

San Francisco State University Public Administration Program

Annual Report Academic Year 2002-2003



San Francisco State University

Public Administration Program
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Summary Data

Table 1: Overall Summary Data

Item	Number
Number of completed Applications (for accredited degree program <i>only</i>) received for current academic year	125
No. of New Admissions (regular & probationary) to program for current academic year	97
Number of Full-Time and Part-Time New Enrollments for current academic year	
Full-time	4
Part-time	67
Number of program degrees granted last academic year	10 (02-03 = 42)
Number of Core Faculty (based on the definition you used in your last self study)	10 (1 vacant)

Table 2: Itemized Core Faculty

Name	<i>% of teaching load allocated to courses in the program</i>	Dept. (of their tenure)
Lilly Berry	0%	Psychology
Richard DeLeon	33%	Political Science
Richard LeGates	50%	Urban Studies
Debbie LeVeen	75%	Urban Studies
Kathy Naff	100%	Public Administration
Jack Osman	33%	Economics
Ayse Pamuk	0%	Urban Studies
Marjorie Seashore	50%	Sociology
Genie Stowers	100%	Public Administration
Vacant Position	100%	Public Administration

Table 3: Budgetary Data

Budget for the accredited degree program (not the school or dept.)	
Total for program, including salaries	\$233,953 (with one full-time position vacant)-- travel and research support seen elsewhere
Salaries of instructional faculty and staff <i>only</i>	\$222,477 (with one full-time position vacant)

Standard 1.0 Eligibility for Peer Review

There have been no changes in the San Francisco State University's Public Administration Program eligibility for peer review.

Standard 2.0 Program Mission

The mission of the Public Administration Program is to train students in the governance, policy, and administration of the public and nonprofit sectors through intellectual and practical interdisciplinary education. Through excellence and innovation in teaching, the ultimate goal of the Program is to prepare students to work in and manage the organization of tomorrow.

The Public Administration Program follows and supports the mission of the University in:

- Attracting, retaining, and graduating a highly diverse student body of public administration students;
- Providing a disciplinary and interdisciplinary professional education in public administration that is academically rigorous and intellectually challenging;
- Providing a public administration curriculum that reflects all dimensions of human diversity, and that encourages critical thinking and social and cultural awareness;
- Fostering a collegial and cooperative intellectual environment for students and faculty that includes recognition and appreciation of differing viewpoints and promotes academic freedom within the Program community; and
- Serving the communities with which public administration students and faculty are engaged.

The Public Administration Program was due for an update in our strategic plan and objectives. However, the 2002-2003 Academic Year turned out to be one of immense change for our program, with the Program hiring three additional faculty. Given these changes and the necessity to put all of our resources into the three searches, we decided not to engage in a full update of our strategic plan.

However, we put considerable effort into the assessment and feedback portions of our overall strategic plan and made significant improvements to our student learning outcomes assessment process. This process provides critical information for the strategic planning process. We are completing work on an exit survey, to be completed by all graduates this year and in subsequent years. This survey will provide not just student learning outcomes information (although self-reported) but also information about student perceptions of quality in instruction and program offerings.

In addition, we continue to work on our nationally recognized Student Learning Portfolio. This process has experienced some problems, including the lack of buy-in by some instructors (mostly part-time lecturers) but also lack of interest on the part of some students. To alleviate this problem, we are folding updates of each student's Portfolio into our new capstone course, PA 800. During this course, students will work to update

their portfolios and we will review them to ensure that we have the assessment information necessary for Program purposes.

Finally, the Program has begun developing a comprehensive response to a continuing concern unearthed from our student learning outcomes assessment process, that of the quality of student writing. To begin, the faculty reviewed a number of style guides and writing resources and decided upon several to recommend to students. These resources will be required as part of the PA 700 course, our introductory course. In addition, we plan on offering low-cost intensive writing seminars during the course of the academic year for our students and to work with our faculty on more effective strategies for writing instruction.

Standard 3.0 Program Jurisdiction

There were no significant changes in the organizational arrangements, program administration or scope of influence of the Public Administration Program.

Program Director Genie Stowers was elected by the faculty to serve a third three year term of office.

Last year, we reported our early meetings with the Department of Political Science to discuss a potential merger of our two departments. Our relationship has deepened; we were given authorization to hire two joint positions and completed those searches successfully this year. Given the intensity of the search process and other issues, discussions about a possible merger have stalled at this point.

Standard 4.0 Curriculum

Last year, we reported that the faculty (with much student input) had approved the following curriculum changes. This year, those changes were approved by the Graduate Council, Curriculum Review and Approval Committee (CRAC), and the Academic Senate and so, were made official. The changes will take effect for our students in Fall 2003.

- Developed a comprehensive course numbering system to install some rationality into our course numbering
- Integrated these new (and older) courses into our elective emphases
 - PA 762: Leadership in the Public Sector, 3
 - PA 764: Contemporary Issues in Public Sector Ethics, 3
 - PA 769: Digital Government, 3
 - PA 780: Policy and Organizational Analysis, 3
 - PA 784: Program Evaluation, 3
- Integrated two new Museum Studies courses into our curriculum:
 - MS 830: Museum Governance, 3
 - MS 860: Fund-Raising in Museums, 3
- Eliminated some outdated courses from several elective emphases

- Agreed to revise our PA 775: Developing Non-Profit Resources course to drop fund-raising and to incorporate public-private partnerships to accommodate the new Museum Studies courses
- Revised the public policy emphasis to require one course in a substantive area of public policy as well as two courses in policy analysis, program evaluation, and other methodology courses

In addition, after much work on the part of our faculty and with much student input, the faculty approved new culminating experience options for our students. Our earlier options were the PA 890: Master's Case Study Analysis, PA 895: Master's Project, and PA 898: Master's Thesis. After considerable reflection, consultation and work, the Program's new options will be PA 800: Capstone Course and PA 898: Master's Thesis. The PA 800 course will utilize a case study analysis approach focused upon synthesizing the various fields they have studied. Within the PA 800 course, students will take a written comprehensive examination as their actual culminating experience; in our Program, that will take the form of a take-home Strategic Assessment Memorandum based upon the cases studied during the course. In this Memorandum, students will address the next steps that managers in one of these cases should take to resolve the situation, including all areas of the discipline in order to synthesize their studies.

The new options will allow students who want to work on a thesis the option to do so. For the others, our Portfolio process had made it clear that the social science research process seen in the Master's Project was only one important skill for our students. Others needed to be emphasized and there was a need for some way for students to synthesize what they had learned. The new capstone course will meet these needs.

Table 4 provides the number of courses offered by the Program in recent years. Clearly, the Program's curricular offerings are steadily growing. With the new faculty, they will continue to do so.

Table 4: Summary of Courses Offered

	<u>F</u> <u>99</u>	<u>SP</u> <u>00</u>	<u>F</u> <u>00</u>	<u>SP</u> <u>01</u>	<u>Sum</u> <u>01</u>	<u>F</u> <u>01</u>	<u>SP</u> <u>02</u>	<u>Sum</u> <u>02</u>	<u>F</u> <u>02</u>	<u>SP</u> <u>03</u>	<u>Sum</u> <u>03</u>
Undergraduate Courses	1	1	2	2		1	1		1	2	
Graduate Core Courses	5	4	5	4	2	5	4	3	5	6	3
Culminating Experience									2	1	
Graduate Electives	4	4	5	4		5	5		4	4	
Weekend Courses	-	1	3	0		1	2		0	0	
Online-Mixed Mode Courses	2	1	1	1		0	2		0		
Downtown Center Courses	-	-	-	-		-	-		1	2	

Standard 5.0 Faculty

There were significant changes in faculty during the 2002-2003 Academic Year.

- Frank Scott's departure left a vacant position, filled temporarily with adjunct faculty teaching additional sections of classes needed due to enhanced student demand and enrollments.
- A replacement position in Nonprofit Administration was approved and the search was successfully completed in January 2003. Laurie Paarlberg, currently completing her Ph.D. at Indiana University, will join the Program full-time in Fall 2003.
- A 2/3 Public Administration Program - 1/3 Political Science position in General Public Administration and Public Policy was approved. The search was successfully completed this year; Sheldon Gen, currently completing his Ph.D. at Georgia Tech University, will be joining the Program full-time in Fall 2003.
- A 1/3 Public Administration Program - 2/3 Political Science position in Urban Politics and Administration was approved. Since this position will also teach the internship course, this faculty member will actually be teaching .5 in the Public Administration Program. The search was successfully completed this year; Corey Cook, currently completing his Ph.D. at Wisconsin University and teaching at Rutgers University, will be joining the faculty in Fall 2003.
- Professor Jack Osman is now in the fourth year of his FERP (Faculty Early Retirement Program). During this time, he has continued to teach our core course, PA 720: Microeconomic Applications.
- Professor Rich DeLeon is now in the second year of his FERP; during his FERP, he continues to teach our prerequisite course PLSI / URBS 493 as well as other methods courses and is serving on culminating experience courses.

The Public Administration Program is exceptionally pleased at the quality of our new hires and looks forward to working with these fine new faculty when they arrive.

Standard 6.0 Admission of Students

During 2002-2003, the Public Administration Program experienced significant growth in admissions, number of graduates and the number of FTES (full-time equivalent students), setting Program records in all of these categories. While some of this can be attributed to the University's own growth, the remainder is a function of the Program's own growth and is expected to continue with the arrival of new faculty in high demand fields.

Ninety-seven students were admitted for 2002-2003, which was a 67 percent increase over last year's admissions. This record was achieved while also increasing student quality; the average gpa of incoming students was 3.32 in Fall 2002 and 3.44 in Spring 2003 (note the minimum requirement is 3.0). Only one semester in the past seven years has seen higher incoming average grade point averages.

The Program had been averaging 30 FTES per semester, providing between 60 and 65 FTES to the College of Behavioral and Social Sciences per year. During the

2002-2003 year, however, the Program set a Program record with 99 FTES. One reason for this achievement has been the fact that the Program has made full use of the newly State-subsidized Summer sessions, in which our students have fully participated. This has added 10 to 12 FTES for the Program over the past two years.

By Spring 2003, the Public Administration Program had 120 students in attendance, making it the second largest graduate program in the College of Behavioral and Social Sciences and the 8th largest in the University. The Public Administration Program is no longer the "small" program it once was; it has moved into the category of medium sized programs.

Standard 7.0 Student Services

The faculty further altered the Program awards given each year, giving more emphasis to the community service and academic achievement Barbara Jordan Awards for Student Excellence. These awards are now given to more than one student.

The Program is very pleased that the Public Administration Program nominee for the graduate hood recipient, Ann Zinn, was also selected as the College of Behavioral and Social Sciences' nominee.

Finally, we have significantly enhanced our end of year reception with more emphasis upon student recognition and networking with community members. Our reception this year is on track to have more than double the number of attendees of any previous years.

Standard 8.0 Support Services and Facilities

The level of supplies and services funding remained at a diminished state, similar to last year's budget. The Program has been able to supplement this funding successfully through Concurrent Enrollment funds (funds from the tuition from non-matriculated students). These funds were used for a new office computer, to subsidize our year-end reception, and to greatly supplement faculty travel funds.

The Program has had some success with courses offered at SFSU's Downtown Center. Fall 2002 saw our first and Spring 2003 saw two additional courses. We will continue to pursue this important option for our students as well as the opportunity it gives us for recruiting additional students.

Standard 9.0 Off-Campus Programs and Distance Education

The Program continues to offer one online undergraduate course (PA 490: The Public Service as a Career) but did not offer any mixed-mode (online and traditional) courses this year.