Leadership program (2010-2012)
    - College of Behavioral and Social Sciences’ (BSS) Methods and Technologies Committee (2004 - 2011): advised the Dean on college issues related to computing, teaching technologies, and research courses.
    - Environmental Studies Steering Committee (2006-2008)
    - Public Research Institute Advisory Board (2008-2009)
Ad hoc committees (3):

- Administrative Review Committee for Dean Joel Kassiola (Spring 2010): collected and analyzed campus and community evidence and input on the performance of the Dean; reported to the Provost.
- Focus the Nation planning committee (Spring 2007-Spring 2008): organized campus wide participation in the national teach-in on global climate change.
- BSS Building Committee (Spring 2005): developed conceptual plans for a new college building.

Faculty and administrative search committees (7):

- University Provost search (Fall 2008-Spring 2009): served as the only junior faculty member in this committee; conducted a nation-wide search; collected and analyzed feedback from the campus community; reported to the President.
- 4 Public Administration searches (2 in Fall 2006, Fall 2007, Spring 2009): chaired the 2009 committee that resulted in the hiring of a faculty member focused on public finance.
- Environmental Studies search (Fall 2006).
- Environmental Studies Director search (Fall 2004-Spring 2005): resulted in the first externally hired director of the young program, after 2 prior committees’ unsuccessful searches.

Workshops and guest lecturers (numerous): invited to lecture and conduct workshops on topics related to public policy; these include engagements with BSS 275 (Fall 2004 on Presidential elections, Fall 2006 on California elections, Fall 2010 on California elections), several delegations from China (Summer 2007, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Summer 2012), and delegations from the University of Seoul (Winter 2008, Winter 2009).

Student fellowship sponsorship (9):

- Presidential Management Fellowship (Fall 2004 - 2010): conducted recruitment and preparatory workshops; 6 MPA graduates have been selected to the fellowship during this span.
- California State University’s Sally Casanova Pre-Doctoral Fellow (Spring 2004 - Summer 2006): sponsor for Rocco Pendola ($3,000), who entered a Ph.D. program at UC Irvine.
- Pell Institute Study of Opportunity in Higher Education research grant (Spring 2004): faculty sponsor for Thomas Wei ($3,000) and Jennifer Gleason ($3,000).

Doctoral dissertation committees (10) (*served as chairperson):

- Robinson, Damien (2013). Out of the Mouths of Babes: Hope and Hopelessness in Middle School Students of Color.
- *Harris, Matthew (2010). Impactful Student Learning Outcomes of One-to-One Laptop Programs at Low Socioeconomic Schools.

- Services to community:

  Boards and committees (4):

  - Old Adobe Union School District, Petaluma, California - Citizen’s Oversight Committee (2012-present): appointed by the Board of Trustees to oversee the expenditures of Measure G bond funds for capital improvement projects.
  - Sonoma Marin Area Rail Transit (SMART) - Community Advisory Committee on Petaluma station planning (2011-2013)
- City of Petaluma - Transit Advisory Committee (2010 – present): appointed by City Council to advise on transit issues and coordination with the new regional rail transit system.

**Instructor and Graduate Teaching Assistant**

- Taught senior-level courses on policy analysis and program evaluation, and senior thesis; co-taught United States government; designed and implemented an internet-based Congressional simulation; guest lectured on numerous topics including discounted cash flow analysis, environmental justice, and non-market valuation.
- Advised and tutored student-athletes in a NCAA Division 1-A program, representing several sports and coming with diverse educational backgrounds; tutored student-athletes in statistics and political science.

**Graduate Research Assistant**

- Under the direction of investigator Gordon Kingsley, assisted in a Georgia Department of Transportation sponsored research on the management of consultants; developed and conducted semistructured interviews, structured surveys, and case studies; presented findings; authored and co-authored reports and articles.
- Under the direction of investigators Richard Barke, Ann Bostrom, and Krassimira Paskaleva, assisted in a National Science Foundation sponsored research project on economic and environmental risk perceptions in Bulgaria; developed and implemented two in-person structured surveys; managed, coded, and analyzed survey data; authored and co-authored conference papers and book chapter; supervised three research assistants.

**Association leadership (2):**

- Western Political Science Association: served as section chair for public policy, reviewing proposals and organizing panels for the national research conference (2012).
- American Society for Public Administration, San Francisco Bay Area chapter, board of directors (2004 – 2009): developed, organized, and implemented three Bay Area MPA tournaments, a collegial competition of MPA students from Bay Area universities; developed new events in empirical research, policy analysis, and performance measurement; sponsored new events in empirical research, policy analysis, and performance measurement; sponsored 2 student co-authors to present at the ASPA annual research conference.

**Peer reviews**

- Fellowship applications for the Association for Institutional Research (2012, 2013).
- San Francisco Department of Public Health: reviewed proposed principles for collecting, coding, and reporting social identity data (2009).

**Service contract (1):**

- San Francisco Education Fund, Teachers’ Leadership Institute, policy advisor (2004 – 2009; $15,000): developed and implemented a year-long curriculum to engage teacher leaders in local education policy issues; arranged for continuing education credit through SF State’s College of Extended Learning; developed research projects with fellows; presented research to education policy makers, and at the American Educational Research Association; roughly 75 outstanding teachers selected into this fellowship during this span.

**Research and evaluation services (numerous):** provided professional services to several private non-profit organizations and government agencies, including the Northern California Peace Corps Association, Girls on the Run - San Francisco, Edgewood Center for Children and Families, San Francisco Education Fund, San Francisco Food Bank, Jeremiah’s Promise, Camp Kesem National, Our Second Home, the Institute for Human and Social Development, the San Francisco Public Utilities Commission, Asian Inc., the San Francisco Zoo, Rebuilding Together Peninsula, SF Promise, and the Writing Success Program of City College of San Francisco.

**Public policy commentary and public lectures:**

- Keynote speaker at US Environmental Protection Agency’s celebration of Asian Pacific American month (May, 2008).
- Policy commentary with KTSF channel 26 Cantonese news, Ming Pao Daily.
- Guest lecture on policy advocacy at Stanford University’s National Board Resource Center (2005).

Georgia Institute of Technology, Atlanta

**Instructor and Graduate Teaching Assistant**

- Taught senior-level courses on policy analysis and program evaluation, and senior thesis; co-taught United States government; designed and implemented an internet-based Congressional simulation; guest lectured on numerous topics including discounted cash flow analysis, environmental justice, and non-market valuation.
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**Graduate Research Assistant**

- Under the direction of investigator Gordon Kingsley, assisted in a Georgia Department of Transportation sponsored research on the management of consultants; developed and conducted semistructured interviews, structured surveys, and case studies; presented findings; authored and co-authored reports and articles.
- Under the direction of investigators Richard Barke, Ann Bostrom, and Krassimira Paskaleva, assisted in a National Science Foundation sponsored research project on economic and environmental risk perceptions in Bulgaria; developed and implemented two in-person structured surveys; managed, coded, and analyzed survey data; authored and co-authored conference papers and book chapter; supervised three research assistants.
▪ Under the supervision of the Center for the Enhancement of Teaching and Learning, assisted the management of the course and instructor survey; managed, coded, and analyzed survey data for the entire university.

Graduate Student Assistant
▪ Served on a committee to gain accreditation from the National Association of Schools of Public Affairs and Administration for the Master of Public Policy program in the School of Public Policy; developed and implemented an internship program for graduate students.
▪ Served on a committee to hire new faculty for the School of Public Policy.
▪ Served as recruiter and advisor for the Presidential Management Intern Program of the federal government.

Environmental Engineer
▪ Led engineering efforts of over $400 million of bi-national wastewater treatment projects along the U.S.-Mexican border; developed Environmental Impact Statements; briefed legislators and executives on projects affecting their jurisdictions.
▪ Managed over $17 million of federal grants to municipal agencies and Native American tribes for water and wastewater development; evaluated technical merit of proposals; coordinated grant recipients, partner agencies, and contractors for project implementation.

Presidential Management Fellow
▪ Selected among the top graduate students in the nation into the federal government fellowship; rotated through staff positions in the EPA, gaining broad experience in environmental policy and management.
▪ Developed environmental indicators as a catalyst to federal-state performance partnerships in environmental protection, improved measures of environmental health, and public awareness.
▪ Implemented formal evaluations of technical and administrative programs.

Civil Engineer / Planning Specialist
▪ Managed facilities-improvement engineering projects for the Los Angeles Air Force Base; acted as both project manager and project engineer in engineering endeavors.
▪ Led technical efforts to evaluate seismic risk of all structures in accordance with federal law.

Civil Engineer
▪ Managed 29 civil engineering projects under arduous conditions; developed designs and estimates, supervised construction; noted by Peace Corps administration as among the most prolific engineering volunteers in Peace Corps’ history in Kenya.
▪ Adapted modern construction technology within the limitations of local resources.
▪ Coordinated efforts of consulting engineers, architects, building contractors, and construction supervisors.
▪ Mobilized communities for project planning and implementation; transferred technical skills to artisans.
▪ Successfully assimilated into a foreign culture and environment.

HONORS AND AWARDS
▪ Alternate, Ian Axford Fellowship in Public Policy, Fulbright New Zealand, 2013
▪ Data Policy Institute Fellowship, Association for Institutional Research, 2011
▪ Wikipedia Teaching Fellowship, Wikimedia Foundation, 2011
▪ Faculty Affiliate, Public Research Institute, San Francisco State University, 2006-2008.
▪ William H. Read Award, School of Public Policy, Georgia Institute of Technology, 2003.
▪ Outstanding Doctoral Student, School of Public Policy, Georgia Institute of Technology, 2001.
▪ GTA Teaching Excellence Award, Georgia Institute of Technology, 2000.
▪ U.S. Environmental Protection Agency’s Water Division's Excellence Award, San Francisco, 1997.
▪ Phi Kappa Phi National Honor Society, University of Southern California, 1995.
▪ Outstanding Graduate Student, School of Public Administration, University of Southern California, 1995.
▪ Dean’s Merit Scholarship (50% of tuition), School of Public Administration, University of Southern California, 1993-1995.
• Employee of the Quarter, Caltech Service Corporation, Los Angeles Air Force Base, 1994.
• Stewart Memorial Scholarship ($300), California Polytechnic State University, 1984.

ASSOCIATIONS
• Association for Public Policy Analysis and Management.
• Policy Studies Organization.
• American Society for Public Administration.
• Association for Institutional Research
• Phi Kappa Phi National Honor Society.
• Northern California Peace Corps Association.

RESEARCH AND PUBLICATIONS

Research interests
• Social aspects of environmental policy, including environmental valuation, public participation in government decision making, and human responses to the environment; educational funding and philanthropy; alternative modes of public service delivery.

Research grants and contracts ($113,000 extramural sources, $77,819 intramural sources)
• Gen, S. (2010). Isolating the association between philanthropic funds and student impacts in k-12 schools. Principal investigator. Ed.D. Faculty Research Fund, San Francisco State University. Approximately $5,000.
• Gen, S. (2008). The impact of private individuals’ giving to public K-12 education. Principal investigator. Faculty Diversity Support Award, San Francisco State University. Approximately $5,000.
• Gen, S. (2007) Efficacy of public participation on bureaucratic decisions affecting the environment. Principal investigator. CSU Mini-grant. $5,000.
Refereed publications (10)


Articles under peer review (1)


Articles in progress

- Gen, S., Kooiker, M., & Issenberg, J. Differentiating teacher attrition at lower and higher performing schools.
- Gen, S. The impact of private individuals’ giving to public K-12 education.

Conference papers


- Gen, S. (2002). Cost-benefit analysis and the environment. Annual meeting of the Air and Waste Management Association, Georgia Chapter, Atlanta, GA.


**Agency reports and articles (27)**


Kingsley et al. (2003). Strategies to strengthen consultant management in the Georgia Department of Transportation. Georgia Department of Transportation, Atlanta, GA. 6 volumes.


Center for the Enhancement of Teaching and Learning (2001). Course/Instructor Opinion Survey (CIOS) reference manual for department coordinators. Center for the Enhancement of Teaching and Learning, Georgia Institute of Technology, Atlanta, GA.


OTHER SKILLS AND QUALIFICATIONS

- Conversational Cantonese.
- Professional Engineer license, Civil Engineering, State of California.
M. Ernita Joaquin  
Ph.D. in Political Science, Major in Public Administration  
Assistant Professor of Public Administration and Policy  
School of Public Affairs and Civic Engagement  
San Francisco State University,

PERSONAL INFORMATION

Office address:  
Suite 678 Westfield Center, Downtown Campus  
835 Market St, San Francisco CA 94103  
Phone:  
(+1) (415) 817-4460  
Email:  
ejoaquin@sfsu.edu

EDUCATIONAL BACKGROUND

Ph. D. in Political Science, August 11, 2007  
Northern Illinois University, USA (4.0 GPA)  

Master of Public Administration, April 26, 1998  
University of the Philippines, Quezon City, Philippines  
Concentration: Local Government, Organization Studies, Gender & Devt

Advanced Diploma in Human Resource Studies, with Distinction  
University of Manchester, United Kingdom, June 28, 1995  
Concentration: Organizational Learning, Workforce Development; University published a paper as a IDPM Human Resource Working Paper

Bachelor of Political Science, June 1991  
University of the Philippines, Quezon City, Philippines  
Minor in Economics, Dean’s lister

Field training at Curtin University, Perth on Organization Development and Management Development, 2000; and Bonn, Germany on Training Local Authorities, 1997
WORK EXPERIENCE

San Francisco State University
Assistant Professor of Public Administration
August 2012 – present

Newest member of the MPA faculty, courses taught include Foundations of Governance and Management (PA 700), Inter-governmental Relations (PA 784), Organization Behavior (PA 720), and Decision Making in Public Affairs (PA 753)

University of Nevada – Las Vegas
Assistant Professor of Public Administration
August 2007 – June 30, 2012

Excellent record of research, teaching and service for a junior faculty
Courses taught include fiscal administration, organizations, contracting, principles of public administration, and network governance
Member of dissertation committees (Topics: contract evaluation, budget accountability, privatization and decision making)
Faculty advisor to two UNLV student organizations (Public Administration Graduate Association and UNLV Filipino-American Student Association)
Contributor to the PA Times; Reviewer for The American Review of Public Administration, Public Administration Review, PPMR and other journals
Budget committee member of the American Society for Public Administration

Northern Illinois University/ American Farmland Trust
Graduate Research Assistant
August 2001 – August 2007

Assisted in policy research / white-paper development in conservation policy
Conducted field training on U.S. farm bill provisions for the Center for Agriculture in the Environment of the American Farmland Trust
Served as teaching assistant to NIU professors Donald Menzel & Andrea Bonnicksen
Taught language and developed online teaching modules for the NIU Center for Southeast Asian studies
Awarded best conference papers and conference scholarships

University of the Philippines & U.P. Open University
Researcher, Trainer, Consultant, & Lecturer

Worked in consulting, research and publication on local government management for the Center for Local and Regional Governance
Lectured for the University of the Philippines’ residential and distance-ed public management program on local government and NGOs
Coordinated projects for development funding organizations like the US Agency for International Development, Ford Foundation, the World Bank, and UNDP
Participated in various management development training programs in Perth, Berlin, and Manchester

PUBLICATIONS

Research areas: Public-sector reform, bureaucratic adaptation, fiscal stress, civic engagement, third-party governance, e-government

FORTHCOMING


RECENT PUBLICATIONS


**MANUSCRIPTS UNDER REVIEW**

“Seats at the Table: Decision Making in Health Care Policy,” submitted to *California Journal of Politics and Policy* [Revise and Resubmit phase]


**MANUSCRIPTS IN PROGRESS**

“Citizens and the privatization decision: A look at how citizen engagement enhances contract management capacity at the local level”

“State Leadership amid Fiscal Crisis: Accountability, Policy Response, and Learning”

“Wicked problems and citizen fragmentation: The potential for environmental policy response in a rural setting” (co-authored)

**EARLIER PUBLICATIONS (1995-2006)**


**OTHER COURSES TAUGHT BEFORE 2012**

- Fiscal Administration — a core MPA course, also taught for the Certificate in Public Management
- Privatization and Contracting — an MPA elective
- Network Governance — an MPA elective, also offered to PhD in Public Affairs students
- (Online) Leadership of Public Bureaucracies — written for the undergraduate BS PA program
- Independent Study/Research — students have studied local contract management, e-government, bureaucratic leadership and promotion

**MEMBERSHIP ON DISSERTATION COMMITTEES OUTSIDE SFSU**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TITLE OF DISSERTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Wasden</td>
<td>Networks and Health Policy Adaptation</td>
</tr>
<tr>
<td>Launa Wilson</td>
<td>Drug Courts: A Study of Accountability in Indirect Government</td>
</tr>
<tr>
<td>Richard Clark</td>
<td>Public-Private Partnerships and Decision Making Theory</td>
</tr>
<tr>
<td>Libo Shou</td>
<td>Dirichlet Processes for Quantal Response Equilibrium Models - Semiparametric Statistical Game Theory</td>
</tr>
</tbody>
</table>

**RECENT PROFESSIONAL/UNIVERSITY/COMMUNITY SERVICES**

**Peer Reviewer** for the following journals:
- Public Administration Review
- Public Performance and Management Review
- The American Review of Public Administration
- Administration & Society
- State and Local Government Review

Member, San Francisco State University Faculty Hearing Panel Pool (2013--)
Faculty Marshall, San Francisco State University Commencement Ceremony (2013)
Advisory Board/ Vice President for Administration, Pilipino Seniors Resource Center, San Francisco, California (2013--
JENNIFER J. SHEA, Ph.D.

Office Phone: 415/817-4462 jshea@sfsu.edu

EDUCATION

University of Massachusetts Boston

Ph.D., Public Policy, John W. McCormack Graduate School of Policy Studies, 2008
Dissertation Title: “Inside the Black Box of Devolution: A Model for Devolved Governance through the Community-Integrated Intermediary: The Case of the Compassion Capital Fund and the Field of High Risk Youth Services in Boston”
Master of Science, Public Policy, John W. McCormack Graduate School of Policy Studies, 2006
Years attended: 2003 – 2008

University of Denver

Master of Arts, Graduate School of International Studies, 1996
Thesis: “Political Culture and the Legacy of Communism: Obstacles to Liberal Democracy in Romania”
Concentrations: Comparative Politics, International Development and Human Rights
Years attended: 1994 – 1996

Colgate University

Bachelor of Arts, International Relations, 1991
Years attended: 1987 – 1991

PROFESSIONAL POSITIONS

Assistant Professor, Department of Public Administration, San Francisco State University, San Francisco, CA (August 2008 – present)
Program Manager, Share Our Strength, Boston, MA (November 1999 – August 2003)
Temporary Press Officer and Consultant, Oxfam America, Boston, MA (June – November 1999)
Visiting Lecturer, Civic Education Project, Tbilisi State University, Tbilisi, Republic of Georgia (September 1998 – May 1999)
Program Associate and Program Manager, InterAction, Washington, DC (September 1996 – August 1998)
Consultant, CARE Foundation, Denver, CO, Consultant (June 1995 – August 1996)
Instructor, 3D Language Services, Prague, Czech Republic (September 1993 – May 1994)
PUBLICATIONS AND PRESENTATIONS

Peer-Reviewed Publications

Accepted for Publication, Expected October 2013. From Traditional to Client-Based in Nonprofit Management Course Design: Reflections on a Recent Course Conversion. *Journal of Public Affairs Education* (with Amy Farah Weiss, alumna co-author).


2006. SEIU Confronts the Home Care Crisis in California, *New Politics* Vol. XI, No. 1, Summer (with Brandynn Holgate, co-author; invited submission)

1996. The Integration of the Visegrad Countries into the European Union: Incentives, Obstacles, and Alternatives, *Journal of Public and International Affairs* Volume 7: 182-207. (with Christoph Stefes, co-author)

Under Review & Recently Reviewed


Taking a Network Perspective on Community Resilience: Theoretical and Methodological Contributions. Revise & Resubmit; Revisions underway for *Journal of Planning Education and Research*.

Research Reports

2010, October. *Alliance for Strong Inclusive Neighborhoods (ASIN) Stakeholder Assessment Study District 11, San Francisco*. Qualitative data analysis prepared for the Institute for Civic and Community Engagement. (Data analyst and contributing author)

2007. *Bridging the Gaps Between Earnings and Basic Needs in Massachusetts*. Boston: The Center for Social Policy, University of Massachusetts Boston, October. This report combines the quantitative and qualitative data analysis about how low-income families bridge the gaps between their earnings, public work supports, and what they need to survive, for the state of
Massachusetts. For more information on the project and to access the report, visit http://www.umb.edu/bridgingthegaps/ (with Randy Albelda, co-author)

2007. Bridging the Gaps Focus Group Report Series – DC, IL, MA, MN & NC. Boston: The Center for Social Policy, University of Massachusetts Boston, March – October. This is a series of state-specific reports analyzing focus group research conducted as part of a larger project. For more information on the project, visit http://www.umb.edu/bridgingthegaps/ (with Michelle Kahan, Elaine Werby and Randy Albelda. Jennifer Shea, lead author)


Peer-reviewed Conference Presentations


Invited Presentations and Panel Participation


COURSES TAUGHT

San Francisco State University, San Francisco, CA
Department of Public Administration

- Administration of Nonprofit Organizations. Fall 2009, Fall 2010, Spring 2012.
- Policy Making & Implementation. Fall 2009.

Committee Work for Master’s Students’ Culminating Experience

Special Studies
- Committee Chair for Amy Weiss. Project Title: The Development of an Orientation Training Intervention for Mental Health Workers in a Community-Based Mental Health Organization. M.A. in Organizational Development and Training awarded Summer 2010.

Thesis Committees
- Committee Chair
- Committee Member

Directed Studies (PA 899) and Applied Field Experience Opportunities (PA 795)

- Program Evaluation. 2 students. 3 credits/1 credit (PA 899). Spring 2013.
- Government-Community Relations. 1 student, 1 credit (PA 795). Spring 2012.
- Managing Mixed Income Housing Developments. 1 student, 1 credit (PA 899). Spring 2012.
- Diversity & Philanthropy. 1 student, 1 credit (PA 899). Fall 2011.
- Effectiveness of Community Service Learning. 1 student, 1 credit (PA 899). Fall 2011.
- Financial Incentives, NFL Stadiums & Resident Well-being. 1 student, 3 credits (PA 899). Fall 2011.
- Administering Inequality: A Qualitative Analysis of Transgender Needs Assessment Surveys and Implications for Public Administration. 1 student, 3 credits (PA 899). Spring 2011.
- Foundations and Grassroots Organizations: Best practices research. 1 student, 3 credits (PA 899). Spring 2011.
- Resilient Community Initiative. 2 students, 3 credits (PA 795). Spring 2011.
- Research Evidence in Practice in Youth Services Organizations. 1 student, 1 credit (PA 899)
- Neighborhood Resilience. 2 students, 3 credits (PA 899). Spring 2009.

**College of Extended Learning**

**University of Massachusetts Boston, Boston, MA**

*Department of Political Science*
- Comparative Politics of Industrialized Societies. Fall 2006.
- International Relations. Spring 2005.

*College of Public and Community Service*

**Tufts University, Medford, MA**

*Experimental College*

**Tbilisi State University, Tbilisi, Republic of Georgia**

**SERVICE TO PROFESSION, CAMPUS AND COMMUNITY**

*Professional Memberships and Service*

**American Political Science Association**
- Frances Fox Piven and Richard A. Cloward Award Committee, New Political Science Section, American Political Science Association (Winter/Spring 2008)

**American Society for Public Administration**
- San Francisco Bay Area Chapter Board Member (elected Spring 2011)

**Association for Public Policy Analysis and Management**

**Association for Research on Nonprofit Organizations and Voluntary Action**
- CGAP Leadership Collective (elected Spring 2011, 2-year term)
  - President-elect 2013
- ARNOVA Book Awards Committee
  - Chair, Summer 2012
  - Member, Summer 2011, 2013
- Research Committee Member 2010-2012
- Conference Planning Committee Member 2009 & 2010
- Session Chair, November 2009 & 2010

**Western Political Science Association (2009 – 2010 only)**
- Panel Discussant, Spring 2009 & Spring 2010

**Society for the Study of Social Problems (Spring 2013 – present)**
- Chair, Local Arrangements Committee for 2014 Annual Meetings

**Manuscript Reviewer**
- *Feminist Economics*
- *International Journal of Public Administration*
- *Journal of Public Affairs Education*
- *Nonprofit & Voluntary Sector Quarterly*
- *Sage Publications* (Methods Textbook)
- *Tamara – Journal for Critical Organizational Inquiry*
- *Urban Studies*

**Campus Service**

**San Francisco State University**
- Professional Development Council, October 2011 - Present

**Department of Public Administration, San Francisco State University**
- Internship Coordinator, Spring 2010 – Spring 2012; Spring 2013 - present
- Admissions Committee, Spring 2009 – Spring 2012
- Program Committee, Spring 2009 – Spring 2012
- Faculty Search Committee, Spring 2009 & Fall 2011/Winter 2012
- Advisor, Nonprofit Administration Concentration, Fall 2008 - Present
- Founding Director, Certificate Program in Nonprofit Management (offered with College of Extended Learning), Fall 2008 - Present
- Special Lectures to Visiting Delegations, Fall 2009 – Present

**Institute for Civic and Community Engagement, San Francisco State University**
- Faculty Advisory Committee Member, Neighborhood Empowerment Network University, Summer 2010 – Spring 2012
- Advisory Board Member, Spring 2010 – Spring 2012
- Faculty Advisor, Resilient Community Initiative, Spring 2011
- Faculty Advisor, Neighborhood Resilience Study, Spring 2009 – Spring 2010
- Faculty Advisor Committee, Community Service Learning Course Designation, Fall 2009 – Spring 2010
- Lead Faculty Advisor, Development of Neighborhood Studies Center, Fall 2008 – Spring 2009

**Department of Public Policy and Public Affairs, University of Massachusetts Boston**
- Student Representative to the Faculty Search Committee (Winter – Spring 2008)
- Peer Tutor for select ESL students preparing for Qualitative Comprehensive Exams (Spring 2007)
- Graduate Student Research Conference Organizer (Winter 2005 – Spring 2007)
- Vice President, Public Policy Forum (Fall 2005 - Spring 2007)
- Brown Bag Discussion Series Organizer. (Fall 2004 - Spring 2005)

Civic Education Project, Tbilisi State University
- Student Research Conference Faculty Advisor and Discussant (Spring 1999)
- Faculty Advisor for Student Trip to Budapest, Hungary, for Conference (Spring 1999)

**Graduate School of International Studies, University of Denver**
- Founding member, secretary and fundraising committee member, Society for International Development (Fall 1995 – Spring 1996)

**Community Service**
**Advisor & Consultant, Neighborhood Empowerment Network University (NENu), City and County of San Francisco (October 2008 – present)**
- Engaged Learning Zone Project Phase I - District 11, San Francisco. Designed interview protocol for baseline data collection, analyzed data, and prepared qualitative data report for the Institute for Civic and Community Engagement.
- Developed organizational documents – including organization chart and concept paper

**Opportunity Knocks**

**Young Nonprofit Professionals Network**
- Career Development Panelist (June 2009, 2010)

**RESULTS**
- Advocate (September 2003 – June 2008)

**Share Our Strength**
- Lead Organizer, Taste of the Nation (November 1999 – August 2004)

**Organization for Security and Cooperation in Europe**

**Project Homecoming**
HONORS, AWARDS & FUNDING

Awards


2009. Award for Excellence in Public Policy. John W. McCormack Graduate School of Policy Studies, University of Massachusetts Boston.

2008. Student Service Award, Department of Public Policy & Public Affairs, John W. McCormack Graduate School of Policy Studies, University of Massachusetts Boston.

2006. Student Leadership Award, Division of Student Affairs, University of Massachusetts Boston.

External Funding


Internal Funding

2011, Spring. STATCORR Methodological Training Grants ($3,000). To fund attendance at Social Network Analysis Training Workshop.


2010, Spring. Public Policy Research Group Faculty Research Seed Grant ($1,600). Understanding the Multiple Governance & Accountability Roles of Nonprofit Funding Intermediaries.
CURRICULUM VITAE
GENIE N.L. STOWERS

Address
Department of Public Administration
San Francisco State University—Downtown Campus
835 Market Street, Suite 679
San Francisco, CA 94103
Work: (415) 817-4457 / FAX: (415) 817-4464
email: gstowers@sfsu.edu
Web page: online.sfsu.edu/gstowers/

Research Interests
Information management and electronic government; policies and management of human service and non-profit organizations; urban policy and politics; and, policies and politics affecting women and ethnic/racial minorities.

Publications

In Review
Budd, Deborah and Stowers, Genie N.L. Community College Transfers in California. Submitted to Journal of Applied Research in Community Colleges.

In Progress
Budd, Deborah and Stowers, Genie N.L. Models of Effective Integrated Planning and Budgeting in Community Colleges Today.

Stowers, Genie N.L. City Hall on the Desktop: Managing Urban E-Service Delivery Today

Books


Articles / Book Chapters / Monographs


Idea Press, as Chapter 6.


**Professional Journals, Magazines, and Newsletters.**


Book and E-Reviews.


Technical Papers


Guy, Mary; Bronstein, Janet; Hale, Christiane B.; Roseman, Jeffrey; and Stowers, Genie. 1988. Why Employers Choose Not To Offer Health Insurance. Presented At The 1988 Meeting of the American Society for Public Administration April 16-20, Portland, Oregon. Research and Evaluation Committee Of the Central Alabama Coalition for the Employed but Medically Uninsured.


Awards and Merit Recognition

Honors

- 2008 Distinguished Faculty Award—Award for Service, San Francisco State University. Awarded May 2008.
- Award for Outstanding Service, Section for Women in Public Administration, American Society for Public Administration, 2002.
- Presidential Management Intern Program, 1980.

Student Awards


Student Honors

- Florida Blue Key Leadership Honorary, 1979.

Courses Taught

Dissertations Chaired


Doctoral Courses

- EDDL 943: Application of Budgeting, Financial Management and School Law
- EDDL 942: Budgeting and Financial Management
- Co-Taught EDDL 941: Organizational Accountability (EDDL 941)

Master’s Level Courses

- Capstone Course
- E-Government {Also taught as Digital and Virtual Government (SFSU)- Online World Wide Web Course}
- Financial Management (UAB, SFSU)
- Financial Management- Doctoral Level (Golden Gate University- American Samoa)
- Management Science (Operations Research) (UAB)
- Managing Information- Public and Non-Profit Sectors (UAB, SFSU)
- Program Evaluation (SFSU)
- Public Management (SFSU)
- Public and Non-Profit Budgeting (UAB, SFSU, GGU-American Samoa)
- Public Policy Analysis/Public Policy and Organizational Analysis (SFSU)
- Public Policy Process- Formation and Implementation (SFSU)
- The Public Service as a Career (SFSU Undergraduate Online Course)
- Research Methods and Data Analysis I, II (SFSU)
- Scope of Public Administration (UAB)
- Statistical Analysis (UAB)/Theory and Methods of Public Administration (SFSU)
- Strategic Management (SFSU)
- Urban Administration (SFSU)

**Undergraduate Courses**

- Epidemic Politics: The Politics of AIDS (UAB) [Team-taught with Steven Haeberle]
- Introduction to American Government (UAB)
- Introduction to Political Science [Team-taught with Steven Haeberle]
- Introduction to Women's Studies (UAB)
- The Policy-Making Process (UAB)
- Public Opinion (UAB)
- The Public Service as a Career (SFSU)- Online Course
- Research Methods (UAB-300 level, SFSU- 400 level)
- Urban Politics (UAB)
- Women and Politics (UAB)

**Conference Papers and Presentations**


Presented at the 1988 Meeting of the Urban Affairs Association, March 9-12, St. Louis, Missouri.


Other Conference Activity

Panel/Roundtable Participant

Panel Chair
- Chair, Information Management Competencies Panel, the 2000 Meeting of the National Association of Schools of Public Affairs and Administration, October, Richmond, Virginia, 2000.
- Chair, Student Learning Outcomes Assessment Panel, 1999 Meeting of the National Association of Schools of Public Affairs and Administration, Miami, October, 1999.
- Chair, Distance Learning in Public Administration Panel, 1999 Meeting of the National Association of Schools of Public Affairs and Administration, Miami, October, 1999.
- Chair, Distance Education in Public Administration Panel, 1997 Meeting of the American Society for Public Administration, July 26-30.
- Chair, Equal Opportunities for Women--Myth or Reality?, 1996 Meeting of the Western Political Science Association, San Francisco, March 14-16.
- Chair and Discussant, Panel on Delivering Urban Services to Women, 1993 Meeting of the Urban Affairs Association, April 21-24, Indianapolis, Indiana.
- Chair, Panel on Minority Political and Economic Issues, 1989 Meeting of the Urban Affairs Association, March 15-18, Baltimore, Maryland.
Discussant

- Discussant, Panel on Gay/Lesbian Institutional Incorporation, 1996 Meeting of the American Political Science Association, San Francisco, August 29-September 2.
- Discussant, Panel on Global Urbanization, 1996 Meeting of the Western Political Science Association, San Francisco, March 14-16.
- Discussant, Panel on Managing the State and Local Public Sectors, 1988 Meeting of the Southern Political Science Association, November 3-5, Atlanta, Georgia.

Training/Other Significant Conference Participation

- Participant, 1992 Western Governmental Research Association Training and Professional Development Meeting, May 7-8, San Francisco.
- Participant, 1989 Public Policy Institute, AIDS Action Council, November 1-2, Washington, D.C.
- Participant, 1989 Program Administrators' Invited Conference, National Women's Studies Association, October 5-8, Washington, D.C.
- Participant, 1989 National Women's Studies Association Conference, June 14-18, Towson State, Maryland.
- Participant, 1989 South Eastern Women's Studies Association Conference, March 23-26, Atlanta, Georgia.
- Participant, 1988 National Women's Studies Association Conference, June 13-17, Minneapolis.

Invited Presentations

- Public Information Management, Direccion Estrategica Para Instituciones Publicas, Mexico City, Mexico, January 7-January 10, 1998.
- Internet for Public Administrators. Presentation to the San Francisco Bay Area Chapter of ASPA, April 17, 1998.
- The Internet for Public Administrators. Workshop at the City of San Jose Office of Emergency Services for the Santa Clara Valley ASPA Chapter, November 14, 1996.

**University Service**

To San Francisco State University
- Academic Program Review Committee (6th Cycle)
  - Chair (Elected by Membership), 2007 – 2008, 2012 -
  - Elected At-Large Member of the Executive Committee, 2013-2014. Elected by Academic Senate
  - Curriculum Review and Approval Committee, 2009 – .
- Member, Dean of Faculty Affairs Search Committee, 2011.
- Member, Dean’s Administrative Review Committee, 2010.
- Member, WASC Steering Committee, (Nominated by College, Appointed by Academic Senate), 2007-2008.
- Member, CUSP Graduate Programs Review Team, 2006 – 2007.
- Member, University Budget Committee, 2005 – . (Elected from Academic Senate)
- Director, Public Administration Program, 1997- 2007. Department Chair, 2007 -
- Retention, Tenure and Promotion Committee, Department of Geography and Human Environmental Sciences, 2006
- Member, Search Committee for Associate Vice President for Academic Planning and Educational Assessment, (Elected University-Wide), 2005
- College of Behavioral and Social Sciences Strategic Planning Committee, 2003-
- College of Behavioral and Social Sciences Building Committee, 2004 - 2005
- Retention, Tenure and Promotion Committee, Urban Studies Program, 2001 – 2004
- Retention, Tenure and Promotion Committee, Department of Geography and Human Environmental Sciences, 2004
- Tenured Faculty Review Committee, Gerontology Program, 2004
- Chair, Public Administration Program Search Committee, Policy and Public Administration, 2002
- Search Committee, Public Administration Program Search Committee, Nonprofit Administration, 2002
- Search Committee, Political Science Department Urban Politics / Administration, 2002
- Chair, Public Administration Program Search Committee, Nonprofit Administration, 2000
- Associate Dean, College of Behavioral and Social Sciences, January 1998- August 2002.
Member, Vice President's Task Force on Distance Education, 1997-1998.
Member, Web Review Committee, Spring 1997- Fall 1997.
Faculty Associate for Internet Mediated Learning, SFSU Center for Enhancement of Teaching, 1996-
Graduate Council, Spring 1995-1998. (Elected from Behavioral and Social Sciences, Spring 1996)
Presentation, "What is an Online Course, Anyway?" CET Discussion Series, November 19, 1997.
SFSUNet
  - Faculty Director, 1994-1996.
  - Member, Steering Committee, 1991-
Moderator/Organizer, MPA Program Computer Conference, 1994-
Moderator/Organizer, Probationary Faculty Computer Conference, 1994-
Member, RTP Materials Committee, 1994-
Co-Moderator, Probationary Faculty Panel, 1994 SFSU Asilocampus.
Member, San Francisco Urban Institute Executive Committee, 1993-
Chair, Brown Bag/Colloquia Committee, San Francisco Urban Institute, 1993-94.
Special Consultant/Staff Member, San Francisco Urban Institute, 1992-1993.
Panel Member, Panel on Gender, Race, and Class in the 1992 Election, March, 1992.

To the University of Alabama at Birmingham
Faculty and Interest Group Member, Women's Studies Program, 1987-1991.
Chair, Computer Needs Committee, Department of Political Science and Public Affairs, 1988-1989.
Guest Lecturer, The South and Southern Culture, "Domestic Violence in the South", October 25, 1989.
Guest Speaker, UAB Special Studies Computer Group, "The Impact of Microcomputers on Non-Profit Organizations", June 20, 1989.
Guest Lecturer, The South and Southern Culture, "Domestic Violence in the South", October 24, 1988.

To Florida State University
Member, Department of Political Science Executive Committee, 1985-1986.

Service To The Profession
Editorial Board, International Journal of Public Administration in the Digital Age, 2012 -
Associate Editor, International Journal of E-Government Research, 2004 -
Member, Editorial Advisory Board,
  - Silva, Carlos Nunes (Ed.) Handbook of Research on E-Planning, 2008 –
  - Reddick, Christopher (Ed.) Handbook on Strategies for Local E-Government Adoption and Implementation: Comparative Studies.
• Member, National Executive Council, National Association of Schools of Public Affairs and Administration (NASPAA), 2002 – 2004.
• Member, Editorial Board, Journal of the Academy of Strategic e-Commerce, 2002 -
• Member, Committee on the Status of Lesbians, Gays, Bisexuals and the Transgendered in the Profession, American Political Science Association, 2002-2004 (Appointed by the Association President)
• Member, National Nominating Committee, American Society for Public Administration, 2000-2001 (Appointed by National President)
• Chair, Technology Team, ASPA 2000 Conference, 1998-. Appointed by President-Elect Anne Swafford.
• Member, Conference Program Committee, National Association of Schools of Public Affairs and Administration, 1999-2000.
• Member, National Nominating Committee, American Society for Public Administration, 1999-2000 (Appointed by National President-Elect)
• Semifinal Judge (Government Category), National Government Information Infrastructure (GII) Awards Program, 1998.
• Member, National Nominating Committee, American Society for Public Administration, 1998-99 (Appointed by National Vice President)
• Member, National Program Committee, 1999 American Society for Public Administration National Conference
• National Section on Health and Human Services Administration, American Society for Public Administration
  o Section Chair, 1997- 1999.
  o Chair-Elect, 1995-7.
  o 1996, 1998 National Conference Panels Coordinator
  o Assistant Treasurer, 1993-95
  o Executive Committee Member, 1993-
• National Executive Committee Member, 1996-1997.
• National Council Member, Elected From Western Region (X), 1994-1997.
• National Publications Committee, American Society for Public Administration, 1994- 1997
  o Chair, 1996-97
  o Vice-Chair, 1995-96
  o Chair, Video Clearinghouse Subcommittee, 1994-
  o Region X ASPA Conference Coordinator, 1996.
• National Conference Program Committee, American Society For Public Administration 1997 Conference
• Section on Women in Public Administration
  o Treasurer, 1998-
  o Executive Committee Member, 1996-
• Board Member, Urban Politics Section, American Political Science Association, 1996-1999.
• Member, National Working Group On Technology, American Society for Public Administration, 1995-
• Member, National Section Development Committee, American Society for Public Administration, 1995-
• Member, National Trust for the Public Service Committee, American Society for Public Administration, 1994-1997
• Member, Task Force on Conferences, Conference Management Working Group, American Society for Public Administration, 1994-95
• Editorial Board Member, Journal of Health and Human Services Administration, 1994-
• Chair, Task Force on Use of Technology, Urban Politics Section of the American Political Science Association, 1995-
• Member, Nominating Committee, Urban Affairs Association, 1994-95.
• Committee Member and Judge, Best Paper Award, Lesbian/Gay Caucus of the American Political Science Association, 1994.
• Co-Organizer, Gender and the City Panels, 1994 Meeting of the Urban Affairs Association, New Orleans.
• Judge, National Graduate Student Paper Competition, Section on Budgeting and Financial Management, American Society for Public Administration, 1993.
• Secretary, San Francisco Bay Area Chapter of the American Society for Public Administration, 1992-93.
• Board of Directors, San Francisco Bay Area Chapter of the American Society for Public Administration, 1992-1998
• Member, Sexual Harassment Committee, Women's Caucus of the American Political Science Association, 1993-1995
• Chair, Publicity Committee, Central Alabama Chapter of the American Society for Public Administration, 1989-1991.
• Chair, Exhibits Committee, South Eastern Conference on Public Administration, 1988.
• Reviewer, Columbia University Press.
• Reviewer, Journal of Urban Affairs
• Reviewer, Presidential Studies Quarterly
• Reviewer, Public Productivity and Management Review
• Reviewer, Southeastern Political Review
• Reviewer, State and Local Government Review
• Reviewer, Urban Affairs Quarterly

Service to the Community

To the Community

• Friends Committee on Legislation—California
  o Board Member, 2013 -
• American Friends Service Committee
  o Member, Western Region- Regional Director Search Committee, 2012.
  o Clerk, Executive Committee, Pacific Mountain Region, 2011-2012.
  o Convenor, Finance Committee, Pacific Mountain Region, 2010-2012.
  o Member, Executive Committee, Pacific Mountain Region, 2009-2012.
• Berkeley Society of Friends
  o Clerk, Finance Committee, 2005-2012.
  o Treasurer, 1996-1998
  o Finance Committee, 1996-1998, 2001-
  o Nominating Committee, 2008-2011
    • Clerk, 2010-2011
• Treasurer, Raskob Parents Association, 2010.
• Board Member, Institute of Governmental Studies Executive Training Series, 2000-2002.
• President, San Francisco Bay Area Chapter of the American Society for Public Administration, 1997-1998.
• "Internet for Public Administrators". Presentation to the San Francisco Bay Area Chapter of ASPA, April 17, 1998.
• “The Internet for Public Administrators”. Workshop at the City of San Jose Office of Emergency Services for the Santa Clara Valley ASPA Chapter, November 14, 1996.
• WOMAN, Inc., 1992-94
  o Co-Chair, Executive Director Search and Recruitment Committee, 1994.
• Member, Budget Planning and Reform Working Group, Mayor's Task Force on the Fiscal Crisis, Appointed by Supervisor Kevin Shelley. January - May, 1993.
• Interviewee, Family Leave Act and Its Impact on Women's Vote, Channel 7, September 24, 1992.

To The Birmingham Community
• Member, United Way Task Force on AIDS, United Way of Central Alabama, 1990-91.
• Chair, United Way Task Force on AIDS Subcommittee for Executive Director Training on Policies on AIDS in the Workplace, United Way of Central Alabama, 1991.
• Member, United Way Voluntary Allocation Team (VAT), United Way of Central Alabama, 1990.
• Member, Board of Directors, Birmingham AIDS Outreach, 1989-91.
• Treasurer, Board of Directors, Birmingham AIDS Outreach, 1989-90, 1991.
• Member, City of Birmingham Zoning Board of Adjustment. Appointed By City Council, January 1989. 1989-91.
• Member, City of Birmingham Domestic Violence Advisory Board. Appointed By City Council, January 1989. 1989 -91.
• Member, Research and Evaluation Committee, Central Alabama Coalition for the Medically Uninsured but Employed, 1987-91.
• Speaker, "Political and Social Issues for Women in the 1990s", Unitarian Church, Mountain Brook, Alabama, January 21, 1990.
• Judge, Bicentennial of the Constitution and Bill of Rights Competition, Birmingham, Alabama, 1988.
• Interviewee, "Women and Politics", Tom York Show, Birmingham, Alabama, June 21, 1988.
• Co-Organizer, Community Networking Coalition Legislative Workshop, Birmingham, Alabama, January 1988.
• Co-Organizer, Community Networking Coalition Grant-writing Workshop, Birmingham, Alabama, June 1988.

Other Community Service
• Budget Consultant, American Samoa Community College, Pago Pago, American Samoa, 1996.
• Volunteer, Refuge House of Leon County, Florida. (Domestic Violence and Rape Crisis Center), 1982-86.
• Vice-President for Community Affairs, Florida Young Democrats, 1979-80.
• Founder/President, Florida Atlantic University Young Democrats, 1979-80.
• Vice-President for Volunteers, Board of Directors, S.P.A.R.C. (Sexual and Physical Assault Resource Center), Gainesville, Florida. (Domestic Violence and Rape Crisis Center), 1978-79.
• Volunteer Coordinator, Sherman for State House Campaign, Gainesville, Florida, 1977-78.
• Member, City of Gainesville, Florida Beautification Board (Environmental Advisory Board). Appointed By Mayor 1978-79.
President, University of Florida Young Democrats, 1978-79.
Member, Alachua County, Florida Democratic Executive Committee, 1976-79.

**Grants and Grant Applications**

**Grant Activity**
- Co-Principal Investigator (With John Logan), Union Administration Certificate. To CSU Commission on the Extended University. Submitted March 25, 2010, $49,672.
- Co- Investigator, Center for Opportunity Partnership Center Grant, Granted 1994-1996 ($150,000).
- Principal Investigator, Federal Executive Board Grant, San Francisco Federal Region. Granted 1994-95 ($5,000).
- Co-Principal Investigator, Mayor’s Office of Community Development Grant, Granted 1993-1994 ($25,000).
- American Political Science Association Research Grant Award, Granted 1988. "Ethnic Incorporation in Miami: Cubans and Blacks in the Transition to Power" ($5,000).

**Faculty Research Grants, Awards, and Recognition**
- PSSI, Received Spring 1996. San Francisco State University
- Faculty Affirmative Action Grant, 1993-94. San Francisco State University.
- Faculty Research Grant Summer Stipend, 1992-93. San Francisco State University.
- Faculty Affirmative Action Grant, 1991-92. San Francisco State University.

**Experience**
- San Francisco State University, 1991-
  - Professor, Public Administration Program, 1999-
Director, Public Administration Program, 2012
  ▪  Chair, Department of Public Administration, 2007 – 2012.
Associate Dean, College of Behavioral and Social Sciences, January 1998- August 2002.
Director, Center of Interdisciplinary Programs, 1998-1999.
Faculty Associate for Internet Mediated Learning, Center for Enhancement of Teaching, 1996-1998.
Associate Professor With Tenure, Public Administration Program, 1995-1999.
Associate Professor, Public Administration Program, 1993-1999.
• Visiting Scholar, Institute for Governmental Studies, University of California at Berkeley, 1996-97.
• Adjunct Professor of Public Affairs, Golden Gate University, 1995-96. Instructor in MPA and DPA Programs, American Samoa.
  ▪  Assistant Professor, Department of Political Science and Public Affairs, 1986-1991.
  ▪  Director, Women's Studies Program, 1989-1991
• Research Associate, Policy Sciences Program/Survey Research Center, Florida State University, 1982-1986.
• Research Associate, Applied Political Science Program, Arizona State University, 1981-82.
• Administrative Assistant, Refuge House of Leon County, Florida, 1983.
• Economic Development Planner (Internship), Planning Department, Palm Beach County, Florida, 1980.
• Principal Investigator, Federal Executive Board Resource Guide Project, San Francisco Region, 1994-1995
• Co-Principal Investigator, Community Opportunity Partnership Center Grant, U.S. Department of Housing and Urban Development, 1994-1996.
• Consultant
  ▪  Evaluator, JobMatch Program, 1995-97.
  ▪  American Samoa Community College, Pago Pago American Samoa, 1996.
  ▪  City of Brisbane, California, 1992-93.
  ▪  Mental Health Unit Cost Project, Deinstitutionalization Program Florida Department of Health and Rehabilitative Services, 1986.

Education

Ph.D., Political Science, Florida State University, 1987.
  Major Field:  Public Policy
  Minor Fields:  American Politics
  Tool Field:  Econometrics/Research Methods
  Dissertation:  Ethnic Political Development and Impact Upon Urban Policy:
Cubans In Miami As A Crucial Case.
Concentration: Environmental and Growth Management
Master's Project: Economic Development in Palm Beach County, Florida. For Palm Beach County Planning Department.

Major: Interdisciplinary Urban Studies.
Minor: Interdisciplinary Environmental Studies.

Other Education:
• Tools, Templates and Training Online Workshop, San Diego State University, Summer 1997.
• CSU Java Applications Workshop, March, 1997
• Telecommunications courses, San Francisco State University College of Extended Learning
• Exploratory Data Analysis (EDA) National Science Foundation (NSF) Workshop, San Francisco State University, August 1994.
• Basic CASES Workshop, U.C. Berkeley, August 1993.
• Summer Program in Research Methods, ICPSR (Interuniversity Consortium for Political and Social Research), University of Michigan, 1982.

Workshops and Applied Presentations

• Workshops, Center for the Enhancement of Teaching, San Francisco State University.
  o Creating Online Courses
  o Introduction to PageMill
  o FrontPage 97
  o Internet Tools in the Classroom
  o Introduction to the World Wide Web
  o Moving Courses Onto the World Wide Web
  o Advanced Moving Courses Onto the World Wide Web
  o Designing Curriculum for the World Wide Web
  o Online Courses: The Options
• Websites Developed and Administered:
  o SFSU Public Administration Program (http://thecity.sfsu.edu/~mpa), January 1997-
  o San Francisco Bay Area Chapter of ASPA (http://thecity.sfsu.edu/~sfaspa), March, 1997- June 2000.
• Internet for Public Administrators.  Workshop for the San Francisco Bay Area Chapter of the American Society for Public Administration, April 17, 1998.
• Internet for Managers.  Workshop at the City of San Jose Office of Emergency Services for the Santa Clara Valley ASPA Chapter, November 5, 1997.
• The Internet for Public Administrators.  Workshop at the City of San Jose Office of Emergency Services for the Santa Clara Valley ASPA Chapter, November 14, 1996.
• Computer Conferencing in the Classroom.  Presented at the 1996 California State University Forum on Technology and Collaborative Learning, CSU-Hayward, March 15-16.
• Workshops, SFSUnet and the Center for the Enhancement of Teaching.
  o Introduction to the Internet- Teaching Applications, February 23, 1996.
- Introduction to the Internet. Presentation to the San Francisco Bay Area Federal Executive Board (FEB), Oakland Federal Building, April 25, 1995.

**Professional Memberships**

<table>
<thead>
<tr>
<th>American Society for Public Administration</th>
<th>American Political Science Association</th>
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<td>Budgeting and Financial Management</td>
<td>Public Administration Section</td>
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EDUCATION
- **Ph.D. in Public Affairs**, School of Public and Environmental Affairs, Indiana University Bloomington, IN, November 2009
  Specialization: Public Finance and Policy Analysis
  Minor field: Business Economics
- **M.S. in Accounting**, School of Business, Renmin University of China (People’s University of China), Beijing, China, 2002
- **B.S. in Economics**, Department of Commodity Science, Renmin University of China (People’s University of China), Beijing, China, 1999

RESEARCH AND TEACHING INTERESTS
- Public Finance and Budgeting
- Policy Analysis
- Financial Management
- Research Methods
- Applied Econometrics.

HONORS, AWARDS AND GRANTS
- Provost’s Research Time Awards, Spring 2012
- Faculty Travel Award, October 2010
- Starr Fellowship, Indiana University, 2008 - 2009.
- Michael Curro Student Paper Award, Association for Budgeting and Financial Management (ABFM), 2006.
- School of Public and Environmental Affairs Graduate Scholarship, Indiana University, 2004 - 2007.

PROFESSIONAL EXPERIENCE
- **Assistant Professor**, Department of Public Administration, San Francisco State University, 2009 – Present.
- **Adjunct Instructor**, School of Public and Environmental Affairs, Indiana University at Bloomington, 2005 - 2009.
PEER-REVIEWED JOURNAL PUBLICATIONS


OTHER PUBLICATIONS IN ENGLISH


OTHER PUBLICATIONS IN CHINESE


PUBLISHED BOOKS


SELECTED CONFERENCE PRESENTATIONS AND PROCEEDINGS


o Xu, Lanlan and **Janey Qian Wang**, “Capitalization of the quality of school districts in house prices A Test of Tiebout model using school choice programs.” *32nd Annual Association for Public Policy Analysis and Management (APPAM)*, Boston, MA, November 4-6, 2010.

o **Wang, Janey Qian** and Albert C. Hyde, “A Quantitative Analysis of the Long-Term Financing in California.” *Association for Budgeting and Financial Management (ABFM)*, Omaha, NE, October 7-9, 2010.


**INVITED TALKS**

- Presentation at Renmin University: “US Taxation System and California Fiscal Crisis.” June 1, 2010: Beijing, China.

**TEACHING EXPERIENCE**

- San Francisco State University, 2009 - Present
  - PA 730: Managing Budgets in the Public Sector
  - PA 705: Research Methods and Data Analysis I
  - PA 706: Research Methods and Data Analysis II
  - PA 710: Microeconomic Applications
- Indiana University at Bloomington, 2005 - 2009
  - V361: Financial Management
  - K300: Statistical Techniques

**PROFESSIONAL SERVICES**

Service to professional journals or academic publishers

- Reviewer of the *World Development Journal*, 2007
- Reviewer of *Journal of Transport and Land Use*, 2010
o Reviewer of *Public Budgeting & Finance*, 2012

**Service for professional associations or conferences**
o Associate Editor, Newsletter of China-American Association for Public Affairs (CAAPA), 2010 – Present

**San Francisco State University---University and Department Service**
o Speaker, the second annual Academic Technology (AT) Summer Institute about online teaching and learning strategies using iLearn assignments/forums, etc, 2011 June 1st.

**Department Services**
o International Coordinator, Department of Public Administration, San Francisco State University, 2010 – Present
o Faculty advisor for Pi Alpha Alpha honor society, 2011-present

**RESEARCH EXPERIENCE**

**MEMBERSHIP OF PROFESSIONAL ASSOCIATION**
o Member, Association for Budgeting and Financial Management (ABFM)
o Member, American Society for Public Administration (ASPA)
o Member, National Tax Association (NTA)