

San Francisco State University Public Administration Program

**Annual Report
Academic Year 2000-2001**



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Standard 1.0 Eligibility for Peer Review

There have been no changes in eligibility for the Public Administration Program at San Francisco State University.

Standard 2.0 Program Mission

The 2000-2001 Academic Year was the Public Administration Program's first as a fully accredited program-- after much work during the past years, the Program was informed in June 2000 that accreditation had been fully granted.

This change in status necessitated the updating of our strategic plan to incorporate the reality that several of our goals had, in fact, been completely reached. Therefore, several objectives were deleted from the strategic plan, based upon either their irrelevance or the fact that the objectives had been achieved. These were:

- *Goal 5, Objective 1: Develop SPIA (School of Public and International Affairs) as a viable, collaborative unit* - this objective is no longer relevant as the creation of this school is no longer under consideration.
- *Goal 6, Objective 2: Attain status as an accredited program by the National Association of Schools of Public Affairs and Administration (NASPAA)--* this objective has been attained.
- *Goal 6, Objective 4: Develop Pi Alpha Alpha chapter* - this objective has been attained.

In addition, some narrative text within the strategic plan has been updated.

Achievement of some of our most important and long-term goals (i.e., accreditation) has also led us to review our strategic plan to determine where our Program should move next. This has led us to undertake numerous housekeeping and policy tasks this year (the development of a tenure and promotion policy, our Faculty Diversity Plan, and new structures for our awards).

Importantly, in consultation with the Associate Vice President for Academic Program Development, the faculty and Dean have approved the Memoranda of Understanding that resulted from our self-study and accreditation review.

In addition, the Student Learning Outcomes portfolio continues to provide us with information on how well the Program is doing at achieving its student learning goals. This information has led us to improve coursework in the area of accounting, team work and team building, and computer skills. The Program is actively seeking new ways to enhance student writing skills, as well. Detailed information on the Portfolio is

available at <http://bss.sfsu.edu/~mpa/portfolio/portfolio.htm> ; we would be pleased to have NASPAA to utilize this information in their efforts to provide examples of assessment tools.

These determinations were made via extensive and regular meetings, review / update of the plan itself, and analysis of the results of the student learning portfolio.

Standard 3.0 Program Jurisdiction

There were no significant changes in program jurisdiction or organizational arrangements during the year.

Standard 4.0 Curriculum

Several changes occurred in the curriculum over the year as the Program continues to try to improve its curriculum. In its Fall 2000 newsletter, the Program included a survey asking students how they wanted courses to be scheduled (i.e., evening classes, weekend classes, online, 4 to 7 time slots, or 6 or 7 to 10 times). Students indicated the 6 or 7 to 10 timeslot was the most popular and the 4 to 7 slot was the least popular; they also indicated an interest in taking weekend / online courses.

Also based upon results of this survey and student interest in new courses, three new courses were approved by faculty and the University's Course Review Committee:

- o PA 769: Digital Government
- o Variable Topic course PA 790: Leadership in the Public and Non-Profit Sectors
- o Variable topic course PA 790: Comparative Administration

With the encouragement of Dean Joel Kassiola, the Public Administration Program is seeking to expand its undergraduate offerings and to lead the College of Behavioral and Social Sciences in offering public policy coursework to San Francisco State University. Accordingly, the faculty approved a new undergraduate course, PA 400: The Public Policy Process, for offering Spring 2002.

The faculty also approved a series of questions for students to use in structuring their case study analyses in completing the new culminating experience option, PA 890: Master's Case Study Analysis. These questions are available at our website at <http://bss.sfsu.edu/~mpa/culminating/culminating.htm> .

Preliminary discussions on a possible minor in public administration were held by the faculty. The faculty decided to develop the undergraduate courses needed (only two additional courses are needed), determine the demand, and proceed once the courses are in place.

Table 1 provides data on the number of courses offered at each level over the last five semesters. For the Fall, the Program will offer the most graduate level public

administration courses offered here at San Francisco State University, only matched during Fall 2000.

Table 1: Summary of Course Schedules

	<u>Fall</u> <u>1999</u>	<u>Spring</u> <u>2000</u>	<u>Fall</u> <u>2000</u>	<u>Spring</u> <u>2001</u>	<u>Fall</u> <u>2001</u>
Undergraduate Courses	1	1	2	2	1
Graduate Core Courses	5	4	5	4	5
Graduate Electives	4	4	5	4	5
Weekend Courses	-	1	3	0	1
Online Courses	2	1	1	1	0
Off-Campus Courses	-	-	-	-	-

Another crucial development in our curriculum is the structural change in the summer semester being undertaken this year at San Francisco State University. This year, our University is one of just a few in the CSU system who are piloting a year-round University schedule with general fund subsidy of tuition. The Public Administration Program is taking full advantage of this opportunity to offer additional course offerings for our students; three courses this year with more next year and the year after.

Standard 5.0 Faculty

As requested by COPRA when granting San Francisco State University accreditation last year, the Program has developed a more formal Faculty Diversity Plan (attached to this report). The Program has already begun to implement this all-important plan, having already adopted a new student awards plan and being in the process of distributing a mailing to develop a more inclusive pool of potential instructors, speakers, and student mentors.

The inevitable process of faculty retirements has begun for our Program. Professor Jack Osman opted to join the Faculty Early Retirement Program during the 2000-2001 Academic Year; for the next five years, he will teach only during the Fall semester. While we will miss the daily interactions with him during the entire year, Professor Osman will continue to teach the all-important core course PA 720: Microeconomic Applications for the Public Sector for the Public Administration Program as part of his regular teaching load.

This was also a year of exceptional faculty achievements in that Professor Kathy Naff published her book, To Look Like America (Westview Press) and both Professors Naff and Stowers received grant awards from PricewaterhouseCoopers Endowment for the Business of Government (quite possibly making San Francisco State University one of the few, if not the only, institution with two awards).

This is also a crucial year for faculty at San Francisco State University as the faculty contract (California Faculty Association) with the California State University system is over on June 30, 2001. Negotiations on issues like merit pay, early retirement pay, and compensation will be crucial to faculty in our program and throughout the system.

Finally, the faculty has adopted a comprehensive tenure and promotion policy to assist junior faculty in their advancement efforts. At San Francisco State University, units are advised to develop these policies to help their faculty candidates in these processes and the Public Administration Program has now followed this advice.

Standard 6.0 Admission of Students

The 1999-2000 year set a record for the most admissions to the Public Administration Program since data were collected. For Fall 1999 and Spring 2000 admissions, 59 new students were admitted to the Program.

Admissions for 2000-2001 fell only slightly from this all-time high-- a total of 51 students (39 in the Fall and 12 in the Spring) were admitted. However, the Program worked really hard at ensuring that those who were admitted actually attended classes-- ultimately, 80% of those who were admitted attended classes. Therefore, more new students actually attended classes at San Francisco State University. Steps taken included a personal phone call from the Director when admitted, a "convincing letter" sent when admitted along with a form indicating whether the student intends to attend, and additional contacts to answer questions and assist in the transition.

The high level of admissions and the high proportion of actual attendance resulted in the highest level of FTES (Full-Time Equivalent Students) in the Program's history. Fall 2000 saw 37.6 FTES with 97 students enrolled and taking classes while Spring 2001 (always at a lower level than Fall) had 30.53 FTES, for an average across the year of 34.1 FTES. We are moving ahead with our recruitment, retention, and enrollment efforts to ensure that these trends continue.

Admissions and enrollments at San Francisco State University in general, like those of other institutions in Northern California, have declined. The Public Administration Program is taking more active steps (increased mailings, very active website, etc.) to ensure that this university- and system-wide trend does not adversely affect our Program.

Standard 7.0 Student Services

The Public Administration Program has changed its student awards structure, moving away from awards based only upon academic achievement to awards based upon both academic achievement and community service. Details on the awards

(including criteria), named the Barbara Jordan Awards for Student Excellence, can be found at <http://bss.sfsu.edu/~mpa/recognition/default.htm> .

The Public Administration Student Association (PASA) continued its work and has been active this year in providing opportunities for socializing for students, mentoring opportunities, and assistance in conducting program orientations.

One very exciting milestone this year was the selection of the first public administration student, Shireen Lee, to be the College of Behavioral and Social Sciences nominee for the Graduate Student hood recipient at commencement. Shireen is an outstanding student in her academic achievement (4.0 grade point average) as well as in her community activities and her selection by the College Graduate Coordinators was unanimous.

Standard 8.0 Support Services and Facilities

As Table 1 indicates, the overall budgetary resources of the Public Administration Program have increased significantly. General Fund and Concurrent Enrollment contributions both contributed to this increase.

These funds pay only for office supplies and "extras" for faculty. The College and University pays for all faculty salaries and benefits, travel for one trip per faculty member, and all operating expenses. The Public Administration Program has ensured that our faculty have new computer desks and that our Program office has the latest in office equipment and software and computers. In addition, the Program has hired a student assistant to allow the Program Office to be open more evening hours to provide more convenience to our students.

With the Program's remaining funds, each faculty member's full registration for the ASPA Conference has been paid, travel to the NASPAA Conference has been covered and travel to the PAT-NET Conference has been covered by those faculty traveling to those particular conferences. In addition, the Program has been able to assist with some airfare, hotel, and per diem for every conference attended by faculty this year. This has meant that the Public Administration Program faculty receive more assistance in travel to conferences than do the faculty in any other program or department within the University. Practically 50 percent of our Program funds have been spent on additional travel and registrations for faculty.

In addition, the College is purchasing a new office computer for the Public Administration Program, which will include the latest CD-ROM burning technology for our portfolio requirements, extra hard drive memory, and a 19 inch monitor due to the work on databases that our Office Coordinator must do. The College is also purchasing the latest in back-up systems to ensure that our portfolio and other files are not corrupted and are fully protected. We also anticipate receiving funds from the College Faculty Instructional Support program to purchase an additional overhead projector for faculty usage during class.

Table 2: Budgetary Resources

Budget Source	AY 1997-98	AY 1998-99	AY 1999-00	AY 2000- 2001	% Change, 1999/2000- 2000/01
General Fund	\$1,685	\$1,769	\$1,769	\$3,096	73.8%
Summer Session	3,302	2,155	1,194	1,874	56.9%
Concurrent Enrollment	1,355	1,556	4,188	7,739	+84.7%
Allocation from Generating Off-Campus FTES			1,568		One Time Grant
Faculty Instructional Support Grant	-	-	1,238		One Time Grant
*Office Furniture (Special Grant through College End of Year funds for new office)	5,000		-		One Time Grant
*Graduate Assistant (Special Request to College)	800	-	-		One Time Grant
*Assessment Grant (VP AA)	-	2,026	-		One Time Grant
TOTAL	\$7,142	\$7,506	\$9,957	\$12,709	+27.6%

Note: These funds do not include other travel funds, rent, utilities (including telephone), or faculty/staff salaries.

Standard 9.0 Off-Campus Programs and Distance Education

During the past year, the Program offered one online course (two offerings of PA 490: The Public Service as a Career [both semesters]). Professor Genie Stowers and Kathy Naff team-taught the PA 490 course during Fall 2000 and Spring 2001; that arrangement will continue. PA 725: Public Management was offered as a combination weekend /online course during Fall 2000.

Conclusions

Overall, the Public Administration Program has had an extremely productive and successful year. Its longtime goal of accreditation by NASPAA was finally met and the Program has been considering where to go from here. Next year promises to be an exciting one as the Program continues its process of evaluation and re-evaluation of its goals, dreams, and accomplishments.

Public Administration Program
Faculty Diversity Plan

Recognizing the exceptional diversity of the Bay Area community, the Public Administration program at SFSU is committed to ensuring equality of opportunity and to promoting dialogue and mutual understanding among all people. The Program both values and celebrates as a source of enrichment our differences in ethnicity, culture, nationality, religion, language, gender, age, experience, disability, and sexual orientation.

Goal: The faculty of the SFSU Public Administration Program will reflect the diversity of the Bay Area community it serves.

Objective: The Program will establish policies and procedures that optimize employment opportunities for traditionally underrepresented minorities and women.

Action Steps:

- ◆ The Program will establish an Advisory Committee on Diversity, consisting of current students, alumni, and community representatives. The Committee will conduct ongoing review of Program progress toward its diversity goals, and will provide its assessment and recommendations to the Program at least annually.
- ◆ The Program's position announcements will include a statement of its diversity goal.
- ◆ The Program's position announcements will be disseminated both within the academic community and to relevant professional and civic associations.
- ◆ Recruitment procedures will include outreach to minority communities in coordination with the Affirmative Action Director and the Academic Affirmative Action Committee.
- ◆ When selecting among equally qualified candidates, the Program will select members of under-represented groups.
- ◆ The Program may employ candidates for both lecturer and tenure-track faculty positions prior to the award of the candidate's doctorate or equivalency, provided that the degree requirement is met prior to the award of tenure.
- ◆ When recruiting lecturers from other departments or outside the University, the Program will make every effort to target members of underrepresented groups.
- ◆ The Program will survey local academic, public, and community organizations in order to develop a diverse pool of qualified lecturers.

Approved by Faculty 3/20/2001