

San Francisco State University Public Administration Program

**Annual Report
Academic Year 2003-2004**



San Francisco State University

Public Administration Program
Annual Report Academic Year 2003-2004
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	123
No. of New Admissions (regular & probationary) to program for current academic year	92
Number of Full-Time and Part-Time New Enrollments for current academic year	
Full-time	n/a
Part-time	65
Number of program degrees granted last academic year	40
Number of Core Faculty (based on the definition you used in your last self study)	10

Table 2: Itemized Core Faculty

<u>Name</u>	<u>% of teaching load allocated to courses in the program</u>	<u>Dept. (of their tenure)</u>
<i>Corey Cook</i>	<i>50%</i>	<i>Political Science</i>
<i>Sheldon Gen</i>	<i>100%</i>	<i>Public Administration</i>
<i>Richard LeGates</i>	<i>50%</i>	<i>Urban Studies</i>
<i>Debbie LeVeen</i>	<i>75%</i>	<i>Urban Studies</i>
<i>Kathy Naff</i>	<i>100%</i>	<i>Public Administration</i>
<i>Jack Osman</i>	<i>33%</i>	<i>Economics</i>
<i>Laurie Paarlberg</i>	<i>100%</i>	<i>Public Administration</i>
<i>Marjorie Seashore</i>	<i>33%</i>	<i>Sociology</i>
<i>Genie Stowers</i>	<i>100%</i>	<i>Public Administration</i>

Table 3: Budgetary Data

Budget for the accredited degree program (not the school or dept.)	
Total for Public Administration Program itself, including salaries	<i>\$565,000 -- travel and research support seen elsewhere</i>
Salaries of instructional faculty and staff <i>only</i>	<i>\$550,000 (with one full-time position vacant)</i>

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 is due for a full update in our strategic plan and objectives. However, given the fact that the 2003-2004 year was the first for three faculty, we instead opted to begin our strategic planning process this year by updating the data in our strategic plan (see completed Strategic Plan at <http://bss.sfsu.edu/~mpa/program/programadmin.htm>) and for engaging in a full curriculum update. Given the central nature of the curriculum in our strategic plan, this was a critical and integral part of our strategic planning process.

To complete this review, the Public Administration Program faculty participated in a curriculum review retreat and then conducted two rounds of surveys of our students, alumni and therefore, of our employer base. With a review of other California MPA curricula, this feedback was utilized to assess our current curricula and make proposals for our changes.

In keeping with our principles of continuous improvement, we also continued the implementation of our Student Learning Portfolio and assessment process. These steps included conducting exit surveys of graduating seniors and keeping running scores for each area of interest—plus improving the implementation of our Student Learning Portfolio. The Portfolio is now being addressed in a systematic fashion by all

students in the PA 800: Capstone Course. This has ensured that students submit a full portfolio and that it can be assessed by faculty.

In addition, we made further improvements in our Program utilizing the information gained from our assessment efforts. This year, we focused on helping our students improve their writing skills (requiring a standard citation style plus more attention to writing in each class), doing a more formal introduction to oral presentations, and ensuring that all students receive more instruction on basic American government. We will continue to improve our curricula as we receive additional feedback.

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. However, there are numerous discussions currently underway that could result in the organizational arrangements of the Public Administration Program. These discussions are the result of the severe fiscal crisis currently experienced by the State of California and the California State University system. While the Public Administration Program itself is not experiencing fiscal difficulties affecting our class schedule (no lecturer or faculty cuts), we are affected by campus-wide reductions. In order to ensure the University emerges from this current crisis as a stronger institution, numerous organizational and curricular improvements are being considered.

As a result, we are currently in discussions with several other interdisciplinary programs (the Criminal Justice Program and Labor Studies Programs and possibly the Urban Studies Program) to form a Department or School of Public Affairs. We believe that joining together with other interdisciplinary units to form a larger, still interdisciplinary, unit would benefit the Public Administration Program in several ways. One, our faculty would have the benefit of being part of a larger intellectual and social community. Two, there are numerous curricular and programmatic synergies that could be created from such a merger. Three, there would be administrative efficiencies and savings that could be created from such a merger.

At this time, the plan is to share administrative resources, to begin to meet together, and to develop curricular collaborations during the 2004-2005 Academic Year. All three programs would continue to maintain their own identities. Further, even if such a department or school were to be created, we have made it clear that the Public Administration Program must maintain its own identity within any other unit.

Standard 4.0 Curriculum

This year, the Program began its implementation of several important curricular changes—a new (much more coherent) course numbering system, the revision of our

public policy elective emphasis to a more substantive policy offering (called Policy Making and Analysis) and the first offerings of our new PA 800: Capstone Course and culminating experience options (written comprehensive examination, or the Strategic Assessment Memorandum, as we call our option). This is accompanied by the remaining PA 898: Master's Thesis option.

The first two offerings of the Capstone and Strategic Assessment Memos have been more successful than we had dared to hope—both faculty and students are very pleased with the changes. The course incorporates rigorous and in-depth case study analysis, review and development of the Student Learning Portfolio, identification and synthesis of public administration's "big issues", and career planning. The intent is to synthesize what students learned during their entire program, continue to develop analysis, writing and oral presentation skills, and help them to reach closure for their degree program.

The Public Administration Program also conducted a complete and thorough review of our curriculum this year. We began with a faculty retreat and continued by consulting with our alumni (including community employers) and students. After one round of consultation (where we received in-depth comments from more than one-third of our students, we conducted yet another round (where we received additional in-depth comments), considered the input and made changes in our final proposal. To date, the proposals are not finalized since they have only been approved by the College of Behavioral and Social Sciences Council and not yet by the University-level committees that are necessary here at San Francisco State University. This latter process will take place during the 2004-2005 Academic Year.

The curricular changes that we are proposing include the following:

- Two prerequisites (upper division research methods and statistics) are deleted;
- The introductory course will be substantially revised to cover needed material on basic American Government, public administration concepts, writing and oral presentations;
- The graduate level research methods course will be changed from one 4 unit course to two 3 unit courses to cover the material in the deleted prerequisites;
- Two units will be added to the number of elective units required so students will be taking 4 elective classes instead of 3;
- All 4 unit courses will be reduced to 3 units (some also will be reclassified);
- The total number of units for the degree will be increased from 37 - 41 to 39 – 43 although the number of units (when including prerequisites) will be decreased by 6 units and the total number of courses will remain the same; and,
- The updating of elective emphases course options to incorporate new courses.

This will result in a degree which would be increased from 37 to 39 units in nominal terms (41 to 43 units if a student has to take the internship); in real terms (with the reduction in the prerequisites), the degree will be reduced from 48 to 42 units (52 to 46 if the internship is included).

Table 4: Summary of Proposed Curricular Changes

	Existing	Proposed
<i>Core Courses</i>	24 units / 7 courses	24 units / 8 courses
<i>Electives</i>	10 units / 3 courses	12 units / 4 courses
<i>Culminating Experience</i>	3 units / 1 course	3 units / 1 course
<i>Internship</i>	4 units (may be waived) / 1 course	4 units (may be waived) / 1 course
Total Units	37 – 41 units	39 – 43 units
Total Courses	11 – 12 courses	13 – 14 courses
Prerequisite Units	11 units (if needed) / 3 courses	3 units (if needed) / 1 course
Total Units With Prerequisites	48 – 52 units	42 – 46 units (a reduction in <u>6</u> real units)
Total Courses with Prerequisites	14 – 15 courses	14 – 15 courses

Even with the budget difficulties, the Program offered a record number of course offerings during this year. 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 5: Summary of Courses Offered

	<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>	<u>F</u> <u>03</u>	<u>SP</u> <u>04</u>
Undergraduate Courses	2	2		1	1		1	2		2	1
Graduate Core Courses	5	4	2	5	4	3	5	6	3	5	5
Culminating Experience							2	1		1	1
Graduate Electives	5	4		5	5		4	4		5	4
Weekend Courses	3	0		1	2		0	0		0	1
Downtown Center Courses	-	-		-	-		1	2		2	0

With the addition of new faculty, several new courses have been developed, including:

- PA 744: Nonprofits, Public Policy and Society
- PA 784: Intergovernmental Relations
- PA 782: Community and Economic Development

We will also be developing a graduate level course in environmental policy and law. The PA 752: Administrative Law course was also altered to be PA 752: Public Administration and the Law.

Standard 5.0 Faculty

There were significant changes in faculty during the 2003-2004 Academic Year—three new faculty were hired and began their teaching careers here at San Francisco State University this year.

- Assistant Professor Laurie Paarlberg joined us from Indiana University with a Ph.D. degree in Public Affairs. She will teach non-profit administration, organizational behavior and leadership.
- Assistant Professor Sheldon Gen joined us from Georgia Institute of Technology, completing a degree in Environmental Policy. A 2/3 Public Administration Program - 1/3 Political Science position in General Public Administration and Public Policy, Professor Gen will teach public policy, policy analysis, and environmental policy.
- Professor Corey Cook joined the Political Science Department as a 1/3 Public Administration Program - 2/3 Political Science position in Urban Politics and Administration. When completed, his degree from the University of Wisconsin will be in Political Science. He will teach urban administration, intergovernmental relations and community and economic development as well as the internship course.

The Public Administration Program is exceptionally pleased at the quality of our new hires and is very pleased with the conduct of their first year here at San Francisco State University.

On the other hand, we continue to experience retirements of our founding faculty (founding as an interdisciplinary program in 1980). Retirements and status of faculty in the early retirement program include:

- Professor Marjorie Seashore, a crucial Program founder and faculty member for 22 years, is taking complete retirement.
- Professor Rufus Browning, also one of the founders of the Public Administration Program and its first Program Director, is completing his FERP early to take complete retirement.
- Professor Jack Osman is now in the fifth and last 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 third 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. when they arrive as well as regrets the loss of several of our senior faculty.

Standard 6.0 Admission of Students

The number of classified students (i.e., the number of students enrolled in classes during any one semester) in the Program has continued to grow (to 141 in Fall 2003), making the Public Administration Program the largest graduate program in the College of Behavioral and Social Sciences and the 6th largest graduate program in the University.

Program FTES (Full-Time Equivalent Students) has continued to grow and set new records-- to 119 for the year, with the advent of faculty teaching more undergraduate course (which have more students and therefore more FTES).

And, except for one semester, applications to the Program have mostly continued to grow. Fall 2003 applications continued to grow although the number of applications for Spring 2004 declined sharply (with a great deal of uncertainty surrounding the State and CSU budget). The overall result was that the number of applications for Academic Year 2003-2004 remained at the same overall level (123) as those of Academic Year 2002-2003.

After the significant growth the Public Administration Program has experienced in recent years, the faculty therefore made a conscious decision to reduce our growth and maintain a student body of around 150-175 students. At this level, we can maintain relatively low class sizes, keep our students moving towards graduation without any long-term bottlenecks (teaching a core class an extra time only once or twice every couple of years), and maintain a high quality of program.

Therefore, the Program has changed its admissions practices. No longer can we accept any student who meets our minimum admissions criteria. Instead, our minimum criteria (3.0 grade point average in the last 60 units) is a starting point. Students who have 3.5 gpa in the last 60 units are admitted and students who received between a 3.0 and 3.49 are reviewed further; their work experience, life experience, and other factors are considered prior to admission.

Standard 7.0 Student Services

Student services have continued to grow this year, with an additional scholarship available to students through alumni giving and numerous other student opportunities available.

The new scholarship (the Eugene I. Pearl Memorial Scholarship) is available to pay for textbooks of a student specializing in urban administration; alumnus Barry Pearl contributed the funds the year after his graduation to honor his father. The Cho Public Service Fellowship Program has continued to honor two students per year.

Program awards have further expanded with an Outstanding Student Award given as well as number Barbara Jordan Awards for Student Excellence.

In addition, the following scholarships or awards were also received by our students this year:

- Anthony Guerro-Soto was the first Public Administration student to be selected as a Sally Casanova Pre-Doctoral Scholar.
- Alyson Lee was the first Public Administration Program student selected to receive one of 6 California Governor's Opportunity Scholarships.
- Emily Drennen was the first to receive a SFSU Alumni Association Scholarship
- Emily was also the first to win the CSU State Research Competition in the health and social sciences area for graduate students.
- Thomas Wei and Jennifer Hinderliter were both selected as the first students to receive the Pell Institute's Campus Equality Initiative grant.
- Jody Littlehales was the first recipient of the Eugene I. Pearl Memorial Scholarship.

Finally, in February 2004, students from San Francisco State University won the San Francisco Bay Area American Society for Public Administration (ASPA) first ever Public Administration Tournament, competing against student from California State University at Hayward.

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 to subsidize our year-end reception and to supplement faculty travel funds.

The Program has had some success with courses offered at SFSU's Downtown Center. 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 numerous mixed-mode (online and traditional) courses but did not offer any fully online courses this year.