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PROGRAM SUMMARY

ITEM	DATA
1. Title of degree (1.3)	Master's of Public Administration (M.P.A.)
2. Off-campus locations (9.1)	None
3. Number of credits normally required for degree (4.3-A)	37 Units - 41 Units (with internship)
4. Total credits in required courses (4.21-B)	27 Units (Including culminating experience)
5. Total credits in elective courses (4.22-A)	10 Units
6. Specializations advertised as available (4.22-C)	<ul style="list-style-type: none"> • Integrated and Collaborative Service Delivery • Non-Profit Administration • Policy Analysis • Public Management • Urban Administration • Self-Designed Emphasis
7. Number of credits which can be reduced for prior undergraduate education (4.3-B)	0 Units
8. Number of credits which can be reduced for significant professional experience (4.3-B)	4 unit Internship may be waived with significant professional experience
9. Number in faculty nucleus (5.1-B)	9 Faculty Members
10. Number of students in degree program (6.3D) Full-time, Part-time, Total	73 Enrolled and Continuing Students ¹
11. Is a thesis or major professional report required? (4.3-C)	Yes
12. Is a comprehensive examination required? (4.3-C)	No
13. Is an internship available? Is it required? (4.4-B)	Internship Available / Required. Students with Significant Public/ Nonprofit Sector Work Experience May Be Waived with Significant Professional Experience

¹ This is the number of students registered in Fall 1998. Other measures are the number of FTES (Full Time Equivalent Students) (32.0 FTES) and the number enrolled in classes and continuing as students, as calculated by the Program (125).

STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

The Public Administration Program is eligible for peer review and accreditation. We are hereby applying for peer review and accreditation from the National Association of Schools of Public Affairs and Administration.

1.2 Institutional Accreditation

San Francisco State University is accredited by the Western Association of Schools and Colleges (WASC). The most recent accreditation was 1992; the University was first accredited in 1949. The self-study process for the next cycle of University accreditation is currently ongoing in preparation for the 2001 WASC site visit and expected re-accreditation. There are no off-campus sites requiring other accreditation arrangements.

1.3 Professional Education

1.3.A. Leadership and Management Objective

As stated in the beginning of the Program's mission statement,

"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 works to achieve this mission and to train tomorrow's leaders and managers by providing an interdisciplinary, cutting edge and interactive education that calls upon the contributions of a full range of academic disciplines while challenging students to apply their academic work to the community at large.

The Public Administration Program strategic plan is designed to direct the Program in achieving its student learning outcomes and other programmatic goals. Through the strategic planning process, the Program curriculum-- the core curriculum, electives, and elective emphases-- was carefully designed to ensure that the Program provides leadership and management training for students entering the public service. This goal is seen through the elements identified as important in the Program's student learning outcomes Portfolio, which identifies the following areas as crucial for the public and nonprofit manager of the future:

- Knowledge of Public Administration theories and processes
- Knowledge of a Public Administration sub-field
- Skills in professional areas such as developing budget proposals, workforce policies, and understanding statistical analysis
- Effective written and oral communication skills, ability to work in teams, and basic and advanced computer skills

Program faculty have subsequently identified the specific courses and assignments which serve to help students develop these knowledge, skills, and abilities. This training and education occurs through the:

- Seven core courses in which essential theories, general skills and essential management skills are taught;
- Five elective emphases developed by Program faculty, with the option for students to self-design their own emphases;
- Culminating experience requirement;
- Internship requirement; and,
- Student learning outcomes portfolio.

Through these activities, the Program believes that it successfully assists students in developing the leadership and management skills needed in the public and non-profit organizations of the future.

1.3.B. Degree Specification

The Public Administration Program at San Francisco State University offers the Master's of Public Administration (M.P.A.) degree. There are no other related master's degree programs.

1.4 Program Length

As will be described more fully under Standard 2 in this Self-Study, the Public Administration Program was begun in the late 1970s by a group of San Francisco State University faculty from a variety of disciplines, most of whom are still involved today.

The first eleven students were admitted to the Public Administration Program in 1979. The first students were graduated in 1981.

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

2.1.A. Background

Institutional Setting

The Public Administration Program is an independent interdisciplinary Program residing under the jurisdiction of the College of Behavioral and Social Sciences, one of the eight colleges at San Francisco State University. San Francisco State University is part of the California State University system.

The Public Administration Program is one of ten interdisciplinary programs and eight departments in the College and is the College's only professional graduate program. Interdisciplinary programs are an important part of the culture and mission of the University.

The Public Administration Program contributes the third largest number of graduate students in the College of Behavioral and Social Sciences (exceeded only by the Psychology and History Departments, the two largest departments in the College).

Historical Development

The Public Administration Program was officially established as an independent graduate degree offering program in 1979, admitting eleven students that first year.

The program was originally organized as a coordinated program with a group of interested and committed interdisciplinary faculty who had their tenure base in various academic units in the College of Behavioral and Social Sciences. Their academic disciplines represented a full cross-section of the social sciences.

The founding faculty were:

- Rufus Browning, Political Science
- Richard DeLeon, Political Science
- Richard Legates, Urban Studies
- Deborah LeVeen, Urban Studies
- Raymond Miller, Social Science
- Jack Osman, Economics
- Raymond Pomerleau, Political Science
- Patricia Purcell, Social Work
- Norman Schneider, Urban Studies
- Marjorie Seashore, Sociology
- Ruth Shen, Economics

- David Tabb, Political Science

Initially, the Program was directed by Professor Rufus Browning (1979-1980). Professor Marjorie Seashore was the next Director, serving from 1980-1983. Richard LeGates was the next Director (1983-1985), until a new Director was hired externally in a national search. At that time, Professor LeGates and the first full-time Public Administration faculty member and Program Director, Professor Al Hyde, served as Co-Directors from 1984-1985. Professor Hyde was Director from 1985 until 1988. After Professor Hyde moved to another institution, another external search in 1989 resulted in the selection of Professor Yong Hyo Cho as Professor and Director of the Public Administration Program. Until Professor Cho arrived, Professor Marjorie Seashore was once again Director (from 1988-1989). Professor Cho continued in this position until the summer of 1997, when he retired from San Francisco State University. Professor Genie Stowers replaced him as Program Director in 1997.

From 1983 to 1989, the Program was part of the Center for Politics, Policy and Public Administration along with the Department of Political Science and the Urban Studies Program.

A second full-time tenure track position was authorized for the 1991-92 Academic Year and Assistant Professor Genie Stowers was hired. A third position was authorized for the 1996-97 Academic Year; Assistant Professor Katherine Naff was hired and began teaching in January 1997. After the retirement in June 1997 of Professor Cho, the third full-time tenure track faculty position was re-authorized and a new faculty member, Assistant Professor Frank Scott has arrived to teach in the Fall 1999 semester.

Throughout this time, one of the strengths of our Program has been that the original founding faculty are still active in the governance and instruction in the Program. In fact, most of these original faculty are still part of the important faculty core. This core has now been strengthened by three positions that are full-time in Public Administration and the addition of a faculty member from Industrial-Organizational Psychology.

Currently, the core Program faculty are:

- **Lilly Berry, Ph.D.** , *Professor, Psychology*
- **Richard DeLeon, Ph.D.** *Professor, Political Science*
- **Richard LeGates, M.C.P., J.D.** *Professor, Urban Studies*
- **Deborah LeVeon, Ph.D.** *Professor, Urban Studies*
- **Katherine Naff, Ph.D.** *Assistant Professor, Public Administration*
- **Jack Osman, Ph.D.** *Professor, Economics*
- **Frank Scott, D.P.A.** *Assistant Professor, Public Administration*
- **Marjorie Seashore, Ph.D.** *Professor, Sociology*
- **Genie Stowers, Ph.D.** *Professor, Public Administration*

In addition, other founding faculty remain affiliated although not active in Program affairs. These faculty are:

- **Rufus Browning** *Professor, Political Science*
- **Raymond Miller** *Professor, Social Science and International Relations*
- **Raymond Pomerleau** *Professor, Political Science*
- **Norman Schneider** *Professor, Urban Studies*
- **David Tabb** *Professor, Political Science*

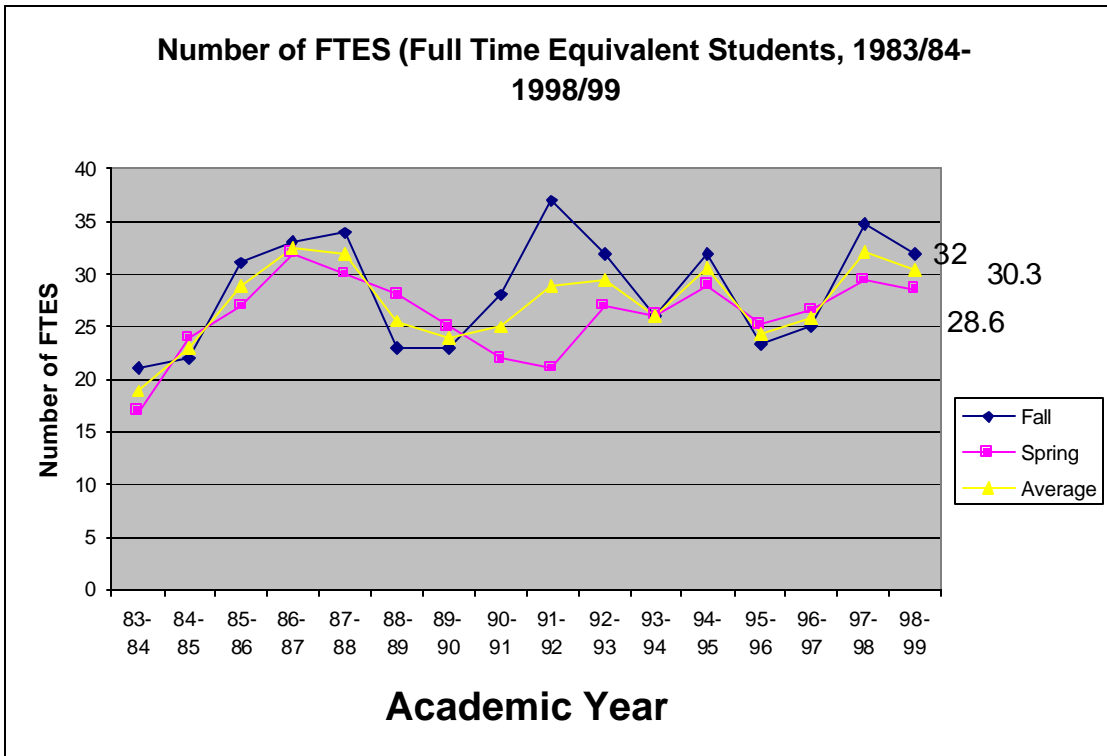
Growth in Enrollment

The number of students in the Program has shown an overall pattern of growth since its inception. Most San Francisco State University Public Administration Program students are part-time students, holding part- or full-time jobs while completing their coursework. This has been true throughout the entire history of the Program.

Figure 2-1 illustrates the number of students in FTES (Full Time Equivalent Students)². The average FTES grew to 32 in the mid 1980s, dropped to the low 20s then grew again to 37 in Fall 1991 and has hovered around 30 in the 1990s. The number of students peaked at 37 in Fall 1991 and again in Fall 1997 at 34.86. In Fall 1998, the number of full time equivalent students was 32.0.

² This measure, although commonly used by the University, is problematic for graduate programs. Although a full-time graduate student is defined as one taking 9 units, to calculate FTES undergraduate and graduate students are considered to be 15 units. This has the effect of undercounting graduate students.

Figure 2-1: Public Administration Program FTES (Full-Time Equivalent Students), AY 19983/84-1998/99



As the Program has worked extensively on a new recruiting and retention plan, we anticipate this increase will continue, particularly as more courses are offered in new, non-traditional times (weekends, Saturdays, online).

Growth in Number of Faculty

The interdisciplinary faculty nucleus has remained steady at six to seven faculty since the 1980s. To complement these faculty, the number of faculty who are appointed full-time in Public Administration has steadily grown. The first full-time faculty member (Professor Al Hyde), was appointed in 1984. In the late - 1980s, President Corrigan decided to focus upon building the Public Administration Program as one appropriate for an urban university. Professor Hyde was replaced as Director by Professor Cho in 1989.

The second full-time faculty member, Professor Genie Stowers, specializing in budgeting and finance and public policy, was appointed in 1991. She was joined by Professor Katherine Naff, specializing in public management, as the third full-time faculty member in January 1997. At that point, the Program had three full-time Public Administration faculty in addition to the other faculty in the faculty nucleus. Just one semester later in June 1997, Professor Cho took

a sudden and unexpected retirement but the Program did not lose that full-time position. However, the Program was once again without its three full-time faculty from the Public Administration Program.

The Program unsuccessfully searched for a replacement third faculty member in 1997-1998. Another search conducted in 1998-1999 resulted in a successful hire. Professor Frank Scott joined the faculty of San Francisco State University in August 1999 as the third full-time faculty member in Public Administration, specializing in non-profit administration.

2.1.B. Mission Statement

A mission statement grounded in the Program's history and the University's mission statement, and reflecting the direction that Program faculty and students envision for the Program was developed during Academic Year 1997-98. It is:

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 encourage 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.*

Program's Environment

The San Francisco State University Public Administration Program operates in a complex and highly competitive environment. The San Francisco Bay Area is considered a cosmopolitan and politically and socially progressive

region, one where residents can expect both high housing costs and a high quality of living.

San Francisco is a regional center for many federal and state agencies. The metropolitan area contains nine counties and over 90 local governments plus numerous special districts. San Francisco is also distinguished by hundreds of non-profit organizations.

Numerous prestigious public and private universities are located in the San Francisco Bay Area. Students are well-educated consumers of education and have high expectations of their universities and degree programs.

Within the City of San Francisco itself, there are two other Public Administration programs, both at private universities. Golden Gate University has recently closed its classroom-based MPA and DPA programs and now offers its Master's of Public Administration courses completely on-line. Their DPA program has been closed. That university's proximity to the offices of many federal agencies gave it an advantage in attracting federal employees, who comprised its core student body and many of its instructors. The other MPA program located in San Francisco is at the University of San Francisco, a Jesuit institution. It is distinguished by its six week courses and cohort programs with structured course schedules for each cohort.

Outside of the City, but within driving distance, are three additional programs-- California State University-Hayward (with a very large department), Sonoma State University and San Jose State University. All these institutions are part of the California State University system. Neither the University of California at Berkeley nor Stanford University have Public Administration programs, although Berkeley does have a very well-known public policy program for full-time students only. Farther still is the University of Southern California's program in Sacramento, an approximately two hour drive from the City.

Of all these programs, only those at California State University-Hayward, San Jose State University, and the University of Southern California are accredited by the National Association of Schools of Public Affairs and Administration.

Student Population / Types of Students

Like San Francisco State University in general, practically all of the students in the Public Administration Program are part-time students who have worked before returning to graduate school. Most students are working at least part-time, if not full-time. The Program has very few pre-service students or students who are enrolled in classes full-time. Exceptions to this are some foreign students and the occasional students who temporarily gives up full-time employment to work on their degrees full-time.

Strengths

As part of the Program's strategic planning process in 1997-98, faculty and students were asked, through a brainstorming process, to identify strengths within the current Public Administration Program. These were grouped into five categories representing the faculty, students, curriculum, administrative, and location.

Faculty

- **Faculty commitment--original founders are still integral part of Program.** One of the main strengths of the Program is the continued involvement, over twenty years, of the original founders of the Program.
- **Strong interdisciplinary interests of faculty who are also strong within their own disciplines.** These faculty contribute both interdisciplinary and multidisciplinary expertise, within the context of an applied public administration approach, as well as bringing the strengths of their own discipline to the discipline.
- **Emphasis on teaching.** The faculty is strongly committed to the excellence in teaching mission of the California State University system.
- **Available teaching expertise and research interests.** Faculty areas of teaching and research interest are extremely broad and provide the Program and students with cutting edge information and opportunities for learning.
- **Faculty's reputation and strengths.** The group of faculty who comprise the Public Administration Program are all well known and highly respected on campus and in their fields-- the group includes some of the most respected scholars and teachers on campus. All of the faculty joining the faculty nucleus from other departments and programs have served as chair or director of their own department or program; this provides an immense reservoir of expertise that greatly benefits the Public Administration Program.
- **Faculty's ASPA experience and activity.** Public Administration Program faculty are well known for their participation in the American Society for Public Administration at the local, regional and national levels.
- **Strong advising system.** Faculty provide advising to students that is related to their elective emphasis, providing information on both courses and on the sub-field itself.
- **Cutting edge expertise in public management, diversity management, urban administration, integrated and collaborative service delivery, public policy, urban politics and information management.** Within the field of public administration, faculty have particular expertise and experience in public management, diversity management, urban administration, public policy, urban politics and information management.
- **Faculty contacts with community agencies.** Faculty have numerous important contacts within the community which lead to internship placements, student projects, and employment possibilities.

Students

- **Academically strong students.** Academically, Public Administration Program students are very strong and create challenging classroom environments.
- **Students have commitment to apply what they are learning.** Our students are very interested in being able to immediately apply what they are learning; this creates an exciting and challenging learning environment for faculty and for students.
- **Excellent students with experience and commitment.** Our students have varying levels of experience in the work environment; this diversity provides for interesting and useful discussions in the classroom.
- **Diverse student body.** The Public Administration Program has a very diverse student body in terms of gender, race, ethnicity and other demographic characteristics.
- **Rich experience in the community.** Our students come from a wide variety of backgrounds in the community-- all levels of government and across the entire spectrum of the non-profit community.

Curriculum

- **Interdisciplinary program.** One of the factors that makes our Program extremely valuable for our students and unique in the Bay Area is our interdisciplinary approach to the curriculum. Our faculty come from a wide variety of disciplines-- public administration, political science, economics, sociology, law, urban studies, and psychology. They bring these perspectives to the classroom and to mentoring of individual students through the culminating experience process.
- **Innovative curriculum.** The Public Administration Program curriculum strives to remain at the cutting edge of emerging trends in public and non-profit administration. We do this by constantly updating course materials, incorporating changing technologies into the classroom, developing new courses, and updating of elective emphases (as represented by the new Integrated and Collaborative Service Delivery emphasis).
- **Applied community orientation.** All of the faculty in the Program have connections with the community that have been developed through volunteering, consulting, grant work, or their own research. This community orientation is reflected in the curriculum, which contains many community and agency project opportunities for students.
- **Cutting edge computer resources available.** The University, the Program, students and faculty have access to the most recent technology and software available. Given the expertise of the faculty, these resources are immediately utilized in the classroom and curriculum.
- **Flexibility of choice for our students.** Our curriculum provides, within an overall structure, high amounts of choice. Students may choose from a large number of electives from across the University to complete any of

the Program's designated emphases, or may design their own elective emphasis.

- **Meets NASPAA curriculum standards.** In 1992, the curriculum was restructured to incorporate more courses in the core and more structured elective emphases. Based upon this work, the Program believes that it has fulfilled the curriculum content standards of National Association of Schools of Public Affairs and Administration.

Administrative

- **Supportive Dean.** The Program benefits greatly from a supportive and active Dean.
- **Consistently strong staff who are able to take initiative.** Through the years, the Program has benefited from the services of a series of strong and talented office coordinators who were able to take initiative and effectively manage the Public Administration Program office.
- **Strong cooperation among programs in International Relations, Political Science, and Urban Studies.** Aside from the cooperation achieved through the inclusion of interdisciplinary faculty as part of the Public Administration Program, there is particularly strong cooperation among the International Relations, Political Science, Public Administration and Urban Studies programs.
- **New office space; all core faculty are now together.** Despite a shortage of office space on campus, in 1997 the College was able to ensure that core Public Administration faculty and the program office are located together in one office suite. This allows for greater interaction among faculty and between faculty and students.

The location of the Program in San Francisco is also seen as a tremendous strength.

- **Located in San Francisco on the edge of the Pacific Rim, with all of its diversity and resources.** The Program's location in San Francisco provides a great deal of opportunities for faculty, students and the curriculum.

Weaknesses

Several weaknesses of the Program were also identified as part of the strategic planning process. As can be seen below, most of them dealt with a desire for additional resources.

Desire for Additional Resources

- **Desire for additional resources to allow the Program to take advantage of our location on the Pacific Rim and in an exciting urban area to offer compelling Comparative Administration or NGO Administration emphases and additional Urban Administration and Policy Analysis courses.** With additional resources, the Program

- would be able to take advantage of some unmet opportunities like the creation of a comparative or non-governmental organization administration elective emphases and to more fully develop the Urban Administration and Policy Analysis emphases.
- **Not currently accredited with NASPAA (National Association of Schools of Public Affairs and Administration).** The Program would gain additional credibility with national accreditation from the National Association of Schools of Public Affairs and Administration.
 - **Time Pressures on Faculty.** The primary mission of the California State University system is teaching. However, in the past five to ten years, faculty research has also become a requirement for tenure and promotion. This is in addition to the community and university service that has always been a hallmark of San Francisco State University. These changes have created time pressures on faculty that can be difficult to handle effectively.
 - **No downtown presence.** The Public Administration Program has no presence on San Francisco State University's Downtown Campus. Holding some classes downtown would provide additional opportunities to attract students who are employed in that part of the City.
 - **Housing costs create issues for faculty and students.** High housing costs in the San Francisco Bay Area can create financial challenges for both faculty and for students.

There are also barriers to the operation of the Program although these are not prohibitive to the success of the Program.

- **Inadequate budget.** Like other Programs around the country and other departments within the University, personnel and operating budgets are inadequate to accomplish everything that faculty and students would like to achieve.
- **Lack of staff.** The Program currently has only one .5 staff member, the Academic Program Office Coordinator; this position was reduced from 1.0 in the early 1990s. This makes it more difficult to maintain the documentation necessary for the accreditation process as well as to efficiently handle admissions, student information requests, and other projects.
- **Lack of space.** Like all other units at San Francisco State University (a "land-locked" campus), the Public Administration Program has less office and other space than it could effectively use.

Distinctive Competencies

The most distinctive competency provided by the Public Administration Program is the ability to provide a creative and effective interdisciplinary education in public administration taught by an involved faculty. This education occurs within the context of an urban university with a recognized strong urban

mission. More specifically, the Program has distinctive competencies in the following areas:

- Public Management
- Non-profit administration
- Statistics and research methodologies
- Human services administration and cutting edge methods of providing services
- Urban politics, policy, and administration
- Information management
- Human resources management and diversity

Innovations

The Public Administration Program at San Francisco State University has worked to create a series of innovative services and practices that improve our services to our students and to the community at large.

Among the most important are several curricular innovations. The first of these is the Student Portfolio, a collection of work products and evaluations of processes that have been selected to represent the most important learning outcomes from the Master's of Public Administration degree. The Portfolio has two purposes-- to be used to evaluate student learning outcomes in the Public Administration Program and to be given to all students (on CD-ROM with all their materials) as a way to demonstrate their learned competencies to potential and current employers.

An innovative feature of the Portfolio is the way it is being managed. While too many universities are attempting to physically preserve enormous amounts of paper to document portfolios, the Public Administration Program manages the portfolios electronically. Students submit evidence of their achievements on disk, and their individual, and the program's collective achievements are tracked electronically.

Another recent innovation is our new elective emphasis in Integrated and Collaborative Service Delivery. This emphasis represents the cutting edge of service delivery in today's human services and education fields, practiced by an increasing number of Bay Area agencies and institutions. We believe that we are the first Public Administration program to offer such an emphasis.

The use of technology in the curriculum is also an important innovation in our Program. Our commitment to using and encouraging students to use technology is evident in the classroom and in our use of technology as a communications device or other purpose. In the classroom, the latest of a wide variety of software is taught and used in its proper context.

The Program uses the Program website (<http://thecity.sfsu.edu/~mpa>) and a listserv to communicate to potential and current students and alumni in an effort to make the Program as virtual as possible to ensure timely information about developments in the program and in the field. The website is kept up to date and contains information on class schedules, admissions information, and program requirements. It includes features such as a downloadable handbook for completion of the Master's Research project including a lists of past project topics, and a detailed description of the new portfolio requirement.

The Program listserv (mpa@sfsu.edu) has taken an unexpected turn and has become a jobs newsletter, providing a valuable and popular service for our students, potential students, and alumni.

One section of our website is PA Online (<http://thecity.sfsu.edu/~mpa/paonline.htm>), an important innovation and contribution to the discipline. PA Online is a collection of hundreds of linkages to public administration and public affairs websites, gathered into 24 categories or sub-fields. This serves as a valuable resource for our students and others in the PA community. During a panel discussion at the recent meeting of the American Society for Public Administration in Orlando, everyone in the audience--practitioner and academic alike--had used PA Online.

A final innovation is the new culminating experience option, the Master's Case Study Analysis. Rather than the traditional thesis or even applied paper (both of which we also have), this case study analysis is an attempt to have students synthesize their knowledge and experiences in a culminating paper that can be completed in one semester. As this will be implemented beginning in Fall 1999, its success or failure remains to be seen, but we believe the concept to be a good and innovative one.

Problems

Even given these opportunities and strengths, some threats to the Program, its stability, and the ability to achieve its strategic plans. These include:

- **Anti-Government Mood in Society in general.** The anti-government mood in society today poses a threat to all Public Administration programs today as it reduces the credibility of the public service and the desire of potential students to move into the field.
- **Funding Cap Based upon FTES.** Currently, San Francisco State University has a cap set at the funds available for 20,150 FTES (full-time equivalent students). This poses both a threat and an opportunity as the University is being forced to move towards alternatives to classroom-based teaching on the main campus. By moving classes online and off-campus, the University and the Public Administration Program can

overcome this funding cap and enhance resources since off-campus FTES does not count under the cap and so, additional resources may be gained. Since the Public Administration Program has already offered some of each of these types of course scheduling, the Program is in effect more poised to take advantage of these opportunities than are most other departments or programs.

Constraints

Like everyone else in the field and in our University, we keenly feel constraints on our budget, time, faculty time, and other resources. Our Program has sought to overcome these constraints in a number of creative ways-- focusing more efforts on building summer courses, advertising for students to try out our courses, and beginning what has already been an effective development effort with our alumni. Having summer courses and students taking courses through the College of Extended Learning has allowed the Program to develop additional resources.

2.1.C. Mission Process

Public Administration Program faculty, students, and alumni went through a full strategic planning process during Academic Year 1997-98. Meeting monthly, faculty began with the development of a mission statement then sought the input of students and alumni to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and other parts of the strategic plan. Much of this input took place with focus groups and the use of electronic communications. Then, goals and objectives were laid out, matched with implementation strategies, and set out in a timeline.

During Academic Year 1998-1999, the strategic plan was updated. The process of updating the strategic plan came as a result of significant work on the Program's student learning outcomes assessment plan and advising plan. As that plan was developed and implemented, it clarified participants' thinking about learning outcomes and many other issues within the strategic plan. Data utilized in the Plan was also updated.

The strategic plan will continue to be updated on a regular basis with the input of the Alumni Advisory Board, students and faculty.

2.1.D. Deviation from Standards

The Program requests no deviations from National Association of Schools of Public Affairs and Administration standards at this time.

We do recognize, however, that the model we present is different from that of most NASPAA accredited programs. Most programs have program faculty whose tenure lines are solely within the confines of the Public

Administration department or program. That is not the case with the Public Administration Program at San Francisco State University.

Our program has an interdisciplinary faculty, which we consider to be one of its greatest assets. It means that students are gaining the knowledge about sub-fields within public administration from experts in those sub-fields; e.g., they are learning about the economics of public policy from economists, the policy-making process from political scientists, organizational behavior from psychologists. However that means that of our nine core faculty, only three have their tenure base in Public Administration. For some programs, the small number of public administration-based faculty might be a weakness, but the interdisciplinary nature of our program strengthens it. While rooted in other departments, these faculty have been strong and very involved supporters of the program (many for twenty years), willing to support it when additional resources from the College or University are needed.

An aberration from the standards (Standard 5.1) also occurred for the first time during the Spring 1999 semester. Due to the sudden and unexpected retirement of Professor Cho, the unsuccessful search in AY 1997-98, and a convergence of release time and a prestigious research opportunity, there were fewer faculty than normal available to teach core courses. This resulted in a one-time only reduction of the percentage of core courses taught by members of the faculty nucleus. The arrival of our third Public Administration faculty member ensures that the Program's ability to always have at least 50 percent of the core courses and of total courses taught by full-time faculty is restored.

Therefore, the Program is not requesting a deviation from Standard 5.1.

2.2 Assessment

Student Learning Portfolio

The Public Administration Program's assessment process follows directly from the Public Administration Program's strategic planning process. The first four goals were student learning goals:

- **Goal 1:** Provide students with substantive knowledge about the depth and breadth of public administration today
- **Goal 2:** Provide students with the skills necessary to manage today's and tomorrow's organizations
- **Goal 3:** Provide students with the ability to be sensitive and knowledgeable about ethical and diversity issues in the public and nonprofit sectors
- **Goal 4:** Provide students with substantive knowledge about a specialized area of public administration

From these goals, a series of student learning outcomes were derived. The decision was ultimately made to assess student learning outcomes using a portfolio process. The Public Administration portfolio is a collection of work products and evaluations of work related to students' developing knowledge, skills, and abilities in public administration. Students will be able to use the portfolio to highlight their progress and professional development; the Program will use the portfolios to evaluate how well the Program is doing in achieving its student learning goals.

In order to implement the portfolio, four areas of student learning outcomes were identified--

- Knowledge of Public Administration theories and processes
- Knowledge of a Public Administration sub-field
- Skills in professional areas such as developing budget proposals, workforce policies, and understanding statistical analyses
- Effective written and oral communication skills, ability to work in teams, and basic and advanced computer skills

For each of these areas, specific skills, knowledge, and abilities desired as learning outcomes were identified. Then, each of these was matched with related work products and processes taught within the Program. Each of these was matched with a specific course or identified as a student choice option for which the student could choose where the assessment would take place. These skills and related portfolio products will be described in detail under Standard 4.0.

For all projects, exercises, and written components, students may turn in disks with computer files of all written portfolio components or can email these as attachments. Some exercises may also be scanned into the archive by Public Administration Program staff. All students will receive a CD-ROM with copies of their portfolio products when they graduate.

The Public Administration Program office keeps these copies of all portfolio components and evaluations of portfolio-related work and keeps track of portfolio completion and overall assessment. A database is used to track the completion of the portfolio and is also used to assess the achievement of overall Program student learning goals as well as individual, student-level achievement.

During Spring and Summer 1999, this process was implemented in PA 750: Managing Public Budgets, PA 740: Managing Organizational Behavior, and PA 790: Special Topics—Intergovernmental Relations. In these classes, five portfolio elements are possible-- one team project, one oral presentation using PowerPoint, the development of a budget proposal, the exercise concerning the understanding of financial statements, and the written communication. These five processes were evaluated using the new criteria.

Alumni Survey

In addition, an alumni survey was also distributed to ascertain longer range Program outcome goals. The survey asked alumni what their job was when they began the program, when they completed the program, as well as their current job. It also included a series of questions asking their perceptions of the faculty, the education they received, and the advising. The response from alumni to the survey was outstanding. Details of the survey and the results will be described under Standard 4.0.

Teaching Evaluations

Finally, teaching evaluations are required to be used in all classes at San Francisco State University and are used extensively in decision-making on part-time faculty and to improve teaching performance. The teaching evaluations currently used in the College of Behavioral and Social Sciences were developed in 1997-98 and have been fully assessed for reliability and validity. They include a series of fourteen quantitative questions asking for input on a five point scale (where 1 is Strongly Agree); qualitative questions are also asked.

2.3 Guiding Performance

2.3.A. Guiding Performance

The information gained from the portfolio assessment process, the alumni survey, and the teaching evaluations is constantly used to make changes in the Public Administration Program. Throughout the strategic planning process, the need to make changes continually arose. During 1998-99 alone, in addition to the portfolio itself, a new culminating experience option, a new emphasis option (Integrated and Collaborative Service Delivery), and changes in admission criteria were made.

In addition to these changes, the process of identifying learning outcomes, desired knowledge, skills, and abilities, where these should be taught in the Program, and how to assess them led to changes on particular courses. For instance, based on input from alumni, the emphasis in fund accounting and reading financial statements was increased in PA 750: Managing Public Budgets. A new exercise in developing workforce policies was added to PA 745: Managing Human Resources, and our efforts at developing more effective writing, oral communication, and team work skills became much more explicit. Changes and adaptations in the student recruitment and retention plan were also made as information was received about student trends.

In particular, the need to decide how best to assess performance within the portfolio led to some very interesting discussions and ideas about how to change courses and refine expectations among the students. The alumni survey has led to changes in our Program, reinforcing decisions already made about advising and highlighting the need for more community and professional

connections. These issues are being considered for improvement. Teaching evaluations are constantly used to make decisions in who to hire to teach our courses.

Finally, in the spirit of continuous improvement and in recognition of an incessantly changing environment, the strategic plan itself was adjusted and updated.

2.3.B. Program Changes

There have been many program changes in the past few years. These changes are directed by the strategic plan and the Program mission requires us "to train students in the governance, policy, and administration of the public and nonprofit sectors through intellectual and interdisciplinary practical 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."

In order to ensure excellence and innovation in teaching and to develop a Program that is indeed able to prepare students to work in and manage the organization of tomorrow, the Program has made a series of changes in the past several years. These changes include the following:

- Hiring new faculty members in 1996 and 1999 to specialize in public management and non-profit administration
- Creating new courses addressing current trends in public administration:
 - Diversity in Public Administration
 - Virtual Government
 - Intergovernmental Relations
 - Strategic Management
 - Developing Nonprofit Resources
- Developing a new emphasis in Integrated and Collaborative Service Delivery
- Creating a new culminating experience option, the Master's Case Study Analysis
- Implementing the Student Public Administration Portfolio

To ensure that the Program was recruiting and retaining a diverse student body, another series of changes were made. These changes included improving the services that the Public Administration Program offered to students and enhancing the benefits that were offered to students. These changes include:

- Developing a new brochure to recruit new students
- Implementing a student recruiting and retention plan

- Creating the first undergraduate course ever—an online course on careers in the public service, which has been offered for three semesters
- Improving relations with alumni
- Winning approval for a San Francisco State University chapter of Pi Alpha Alpha
- Creating the Cho Public Service Scholarship and distributing scholarships every year to an incoming and a returning student
- Developed student achievement awards to recognize student excellence and achievement

The Program has also undergone other changes that are related to its ability to provide services to its students and faculty. These include beginning development efforts to create a pool of discretionary funds for use by the Program, obtaining new office space so that all Public Administration faculty could be housed together, and a turn-over in staff in 1998 (when May-Britt Jeremiah was hired as Office Coordinator).

Student and alumni satisfaction with these changes and with general program operations are assessed using alumni surveys and the Student Portfolio process.

As part of the implementation of the strategic plan, other changes are in the planning stages. These are the development of an undergraduate minor in Public Administration and Certificates in Public Management and Non-profit Administration.

STANDARD 3.0--PROGRAM JURISDICTION

The governance and administration of the Public Administration Program reflects its status as an interdisciplinary program-- all of the faculty in the Public Administration faculty nucleus participate in the Program's governance and administration, including those whose tenure base is in another department.

In the scope of influence, there are no differences between the Public Administration Program and other departments and programs.

The most important matter of program jurisdiction within the mission statement is the statement of the interdisciplinary focus of the Public Administration Program. This focus is essential to our Program and its operation in the culture of the College of Behavioral and Social Sciences, San Francisco State University, and in the San Francisco Bay Area. It represents the collective view among the faculty of public administration as an interdisciplinary discipline.

No deviations from Standard 3.0 are requested based upon Program Jurisdiction.

3.1 Administrative Organization

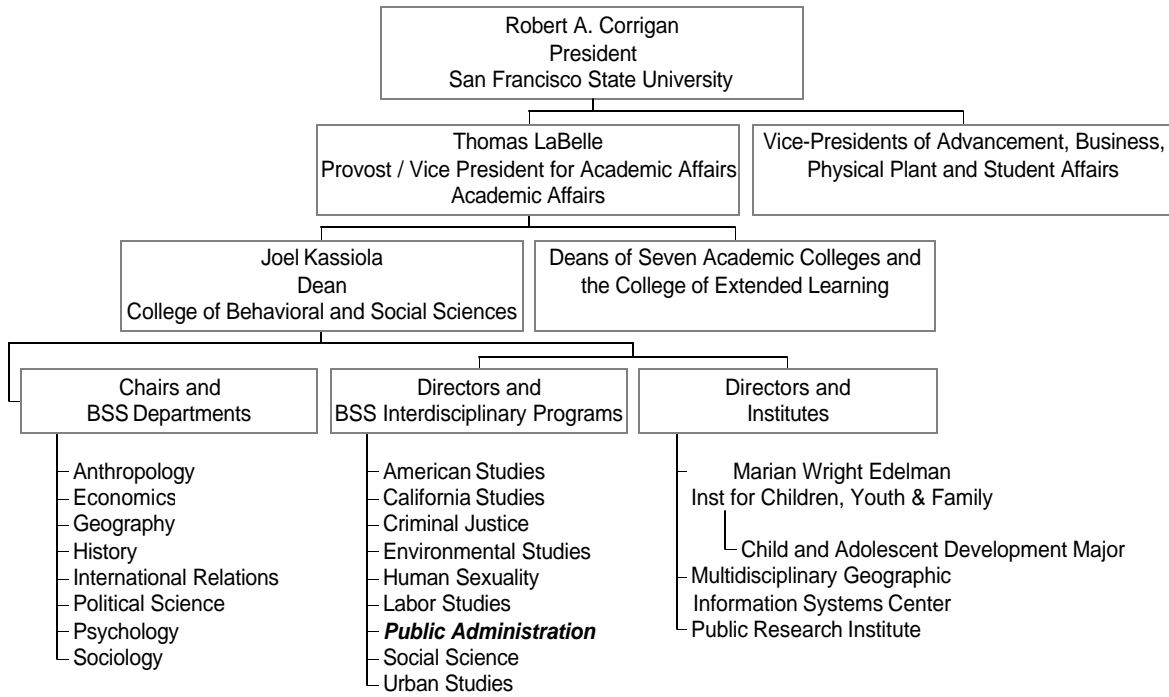
The Public Administration Program is an independent interdisciplinary program that is self-governed; the administrative officer is a Program Director. Organizationally, the Program resides within the College of Behavioral and Social Sciences and the Director reports directly to the Dean of the College of Behavioral and Social Sciences.

The Dean, in turn, reports to the Provost and Vice President for Academic Affairs, who reports to the President. Since San Francisco State University is part of the California State University system, the President then reports to the Chancellor of the entire twenty-two campus system.

The Director is recommended by the faculty and is appointed by the Dean. The Director serves a three-year term which may be extended.

The Program has its own readily identified office and staff as well as its own identifiable faculty. As illustrated in the organizational chart below (Figure 3.1), the Program Director has the same status as all other department chairs and program directors in the College and meets regularly with them as the College Council.

Figure 3.1: Organizational Chart of the Public Administration Program within San Francisco State University



The Program has particularly strong relationships with the Programs and Departments of the other core faculty. These units are the Urban Studies Program and the departments of Economics, Political Science, Sociology, and Psychology.

At one time Public Administration, Urban Studies and Political Science were part of a Center for Politics, Policy, and Administration. As recently as 1997-98, there were discussions and meetings among these same four departments and programs, joined by the International Relations program, about the possibility of creating a School of International and Public Affairs. As a result of these discussions, the four units agreed to work together on various projects to see if there are strong reasons for an additional structure. The latest of these projects was a curriculum grant from the National Science Foundation. Other projects have included the joint development of a computer lab (PSIRUS Lab).

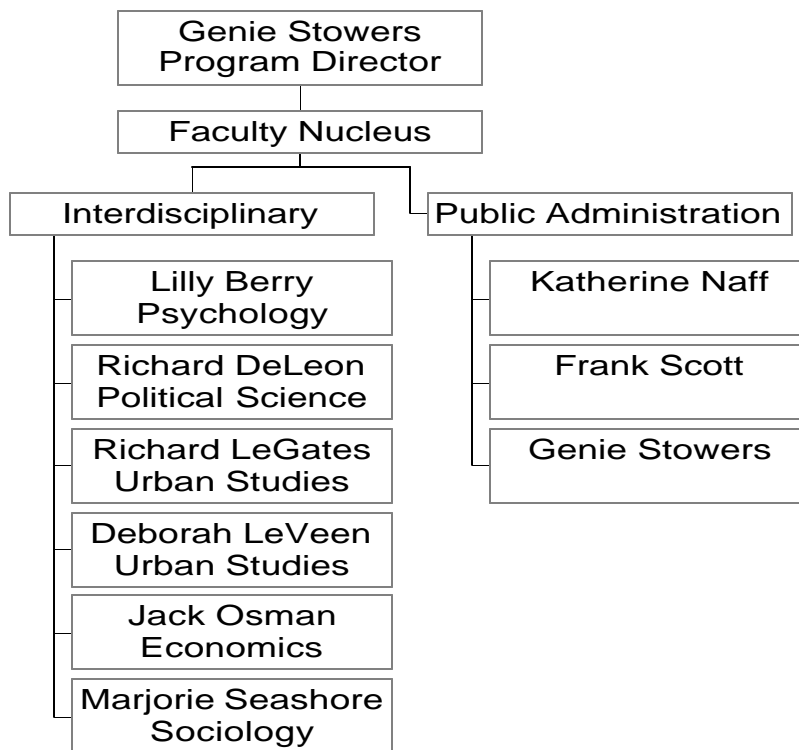
Another strong relationship is with the Public Research Institute (PRI) at the University. Founded in 1984, PRI provides policy research, data collection, analysis and consultation to government agencies, non-profit organizations, community groups and businesses in the Bay Area and California. Our faculty

are extremely active with PRI and Public Administration students have been among the most active contributors to its research and survey projects there, where they gain valuable research, data analysis and project management skills. The current and former directors of PRI are both affiliated with the Public Administration Program.

3.2 Recognized Program

Within the College of Behavioral and Social Sciences and San Francisco State University, there is a recognized unit known as the Public Administration Program (Figure 3.2). There is an identifiable faculty membership, one whose primary responsibility for the Program is fully recognized at all levels of University administration and organization.

Figure 3.2: Organizational Chart of the Public Administration Program



3.3 Program Administration

Organizationally, a Program Director is responsible for the direct administration of the Public Administration Program, which is independent of other units. This person is nominated by the faculty and appointed by the Dean.

Since July 1997, the Director has been Dr. Genie Stowers. Dr. Yong Hyo Cho served as Director from 1989 to 1997.

Dr. Cho was hired to be Director following an external nationwide search conducted by a faculty search committee. The search committee recommended the selection of Dr. Cho to the Dean, who concurred.

When Dr. Cho retired, no external search was conducted. Instead, the faculty recommended that Dr. Stowers serve as the next Director. At San Francisco State University, the chair or director position traditionally rotates among faculty, and the decision as to who should be asked to serve in this role is nearly always a very collegial one. The chair or director then serves one or more terms before resuming his or her position as a member of the regular faculty. Therefore, it was a relatively straightforward decision on the part of the faculty that Dr. Stowers should succeed Dr. Cho as program director. Dr. Stowers' primary responsibilities were in Public Administration, she had not previously served as Program Director, and she was a tenured associate professor.

3.4 Scope of Influence

The scope of influence of the Director and faculty of the Public Administration Program over all programmatic, curriculum, operational, student, personnel and faculty issues is extremely high. Unlike some other programs whose identity is submerged into another department or program, the Public Administration Program at San Francisco State University is self-governing.

Initial decisions on all of these aspects of programmatic development and administration are made by the Public Administration Program faculty. In each case, there are consulting authorities and levels of accountability to which the Program faculty and director must adhere. In general, these arrangements are no different for Public Administration than for any other program or department in the University. However, the College of Behavioral and Social Sciences has a tradition of more collegiality than other Colleges within the University. In practice, that means that the Public Administration program has authority over its administration equal to other programs and departments within the College, and greater than many other programs and departments in the University.

General Program Policy and Planning

General program policy and planning is the sole responsibility of the Program director and faculty. The only constraint is that all policies and plans must adhere to California State University, the College of Behavioral and Social Sciences, and San Francisco State University policies.

Degree Requirements

The structure and exact nature of degree requirements are the sole responsibility of the Program Director and faculty. These requirements, however, are subject to review by University and system-wide committees. Depending on the exact nature and extent of the proposed degree requirements, proposals must be submitted to San Francisco State University's Graduate Council, the Curriculum Review and Approval Committee (a subcommittee of the Faculty Senate), and the Academic Senate. Still more extensive changes might require review by a state-level committee tasked with preventing duplication and enhancing coordination among California state universities, the California Post-Secondary Education Commission (CPEC).

New Courses and Curriculum Changes

New courses may be proposed by the Director and faculty at any time. Course proposals are reviewed by the College Curriculum Coordinator, who is the Associate Dean. Proposals are then reviewed by the University Curriculum Coordinator and approved by the University's Course Review Committee, a committee of all the Associate Deans in the University.

Admissions

Once a student has met the initial requirements for admission to the University, the Program Director and faculty have sole decision-making authority over all admissions.

Certification of Degree Candidates

The Program faculty and Director have initial responsibility for certifying degree candidates, through signatures verifying completion of the Culminating Experience project on a Report of Completion. The Program Director also reviews and signs every student's Graduate Approved Program (GAP), to be completed in the next to last semester of the Program. The GAP specifies which courses have been completed and which remain.

Using the GAP and the Application for Degree form, the final certification of the completion of all courses is conducted by the Graduate Division of the University.

Course Scheduling and Teaching Assignments

According to the contract between the California Faculty Association (CFA) and the California State University system, all faculty are required to maintain a workload of 24 Weighted Teaching Units (WTUs) during an academic year³.

³ One four-unit class is equivalent to 4 WTUs; WTUs are also earned through directing independent studies and through service or research activities for which release time is granted from teaching.

In consultation with the faculty, the Program Director undertakes initial course scheduling and teaching assignments. Since San Francisco State University Public Administration Program courses are taught on a regular schedule that was developed and approved by faculty, there is relatively little discretion in the content of each semester's schedule. However, there is flexibility in the timing and format of these courses and these decisions are made on a collegial basis by the Program Director and faculty.

Once an initial schedule has been developed, the Program Director meets with the Dean of the College of Behavioral and Social Sciences to make a final determination about the course schedule. The Dean is mainly concerned with the amount of funds spent on outside lecturers, but also pays close attention to the number and variety of courses, likely class sizes and the number of full-time equivalent students (FTES) likely to be generated by the schedule.

If the Dean believes there are too many courses on the schedule for a given semester, the Program Director and faculty are asked to decide which courses should be eliminated.

Use of Financial and Other Resources

Each year, the Program is allocated funds from the College of Behavioral and Social Sciences for supplies and services. In addition, the Program receives funding from the College of Extended Learning from classes offered in the summer and from students who are not admitted to the University, but enroll in Public Administration courses through the College of Extended Learning's Open University. The Program also has non-state funds available in several San Francisco State University Foundation accounts generated by donations from alumni.

The State of California promulgates broad guidelines that govern the use of State funds; these include a prohibition on the purchase of food or beverages or any other materials that could not remain in the possession of the State of California.

Within these broad guidelines, however, the Program has full authority over the expenditure of its own funds.

Appointment, Promotion and Tenure of Program Faculty

The appointment, promotion and tenure of Program faculty is initiated by faculty in the Public Administration Program. This is in keeping with the collegial mores of the San Francisco State University campus, where there is a tradition and a reality of active faculty involvement in university governance. This tradition is even more pronounced in the College of Behavioral and Social Sciences.

There are different procedures for appointment, promotion, and tenure; each of which are detailed in and governed by the California Faculty Association contract with the California State University.

Appointment

The appointment process is initiated when a position is approved for a search by the Dean and the Provost / Vice President for Academic Affairs. A Public Administration Program faculty committee is then convened and a national search is conducted. Typically, three candidates are brought on campus for interviews. From among these, the faculty search committee makes a final recommendation to the Dean. The Dean almost always concurs with the faculty recommendation and forwards that recommendation to the Dean of Faculty Affairs and the Provost / Vice President for Academic Affairs. Once they have approved the selection and certified that the search process was appropriate and followed correct procedures, the Dean then makes the offer to the candidate and conducts negotiations as to the conditions of employment.

Promotion

The promotion process is also initiated and carried out by the faculty. Each year, the Public Administration Program Retention, Tenure and Promotion (RTP) committee evaluates probationary faculty and makes recommendations for or against retention. This evaluation is based upon the faculty member's Working Personnel Action File (WPAF), a file containing the candidate's publications, teaching evaluations, letters of recommendation, curriculum vitae, and an index to all materials.

This RTP Committee recommendation goes to the Program Director, who makes a recommendation to the Dean, who forwards his or her recommendation to the Provost / Vice President for Academic Affairs.

When it is time for a faculty member to request promotion, this same process is followed except that the Dean's recommendation goes to a University-wide faculty committee, the University Promotions Committee. This Committee evaluates all candidates for promotion within the University and makes a recommendation to the Provost / Vice President for Academic Affairs. Both the Committee and the Provost then make recommendations to the President of the University.

Tenure

At San Francisco State University, there are separate processes for tenure and promotion. The tenure process is different from the promotion process in that a faculty committee, the University Promotions Committee, has decision-making authority in the promotion process but there is no such university wide faculty committee for the tenure process. The recommendation on tenure goes directly from the Dean to the Provost / Vice-President for

Academic Affairs, and then to the President. Although separate processes exist for tenure and promotion, they may occur simultaneously.

In faculty personnel decisions as well as all of the other decisions and processes discussed under this standard, the Public Administration Program has the same jurisdiction and authority as any other department or program within the University.

STANDARD 4.0--CURRICULUM

4.1 Purpose of Curriculum

The purpose of the curriculum is to "prepare students for professional leadership in the public service." The Public Administration Program has a curriculum that has changed with the needs of our students and the discipline itself. It is designed to ensure that our students are prepared for professional leadership in the public service.

This preparation begins with the core curriculum, an interdisciplinary selection of courses designed to ensure a common background for all our students. All students pursuing the M.P.A. are required to take seven courses, separated into Essential Theories and General Skills and Essential Management Skills.

This curriculum derives immediately from the mission statement as an interdisciplinary curriculum that has been designed to prepare students with a strong core of knowledge and skills that will prepare them to manage and lead the organizations of tomorrow. It represents innovative courses, innovative curricula, and flexibility in order to meet our students' needs.

These courses and the number of units granted are:

Essential Theories and General Skills

PA 700	Democracy and Public Administration in a Diverse Environment, 3
PA 710	Research Methods for Public Administration, 4
PA 720	Microeconomic Applications for Public Administration and Policy, 3
PA 730	Politics of Policy-Making & Implementation, 4

Essential Management Skills

PA 740	Managing Organizational Behavior, 3
PA 745	Managing Human Resources, 3
PA 750	Managing Budgets in the Public Sector, 4

These courses provide the basic knowledge and competencies needed by all students as they prepare to be leaders in the public service. By requiring all students to take this core, the Program ensures that all students have a common understanding of public administration and the professional proficiencies that they need.

While it is important that all students have this essential core, it is equally important that students develop their own interests in a sub-field. Our requirement that they complete 10 or more units of electives assures them of this opportunity. This is where the interdisciplinary approach of our Program distinguishes us from others. The faculty has designed five interdisciplinary elective emphases. They are:

- Integrated and Collaborative Service Delivery
- Non-Profit Administration
- Public Management
- Public Policy Analysis
- Urban Administration
- Self-Designed Emphasis

With the exception of our newest emphasis, Integrated and Collaborative Service Delivery, each concentration is designed to have one central required course. After that course, the student may choose the remaining courses from a list of from three to ten other approved courses available in Public Administration and other SFSU departments. In addition, in consultation with an advisor students may design their own elective emphases from a selection of Public Administration and other courses.

This flexibility in course selection allows students creativity in meeting their own needs for professional development and those of their communities.

Deviations from Standard 4.0

No deviations from Standard 4.0--Curriculum are requested.

4.2 Curriculum Components

4.2.A. Background Information

1. Credit System

San Francisco State University operates under the semester system.

2. Length of Term

The lengths of the Fall and Spring terms are 15 weeks. Winter Intersession is only three weeks long (the Public Administration Program has never offered courses during this session). During the Summer Session, there are nine different term options and the length of the term varies from three to eight weeks—contact hours are equivalent to the contact time available during regular semesters. The Public Administration Program does teach courses during these terms, typically A or B sessions (both 6 weeks).

3. Number of Terms

There are four terms within the calendar year—Fall Semester, Winter Intersession, Spring Semester and Summer Session.

4. Full-Time Status

At San Francisco State University, a full-time graduate student is defined as one who is taking 9 units per semester. There is not a minimum number of

credits which have to be taken as a graduate student but students who do not enroll in two subsequent semesters are dis-enrolled and must reapply to the University for readmission. The maximum number of credits that can be taken is 18.

While nine units is defined as full-time for a graduate student. However, when counting graduate students to calculate full time equivalent students (FTES), the definition for undergraduate (15 units) is used.

5. Time Limitation

The degree must be completed within 7 years of a student's admission date.

6. Class Contact Hours

The number of 50 minute class contact “hours” per week equals the number of credit units received for the course.

7. Numbering System

The course numbering system at San Francisco State University is as follows:

Figure 4-1: Course Numbering System at San Francisco State University

COURSE LEVEL	COURSE NUMBERS
Remedial instruction and non-credit courses (units and grades Earned will not count towards graduation requirements)	0- 99
Lower Division	100-299
Upper Division	300-699
Graduate Courses	700-899
Joint Doctoral Courses	900-999
Professional Level Courses Offered for Continuing Education units (CEUs); may neither be applied to nor substituted for graduation requirements.	9000-9999

4.2.B. Course Distribution

Table 4-2 describes the distribution of courses among lower division, upper division, and graduate courses .

Table 4-2: Course Distribution

Course Level	COMMON CURRICULUM COMPONENTS		Additional Curriculum Components	Total
	Required Prerequisites	Required Graduate		
Lower Division	3 units			3 units
Upper Division	8 units		Internship--4 units	12 units
Upper Div. & Graduate			Electives--10 units	10 units
Exclusively Graduate		<ul style="list-style-type: none"> • Core Courses-24 units • Culminating Experience-3 units 		27 units
Total	11 units	27 units	14 units	52 units

4.2.C. Capable Professionals

"The curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service." The core curriculum provides a strong foundation in the essential theories and skills necessary for today's public administrators. The elective courses provide the necessary flexibility for the development of crucial knowledge and skills in a sub-field of the student's choice. The internship or substituted work experience provides the necessary action context in which students can learn to apply the knowledge and theories gained through coursework. If pre-career, the internship also provides essential socialization that will enable the student to succeed in the workplace. In the process of completing their coursework, students develop a portfolio that includes written assignments and faculty assessments documenting their analytical abilities and communication skills. Finally, the culminating experience provides an opportunity for the student to synthesize all that has been learned. Together, these elements provide a curriculum that produces capable professionals who are at the cutting edge of the discipline.

4.2.D. Assessment and Guiding Performance

Student Portfolio

Beginning in Spring 1999, the Program required that students to compile a portfolio to demonstrate their mastery of the knowledge and skills required of effective public administrators.

In order to implement the portfolio, these areas of student learning outcomes were identified (see table 4.3):

- Knowledge of Public Administration theories and processes
- Knowledge of a Public Administration sub-field
- Skill in professional areas such as developing budget proposals, workforce policies, and understanding statistical analysis
- Effective written and oral communication skills, ability to work in teams, and basic and advanced computer skills

For each of these areas, learning outcomes were identified. Then, work products were selected that would allow for an assessment of the extent to which students achieved each outcome. Finally, we ensured that students had the opportunity to learn the material or skills, to produce each work product, and have it assessed, in at least one course (often more). (Tables 4-3 through 4-6).

**Table 4-3: Knowledge of Public Administration-
Portfolio Component and Products**

DESIRED SKILL, KNOWLEDGE AND ABILITY	RELATED WORK PRODUCT AND PROCESS
Knowledge about Core Public Administration Concepts and Theories	Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Knowledge of Specialized Area of Public Administration	Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Knowledge about Political, Economic, and Social Institutions	Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Understanding of the Policy Process	Policy Paper in PA 730
Understanding of Organizations and How They Work and Change	Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Knowledge and Understanding of Ethics Issues	Paper or Exercise Addressing Ethics Issues (Course/Time--Student Choice) Address Ethics Issues in Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Knowledge and Understanding of Diversity Issues	Paper Addressing Diversity Issues (Course/Time--Student Choice) Address Diversity Issues in Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Knowledge and Understanding of Human Resources Management Issues	Paper in PA 745

**Table 4-4: Professional Skills--
Portfolio Component and Products**

DESIRED SKILL, KNOWLEDGE AND ABILITY	RELATED WORK PRODUCT AND PROCESS
Conduct and Use Basic Social Science Research	PA 710 research paper and homework
Use Electronic and Other Search Methods to Develop Bibliographic Materials	PA 710 research paper and homework
Conduct Cost Benefit Analysis	Exercise in PA 720
Develop Budget Proposal	Budget Development Project in PA 750
Be Able to Read and Understand Public & Nonprofit Financial Statements	Exercise in PA 750
Develop Workforce Related Policies	Exercise in PA 745

**Table 4-5: Written, Oral and Team Work Skills--
Portfolio Component and Products**

DESIRED SKILL, KNOWLEDGE AND ABILITY	RELATED WORK PRODUCT AND PROCESS
Written Communications: Ability to Write Concisely and Effectively	<ul style="list-style-type: none"> • Two written papers (Course-- Student Choice) • One one-page memorandum (Course-- Student Choice) • Case Study Analysis in PA 890 / Other Culminating Experience Requirement
Oral Communications Ability to Make Effective Oral Presentations	<ul style="list-style-type: none"> • Two oral presentations (Course-- Student Choice) • One oral presentation with PowerPoint (Course-- Student Choice)
Team Work Ability to Work Effectively in Groups and Teams	Two Team Projects (Course-- Student Choice)

The written communication portfolio assessment products are assessed by faculty asking these questions of each portfolio product:

On a scale of 1 (lowest) to 5 (highest), how would you judge the extent to which the student

- demonstrated a working knowledge of theories, concepts and methods appropriate to the discipline in their writing?
- demonstrated critical thinking in their writing?
- presented and developed a clear line of analysis (effective opening and closing with well-organized points throughout the paper) in their writing?
- was able to write concisely?
- demonstrated good basic writing skills: grammar, spelling, and sentence structure?
- demonstrated originality in his or her writing and analysis?

Faculty assessing the oral communication portfolio elements will consider these questions:

On a scale of 1 (lowest) to 5 (highest), how would you judge the extent to which the student

- was clear in the oral presentation?
- was interesting and engaging in their oral presentation?
- was well organized?
- was attentive to the audience?
- delivered the oral presentation in a professional manner?
- demonstrated originality and creativity in the presentation
- made use of useful and appropriate handouts?
- used the time well (including staying within the allotted time)?

If using PowerPoint, how effectively and appropriately did the student use PowerPoint?

Faculty considering the team work portfolio elements will consider the following questions, which can be answered by a student's own group members:

Where 1 is the least and 5 is the most, how would you judge the extent to which the student has

- contributed a fair share of the group's work,
- made a valuable contribution to achieving group goals?
- shown reliability and timeliness in completing group tasks?
- demonstrated a willingness to compromise when making group decisions?
- exhibited a willingness to effectively listen to others in the group?
- demonstrated an ability to contribute good ideas that lead to group success?
- shown leadership skills in accomplishing tasks?

**Table 4-6: Computer Skills--
Portfolio Component and Products**

DESIRED SKILL, KNOWLEDGE AND ABILITY	RELATED WORK PRODUCT AND PROCESS
Basic Computer Skills:	
Ability to Use Email Ability to Use Listserv Ability to Use Word Processing Software	Sign Off By Program Director After Student Demonstrates Competence in the Use of these Skills
Advanced Computer Skills:	
Ability to Use the World Wide Web for Searches and Applications	Use of World Wide Web (Course/Time-- Student Choice)
Ability to Participate in Computer Conference	Participation in Conference (Course/Time-- Student Choice)
Ability to Effectively Use Statistical Software to Carry Out Research Projects	Effective use in PA 710 for Research
Ability to Effectively Use Spreadsheets for Professional Budget Development & Analysis	Effective Use in PA 750 for Budget Development
Ability to Effectively Use Presentation Software to Create Presentations	Effective Use in PA 750 for Budget Presentation
Ability to Effectively Use Databases to Monitor and Track Information	Use in PA 745 for Personnel Database Exercise

Faculty judging the successful completion of computer skill development will consider the following question:

- How would you judge the extent to which the student has shown he or she can effectively put this skill to use?

The specific operations of the portfolio process are described below.

Students may turn in disks with computer files of all written portfolio components or can email these to the department as attachments. Some exercises may also be scanned into the archive by Program staff. All students receive a CD-ROM containing their portfolio products when they graduate.

The Public Administration Program office keeps copies of all portfolio components and evaluations of portfolio-related work. The program employs a database to assist in the tracking of portfolio completion, which is also used to assess the achievement of overall Program student learning goals.

During Spring and Summer 1999, this process was implemented in PA 750, PA 740 and PA 790. In these classes, five portfolio elements were

available for completion: a team project, an oral presentation using PowerPoint, the development of a budget proposal, the exercise concerning the understanding of financial statements and written papers. These four processes were evaluated using the new criteria and the PowerPoint presentation and spreadsheet files from the budget proposal were stored in the computer archive in each student's file. The financial statement exercises were scanned and then stored in the system. The results are shown in tables 4- 4 through 4-7.

Portfolio Assessment Results

Faculty are required to make qualitative and quantitative assessments of student performance on each of the work products that will be included in the portfolio. These quantitative assessments are then aggregated and summarized so that an overall assessment, across all students, may be made.

Table 4-7: Results of Portfolio Assessment To Date

PORTFOLIO ELEMENT	AVERAGE ASSESSMENT SCORE (STD DEV)	RANGE	AVERAGE STANDARDIZED SCORE (STD DEV)
Professional Skills			
Completion of Budget Proposal (PA 750)	4.5 (out of 5) (Std Dev=.8)	Max = 5 / Min = 2	89.6% (Std Dev = 15.06)
Interpretation of Financial Statements (PA 750)	4.7 (out of 5) (Std Dev=.7)	Max = 5 / Min = 2	93.6% (Std Dev = 13.8)
Communication and Team Work			
Written Communication (PA 740 and 790)	24.8 (out of 30) (Std Dev= 4.4)	Max=30 / Min =18	82.8% (Std Dev = 14.8)
Team Project (PA 750)	31.3 (out of 35) (Std Dev = 3.6)	Max = 35 / Min = 21)	89.5% (Std Dev = 10.38)
Oral Presentation with PowerPoint (PA 750)	35.5 (out of 40) (Std Dev = 3.2)	Max = 40 / Min = 30)	88.9% (Std Dev = 8.04)

When such results are expanded to include the full array of Public Administration courses, they will provide an important baseline for Program efforts in the future. The results from this pilot indicate moderate levels of success in training and educating students in these professional, communication, and team work skills. More importantly for continued Program success, they

indicate in what areas the Program needs to improve. For instance, while the highest average scores were for Interpretation of Financial Statements, there was a relatively high standard deviation, indicating a broader range of results among the students. To date, the lowest score (by a slight amount) was for the Oral Presentation with PowerPoint, which also had the least variation among students. That such an analysis is possible is a testament to one of the many benefits of the Portfolio project undertaken at SFSU.

Alumni Survey

In addition, an alumni survey was also distributed to evaluate longer Program outcome goals. The survey asked alumni what their jobs were when they began the program and what they are now. It also contained a series of questions asking their perceptions of the faculty, and the education and advising they received.

The response from alumni was outstanding-- 73 of the 264 alumni for whom the Program has addresses returned a completed survey, a 27.7 percent return rate⁴. This represents a response rate of nearly 30%; more than acceptable considering that many of these alumni received their degrees many years ago. The results of the survey were overwhelmingly positive, with one exception. Alumni who responded had been out of the Program for an average of 7.2 years (median was 6 years and the mode was three years).

Results of the Survey

For seven of the survey questions, alumni were asked to rate the question along a 7 point scale, where 1 was Strongly Disagree and 7 was Strongly Agree.

Figure 4-1 presents the results for the question, "Classes were of high quality, " and are extremely positive.

⁴ An additional five surveys were returned after the analysis was completed.

Figure 4-1: Class Quality

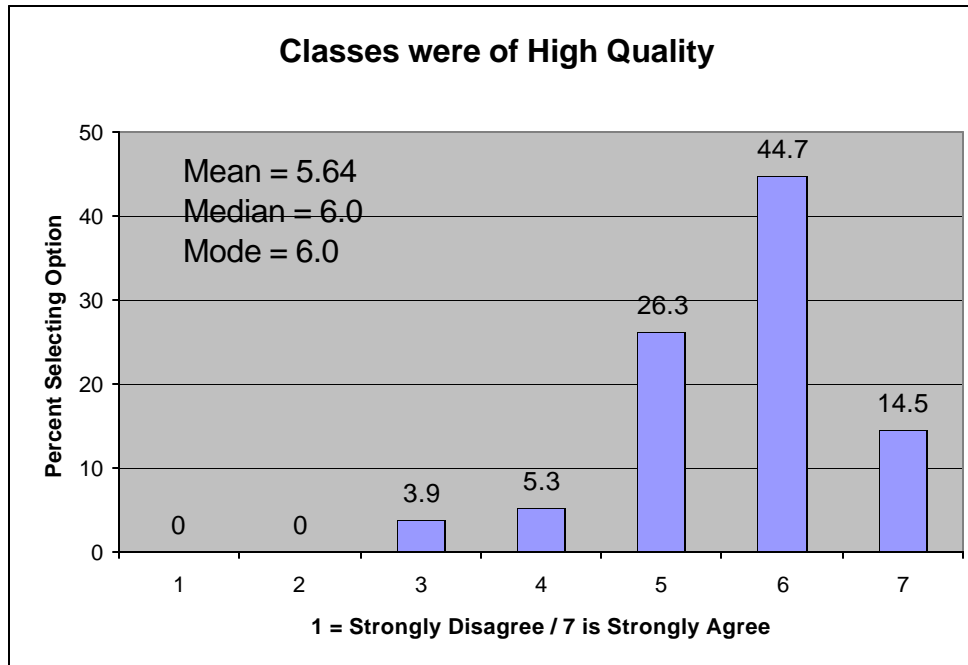


Figure 4-2 provides results for the question, "Faculty were Effective Instructors." The results once again indicate strong beliefs that the public Administration faculty are effective in their instruction.

Figure 4-2: Faculty Effectiveness

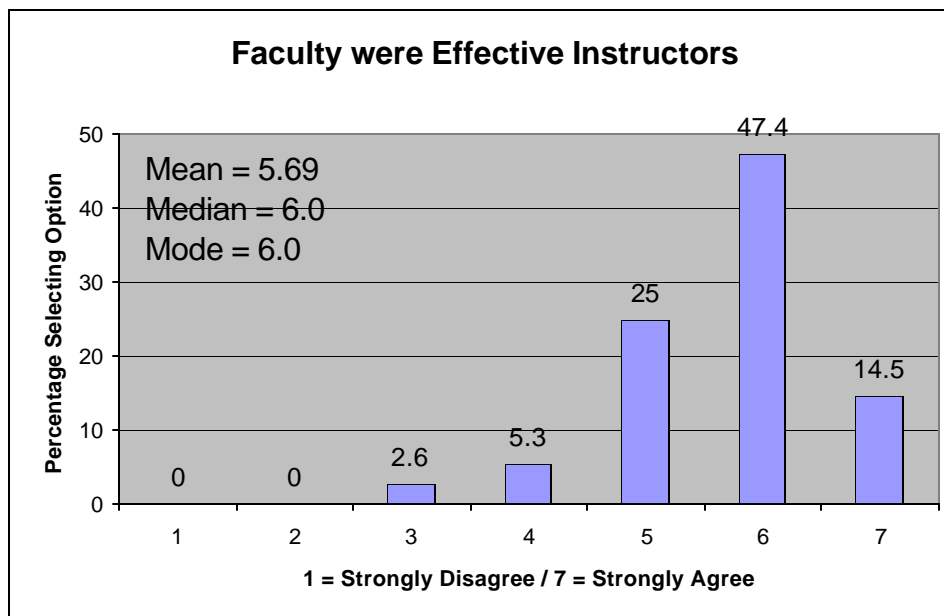


Figure 4-3 concerned the availability of advisors for students. While not as uniformly positive, the median and mode were still 6.0, indicating agreement with the statement.

Figure 4-3: Availability of Advisors

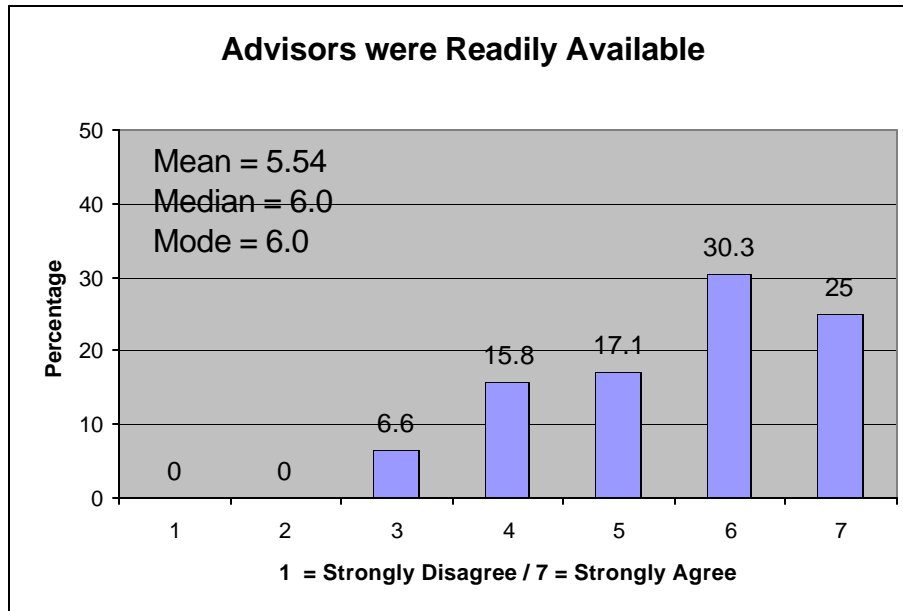
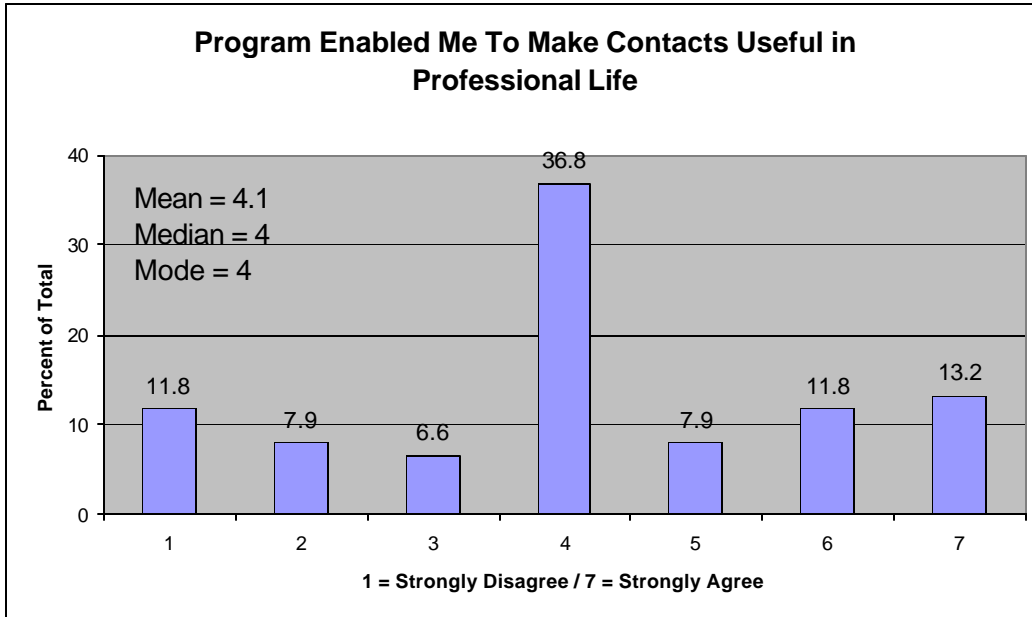


Figure 4-4 presents responses to the statement, "The MPA Program enabled me to make contacts that have been useful in my professional life." This question provides the least positive results of any question asked of alumni. One possible reason are the number of students who do not take advantage of the internship since they are already working.

Clearly, the Program needs to work on providing more opportunities for students to meet one another and to meet professionals in the field. To this end, the Program has now created community and alumni advisory boards and will invite members of these boards to Program events. This Spring, the student association sponsored a well-attended career forum where current and prospective students were invited to hear a panel of alumni discuss their professional experience and to meet them informally at a reception following the panel. These kinds of events will continue to be offered, and faculty and instructors will be encouraged to invite more guest speakers who can also become useful contacts.

Figure 4-4: The Program Enabled me to Make Contacts Useful in Professional Life

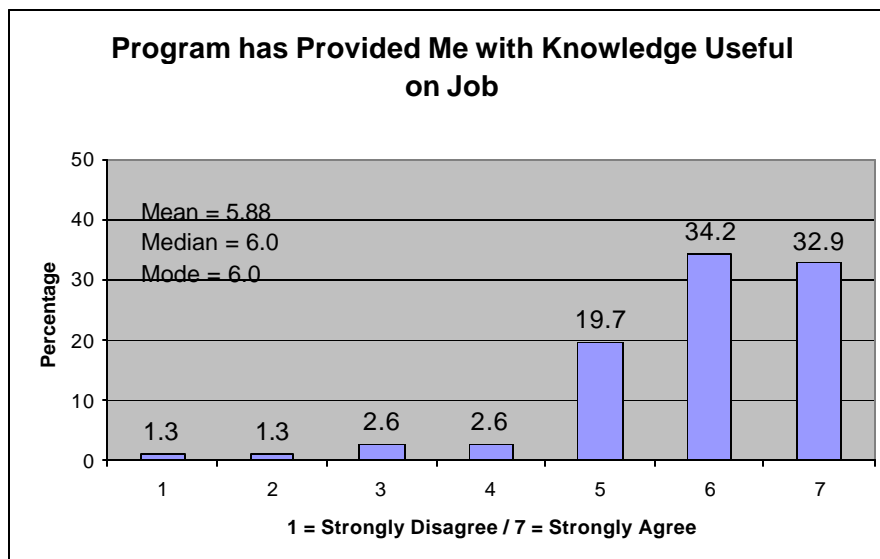


Results on Outcomes Measures

The next questions dealt with measures that can be considered outcome measures of the Program's overall effectiveness in the lives and careers of Program alumni. These measures are crucial to assessing the overall impact of the Program.

Figure 4-5 asked whether alumni agreed with the statement, "The Program has provided me with knowledge useful on the job."

Figure 4-5: Program Has Provided Me With Knowledge Useful on the Job



The results for this question were the most positive of any in the survey-- 86.8 percent of all alumni agreed that the education they received from the MPA Program at SFSU served them well on the job.

Figure 4-6 presents the responses to the statement, "The MPA degree helped me make progress toward achieving my career goals", another important outcome measure. The results are positive here as well -- 82.9 percent agreed with the statement, with 42.1 percent strongly agreeing.

Figure 4-6: Degree Helped Me Make Progress Toward Achieving Career Goals

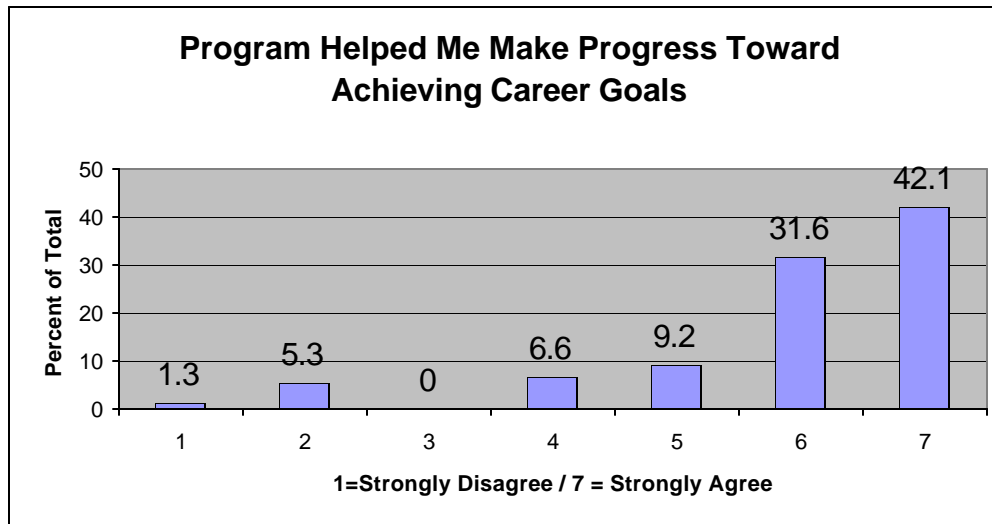
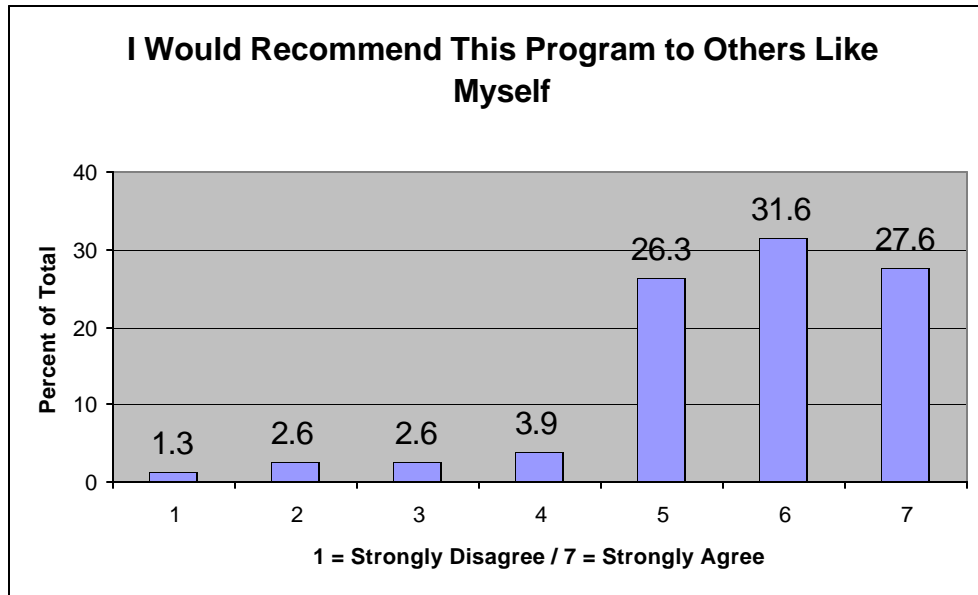


Figure 4-7 is the final outcome-related question asked of alumni-- "I would recommend this program to others like myself." The results of this question, another crucial outcome for the Program, were extremely positive. A full 85.5 percent of all alumni responding to the survey answered affirmatively.

Figure 4-7: I Would Recommend This Program to Others Like Myself



Overall, these results provide an extremely positive view of the MPA Program over time and the outcomes it attempts to achieve. Where results were less positive, with respect to providing opportunities to make professional contacts, the Program has already taken preliminary steps to rectify this shortcoming. That the vast majority of alumni indicated they would recommend the program to someone else is clear indication that the program has done well for its alumni.

Teaching Evaluations

Teaching evaluations also provide important results and information that is used in making decisions in the Public Administration Program. Table 4-8 provides summary data for the past four semesters for the teaching evaluations for all classes. Direct comparisons across time are more difficult since the College of Behavioral and Social Sciences adopted a new teaching evaluation instrument in Spring 1998.

However, these results indicate superior teaching by members of the Public Administration faculty. Across all four semesters, there are only four 2.0 average scores; the rest are between 1.0 and 1.99, indicating strong agreement with the positive statements about the classes, what they learned, and the instructor.

If any problems did arise in the evaluations for individual instructors, the Director spoke to that person to attempt to resolve the situation. At times, a part-time faculty member was not invited back to teach due to poor evaluations.

Table 4-8a: Summary of Teaching Evaluation Scores, Fall 1997 (Old Instrument)*

QUESTION	FALL 1997 SCORE
1. Command of Material	1.48
2. Clearly Expressed Ideas	1.71
3. Welcomed Questions	1.56
4. Importance of Subject	1.67
5. Clear Course Objectives	1.51
6. Effective Assignments	1.51
7. Reasonable Work Loads	1.54
8. Helpful Feedback	1.86
9. Grades Fairly	1.59
10. Effective Use of Class Time	2.03
11. Interest in Individual Student	1.64
12. Available for Consultation	1.70
13. Instructor Contribution	1.93
14. Course Contribution	2.06
15. Encouraged Further Learning	2.03
16. Overall, Recommendation of Instructor	1.72

1= Strongly Agree / 5 = Strongly Disagree

Table 4-8b: Summary of Teaching Evaluation Scores, Spring 1998 – Spring 1999 (New Instrument)*

QUESTION	SPRING 1998	FALL 1998	SPRING 1999
Class Organization	1.6	1.75	1.72
Clarity of Syllabus	1.56	1.53	1.67
Effective Assignments	1.61	1.82	1.81
Helpful Feedback	1.71	1.72	1.93
Subject Command	1.43	1.5	1.44
Strong Subject Matter Interest	1.35	1.18	1.32
Clearly Expressed Ideas	1.56	1.73	1.84
Respected Different Viewpoints	1.63	1.57	1.6
Welcomed Questions	1.49	1.43	1.44
Encouraged Critical Thinking	1.67	1.57	1.63
Motivated Further Learning	1.81	1.74	2.09
Contribution to Subject Knowledge	1.67	1.76	1.77
Overall, Effective Teaching	1.65	1.77	1.91
Overall, Recommendation of Instructor	1.7	1.75	2.0

1= Strongly Agree / 5 = Strongly Disagree

4.2.E. Graduate Classes

The courses taken to fulfill the common curriculum components are primarily for graduate students. Occasionally, undergraduate students take a core course but it is not common.

There is no minimum number of credits which must be earned in courses reserved exclusively for graduate students at San Francisco State University

4.2.F. Required Prerequisites

The Public Administration Program requires three prerequisite courses of all students before a student may be fully admitted into the Program. These are:

- Undergraduate course in microeconomics, 3 units
- Upper division course in research methods, 4 units
- Upper division course in statistics, 4 units

These courses ensure that all students have the necessary knowledge required to successfully complete the Public Administration Program core curriculum. The microeconomics course provides the foundation required for the course on Microeconomic Applications for Public Administration and Policy. The research methods and statistics courses ensure that students are prepared for the Research Methods class, which in turn gives them the skills required to critically analyze empirical literature in the field, and conduct their own research and analyses.

No waivers are granted for prerequisites; all student applicants must take the prerequisites prior to full admission to the program.

4.21 Common Curriculum Components

4.21.A. Required Graduate Courses

Core courses worth twenty-four credits are required of all students in the Public Administration Program. They are:

Essential Theories and General Skills

- PA 700 Democracy and Public Administration in a Diverse Environment, 3
- PA 710 Research Methods for Public Administration, 4
- PA 720 Microeconomic Applications for Public Administration and Policy, 3
- PA 730 Politics of Policy-Making & Implementation, 4

Essential Management Skills

- PA 740 Managing Organizational Behavior, 3
- PA 745 Managing Human Resources, 3

- PA 750 Managing Budgets in the Public Sector, 4

These courses may not be waived. A course substantially similar in both content and level of work may be substituted only in cases of extreme hardship. In the past two years, only one substitution has been granted. There are no options for these courses.

4.21.B. Ethical Action

The faculty has repeatedly considered the question of how best to incorporate issues of ethical standards in the public and non-profit sectors into the curriculum. Each time, the faculty has decided to incorporate ethical issues into all courses-- to mainstream these issues and consider them within the context of each subject area rather than to have a separate course on the topic.

For instance, ethical issues are considered in the introductory course, PA 700: Democracy and Public Administration in a Diverse Environment. Ethical and privacy issues that arise in undertaking research, particularly with respect to human subjects, are discussed in the Research Methods course. Ethical issues are also considered in many of the elective courses offered by the Program. Students who wish a further grounding in ethics may also elect to take the course, Political Science 731, Government and Ethics.

4.21.C. Curriculum Coverage

As an introductory course, PA 700: Democracy and Public Administration in a Diverse Environment presents introductions to all of the core concepts. The faculty believe that computer concepts and training are best presented in the context of substantive material rather than as a separate course. Therefore, statistical software is presented in the statistics course (PA 710: Research Methods in Public Administration), databases are presented in PA 745: Managing Human Resources, and spreadsheets and presentation graphics are presented in PA 750: Managing Budgets. The introduction to computers, email and the World Wide Web is presented in the introductory course.

Policy concepts are presented in the policy course, PA 730, PA 720 (the microeconomic applications course, where economic policies are discussed), and in PA 750: Managing Budgets (focused upon the budget as a policy document). Decision making skills and problem-solving are discussed and presented across the core curriculum, as each course includes applied problems and various strategies for addressing these problems. For instance, PA 745: Managing Human Resources addresses problem-solving within the context of managing and motivating employees, PA 750: Managing Budgets instructs in methods of budgetary analysis and solving budgetary problems and issues.

An overview of a wide variety of political and legal institutions are presented in the introductory course (PA 700). As an introduction to the policy

process, political and legal institutions and their operation are covered in the policy course (PA 730). Political and legal institutions and their products are discussed in the human resources course (PA 745) while the budgeting course (PA 750) deals extensively with political institutions are budgetary policy-making bodies.

Economic and social institutions and processes are initially introduced in PA 700, the introductory course. They are covered extensively in the microeconomics course (PA 720), the policy course (PA 730) as policy-making bodies, and in the budgeting course (PA 750) as economic policy-making bodies. Finally, organization management concepts are presented in the introductory course (PA 700), the organizational behavior course (PA 740), the human resources management course (PA 745), and in the budgeting course (PA 750).

Table 4-9 presents a matrix of this information. The “X’s” indicate where core concepts and processes are covered in San Francisco State University Public Administration Program core courses. As this indicates, all core concepts are covered in at least one core course.

Table 4-9: Curriculum Coverage

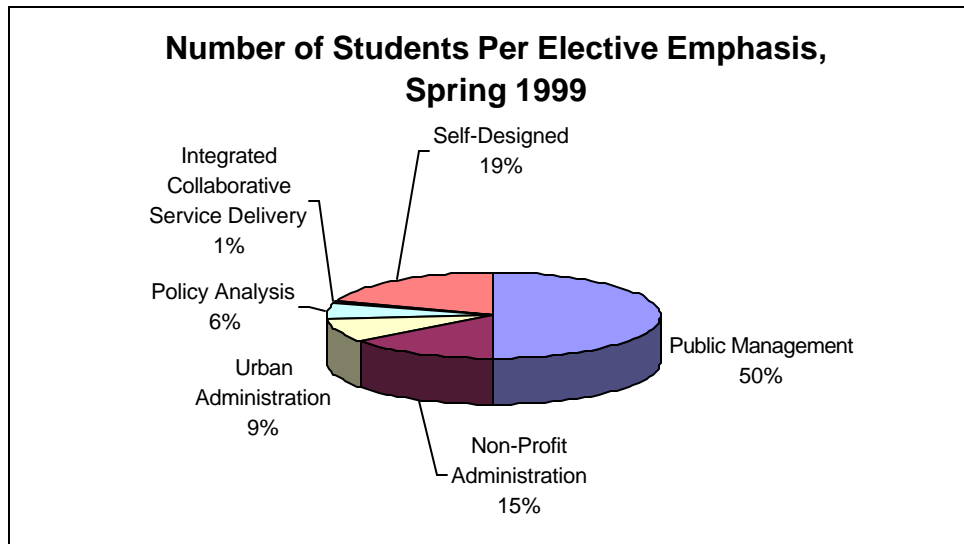
	CORE CURRICULUM COURSES						
	PA 700	PA 710	PA 720	PA 730	PA 740	PA 745	PA 750
Management of Public Service Organizations							
Human Resources	X				X	X	
Budgeting & Financial Processes	X		X				X
Information-Computer Literacy & Applications	X- Word Processing / Email / WWW	X- Statistical Software				X- Databases	X- Spread sheets / Presentation Graphics
Application of Quantitative and Qualitative Techniques of Analysis							
Policy and Program Formulation, Implementation & Evaluation	X		X	X			X
Decision-Making & Problem-Solving	X	X	X	X	X	X	X
Political and Legal Institutions & Processes	X			X		X	X
Economic and Social Institutions & processes	X		X	X			X
Organization & Management Concepts & Behavior	X				X	X	X

4.22 Additional Curriculum Components

The Public Administration Program's objectives in providing additional curriculum components are to offer excellent flexible and relevant education in the sub-fields of Public Administration that are most crucial for students in the San Francisco Bay Area. In this, we make no distinction between our pre- or in-service or part- or full-time students.

Our Public Management sub-field is the most general of all of the five we offer and is chosen by the most students (50%). The second-most popular emphasis is the Non-Profit Administration emphasis (15%). Urban Administration and Policy Analysis round out the traditional selections. Our newest emphasis is in Integrated and Collaborative Service Delivery, an innovative, multidisciplinary selection that seeks to train students in some of the cutting edge skills and knowledge available in the Bay Area today. Another option, which 19% of the students select, is to design their own emphases. This option provides the flexibility for which our Program is known and which our students appreciate.

Figure 4-8: Student Selection of Elective Emphasis, Spring 1999



4.22.A. Elective Design

A minimum of ten elective units is available for each student seeking the Master's of Public Administration. Each sub-field, or elective emphasis, begins with one core course. Then students are allowed to choose from a selection of courses to fill out the ten elective units required. This allows the student

flexibility in scheduling and in meeting their own individual needs for professional development.

4.22.B. Elective Courses for Specializations

Although ten units of electives are required, there are no limits on the number of units of electives that a student may actually take. Several students have taken additional electives in order to fulfill their own career needs or personal goals.

The elective courses available in the Public Administration Program, offered primarily for students in the Master's of Public Administration Program, are:

- PA 725 Public Management, 4, 1999
- PA 727 Strategic Management, 3, New (previously Advanced Public Management, 1997)
- PA 747 Financial Management in the Public Sector, 3, 1998
- PA 748 Diversity in Public Organizations, 3, 1998 (offered then as PA 790)
- PA 760 Urban Administration, 3, 1999
- PA 765 Managing Information Systems in the Public Sector, 4, 1998
- PA 767 Administrative Law, 3, 1998
- PA 770 Administration of Non-Profit Organizations, 4, 1998
- PA 775 Developing Non-Profit Resources, 3, 1999
- PA 780 Policy & Organizational Analysis, 4, 1998
- PA 784 Program Evaluation, 3, 1997
- PA 790 Special Topics in Public Administration, 3, 1998

The objective for this coursework is to allow the student to specialize in an area of the student's own choice in order to fulfill their own career needs.

4.22.C. Elective Courses for Specializations.

There are five emphases in the Public Administration Program and an opportunity for students, with the assistance of faculty advisors, to design their own emphasis.

Public Management

The Public Management elective emphasis provides the most generalist education in Public Administration and provides the best option for students interested in working in management positions, broadly speaking, in federal, state, and local government agencies. Courses in this area focus on providing students with the skills required to effectively manage public organizations in an

environment defined by a demand for increased access and accountability and a greater return on the investment of tax dollars.

The core public management course (PA 725) provides an overview of many of the techniques currently being used to manage in this environment, including performance measurement, activity based costing, strategic thinking, business process reengineering, and scenario planning. Once the students have gained a general understanding of these approaches, and the special challenges faced by managers in the public sector, they may choose to further their knowledge and skills by choosing from among eight other courses.

During the 1998-99 academic year, fully one-half of the students indicated that they wanted to specialize in this emphasis.

Public Management Emphasis

Required Course:

PA 725 Public Management, 4, Naff

Select two (2) from the following courses:

PA 727 Strategic Management, 3, new, Naff and Scott

PA 747 Financial Management in the Public Sector, 3, 1998, Dickey and Stowers

PA 748 Diversity in Public Organizations, 3, new, Naff

PA 765 Managing Information in the Public Sector, 4, 1998, LeGates and Stowers

PA 767 Administrative Law, 3, 1998, Mason

ECON 601 Applied Macroeconomics, 3, 1998, Sandler

PLSI 501 American Bureaucracy, 4, 1997, Pomerleau

PLSI 731 Government & Ethics, 3, 1997, Graham

Non-Profit Administration

The Non-Profit Administration emphasis is for those students who wish to work primarily in the non-profit sector.

The emphasis begins with the required course in non-profit administration (PA 770) which covers the structure of non-profit organizations and the basics of their management. The student is then allowed to select two of eleven additional courses. Several of these courses deal with skills that are transferable across sector and context, and are also available to those who emphasize Public Management or Urban Administration.

Currently, 15 percent of the students are specializing in Non-Profit Administration.

Non-Profit Administration Emphasis

Required Course:

PA 770 Administration of Non-Profit Organizations, 4, 1998, Schneider and Scott

Select two (2) from the following courses:

PA 727 Strategic Management, 3, new, Naff and Scott

PA 747 Financial Management in the Public Sector, 3, 1998, Dickey and Stowers

PA 748 Diversity in Public Organizations, 3, new, Naff

PA 765 Managing Information in the Public Sector, 4, 1998, LeGates and Stowers

PA 775 Developing Non-Profit Resources, 3, 1999, Edwards and Scott

PA 780 Policy & Organizational Analysis, 4, 1998, Stowers and Schultz

PA 784 Program Evaluation, 3, 1997, Stowers

MKTG 868 Marketing for Non-Profit Organizations, 3, 1996, Carroll

PLSI 731 Government & Ethics, 3, 1997, Graham

SWE 800 Program Planning & Program Development, 3, 1998, Shipp and Hembury

TECH 460 Grant Writing, 3, 1998, Phillips

Urban Administration

The Urban Administration emphasis is for those students who wish to work primarily at the local level. It combines a strong core course in Urban Administration (PA 760) that orients the student to cities, their structure and the problems that are unique to urban areas. Students are then offered a choice of 13 course options in Public Administration or Urban Studies to complete the emphasis.

Currently, six percent of our students have stated they wish to specialize in Urban Administration.

Urban Administration Emphasis

Required Course:

PA 760 Urban Administration, 3, 1999, Gould

Select two (2) from the following courses:

ECON 506 Economics of State & Local Government, 3, 1994, Gemello

ECON/

URBS 535 Urban Economics, 3, 1998, Potepan

PA 858/

GEOG/ Seminar in Environmental & Land-Use Planning, 3, 1997, Holzman

GEOG/

URBS 433 Urban Transportation, 4, 1998, Crawford

PA 748 Diversity in Public Organizations, 3, new, Naff

PA 765	Managing Information in the Public Sector, 4, 1998, LeGates and Stowers
PA 767	Administrative Law, 3, 1998, Mason
PLSI 712	Seminar in Urban Politics & Policy Formation, 4, 1998, Tabb
URBS 560	Urban Poverty and Policy, 4, 1998, Pinderhughes (new addition)
URBS 565	Social Policy & Family Systems, 4, 1998, Pinderhughes
URBS 570	Urban Health Policy, 3, 1998, LeVeen
URBS 580	Urban Housing, 3, 1998, LeGates
URBS 582	Homelessness & Public Policy, 3, 1998, Stewart

URBS 514: Urban Growth Management has not been taught for some time and has been removed from the list of acceptable electives for the Urban Administration emphasis.

Policy Analysis

The Policy Analysis emphasis is for those who wish to work in the policy development arena at any level of government or, in the non-profit sector in an advocacy group. The focus of the emphasis is to develop skills in the techniques of both qualitative and quantitative policy analysis.

This emphasis is currently under review by the faculty; revisions are being considered which would add a focus on some substantive policy areas as well as on techniques and skills. The Urban Studies Program is in the process of hiring a faculty member specializing in public policy analysis. That person would be available to teach PA 780: Public Policy Analysis, providing even more coverage.

Policy Analysis Emphasis

Required Course:

PA 780 Policy and Organizational Analysis, 4, Schultz, Stowers

Select two (2) of the following four (4) courses:

PA 765 Public Sector Information Management, 4, 1998, LeGates and Stowers

PA 784 Program Evaluation, 3, 1997, Stowers

ECON 320 Introduction to Econometrics, 3, 1999, Blecha

ECON 805 Seminar Applied Analysis in the Public Sector, 3, 1996, Osman

Integrated & Collaborative Service Delivery

Our newest emphasis option, in Integrated and Collaborative Service Delivery, was just approved in Spring 1999. Recognizing that scarce resources require (and information technology facilitates) an end to fragmented service delivery, this emphasis offers an innovative education in teamwork, collaboration, and the integrated provision of services.

This emphasis arises out of a graduate certificate program, the Integrated Services Specialist Program, that was funded by the U.S. Department of Education and the Stuart Foundation to develop innovative ways to educate service providers to overcome fragmentation.

To quote from the Integrated Services Program,

"At SFSU, the Integrated Services Specialist Program teaches people from diverse professional backgrounds how to collaborate successfully to serve vulnerable children, youth, and families.

"It is part of a growing movement emerging across the country to revise how professionals are trained. More importantly, it explores how social workers, educators, counselors, mental health workers, family advocates, and others can more effectively serve communities and families by working together.

"Integrated services means working as an interprofessional team across agencies and "turf" to deliver services that are child and family centered, prevention oriented, flexible, comprehensive, and holistic.

"It means working collaboratively -- individuals and communities, professionals and agencies -- to understand strengths and needs, define outcomes, and deliver meaningful services. It means sharing resources, expertise, and responsibility toward achieving goals."

The structure of this emphasis is different from that of our other emphases in that it offers additional flexibility, while requiring an internship for all students, regardless of their previous work experience. Students undertaking this emphasis can select the course from any of three other Public Administration emphases courses and then must complete two courses in integrated and collaborative service delivery. The internship requirement specifically calls for students to work in an agency practicing collaboration and teamwork, work arrangements that were not common until recently.

Integrated and Collaborative Service Delivery

Required Courses:

BSS/EDUC 703: Changing Roles of School Professionals, 3, 1998, Seashore and Karasoff

EDUC/BSS 803: Integrated and Collaborative Services for Children, 3, 1999, Schear, Karasoff

Select one (1) from the following courses:

PA 725: Public Management, 4, 1999, Naff **or**

PA 760: Urban Administration, 3, 1999, Gould **or**

PA 770: Nonprofit Administration, 4, 1998, Schneider and Scott

(If PA 760 is selected, 1 more unit of electives is also required)

Students choosing this emphasis must take the Internship, having been placed in an Integrated Services Placement: PLSI 603 / URBS 603: Public Service Internship and PLSI 604 / URBS 604: Internship Seminar ⁵

Self-Designed Emphasis

Another option that San Francisco State University's Public Administration Program's students enjoy is to design their own elective emphases. In fact, fully 19% of our students design their own emphasis or take a selection of electives that do not match one of the emphases designed by faculty. Some of the emphases that have been designed include the following:

- Health Administration
- Criminal Justice Administration
- Urban Information Systems
- Educational Policy

The choice of courses for a Self-Designed Emphasis are made in conjunction with an advisor; the courses must fit well together with a clear rationale for their selection provided by the student.

4.23 General Competencies

The Public Administration curriculum at San Francisco State University combines the common competencies necessary for all practitioners of public administration with the ability to develop knowledge in a specific sub-field of the discipline. Students gain knowledge and skills in the essential theories and general skills of public administration, beginning with the basic concepts and theories that are central to the discipline. This grounding in theories continues with basic theories in microeconomics as applied to public administration and a basic understanding of the public policy process underlying all of public administration. It continues with the theories of organizational behavior, managing public sector employees, and applying the basic skills in research and budgeting.

This strong background in core concepts, theories, and skills is then supplemented by specialized courses in either public management, non-profit administration, urban administration, policy analysis, integrated and collaborative service delivery, or a topic of the student's own choice.

The Program is rounded out by an internship, if additional professional experience is required, and the culminating experience. The culminating experience provides an opportunity to synthesize the learning that has taken place and place it into the context of some specialized interest of the student's.

⁵ The course numbers for URBS 650 and URBS 651 (Internship and Internship seminar) have been changed to URBS 603 and URBS 604 to match the cross-listed PLSI 603 and PLSI 604.

Together, these pieces comprise an intellectually challenging curriculum that applies the intellectual bases of public administration to practical problems of the public and non-profit sectors. It allows the student to expand their knowledge of public administration and understand the theoretical background so that as the field changes, they can build their own skills and assist their organizations in moving towards the future.

Essential Theories and General Skills

- PA 700 Democracy and Public Administration in a Diverse Environment, 3
- PA 710 Research Methods for Public Administration, 4
- PA 720 Microeconomic Applications for Public Administration and Policy, 3
- PA 730 Politics of Policy-Making & Implementation, 4

Essential Management Skills

- PA 740 Managing Organizational Behavior, 3
- PA 745 Managing Human Resources, 3
- PA 750 Managing Budgets in the Public Sector, 4

4.3 Minimum Degree Requirements

4.3.A. Degree Credit Hours

The minimum number of graduate credit hours required to earn the Master's of Public Administration is 41 semester units. If a student has significant work experience in the public sector, the internship and accompanying seminar may be waived so that a student may graduate with only 37 semester units.

The internship itself is 3 semester units (PLSI 603 / URBS 603: Public Service Internship); one other unit (PLSI 604/ URBS 604) is required for the internship seminar. Note that the URBS course numbers have changed and so, are different from that stated in the Bulletin.

4.3.B. Degree Length

For a student with no previous experience or educational background in public administration, the normal amount of time needed to complete the Master's of Public Administration is a function of the number of prerequisites needed, the number of courses they are able to take during a semester, and the time it takes them to complete the culminating experience requirement. Most of our students are working full-time and take only one or two courses per semester. These students may take anywhere from four to six years to complete the degree.

Students who are not working, and who are full-time students, and who have completed all prerequisites prior to beginning the Program may complete the program in two years. An internship is required but may be waived upon review by the Program Director by students with significant professional

experience. The internship is three units and the accompanying seminar is an additional unit. The internship is 180 hours of work in an organization, which typically equals twelve hours per week over the 15 week semester, or practically four months of work.

Actual program length for graduates in the last two years is described in Table 4-10. These results indicate that most students are finishing their degree in a reasonable amount of time, given that most are taking only one to two courses per semester. The fact that the median number of semesters for graduates of both years is 6 semesters to graduate is very positive. Even more positive, the mode for 1998-99 graduates is 4 semesters. One reason that the mean is higher is that the Program has made a concerted effort recently to encourage students who had completed all but their culminating experience requirement to return and finish their degree. Thus, the range (3 to 14 and 4 to 19) is a reflection of the return of those students. It is also misleading since those students were not all continuously in residence during all of those semesters but it does reflect the beginning and ending semesters.

Table 4-10: Length of Program

MEASURE	GRADUATED 1997-98	GRADUATED 1998-99
Mean Number of Semesters to Graduate	7.4 Semesters	8.4 Semesters
Standard Deviation	3.5	5.4
Median	6 Semesters	6 Semesters
Mode	6 Semesters	4 Semesters
Range*	3 to 14	4 to 19

* The upper limit of this range represents non-continuous enrollments.

4.3.C. Degree Concluding Requirements

The San Francisco State University Public Administration Program culminating experience is designed to serve as an integrating experience, pulling together much of the knowledge students have gained about public administration. With the new portfolio, the culminating experience requirement also serves a role in assessing student learning outcomes. It is also an opportunity for students to demonstrate their knowledge of public administration in general, of their specific sub-field, and about this country’s political, social and economic institutions, and the ethical and diversity issues that arise in public and nonprofit organizations.

Three culminating experience options are available. In all three options, students will also write a short paper evaluating their complete portfolio of work, highlighting the skills, knowledge, and abilities they gained throughout the Program.

PA 890: Master's Case Study Analysis

The Master's Case Study Analysis is a new option, to be implemented during the 1999-2000 academic year. This culminating experience option relies upon a guided case study of some organizational issue. Using questions developed by faculty, students explore an organizational issue of their choice, with an agency of their choice.

PA 895: Master's Project

The Master's Project is an applied project or research paper that includes an extensive literature review and involves some identified methodology (quantitative statistical analysis, qualitative analysis or case study) or the development of a work product normally found in an organization (strategic plan, fund raising plan, performance measurement plan, etc.).

PA 898: Master's Thesis

The Master's Thesis is a more traditional Master's Thesis, most appropriate for those students intending to pursue additional graduate study in a doctoral program. Theses include extensive literature reviews and typically incorporate traditional social science research methods--statistical or qualitative analyses and hypothesis testing.

Beginning Fall 1999, all students in all three Culminating Experience courses (PA 890, 895, and 898) will meet with the Program Director for one meeting at the beginning of the semester. They will then work with their individual faculty committees for the rest of the semester. At the end of the semester, they will meet again as a group with the Program to present their case study, project, or thesis. This last oral presentation can serve as one of the oral presentations required in the Portfolio. The written product can serve as one of the written products in the Portfolio, as well.

4.3.D. Course Formats

Because most of our students are continuing to work full-time while pursuing their coursework, classes at San Francisco State University's Public Administration Program typically are evening or late afternoon classes. The largest number of our classes begins at 6:10 and end at 9:45 or 8:50. We also offer late afternoon classes that begin at 4:10 and end at 6:50.

In the last two years, we have offered Internet-based classes and weekend classes of varying designs. One class took place over three entire total weekends and several have been offered every other Saturday for six hours.

The Program is seeking to increase the flexibility of its offerings and course formats to better serve our students.

4.3.E. Student Transcript Analysis

Table 4-11 presents the student transcript analysis. Although 21 students applied for graduation in 1998-99 (and so, are listed elsewhere as graduates), examination of the transcripts indicates that they had not yet completed their culminating experience requirement. Therefore, a sample of 20 students from 1997-98 and 1998-99 is taken in the manner suggested. Within this sample, nine students graduated in 1997-98 and 11 students graduated in 1998-99.

One significant point is that, prior to Spring 1992, PA 745 and PA 730 were not part of the Program's core. Therefore, students admitted prior to that time (there are five in the sample) were not required to take those courses. However, even these students were encouraged to take these two courses; three students took the policy course as an elective and three students took the human resource management course as an elective.

Table 4-11: Student Transcript Analysis**

Type of Course / Course No. & Title / Credits	Course Grade / Student Number in Sample																											
	1	2	5	6	7	8	9	11	12	15	16	17	19	20	21	22	24	25	26	28								
Required Prerequisites																												
ECON 101, Microeconomics, 3 units	C	A	B-				B+	B+	B-		A		B		A	B	B+											A-
URBS/PLSI 492, Research Methods, 4		A		A-	B			B	A-		A			A		B+	A	B	B									A-
URBS/PLSI 493, Statistics, 4	C	A	A	B-	B	B-	A		B		A			B		B+	A-	A-	A									B
Required Graduate Courses	1	2	5	6	7	8	9	11	12	15	16	17	19	20	21	22	24	25	26	28								
PA 700 Democracy and Public Administration in a Diverse Environment, 3	B	A	A-	A	A-	B-	B+	B-	B	B+	B+	A	A-	B+	B+	A-	B+	B+	A-	C+								
PA 710 Research Methods for Public Administration, 4	B+	A	A	A-	B+	A-	A-	A-	B+	A-	A	A	A-	A	A	A	A-	B+	B	B								
PA 720 Microeconomic Applications for Public Administration and Policy, 3	B+	A	B	B	B+	B	B+	B	B+	A-	A	B+	A	A	A-	A-	B+	B	A-	B+								
**PA 730 Politics of Policy-Making & Implementation, 4	*	A	B+	B+	A-	A-	A	B	B+	*	A	B+	A	*B+	*B	A	B+	*B+	B+	A								
PA 740 Managing Organizational Behavior, 3	A	A	A	B	A-	B	B	B+	A-	A	A	A-	A	A	A-	A	A-	A	A-	B								
**PA 745 Managing Human Resources, 3	*B-	A	A	B	A-	B	A	B+	B+	*	A	A-	A	*	*A	A	A	*B	B+	B								
PA 750 Managing Budgets in the Public Sector, 4	B	A	A	B	A-	B-	B	A	B	B+	A-	A	A	B+	A	A	A-	B	A-	B-								
Additional Curriculum Components	1	2	5	6	7	8	9	11	12	15	16	17	19	20	21	22	24	25	26	28								
PA 725 Public Management, 4	B	A		B+	A-				A		A				A		B+			B								
PA 727 Strategic Management, 3, New				B+																								
PA 747 Financial Management in the Public Sector, 3							A-								A													
PA 748 / 790 Diversity in Public Organizations, 3		A			B					A	A-																	
PA 760 Urban Administration, 3					B+		A-	A												B+								
PA 765 Managing Information Systems in the Public Sector, 4		A			B+							B+		A			A-	B+	A-	B								
PA 767 Administrative Law,			A								A									A-								
PA 770 Administration of Non-Profit Organizations, 4					B+			A						B+		A												
PA 775 Developing Non-Profit Resources, 3																												
PA 780 Policy & Organizational Analysis, 4				B+			B+					A-	A	A		A		B+	A-									
PA 784 Program Evaluation, 3																				A-								
PA 790 Special Topics in Public Administration, 3							B+									A				A								
PA 899, Directed Readings, 1-3				A		B-				A-					A													
Outside Elective	B-		A	A		A		A	A	A		A	A				A	B-										
Outside Elective			A					A	A			A																

** Prior to 1992, these courses were not part of the core (see * above). However, some students did take these courses-- they then counted as one of their electives.

4.4 Internships

4.4.A. Internship Design

The internship is required for students who have not had relevant professional experience. Such experience is essential to the MPA program mission to prepare students for effective work in public and nonprofit organizations.

The internship has two major objectives: first, to supplement the academic curriculum by allowing students to apply and test their classroom learning in the context of operating organizations. The second objective is to introduce students to the professional world within which they hope to gain employment, allowing them to gain familiarity with that world and to begin to develop the knowledge, skills, and contacts they will need to find employment in that world.

The internship is very closely linked to the broader curriculum. First, course advising includes discussions of the internship and suggestions as to coursework that would be relevant to the desired internship. Second, criteria for choosing an internship placement include the opportunity to learn more about specific course subjects. Third, the written and seminar analysis of the internship experience that is a part of the internship requirement includes extensive discussions of the relevance of the internship experience to the students' academic coursework. Fourth, students may use their internship placement as the basis for their culminating experience: the masters project or the new case study project. All of these linkages suggest that the internship is most valuable if taken late in the student's program. However some students choose to do their internship earlier as a way of helping them develop a better focus for their academic coursework.

The minimum duration of the internship is 180 hours. This usually means 12 hours per week for a 15-week semester, but other arrangements are also possible, such as 20 hours a week for a shorter number of weeks. Interns often work more than the minimum amount of time.

Interns have a great variety of interests and because we try to find internship placements which meet those interests, they work in a great variety of organizations doing a great variety of things. They work in all kinds of public agencies at the local, state, and federal level; they do research and analysis, they help administer and implement programs, they deal with human resources and budgets. They also work in all kind of nonprofits, where in addition to the management activities typical of public agencies they may also do political organizing and advocacy.

4.4.B. Internship Status

The internship is a program requirement that is waived for students who come into the program with significant professional experience. As already noted,

most of the students come into the program with substantial experience, and thus the internship is waived for a large percentage of the students.

Students receive a total of 4 units of academic credit for the internship: 3 for the field work and 1 for the seminar and written work. The grade for the fieldwork is based on a combination of the supervisor's evaluation and the instructor's assessment of the field performance based on discussions with the supervisor and knowledge of the student's work. The grade for the seminar is based on the student's written work (journals and a set of brief papers discussing aspects of the internship) and seminar participation.

4.4.C. Internship Supervision

Faculty supervision begins with a very careful placement process. The student's written and seminar participation provide ongoing information as to the student's experience and learning. The faculty member also maintains contact with the agency supervisor. Site visits are not required and are made only occasionally. Agency personnel are asked to provide a thorough orientation for interns and then to provide the kind of ongoing guidance and assistance that is needed to ensure an effective performance by the intern.

Problems or difficulties that arise are generally dealt with as part of the learning process. They may be resolved by discussions between the instructor and the student; they may involve a discussion with the agency supervisor; and where appropriate they are brought to the seminar for analysis as a typical problem that other students should learn to address.

The instructor coordinates the program by soliciting and publicizing requests and opportunities for interns and maintaining a database of placement possibilities. Often new placements must be developed in order to meet particular student needs. The instructor suggests potential placements in consultation with the student, then contacts them to establish the possibility of an interview. The student is encouraged to interview several placements. The final choice is made by the agency and the student, with advice from the instructor.

There are no formal arrangements for remuneration. Internships are occasionally paid and payment is handled between the agency and the student.

4.4.D. Internship Placement:

As already noted, students work in a wide variety of placements, public and nonprofit, local and federal, and they deal with a wide variety of issues—from community development and city planning to youth services and health care to budgets and personnel.

Over the last four years, there have been 18 Public Administration student internship placements.

In the 1998-99, students were placed in the following internships:

- City of Santa Clara Department of Public Works. 1 semester, 16 hours/week. 4 units. Program implementation, data management, public outreach.
- Coleman Youth Advocates. 2 semesters, approximately 20 hours/week. 4 units. Outreach and organizing, staffing to committees, preparing publications.
- Oakland Child Health and Safety Initiative. 1 semester, approximately 30 hours/week. 4 units. This internship became a paid staff position. Program and organization development; coordination of collaborative activities.
- Richmond City Manager. 1 semester, approximately 12 hours/week. 4 units. General assistance related to base re-use plan.
- San Francisco Department of City Planning. 1 semester, approximately 30 hours/week. 4 units. This internship became a paid internship with responsibilities comparable to entry-level planners including reviewing applications, visiting study areas, and so on.

Placements in the preceding three years included:

- Public Research Institute, San Francisco State University
- San Francisco Community Clinic Consortium
- San Mateo Department of Public Health (became a paid staff position)
- South San Francisco City Manager
- US Department of the Interior

STANDARD 5.0-- THE FACULTY

Our mission statement is as follows:

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 faculty, alumni and students of the San Francisco State University Public Administration Program believe that public administration is best taught from a variety of disciplines. The faculty believes this arrangement is best suited to provide them with an education that is most relevant to the environment of the San Francisco Bay Area and the organizations of the coming century.

Our faculty nucleus includes three professors whose tenure line is in Public Administration *and* another six from Urban Studies, Economics, Sociology, Political Science, and Psychology.

In addition to these faculty having strong teaching and research foci in public administration, this second group includes four of the founding members of the Public Administration Program and two former Program directors. These faculty have been joined by two other faculty whose work experience, research interests and teaching areas are clearly oriented toward public administration.

The mission statement also speaks to upon an intellectual and practical education and excellence and innovation in teaching. To that end, the Public Administration Program has made a concerted effort to supplement our existing faculty core with adjunct faculty with expertise and experience in particular areas of the public and non-profit sectors.

While integrating adjunct faculty; i.e., practitioners, into the curriculum is also important, another part of our mission is to ensure high quality and innovative instruction. The historical mission of the California State University system is to provide excellence in teaching and instruction. This commitment to high quality is closely monitored for both full-time and part-time faculty. At the same time, our Program encourages faculty to experiment with innovative ways of teaching, including taking advantage of the University's Center for the Enhancement of Teaching, which offers workshops in using multimedia, putting courses online, using video in the classroom, and many others.

As part of our effort to monitor the quality of our instruction, we recently conducted a focus group with selected group of alumni, and then followed up with a survey administered to all alumni. The feedback was very positive, and included suggestions for some revisions to the curriculum. We expect to

continue to monitor program quality through these same mechanisms at regular intervals.

The quality of instruction is also measured by the process of evaluating student outcomes for their portfolios. If students are not demonstrating the acquisition of critical skills, we will work with faculty to ensure that these deficiencies are rectified.

In fact, in the initial process of developing the portfolio, we made some changes in the curriculum based upon input from faculty, students, and alumni. These included more emphasis upon the accounting process and reading and understanding financial statements and an exercise in developing workforce policies.

This process of continual input and feedback from alumni surveys, exit interviews with recent graduates, and the portfolio process will continue to lead to changes in the Program and its curriculum. The first of these will be to address the alumni's views that the Program did not expose them to a broad enough network of individuals who could assist their careers. As a result, we worked with a student group to organize a panel of alumni to talk about their careers and then chat informally with student afterwards. Partly as a result of this input, the Program has developed community and alumni advisory boards and is working with the members of these boards to both seek input and to seek their participation. We will continue to address this concern, with the assistance of students, faculty and alumni, in the Fall 1999.

Deviations

The Program does not seek any deviations from the standards. However, during 1998-99, there was a temporary aberration from the standard requiring that at least 50 percent of the courses offered in the curriculum as well as at least 50 percent of the courses covering the common curriculum components shall be taught by full-time faculty of the institution. This will not happen again.

Its occurrence this past year was due to the confluence of two events. There was a sudden and unexpected retirement of one of the Public Administration faculty. When the Program sought to replace that faculty member the next year (AY 1997-98), the result was an unsuccessful search, which meant that the Program was without one Public Administration faculty member who was normally part of the faculty nucleus. A second and successful search was conducted during 1998-99 and the new faculty member, Professor Frank Scott, has arrived and will be fully participating in the Program. The other event was that another full-time faculty member was granted release time for research, requiring the Program to replace her with another adjunct faculty member .

5.1 Faculty Nucleus

With the arrival of Professor Frank Scott in August 1999, the faculty nucleus of the Public Administration Program will include nine full-time members of the faculty of San Francisco State University. These faculty are all "significantly involved with the program..." and "...support the set of teaching, research and service responsibilities appropriate to the size and structure of the program."

5.1.A. Faculty Nucleus--Critical Mass

The Public Administration Program has achieved a critical mass of faculty, who represent a wide variety of viewpoints, professional expertise, methodological perspectives, and interests across the public and non-profit sectors. In fact, for most areas, there is overlap across fields and perspectives. This overlap provides for interesting opportunities for professional interaction among colleagues.

With the supporting faculty, these include:

- Representation across all of the core curriculum
 - Introduction to Public Administration (Stowers, Naff, Scott)
 - Research methods (Stowers, Naff, DeLeon, LeGates, Seashore) and statistics (Stowers, Naff, DeLeon, Seashore)
 - Microeconomics (Osman)
 - Public policy (LeVeen, Stowers, DeLeon)
 - Organizational Behavior (Scott, Berry, Seashore)
 - Human resource management (Naff, Berry)
 - Budgeting and finance (Stowers)
- Representation across sectors and areas
 - Public sector (Naff, Scott, Stowers, Berry, DeLeon, LeGates, LeVeen, Osman, Seashore)
 - Non-profit sector (Scott, Stowers, LeGates, LeVeen, Seashore)
- Electives and elective emphases
 - Public management (Scott, Naff, Stowers, Berry, LeGates, Osman, Seashore)
 - Non-profit administration (Scott, Stowers, LeGates, LeVeen, Seashore)
 - Urban Administration (Scott, Stowers, DeLeon, LeGates, LeVeen)
 - Public policy analysis (Naff, Stowers, DeLeon, LeGates, LeVeen, Osman, Seashore)
 - Integrated and Collaborative Service Delivery (Scott, Stowers, Seashore)

There are numerous opportunities for interaction among the faculty. In addition to Public Administration faculty meetings, departments like Political Science offer colloquia and speakers events. There are College events, and

faculty often meet and interact informally over lunch at the University Club. Faculty also interact on professional matters while serving on culminating experience committees for students particularly in resolving issues that arise on student projects.

Formal student-faculty interactions take place in the classroom, when students work on faculty research and grant projects. Informal interactions occur during office hours, in the office when students drop by to chat, after class over coffee and tea at the Student Union and through email. Occasionally, students visit faculty homes and go to nearby restaurants after class or for the last session of the semester. Other opportunities for informal interaction include the orientation session that takes place in the fall semester, student-organized events such as the Career Forum that was held last Spring, and at the end-of-year banquet held every May.

One example of the interactions possible by the critical mass and overlaps among fields has been the work on the Bay Area Community Opportunities Partnership Center (COPC), the product of a grant from the U.S. Department of Housing and Urban Development with Richard LeGates as Principal Investigator. In addition to Professor LeGates, Professors DeLeon and Stowers and numerous Public Administration students worked on this grant. Also involved was Professor Michael Potepan of the Economics Department, who has also participated in the Public Administration Program in the past.

These interactions provide ample challenging opportunities for students to be exposed to a broad range of faculty viewpoints and expertise. In addition, the very nature of the curriculum means that students are exposed to a wide variety of different instructors and their viewpoints. Students do not graduate with the M.P.A. from San Francisco State University having "majored" in only one faculty member. In the core alone, they will have always had at least four to five different instructors. The interdisciplinary nature of the elective emphases, along with the sheer number of course choices available means that students will experience an extremely full spectrum of faculty viewpoints. This is accentuated with the culminating experience requirement, where students can go outside of the faculty nucleus to seek out additional content expertise and viewpoints in other University departments for the second reader to their project.

5.1.B. Faculty Nucleus

As discussed above, the faculty nucleus at San Francisco State University consists of nine faculty. These are listed below along with their rank and title, tenure status, administrative unit, degree and field.

Table 5-1: FACULTY NUCLEUS

FACULTY NAME	RANK & TITLE	TENURE STATUS	ADMINISTRATIVE UNIT	DEGREE & FIELD
Lilly Berry	Professor, Psychology	Tenured	Psychology	Ph.D., Psychology
Richard DeLeon	Professor, Political Science	Tenured	Political Science	Ph.D. Political Science
Richard LeGates	Professor, Urban Studies	Tenured	Urban Studies	J.D., M.C.P., Law and Urban Planning
Deborah LeVeon	Professor, Urban Studies	Tenured	Urban Studies	Ph.D., Political Science
Katherine Naff	Assistant Professor, Public Administration	Tenure Track	Public Administration	M.P.A., Public Administration / Ph.D., Political Science
Jack Osman	Professor, Economics	Tenured	Economics	Ph.D. Economics
Frank Scott	Assistant Professor, Public Administration (August 1999)	Tenure Track	Public Administration	D.P.A., Public Administration
Marjorie Seashore	Professor, Sociology	Tenured	Sociology	Ph.D. Sociology
Genie Stowers	Professor, Public Administration	Tenured	Public Administration	M.P.A., Public Administration / Ph.D. Political Science

Currently, the members of the Program faculty nucleus are:

- Lilly Berry, Ph.D.** Professor Berry is a Professor of Psychology, specializing in the sub-field of Industrial and Organizational Psychology. Professor Berry has significant work experience in human resources in the public sector. She regularly participates in faculty meetings and on the Program's Retention, Tenure, and Promotion (RTP) Committee. Professor Berry's research interests are in the area of human resource management in the public sector and organizational theory. Professor Berry joined the Public Administration faculty in 1998.
- Richard DeLeon, Ph.D.** Professor DeLeon is one of the founders of the Public Administration Program at San Francisco State University. He is a Professor of Political Science, specializing in urban politics and policy, research methods, policy analysis and practical politics. He frequently teaches one of the Program's prerequisites, the statistics course. He has also taught the Program's own research methods course. In addition, he is the founder of the University's Public Research Institute (PRI), an organization in which many Public Administration students have worked and received invaluable training. He has also served as a committee member on five completed⁶ culminating experience committees since 1991, and is currently a

⁶ All faculty have worked on additional culminating experience committees for students who have not yet finished their work and so, not completed their degree. These committees are not included in this count.

member of the Program's Retention, Tenure, and Promotion (RTP) Committee.

- **Richard LeGates, M.C.P., J.D.** Professor LeGates, an attorney and professor specializing in urban planning in the Urban Studies Program is a founder and former director of the San Francisco State University Public Administration Program (1983-1985). Currently, he teaches one of the Program's prerequisites (research methods), PA 765: Managing Information in the Public Sector, URBS 580 Urban Housing, and URBS 513: Politics, Law and the Urban Environment, three important electives in the Program. As Principal Investigator to several large grants in the University, he has also hired and mentored many of the Program's best students by providing invaluable training in urban administration and planning. His research interests are in the area of housing policy, land use, urban growth management, research methods, and information management. Since 1991, Professor LeGates has chaired four culminating experience committees for completed projects and has served on an additional four committees for students who have completed their projects or theses. He also served on the faculty search committee during the 1997-98 academic year.
- **Deborah LeVeen, Ph.D.** Professor LeVeen is a political scientist in the Urban Studies Program and a founder of the Public Administration Program. Professor LeVeen teaches a core course, PA 730: Politics of Policy-Making and Implementation, the internship seminar for Public Administration students, and URBS 570: Urban Health Policy. She has also chaired the Program's Retention, Tenure, and Promotion (RTP) Committee for three years and served on two faculty search committees in the past two years. In addition, she serves as advisor to Public Administration students who wish to self-design an emphasis in a health-related field. Her research interests are in the area of health policy, public policy-making, women's issues, and political economy. Since 1991, she has chaired ten completed projects or theses and has served on an additional seven completed project committees.
- **Katherine Naff, Ph.D.** Professor Naff has been Assistant Professor of Public Administration since January 1997. She teaches research methods, public management, human resources management, and diversity. Her research interests are in research methods, organizational change, public management, human resources management, affirmative action and diversity. Professor Naff has served on two search committees for the Program, is the faculty advisor for the Public Administration Student Association and for the new chapter of Pi Alpha Alpha at San Francisco State University. Since she arrived in 1997, she has chaired eight completed project committees and served as committee member for an additional five completed project committees.

- **Jack Osman, Ph.D.** Professor Jack Osman is Professor of Economics and a core member of the Public Administration Program's faculty nucleus. Professor Osman teaches the core course PA 720: Microeconomic Applications for Public Administration and Policy. He also teaches in the area of public finance and comparative economics and serves on numerous culminating experience committees. His research interests are in economic analysis, public finance, microeconomics, and comparative economic systems. Professor Osman has chaired four culminating experience committees for students who have completed their projects since 1991 and has served on an additional six committees for completed projects.
- **Frank Scott, D.P.A.** Professor Frank Scott, who arrive in August 1999, will be Assistant Professor of Public Administration. He will be teaching nonprofit administration, strategic management, and organizational behavior. His research interests are in nonprofit administration, organizational behavior, public administration theory, participative democracy, and human services administration. Also possessing a Master's of Social Work and certification as a LCSW (Licensed Clinical Social Worker), he has spent most of his career as an administrator in non-profit organizations, most recently as the Executive Director of Western Youth Services in Fullerton, California.
- **Marjorie Seashore, Ph.D.** Professor Seashore is Professor of Sociology and a founder and former director of the Public Administration Program (1980-1983, 1987-1989). In addition, Professor Seashore teaches one of the courses in our new emphasis, Integrated and Collaborative Service Delivery—BSS 703--and teaches the research methods and statistics prerequisite class for the Program. She has chaired 12 completed project committees since 1991 and served as committee member for another four completed projects. In addition, she has served on Public Administration Program Retention, Tenure, and Promotion (RTP) Committees for many years. She has also served as Principal Investigator of several large grants in the education reform area and has provided student employment and mentoring in that area. Her research and teaching interests are in evaluation research, organizational behavior, integrative and collaborative services and education and society.
- **Genie Stowers, Ph.D.** Professor Stowers is Professor of Public Administration (promoted to Professor for Academic Year 1999-2000) and the current Director of the Program. She has been at San Francisco State University since 1991 and has been Program Director since Summer, 1997. She teaches in the budgeting and finance, information management, policy analysis, and statistics areas. She teaches PA 750: Managing Budgets in the Public Sector, PA 790: Special Topics (Virtual Government), PA 747: Financial Management in the Public Sector, PA 765: Managing Information Systems in the Public Sector, PA 780: Policy & Organizational Analysis, and PA 784: Program Evaluation. She has also taught PA 730: Politics of Policy-

Making & Implementation and PA 725: Public Management, and PA 710: Research Methods for Public Administration. Her research interests are in public information management, human services administration, and urban policy. Since her arrival at San Francisco State University in 1991, she has chaired 24 completed culminating experience projects and served on another 14 committees for completed projects. At this time, Professor Stowers also serves as Associate Dean of the College of Behavioral and Social Sciences. The two positions (Director and Associate Dean) contain a great deal of overlap of responsibilities and mutually reinforce one another. It is also expected that administrators in our College will continue to teach so that Stowers' teaching responsibilities to the Public Administration Program have been fulfilled. This is a temporary position; at San Francisco State University and in the College of Behavioral and Social Sciences, faculty are expected to rotate back into the faculty after serving in an administrative position

In addition, other faculty remain affiliated although not currently active in Program affairs. These faculty are:

- **Rufus Browning.** Professor, Political Science (currently Director of the Public Research Institute and still sometimes teaching Program prerequisites). Focuses upon applied research design and statistics, minority politics, and policy analysis.
- **Raymond Miller.** Professor, Social Science and International Relations. Focuses upon Political economy, economic development, local government.
- **Raymond Pomerleau.** Professor, Political Science. Areas of interest include organizational theory, administrative behavior, public personnel policy.
- **Michael Potepan.** Associate Professor and Chair, Economics. Interests include economic analysis, economic development, urban finance.
- **Norman Schneider.** Professor, Urban Studies. Focuses upon non-profit administration, urban planning and policy analysis, economics of public decision-making.
- **David Tabb.** Professor, Political Science. Interests include Urban politics, public opinion, political economy, policy implementation.

5.1.C. Teaching Assignments

The teaching assignments for each member of the faculty nucleus are described in Table 5-2, below.

Table 5-2: Courses Taught by Faculty Nucleus

NAME OF FACULTY MEMBER	ACADEMIC YEAR	COURSE #	COURSE CREDITS	TITLE
Lilly Berry	1997-98	None	-	-
	1998-99	None	-	-
Richard DeLeon	1997-98	None	-	-
	1998-99	None	-	-
Richard LeGates	1997-98	URBS 580 /PLSI 580	3	Urban Housing
	1998-99	URBS/ PLSI 492		Research Methods prerequisite
		URBS 580 /PLSI 580	3	Urban Housing
		PA 765	4	Managing Information Systems in the Public Sector
Deborah LeVeon	1997-98	PA 730	4	Politics of Policy-Making & Implementation
		PLSI 603 / URBS 603	3	Internship
		PLSI 604 / URBS 604	1	Internship Seminar
		URBS 570	3	Urban Health Policy
	1998-99	PA 730	4	Politics of Policy-Making & Implementation
		PLSI 603 / URBS 603	3	Internship
		PLSI 604 / URBS 604	1	Internship Seminar
		URBS 570	3	Urban Health Policy
Katherine Naff	1997-98	PA 710	4	Research Methods for Public Administration
		PA 725	4	Public Management
		PA 745	3	Managing Human Resources
		PA 790/ PA 748	3	Diversity in Public Organizations
	1998-99	PA 710	4	Research Methods for Public Administration
		PA 725	4	Public Management
		PA 745	3	Managing Human Resources
Jack Osman	1997-98	PA 720	3	Microeconomic Applications for Public Administration and Policy
	1998-99	PA 720	3	Microeconomic Applications for Public Administration and Policy
Frank Scott	Future	Will Teach PA 700	3	Democracy and Public Administration in a Diverse Environment
		Will Teach PA 740	3	Managing Organizational Behavior
		Will Teach PA 727	3	Strategic Management
		Will Teach PA 770	4	Administration of Non-Profit Organizations
		Will Teach PA 775	3	Developing Non-Profit Resources
Marjorie Seashore	1997-98	SOC 392	3	Research Methods- prerequisite
		SOC 393	3	Statistics- prerequisite
		BSS703	3	Changing Roles of School Professionals
	1998-99	BSS703	3	Changing Roles of School Professionals
Genie Stowers	1997-98	PA 490	1	Public Service as a Career
		PA 750	4	Managing Budgets in the Public Sector
		PA 790	3	Special Topics-- Virtual Government
	1998-99	PA 490	1	Public Service as a Career
		PA 750	4	Managing Budgets in the Public Sector

Table 5-3 shows the coverage of all Public Administration courses by members of the faculty. All core and elective courses with the exception of PA 767: Administrative Law are covered by current members of the faculty nucleus. In fact, for most courses there are more than one faculty member who can teach the course and so, there is considerable overlap.

The Urban Studies Program is in the process of hiring a faculty member specializing in public policy analysis. That person would be available to teach PA 780: Public Policy Analysis, providing even more coverage.

Table 5-3: Course Coverage by Faculty Nucleus

COURSE	FACULTY MEMBERS COVERING COURSE
Core Courses	
PA 700 Democracy and Public Administration in a Diverse Environment, 3	Scott, Naff, Stowers
PA 710 Research Methods for Public Administration, 4	Naff, Stowers, DeLeon, Seashore
PA 720 Microeconomic Applications for Public Administration and Policy, 3	Osman
PA 730 Politics of Policy-Making & Implementation, 4	LeVeen, Stowers
PA 740 Managing Organizational Behavior, 3	Scott, Berry, Seashore
PA 745 Managing Human Resources, 3	Naff, Berry
PA 750 Managing Budgets in the Public Sector, 4	Stowers
Elective Courses	
PA 725 Public Management, 4, 1999	Naff, Scott, Stowers
PA 727 Strategic Management, 3, New (previously Advanced Public Management, 1997)	Scott, Naff
PA 747 Financial Management in the Public Sector, 3, 1998	Stowers
PA 748 Diversity in Public Organizations, 3, 1998 (offered then as PA 790)	Naff
PA 760 Urban Administration, 3, 1999	Stowers
PA 765 Managing Information Systems in the Public Sector, 4, 1998	LeGates, Stowers
PA 767 Administrative Law, 3, 1998	Part-Time Lecturer
PA 770 Administration of Non-Profit Organizations, 4, 1998	Scott
PA 775 Developing Non-Profit Resources, 3, 1999	Scott
PA 780 Policy & Organizational Analysis, 4, 1998	Stowers, New Hire in Urban Studies
PA 784 Program Evaluation, 3, 1997	Naff, Stowers
PA 790 Special Topics in Public Administration, 3, 1998	Various Faculty
PA 890/895/898 Culminating Experience Options	All Faculty
PA 899 Special Topics in Public Administration	All Faculty

In addition, these faculty are the core members of Public Administration students' culminating experience committees. Each committee requires a chair and one other committee member. Table 5-4 provides a listing of the numbers of student committees on which faculty have served as chair and as member. From this data, it is clear the kind of commitment that the members of the faculty nucleus have towards the Public Administration Program.

In addition to the core faculty, this table also indicates the broad range of perspectives, content expertise and viewpoints available within the University of which our students have taken advantage.

Table 5-4: Faculty Participation in Culminating Experience Committees, 1991-1999

FACULTY MEMBER	COMMITTEE CHAIR	COMMITTEE MEMBER
Faculty Nucleus		
Lilly Berry (Affiliated With Program since 1998)	0	0
Richard DeLeon	0	5
Richard LeGates	4	4
Deborah LeVeen	10	7
Katherine Naff (Arrived in 1997)	8	5
Jack Osman	4	6
Frank Scott (Arriving in 1999)	-	-
Marjorie Seashore	12	4
Genie Stowers	24	14
Former Core Faculty		
Yong Cho, Public Administration (Retired in 1997)	23	21
Ray Pomerleau, Political Science (Retired in 1997)	6	11
Norman Schneider, Urban Studies (Retired in 1997)	2	6
Ruth Shen, Economics (Retired in 1996)	4	2
Other Faculty		
Betty Blecha, Economics	0	1
Rufus Browning, Political Science	0	1
Roger Crawford, Geography	0	2
Jack Curtin, Criminal Justice	0	1
Michael Graham, Political Science	0	1
Barbara Holzman, Geography	0	1
Beverly Ovrebo, Health Education	0	2
Raquel Pinderhughes, Urban Studies	0	1
Michael Potepan, Economics	1	1
Michael Reisch, Social Work Education	0	1
David Shipp, Social Work Education	0	1
Laurie Zoloth-Dorfman, Jewish Studies	0	1

5.1.D. Course Load

Each faculty member at San Francisco State University must provide 24 WTUs (Weighted Teaching Units) per each academic year. In the College of Behavioral and Social Sciences, this makes the typical teaching load 3 courses plus independent studies and work on culminating experience projects.

This load shifts from semester to semester as administrative, advising, and committee assignments arise; these assignments often come with release time from teaching. In addition, faculty receive release time from teaching through internal or external funding.

Service and Research Assignments

Outside service and research assignments are crucial to the professional development of faculty members in the Public Administration Program. At San Francisco State University, these are seen as opportunities for faculty to pursue their own research interests, develop their skills, integrate new information and theories into their teaching portfolio, and diversify their work time.

For the 1998-99 Academic Year, Professors Naff and Stowers had the following release time opportunities:

- Naff, California Faculty Fellows Grant
- Naff, Evaluation work for the Public Research Institute
- Stowers, Director, Public Administration Program
- Stowers, Associate Dean of the College of Behavioral and Social Sciences

Professor Scott had not yet arrived; the release opportunities of the remaining members of the faculty nucleus are not relevant except for their release to teach Public Administration classes and courses that are Public Administration electives. These are not considered released time since they are part of their regular teaching load.

All members of the faculty nucleus participate in all Public Administration Program faculty meetings and other committee meetings without released time from teaching.

5.1.G. Other Full-time Faculty

Table 5-5 presents the names and affiliations of other full-time faculty members who participate in the Public Administration Program. These faculty contribute their subject area expertise by participating on culminating experience committees or by consulting with students who wish to self-design an elective emphasis in their area. Until his early retirement (teaches one semester only), Professor Pomerleau was an important member of the faculty nucleus, teaching PA 740: Managing Organizations, PA 745: Managing Human Resources, and the internship seminar.

Table 5-5: Additional Full-Time Faculty- Instructor in Culminating Experience

FACULTY NAME	RANK & TITLE	TENURE STATUS	ADMINISTRATIVE UNIT	DEGREE & FIELD
Roger Crawford	Professor of Geography	Tenured	Geography and Human Environment	Ph.D., Geography
Jack Curtin	Professor of Criminal Justice	Tenured	Criminal Justice Program	Ph.D., Criminal Justice
Barbara Holzman	Associate Professor of Geography	Tenured	Geography and Human Environment	Ph.D., Geography
Raymond Pomerleau	Professor of Political Science	Tenured	Political Science Department	Ph.D., Political Science

5.2 Professional Qualifications

All faculty (100%) in the faculty nucleus hold the earned doctorate or other terminal degree in their field (i.e., one faculty member holds the Juris Doctor degree).

All other faculty (100%) who participate in the Public Administration Program hold the earned doctorate.

In total, all participating full-time faculty (100%) hold the earned doctorate.

5.3 Practitioner Involvement

Practitioners are very important to the mission of the Public Administration Program at San Francisco State University. In addition to being integrated into individual classes by guest speaking on relevant topics, they also play a crucial role by teaching individual classes in their field. Practitioners are recruited by the Public Administration Student Association and the Program itself to speak at special events like the annual graduation banquet, and also serve on the newly established Community Advisory Board and Alumni Advisory Board.

5.3.A. Instruction by Practitioners

The number and percentage of core and elective Public Administration courses taught by part-time and full-time faculty for the past two years is presented in Table 5.6.

As discussed in the first part of this standard, during the past two years the Public Administration Program has not had access to the three full-time Public Administration part of its faculty nucleus. This was due to an unexpected retirement and a failed search.

However, with the addition of the third core Public Administration faculty member and the continued dedicated interdisciplinary core of six members, the Public Administration Program will fully meet this standard in the future.

Table 5-6: Instruction by Part- and Full-Time Faculty

	CORE COURSES		ELECTIVE COURSES		ALL COURSES	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Fall 1997	50% (3)	50% (3)	66.7% (2)	33.3% (1)	50% (5)	50% (5)
Spring 1998	66.7% (4)	33.3% (2)	33.3% (1)	66.7% (2)	67% (6)	33% (3)
Fall 1998	60% (3)	40% (2)	33.3% (1)	66.7% (2)	62.5% (5)	37.5% (3)
Spring 1999	25% (1)	75% (3)	33.3% (1)	66.7% (2)	42.9% (3)	57.1% (4)
TOTAL	52.4% (11)	47.6% (10)	41.7% (5)	58.3% (7)	55.9% (18)	44.1% (15)

The tentative AY 1999-2000 schedule (Table 5-7) further illustrates the fact that the 3 Public Administration / 6 other interdisciplinary faculty nucleus configuration now (August 1999) in place is crucial and that, now that it is in place, this standard will be met. The tentative schedule for the year is:

Table 5-7: Tentative AY 1999-2000 Course Schedule and Faculty Assignments

COURSE	FALL 1999	SPRING 2000
Core Courses		
PA 700 Democracy and Public Administration in a Diverse Environment	Scott	Scott
PA 710 Research Methods for Public Administration	Naff--On Presidential Fellowship Leave—replaced by Lecturer	Naff
PA 720 Microeconomic Applications for Public Administration and Policy	Osman	-
PA 730 Politics of Policy Making & Implementation	LeVeen	-
PA 740 Managing Organizational Behavior	-	Pomerleau
PA 745 Managing Human Resources	Naff--On Presidential Fellowship Leave—replaced by lecturer	-
PA 750 Managing Budgets in the Public Sector	-	Stowers
Elective Courses		
PA 727 Strategic Management	Scott	-
PA 767 Administrative Law	Part-Time - Mason	-
PA 780 Policy & Organizational Analysis	Part-Time- Farrar	-
PA 790 Special Topics-- Virtual Government	Stowers	-
PA 747 Financial Management in the Public Sector	-	Stowers
PA 765 Managing Information Systems in the Public Sector	-	LeGates
PA 770 Administration of Non-Profit Organizations	-	Scott
PA 748 Diversity in Public Administration	-	Naff
PA 890/895/898	-	Scott
TOTAL	Full-time Faculty Core = 60% / Full-time Faculty Total = 56%	Full-time Faculty Core = 75% Full-time Faculty Total = 88.9%

Table 5-8 illustrates the high quality of the part-time instructors that have taught in the Public Administration Program. Our part-time instructors include several non-profit executive directors and federal regional directors.

Table 5-8: Courses Taught by Part-Time Faculty

NAME	YEAR	JOB TITLE/AGENCY	COURSE TITLE	DEGREE & FIELD
Paul Dickey	1998-99	Retired, Chief, Management and Executive Training, IRS Western Region / District Director, 2 IRS Regions	PA 727: Financial Management / PA 700: Democracy and Public Administration	D.P.A., Public Administration
Carol Edlund	1997-98 / 1998-99	Adjunct Instructor	PA 700: Democracy and Public Administration (Summer)/ PA 745: Managing Human Resources / PA 740: Managing Organizational Behavior (Summer)	Ph.D., Public Administration
Valerie Edwards	1998-99	Chief Program Office / Westside Community Mental Health	PA 775: Developing Non-Profit Resources	M.A. Social Welfare
Rod Gould	1997-98 / 1998-99	City Manager, City of San Rafael, CA	PA 760: Urban Administration	M.P.A., Public Administration
Robert Leduc	1998-99	Executive Director, Non-Profit	PA 770: Non-Profit Administration	Ph.D., Public Administration
Melissa Levitt	1998-99	Adjunct Instructor	PA 710: Research Methods in Public Administration	A.B.D., Political Science
Phillip LeVeen	1997-98	Independent Economic Consultant	PA 730: Politics of Policy Implementation	Ph.D., Economics
Robert Mason	1997-98	Administrative Law Judge, Workers' Compensation	PA 767: Administration Law	J.D.
Mark Pertschuk	1997-98	Director, Firearms and Violence Policy Group, Public Health Institute / Executive Director, Californians for Responsible Gun Laws	PA 730: Politics of Policy Implementation (Summer)	J.D.
Jim Schultz	1997-98	Executive Director, The Democracy Center	PA 780: Public Policy Analysis	M.P.A., Public Administration
John Tate	1998-99	Adjunct Instructor	PA 710: Research Methods in Public Administration	A.B.D. Political Science
Frank Yanak	1997-98	Retired Regional Director, U.S. Office of Personnel Management / Senior Management Associate with the Institute of Public Administration	PA 700: Democracy and Public Administration	Ph.D., Public Administration

5.3.B. Practitioner Involvement

In the San Francisco Bay Area, we are privileged to have enormous practitioner and advanced academic resources from which to recruit instructors. The San Francisco Bay Area is a federal regional headquarters, one of largest non-profit communities in the country, includes nine counties and more than 100 cities. These instructors resources allow us to have some of the most qualified and experienced public and non-profit managers in the country teach in our Program.

Among the instructors are former regional directors of two major federal agencies, regional finance and information security directors, city managers, judges, and executive directors of non-profit and advocacy organizations (see Table 5-8). These provide excellent opportunities for students to learn about the practical application of the public administration theories to which they are exposed, and to make valuable contacts within the practitioner community. Some of these officials are alumni of our Program.

Before practitioners are invited to teach in the Public Administration Program, they are interviewed and their qualifications are assessed. In addition to practical experience, many practitioners in the area do possess academic credentials in the form of Ph.D.s or D.P.A.s.

As with full-time faculty, when practitioners become part-time instructors, their instruction is evaluated through teaching evaluations by students in all classes. In addition, many classes are peer-reviewed by other faculty in order to assess instructor effectiveness. If teaching evaluations provide evidence of less than satisfactory performance, then with regret the instructor is not invited back to teach again.

In order to more effectively integrate these important resources into our Program and create more formal ways of soliciting input, the Program recently established the Alumni Advisory Board and the Community Advisory Board.

Members of the Alumni Advisory Board include:

- Joanne Coffin, Regional Information Security Officer for the Veterans' Association
- Bonnie Hough, Senior Attorney, State of California
- Jim Steele, Treasury Manager, City of Palo Alto
- Miles Hamada, Regional Administrator, Sloan Kettering Cancer Center

Members of the Community Advisory Board include:

- Keith Axtell, Regional Director of Housing, U.S. Department of Housing and Urban Development
- Sharon Caudle, Senior Evaluator, U.S. General Accounting Office

- Pam David, Director of the Mayor's Office of Community Development City of San Francisco
- Steve Fike, Regional Director, U.S. Customs Laboratory
- Ed Harrington, Controller, City/County of San Francisco
- William Lee, City Administrator of the City/County of San Francisco
- Wilson Riles, Jr., Executive Director of the Pacific Mountain Region, American Friends Service Committee

5.4 Faculty Quality

The quality of the work of the members of the faculty nucleus at San Francisco State University is demonstrated in many ways-- in the excellence of their instruction, in their continued high quality scholarship, and in the excellence of their community and professional association service.

5.4.A. Faculty Data Sheets

The faculty data sheets (Volume II) illustrate the individual and cumulative records. There is no member who has not continued their professional activity and who has not continued to expand their intellectual horizons.

5.4.B. Promotion and Tenure

The granting of promotion and tenure are different processes at San Francisco State University. For each, the candidate is reviewed by the Program's Retention, Tenure, and Promotion (RTP) Committee, who makes a recommendation to the Director. The Director makes a recommendation to the Dean.

At this point, there is some divergence in the processes. For promotion, the Dean's recommendation is forwarded to a faculty committee, the University-wide University Promotions Committee. This committee then makes recommendations to the Provost / Vice President for Academic Affairs, who in turn makes final recommendations to the President. For tenure, there is no University-wide faculty committee, and so the Dean's recommendations go directly to the Provost / Vice President for Academic Affairs.

Each year, a probationary faculty member is given a retention review; The sixth year review is a review for tenure although the candidate may request tenure in any earlier review.

The criteria are also slightly different. All decisions are based upon the contents of the candidate's Working Personnel Action File (WPAF), which provide the necessary evidence of meeting the stated criteria. No decisions or comments may be made on anything that is not within that file, which closes on a certain date. Candidates have access to and an opportunity to respond to anything that is in their WPAF.

The criteria for retention and tenure are:

- Teaching effectiveness (as shown by peer reviews, letters of recommendation, and teaching evaluations)
- Professional achievement and growth (publications, curricular development, and work in progress)
- Research and publication (descriptions of research, any evaluations of the research)
- Research and curricular development (research that results in curricular developments)
- Community service
- Service to professional societies or associations
- University service-- University non-teaching assignments
- Personal collegial relationships as a member of the faculty
- How the faculty member fits the future plans and needs of the department
- Professional education and experience

The criteria for promotion are:

- Teaching performance
- Professional achievement and growth
- Contributions to campus and community.

One of the profiles seen in Table 5-9 must be met by a candidate in order to merit promotion. Of these, superior is a higher rating than significant. The crucial element to understand about these criteria is that teaching is clearly the most important element for achieving promotion.

Table 5-9: Evaluation Profiles for Achieving Promotion

TEACHING PERFORMANCE	PROFESSIONAL ACHIEVEMENT AND GROWTH	CONTRIBUTIONS TO CAMPUS AND COMMUNITY
Significant	Significant	Significant
Significant	Superior	Superior
Superior	Significant	Significant

The recent experience of the Public Administration Program in the promotion and tenure process has been a positive one. Beginning in 1991, all the Public Administration Program faculty were full professors except for Professor Stowers, who was hired as an Assistant Professor (with two years credit towards tenure since she had taught for five years elsewhere). Professor Stowers was promoted to Associate Professor two years later, in 1993. Two

years after that, she was given tenure (1995). Last year, she was promoted to full Professor, effective Academic Year 1999-2000 after spending six years as Associate Professor.

Professor Naff was hired in 1996-97 (and arrived in January 1997) as an Assistant Professor. Based upon her outstanding record to date (two and one-half years later), the Public Administration Program Retention, Tenure and Promotion (RTP) Committee is supporting her application for early promotion this fall.

Professor Scott is being hired as an Assistant Professor and will begin the RTP process himself this fall.

5.41 Instruction

Due to the emphasis on instruction and excellence in teaching at San Francisco State University, there is constant attention to improving instruction and to developing innovative curricula. Public Administration faculty are in the forefront of many of these efforts. Current efforts include improvements in the teaching evaluation instrument, developing effective Internet-mediated teaching methods, and community service learning efforts.

5.41.A Quality of Instruction

Quality instruction and excellence in teaching is something upon which faculty take great pride in at San Francisco State University. Meritorious instructors are identified and teaching is celebrated by the University. Quality of instruction is measured at San Francisco State University by the required teaching evaluations, peer evaluations, and graduate surveys.

At San Francisco State University, there are many measures for promoting and maintaining quality teaching. Most prominently, these include directly tying merit pay and promotions and tenure to excellence in instruction. Excellent instructors are also identified and make presentations on their methods. Finally, the Center for the Enhancement of Teaching provides instruction on improving traditional teaching and ways to incorporate innovative instructional methods into their classroom. Center for the Enhancement of Teaching also provides informal groups and other ways for faculty to discuss their teaching and ways to improve.

Instructional innovation is an important undertaking at San Francisco State University; the Center for the Enhancement of Teaching has grants available to promote innovation in teaching and highlights particular examples of innovation in faculty teaching. Innovation in instruction is also an important criterion for promotion and tenure so it is taken very seriously on campus.

5.41.B. Workload Policy

The normal faculty workload is 12 Weighted Teaching Unit (WTUs) per semester and 24 WTUs per academic year. This typically means that each faculty member teaches three courses per semester. Release time is provided for administrative assignments, advising, and may be built into grant applications.

A faculty member earns 0.5 WTU for each culminating experience committee on which they serve. Therefore, these earned WTUs help the faculty member make up their needed 12 WTU per semester.

Currently, there are no off-campus locations for the Public Administration Program.

5.41.C. Class Sizes

Class sizes at San Francisco State University have gradually increased, a necessary development in order to justify the new core Public Administration faculty (Table 5-10). With curricular changes, the faculty made a conscious decision to have slightly larger core classes and increased the number of elective classes, which would have fewer students. At the same time, admissions have increased and more students from outside the Program are trying Public Administration classes. This has resulted in slightly larger full-time equivalent students (FTES), fewer extremely small classes, and slightly larger class size overall.

The timing of classes is highly related to class size. In order to keep class size down in the introductory course and research methods, PA 700: Democracy and Public Administration in a Diverse Environment and PA 710: Research Methods in Public Administration, these two courses are offered in both Fall and Spring semesters. The remaining core courses are offered once per year and each elective is offered once every three semesters.

This schedule does not count any Summer semesters. When courses are offered during a Summer semester, that is considered an "extra" offering.

No classes in the past two years exceeded 29 students.

Table 5-10: Class Sizes

NUMBER OF COURSE SECTIONS				
Class Size	1995-96	1996-97	1997-98	1998-99
1-9 Students	50.0% (8)	38.9% (7)	11.1% (2)	12.5% (2)
10-19	31.3% (5)	38.9% (7)	55.6% (10)	50.0% (8)
20-29	18.8% (3)	22.2% (4)	33.3% (6)	37.5% (6)
30-39	-	-	-	-
40-49	-	-	-	-
Over 50	-	-	-	-
TOTAL	100% (16)	100% (18)	100% (18)	100% (16)

5.41.D. Actual Credit-Hours

The number of actual credit hours taught by each nucleus faculty member for the past two years is presented in Table 5-11. There is a great deal of variability across faculty member, depending upon advising, committee and administrative assignments and grant activity.

Table 5-11: Actual Credit Hours Taught

	TOTAL CREDIT-HOURS TAUGHT FOR ACADEMIC YEAR							
	1997-98				1998-99			
Name of Nucleus Faculty Member	Grad	Under grad	Cont. Ed.	Total	Grad	Under grad	Cont. Ed.	Total
Lilly Berry	10.5	6	-	16.5	14	3	-	17
Richard DeLeon	5.5	8.3	-	13.8	.5	17.6	-	18.1
Richard LeGates	1.0	13.8	-	14.8	3.5	16.5	-	20
Deborah LeVeen	4.4	17.9	-	22.3	5.5	19.4	-	24.9
Katherine Naff	20.5	0	-	20.5	13.5	0	-	13.5
Jack Osman	6.5	12	-	18.5	3.5	15.6	-	19.1
Frank Scott	N/a	N/a	-	N/a	N/a	N/a	-	N/a
Marjorie Seashore	2.9	12.3	-	15.2	3.4	6.6	-	10.9
Genie Stowers	10.3	1	-	11.3	8.3	0	-	8.3

5.42 Research

Scholarly Productivity and Publications

The nine faculty in the Public Administration Program faculty nucleus have been very productive over the past four years. As a group, since 1994-95 they have published or presented:

- Forty (40) articles
- Seven (7) books
- Thirty-four (34) conference and working papers

The faculty publish and write in areas including:

- The psychology of work and psychology at work
- Community development block grants and the EZ/EC process
- Urban voting patterns
- Urban electoral reform
- University / community partnerships
- Urban housing policy, including regional homelessness efforts
- The development of urban planning
- Health care reform
- Alternative birthing patterns and midwifery

- Representative government
- EEO and affirmative action in government
- Public sector human resource management
- Budgeting by ballot- California's initiative process
- Comparative economic systems
- Participative democracy
- Public administration theory-- Postmodern discourse and a postconventional public administration
- School restructuring and public school reform
- Interdisciplinary professional preparation
- Governments' use of the Internet
- Government service delivery on the Internet
- Internet-mediated education
- Internet policies adopted by governments.

The Public Administration Program faculty have also been at the forefront of grant activity on the San Francisco State University campus, participating in pioneering efforts in the Edelman Institute, the U.S. Department of Housing and Urban Development's University / Community Partnerships, and the California Legislature's Faculty Fellows Program.

Funded and Unfunded Research Projects

The faculty continue to be extremely involved in both funded projects and in current, unfunded projects.

Funded Projects

The funded projects developed by Public Administration Program faculty include National Science Foundation grants, U.S. Department of Housing and Urban Development and U.S. Department of Education grants as well as California Faculty Fellows grants.

- LeGates, Co-principal investigator (with SFSU Political Science Department chair Richard DeLeon), \$ 150,000 National Science Foundation Adaptation and Implementation grant to develop innovative teaching materials using information technology (1999 – present).
- LeGates, Consultant to the Association of Bay Area Governments for a study of regional homeless financing 1999 - present.
- LeGates, Co-principal investigator (with SFSU Economic Department chair Michael Potepan), California State University faculty fellow Program \$ 6,500 grant to provide policy advice to California Senate Select committee on Community and Economic Development (1997).

- LeGates, Principal Investigator \$100,000 HUD-funded Stanford/SFSU Community Outreach Partnership Center Institutionalization Grant (1996 - 1997).
- LeGates, Principal Investigator for SFSU portion of \$ 580,000 HUD-funded Berkeley/Stanford/SFSU Community Outreach Partnership Center (1994 - 1996).
- LeGates, Principal Investigator, San Francisco Mayor's Office of Community Development Community Development Block Grant Assessment (1993 - 94).
- Naff, Principal Investigator for \$12,500 grant from the Faculty Fellow Program. *Diversity in Higher Education*. 1998. Center for California Studies, California State University, Sacramento, CA. (1998).

Current Unfunded Research Projects

The unfunded projects also reflect a wide variety of interests and experience in the public sector, spread across all the disciplines involved in the Public Administration Program. These include:

- Berry, Professional Book, Sabbatical Leave Project. Predicting Future Employee Performance from Applicant Assessments.
- Berry, Business Magazine Article. Educating OD Specialists.
- Berry, Empirical Research. Peer Advising for Psychology Majors: Is it worth it?
- Berry, Archival Research. Predictors of Graduate School Success in Students' Program Applications
- DeLeon, (Co-author) *Beyond Rainbows: Urban Conservatism in an Age of Diversity* (University Press of Kansas, est. 2001).
- DeLeon, (Co-author) Reports and working papers on San Francisco's Enterprise Community Program and Oakland's Enhanced Enterprise Community Program as part of Abt Associates, Inc. national study of the federal EZ/EC initiative.
- DeLeon, Field research associate studying San Francisco culture wars politics as part of NSF-funded
- DeLeon, research on culture wars and urban politics (Elaine Sharp, PI). Final report due November 1999.
- DeLeon, (Co-developer) Developing Web-based instructional modules on the topic of immigration politics and policy as part of NSF-funded collaborative project (Richard LeGates, PI), 1999-2000.
- DeLeon, "Regional Political Cultures in California," working paper.
- LeGates, NSF "Adaptation and Implementation" grant to develop course and curriculum materials using innovative pedagogies based on information technology

- LeGates, Study for Association of Bay Area Governments and Bay Area Regional Initiative on alternative funding and governance structures for regional homeless programs
- LeGates, Writing "Urban Studies" section of International Encyclopedia of Social and Behavioral Sciences
- LeGates, Developing new course on "Cities and Civilization"
- Naff, "Working for America: Does Public Service Motivation Make a Difference?" co-authored with John Crum. Under review by the *Review of Public Personnel Administration*.
- Naff, *To Look Like America: Identifying and Dismantling Barriers to the Inclusion of Women and Minorities in the Federal Civil Service*. Westview Press. Expected publication 2000.
- Naff, *Public Personnel Management in Government*, 4th edition (co-authored with Jay Shafritz, David Rosenbloom, Norma Riccucci, and A.C. Hyde), Marcel Dekker. Expected publication, 1999.
- Osman, the economics and finance of education in California and Scandinavia (particularly, Sweden and Finland).
- Osman, the effect of natural disasters on employment, output, and prices.
- Osman, the regional impact of economic transition.
- Seashore, Project Co-Director, Inter-professional Education/ University-Community Partnership Initiative of the Child and Adolescent Development Degree Program, Marian Wright Edelman Institute for the Study of Children, Youth and Families, San Francisco State University, funded by the Stuart Foundation.
- Stowers, The Virtual Government. Book In Progress. Proposal Completed.
- Stowers, Government on the Desktop: Service Delivery on the Web.
- Stowers, Internet Policies--Where Are We and Where Do We Go From Here?

5.43 Experience and Service

Experience

The experience base of the Public Administration Program faculty is broad and extremely diverse. It includes Peace Corps volunteer and evaluator as well as administrative assistant, clinical therapist and research economist.

- Personnel research analyst
- Research consultant
- Administrative analyst
- Department chairperson / administrator
- Research coordinator
- Graduate program coordinator
- Peace Corps
- Program evaluator / research analyst
- Communications consultant
- Administrative assistant

- Membership director, non-profit organization
- Research economist
- Executive director, non-profit organization
- Vice president, family services organization
- Training director
- Counselor
- Clinical social worker
- Program analyst, urban programs
- Economic development planner
- Volunteer coordinator, political campaign
- College administrator

Service

Members of the faculty nucleus have also contributed a great deal of service to campus, their communities, and their professional associations. At San Francisco State University, there is a strong tradition and culture of community service and the Public Administration faculty are full participants in this tradition.

In addition to serving in a wide variety of administrative positions on campus, faculty have taught how to create online classes, have chaired the University Promotions Committee, served as part of the executive committee of the Community Service Learning Program, founder and Director of the Public Research Institute, and as Interim Executive Director of the Marian Wright Edelman Institute for Children, Youth and Their Families.

Community service includes speaking to community groups on the Internet and city politics, advising community groups on health policy, housing, electoral reform, and volunteer work with health, domestic violence, and gang prevention community groups.

Faculty members have been particularly active in public administration-related professional associations. Public Administration faculty include two past members of the National Council of the American Society for Public Administration, immediate past chair of the Section on Health and Human Services Administration for ASPA, and frequent ASPA, Public Administration Theory Network, and National Association of Schools of Public Affairs and Administration conference attendees. In addition, former faculty member Professor Yong Cho was president of the American Society for Public Administration.

5.5 Faculty Diversity

Following the tradition of San Francisco State University, attracting diversity in students and faculty is important to the faculty of the Public

Administration Program. To that end, affirmative efforts were made (following an approved affirmative action plan) to attract faculty candidates who were women and / or people of color. Specific plans were developed to attract people of color and women to the Program.

5.5.A. Diversity Plans

During the last faculty search, the following plan and activities were developed to attract women and / or people of color. Special efforts were made to reach minority applicants through a variety of professional channels. The existence of the Public Administration position was distributed through the following mechanisms:

- Direct mailings of position announcement to department chairs of:
- Selected Ph.D.-granting departments of Political Science and Public Administration
- Direct mailings of position announcements to identified minority candidates in political science
- Display ads in national professional publications:
- Job publications of the following professional associations:
 - American Society for Public Administration
 - Public Administration Times
 - Conference of Minority Public Administrators (COMPA)
 - Section for Women in Public Administration (SWPA)
 - American Political Science Association
- Attendance at (and/or position listing at) relevant professional meetings such as:
 - American Society for Public Administration
 - National Association of Schools of Public Affairs and Administration
 - American Political Science Association
- Networking
- Additional distribution as well as direct personal contacts through personal networks of SFSU Faculty.

In addition, as another way to provide diversity among the faculty, the diversity plan includes attracting women and /or people of color to teach as part-time faculty.

The atmosphere at San Francisco State University in general is very welcoming of students and faculty of color and of women. However, this can always be improved. The Public Administration Program is dedicated to raising and dealing with issues of race, gender, ethnicity, sexual minorities, differently-abled individuals, and other issues that might serve to divide the faculty and students. This is accomplished by being open and honest in our classes about these issues, ensuring that all concerns of students or faculty member are taken seriously, setting standards that ensure that no individuals are harmed by word

or action. If some incident does occur, the faculty work hard to ensure that the incident is discussed or dealt with directly so that everyone involved learns from the experience and that it is not repeated.

5.5.B. Diversity Data

The past diversity of the faculty included:

- Asian male
- Three white males
- Five white women

This pattern has changed, as can be seen in the current diversity of the faculty, listed in Table 5-12. As seen here, the faculty is diverse in terms of gender but not in terms of race / ethnicity.

Table 5-12: Current Faculty Diversity

Faculty*	AA/EEO/ADA Category**	Rank	Tenure Status
A.	White Female	Professor	Tenured
B.	White Male	Professor	Tenured
C.	White Male	Professor	Tenured
D.	White Female	Professor	Tenured
E.	White Female	Assistant Professor	Tenure Track
F.	White Male	Professor	Tenured
G.	White Male	Assistant Professor	Tenure Track
H.	White Female	Professor	Tenured
I.	White Female	Professor	Tenured

As mentioned above, the Program seeks to further diversify its faculty by hiring women and / or people of color as part-time faculty. In this regard, the Program has been quite successful. In Spring and Fall 1999, the Program has hired three people of color (one woman, two men) as part-time instructors. Efforts to recruit additional people of color continue through word of mouth and referrals from local universities. Should additional tenure track positions be made available, special efforts will once again be made to seek out and hire women faculty and faculty of color.

The Program also makes special efforts to invite public and non-profit sector managers who are women and / or people of color to speak to classes. Finally, the Program also made special efforts to invite women and people of color to become members of the Community Advisory Board and the Alumni Advisory Board.

5.5.C. Faculty Searches

Table 5-13 provides the affirmative action data from our two most recent searches, in AY 1997-98 and in 1998-99. The 1997-98 search was unsuccessful; the 1998-99 search resulted in the hiring of Professor Frank Scott, who is now part of the faculty.

Table 5-13: Results of Faculty Searches

	AY 1997-98 SEARCH				AY 1998-99 SEARCH			
	Applicants	Semi-Finals	Interviewed	Offer	Applicants	Semi-Finals	Interviewed	Offer
Minority Men	3	3	1	1	4	2	1	
Minority Women	4	2	1	1	2	2		
Non-Minority Men	7	3			3	0		
Non-Minority Women	3	5	1		12	3		
Men (Ethnicity Unknown)	15	1			11	4	2	1
Women (Ethnicity Unknown)	8	0			6	2		
TOTAL	40	14	3	2	38	13	3	1

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

Admission policies and standards are clearly stated in the Public Administration Program's brochure, web page, in San Francisco State University's Bulletin, and in other materials. Every effort is made to ensure consistency and fairness in the Public Administration Program's admissions process. There are no differences in the admissions process for pre-service versus in-service students or any other category of students. The Program is highly concerned with diversity and in fact has quite a diverse student body. However, gender, race and ethnicity are not factors in the admissions process, as we are able to admit all qualified students who apply. The Cho Public Service Scholarship provides one opportunity to attract students of color and women.

6.1.A. Mission, Assessment and Guiding Performance

The Public Administration Program's mission statement focuses on providing "intellectual and practical interdisciplinary education", on "attracting, retaining, and graduating a highly diverse student body", and on "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.

Through its admissions process, the Program seeks to admit students from a wide variety of disciplines, backgrounds, and cultures to ensure that the Program is diverse from many standpoints and that everyone in the Program is exposed to different viewpoints. The Program is also dedicated to ensuring student success. During our mission process, the Program re-evaluated many aspects of Program operation, including admissions standards and practices.

Based upon empirical research conducted during our strategic planning process and mission process, the Program determined the most prominent predictor of success in our Program to be undergraduate grade point average (in the last 60 units). In addition, Program faculty and students have continuing concerns about the legitimacy of standardized test scores in light of the considerable body of research showing that some minority groups tend to score lower on such tests than non-minorities for reasons unrelated to their abilities. Therefore, our admissions process was changed to reduce the importance of the Graduate Record Examination scores and to give greater importance to grade point average in our admissions process. Other factors considered in admission include letters of recommendation submitted by applicants, and their personal statements as to why they are pursuing the MPA degree.

6.1.B. Admission Process

The admissions process at San Francisco State University's Public Administration Program is the same for all incoming students. There are no distinctions between full-time or part-time, pre-service or in-service students in that process. There are no special admission processes.

All potential students applying for admission into the Public Administration Program must first apply to the University by completing the California State University application, sending transcripts and meet University graduate student standards (2.50 grade point average from an accredited university).

Once the student is admitted to the University, the Graduate Division office forwards Advancement papers to the Program office, signifying that the next stage of the process may proceed.

At the same time, students apply directly to the Public Administration Program by sending a letter of application, two letters of recommendation, and another set of transcripts. Applicants must have achieved a 3.0 grade point average in their last 60 units of undergraduate coursework in order to be admitted to the Program.

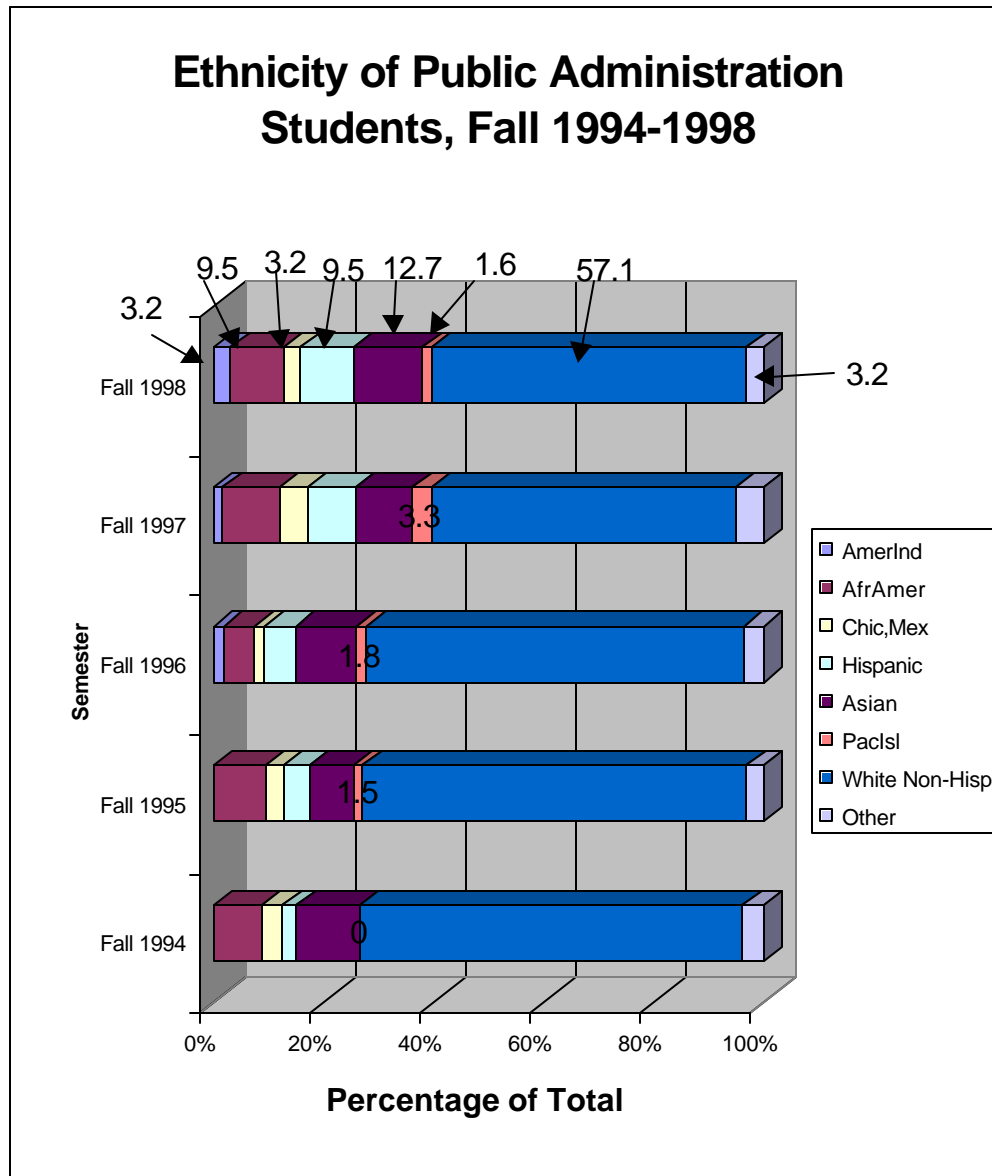
However, in a recent (1998-99) change, a student who does not meet that standard might also be admitted to the Program with a 1100 combined Verbal / Quantitative Graduate Record Examination score. Previously, GRE scores had to be submitted for admission with each application.

Once all required materials are in a student's application file, they are reviewed by the Program Director and a decision on admission is made according to a strict interpretation of the standards. If there is any question as to whether a student meets the standards, the Director consults with other faculty.

6.1.C. Representation

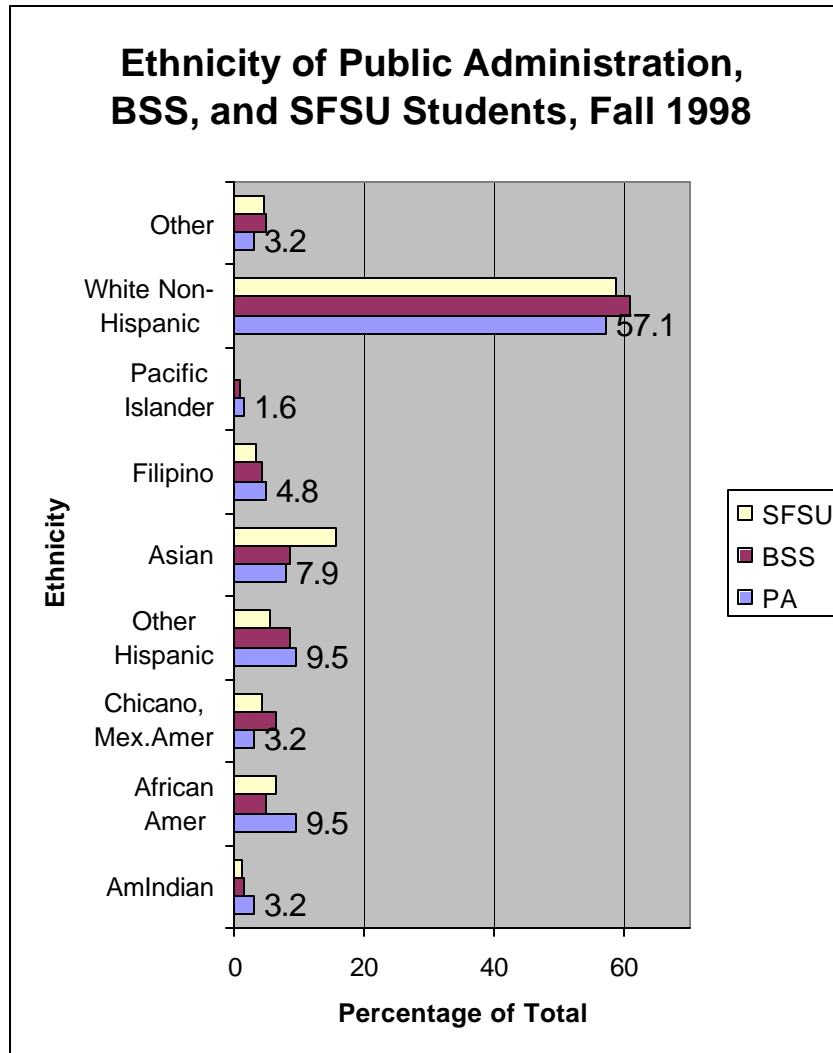
The student body of the Public Administration Program at San Francisco State University is quite diverse. Figure 6-1 presents the ethnicity of the Public Administration Program from 1984 to 1998.

Figure 6-1: Ethnicity of Public Administration Students, 1994-1998



This figure indicates the increasing diversity of the Program's students. Figure 6-2 contributes to this understanding by showing comparable data for graduate students in the College of Behavioral and Social Sciences and the University.

Figure 6-2: Ethnicity of Public Administration, College of BSS, and SFSU Students, Fall 1998



Overall, the Public Administration Program is diverse, reflecting nearly the same race/ethnic composition of the college and university. However, Figure 6-3 indicates that the Public Administration Program actually graduates more Hispanic students than either the College of Behavioral and Social Sciences or the University. This graph indicates that there are fewer different ethnic groups represented in the Public Administration Program.

Figure 6-3: Ethnic/Racial Comparisons by Degrees Earned, 1997

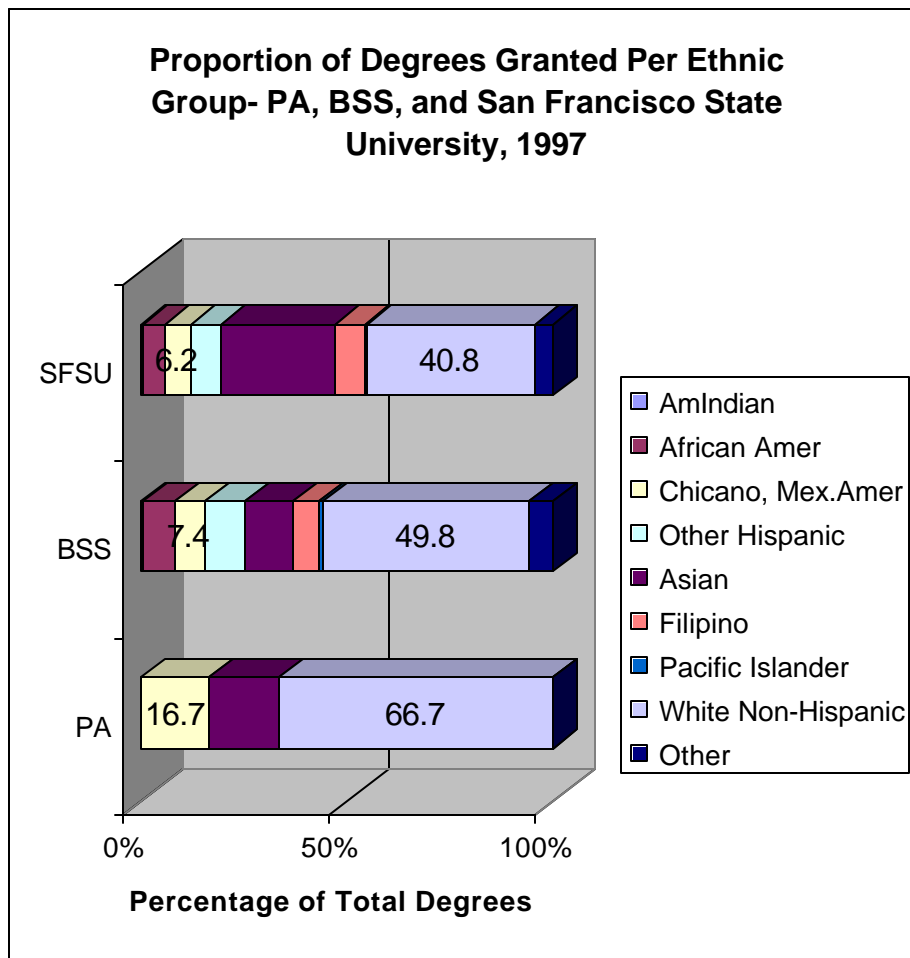


Figure 6-4 presents the proportion of women and men students in the Public Administration Program from 1994 to 1998. This data indicates that there are more women than men in the Program-- a two-thirds women to one-third men ratio-- and a great deal of stability in this ratio.

Figure 6-4: Gender of Public Administration Students, 1994-1998

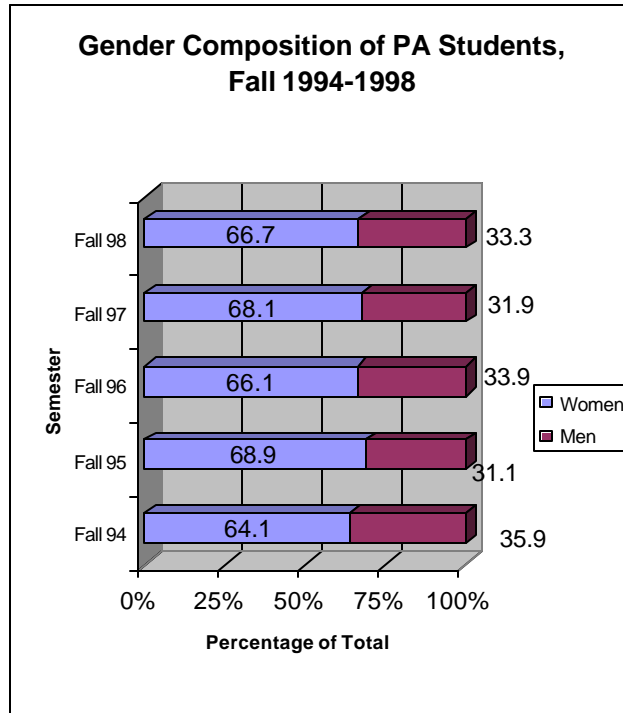
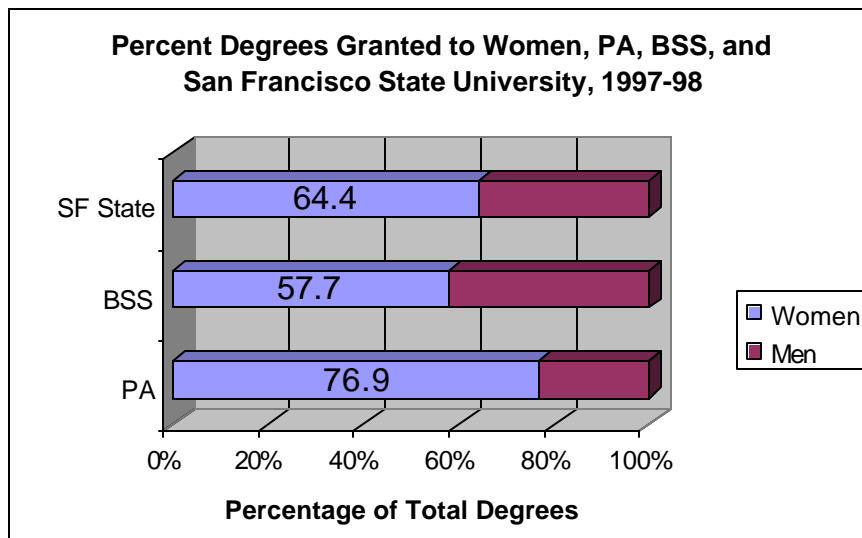


Figure 6-5 provides a comparison between the Public Administration Program, the College of Behavioral and Social Sciences, and the University in the proportion of women students receiving degrees. This data shows that the Public Administration Program grants significantly more graduate degrees to women than either the College or the University.

Figure 6-5: Comparison of Degrees Granted to Women by Public Administration Program, College of Behavioral and Social Sciences, and University, 1997-98



Overall, women and men and most racial/ethnic groups are well represented in the Public Administration Program.

The Program will continue to look for ways to recruit and retain students of color. The recruiting and retention plan is discussed at length in Standard Seven-- Student Services. The plan revolves around the creation of student awards, the establishment of the Cho Public Service Scholarships, the development of a Pi Alpha Alpha chapter, and the awareness that more steps need to be taken in order to create a more supportive environment. As discussed in an earlier standard, the Program also seeks to create a supportive environment by being open and supportive of women and people of color, by providing positive role models, and by actively discussing any issues that arise.

6.2 Baccalaureate Requirement

There are no special conditions under which a student who did not have a degree from an accredited institution or had appropriately evaluated credentials from non-U.S. universities would be admitted to the University or to the Public Administration Program. This is a university standard, not a standard of the Public Administration Program.

6.3 Admission Factors

The Public Administration Program seeks to admit those students whom the faculty feel can successfully complete the course of study required to receive their degrees.

In making admissions decisions, several factors are considered (see below). In deciding upon the admissions factors and standards, empirical evidence of the relationship between success in the Program, undergraduate grade point average, and Graduate Record Examination were examined. This study indicated very little relationship between ultimate success in the Program and Graduate Record Examination scores. Therefore, the Program relies more upon undergraduate grade point average but allows flexibility in the admissions process.

6.3.A. Admission Factors

As part of the application process, students apply directly to the Public Administration Program by sending a letter of application, two letters of recommendation, and their transcripts. The standards and factors considered in the or admission process include:

- undergraduate grade point average must be at least 3.0 in last 60 units
- letter of application explaining why the student is interested in the public sector and the Master's of Public Administration degree

- letters of recommendation commenting on potential for success in graduate school

In a recent (1998-99) change, a student who does not meet the required standard for grade point average might also be admitted to the Program with a 1100 combined Verbal / Quantitative Graduate Record Examination score. Previously, GRE scores had to be submitted for admission with each application.

The Program does not distinguish between pre-service and in-service students.

Final admission decisions are based upon a combination of the grade point average, letters of application, and letters of recommendation; while not required, Graduate Record Examination scores may be considered in the admissions process.

6.3.B. Admission Record

Figure 6-6 presents the number of students admitted into the Public Administration Program from 1987-8 to Fall 1999. Students may be admitted for either the Fall or Spring semesters. Admissions have been steadily increasing since 1995-96; 41 students were admitted for Fall 1999, which is the highest number of admissions for Fall semester since these records were kept. Prior to this semester, the record number of admissions for a year was last year (1998-99), when 55 students were admitted.

Figure 6-6: Public Administration Program Admission, 1987/88-1999

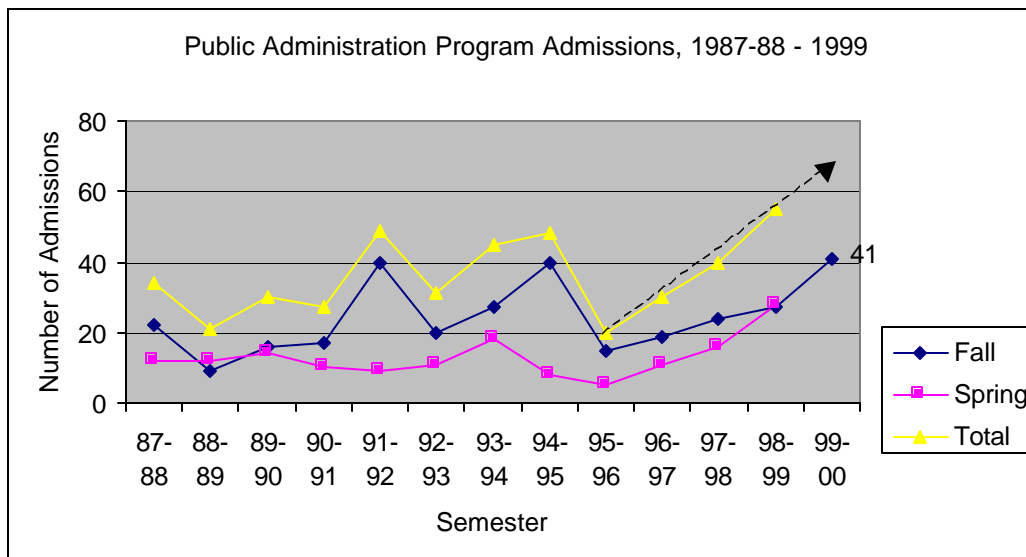


Table 6-1 presents the grade point average for the students admitted since 1995/96. This shows that in each case, the average grade point average for students admitted to the Public Administration Program exceeded minimum standards by at least 0.19 points.

Table 6-1: Grade Point Average for Admitted Students, 1995/96-1999

YEAR OF ADMISSION	AVERAGE GRADE POINT AVERAGE
1995-96	3.24
1996-97	3.20
1997-98	3.19
1998-99	3.33
1999-2000	3.21

Table 6-2 indicates the most prevalent undergraduate majors of students admitted into the Public Administration Program since 1995/96. Most students enter with a degree in Political Science, Psychology, Sociology, or Public Administration / Policy.

Table 6-2: Most Frequent Undergraduate Majors of Admitted Public Administration Students, 1995/6-1999

UNDERGRADUATE MAJOR (IN ORDER OF FREQUENCY)	NUMBER OF MAJORS**
Political Science	19
Psychology	12
Sociology	9
Public Administration / Policy	7
History	6
Criminal Justice	5
English	5
Health-related	5
Social Work	5
Social Science	4
Urban Studies	3

** Remaining students were from a wide variety of different majors.

Table 6-3 indicates that most admitted Public Administration students have their undergraduate degrees from San Francisco State University, one of the California State University campuses, or one of the University of California campuses. The remaining universities represent a wide spectrum of private and public institutions across the country.

Table 6-3: Most Frequent Undergraduate Institutions of Admitted Public Administration Students, 1995/96- 1999**

UNDERGRADUTE INSTITUTIONS	NUMBER OF STUDENTS
San Francisco State University	41
Other California State University Campuses	21
University of California at Berkeley	6
University of California at Davis	5
Other University of California Campuses	19

** Remaining students were from a wide variety of different majors.

6.3.C. Probationary Student Assessments

San Francisco State University does not admit students on a probationary basis as that term is used in by NASPAA. A decision is made to either admit or not admit. Once that decision is made, an assessment is made of the pre-requisites that need to be fulfilled. With that information, nearly all students are admitted “conditionally, ” meaning they have one or more prerequisites to complete before being fully admitted. The Public Administration Program at San Francisco State University does not make a distinction between full- and part-time students; virtually all of our students are mid-career professionals, completing their degree on a part-time basis.

Table 6-4 presents information about applications, regular and conditional admissions, and registrations. The Public Administration Program admits virtually all students upon a conditional basis until they have completed all of their pre-requisites and this fact is represented in Table 6-4.

Table 6-4: Admissions to the Public Administration Program, 1998-99

	MINORITY FEMALE	MINORITY MALE	WHITE FEMALE	WHITE MALE	TOTAL
Applicant	10	4	11 (1 With Disability)	5	30
Regular Admission	-	-	-	-	-
Probationary (conditional) Admission	10	4	11 (1 With Disability)	5	30
Registration	7	4	9	4	24

All students in this group were moved to regular admission status after they completed their pre-requisites. Since the Program does not admit students on a probationary basis, no calculation of the percentage of probationary students who graduated is possible.

6.3.D. Enrollment / Size of Program

Table 6-5 provides data on the size of the Program (students registered during Fall semesters). There are two other methods in which students in the Public Administration Program are counted.

First, there is FTES (full time equivalent students), which has been mentioned previously. This is the standard used by University administration. However, since it considers one FTES to be equivalent to 15 units while a full-time graduate student is defined as taking nine units, it does undercount graduate students.

The second method is the Public Administration Program's own records. The Program keeps files on all students who are currently admitted in the Program and still working on their degree (defined as not having exceeded their 7 year limit). Records on these students are also kept in a Program database. These Spring 1999 records indicate that the Program currently has 125 students, with 73 registered during Fall Semester.

Table 6-5: Program Size-- Students Registered Fall 1998

# OF STUDENTS REGISTERED	1995-96	1996-97	1997-98	1998-99
Full-time (Not applicable)	-	-	-	-
Part-time	73	62	70	73
Minority	N/A	21	25	24
Female	N/A	42	42	49
Disabilities	0	0	0	1
Total	73	62	70	73

STANDARD 7.0--STUDENT SERVICES

Adequate student services are crucial to the success of any Program's mission. In order to complete the "intellectual and practical interdisciplinary education" planned at San Francisco State University, students must receive adequate advising on which courses to take and in which order. They must have adequate financial resources to allow them to take classes, and must receive any needed placement services. Without these crucial services, student attrition can suffer as students become discouraged, lose focus and will not be able to remain in school.

As will be seen in this section, the Public Administration Program has a full and complete advising plan, has implemented a student retention plan that has been successful, and has its own Public Administration scholarships to assist in attracting and retaining students. In addition, the University has excellent financial assistance and career guidance and placement services available for students. Advising services were explicitly addressed in the alumni survey whose results were reported under Standard 4.0.

No deviations are requested under Standard 7.0.

7.1 Advisement and Appraisal

7.1. A. Advising System

The Advising Plan for the San Francisco State University Public Administration Program identifies several points of advising intervention and strategies for advising students to ensure that they receive the best possible information about the Master's of Public Administration Program.

In the past two years, in response to student concerns about the inadequacy of advising, we have completely redone our advising system. The system focuses upon advising at four points:

- Admission into the Program;
- The point at which students select a Program emphasis;
- The point at which they are deciding upon their culminating experience requirement; and,
- The point at which they are preparing their Graduate Approved Plan (GAP) in preparation for graduation.

In addition, students are also encouraged to see an advisor at regular intervals for help in planning their coursework and to assess their progress towards completing the portfolio requirements

Advising at the points discussed above is done face to face between faculty and students. In addition, our students make very active use of email for

immediate questions. Our faculty are very Internet-literate and students receive excellent advice in a very timely manner using this tool. The Program has a very well-developed and well-maintained web site which potential and current students use for many of their information needs. The Program also has an active listserv that is used as a virtual bulletin board for Program information.

Advising Tools

The Public Administration Program utilizes several tools for advising.

Student files

Once admitted, a Program Advising Worksheet is prepared for each student. This Worksheet is kept in the student's file, which is also then upgraded from an admissions file to an active student file. From that point forward, whenever a student has contact with an advisor, that information is entered on the Worksheet in the student's file and any relevant information is entered into the database.

Student information databases

An extensive series of student databases has been developed to track each student's progress and enable faculty to discern trends and patterns among the students. These databases have already been used to identify and contact students who have not completed their prerequisites and to calculate the grade point average.

Electronic Communication Tools

It is important to our Program that email and the Program web site (<http://thecity.sfsu.edu/~mpa>) be used in our advising efforts. The active web site serves the dual purpose of informing our students, and teaching them about the workplace of the future. That workplace includes electronic tools and we seek to model their uses and potential uses whenever possible. Therefore, advising by email and the dissemination of information on the Program's listserv (mpa@sfsu.edu) and the web site are used extensively.

Currently, there are several points of advising intervention that are important to students' success.

Admission into the Program

When admitted to the Public Administration Program, all students receive a letter of welcome. The letter lists the prerequisites they need to fulfill and asks them make an appointment to see the Program Director for advising. Approximately 90 percent of all incoming students follow through and contact the Director for advising at this stage.

Orientation session. Once admitted, an orientation session is held for new students. Given the introduction of the portfolio requirement this year, the orientation session has been expanded and continuing students were included.

The orientation includes a reception with refreshments to encourage students to meet one another, and to meet alumni who are also invited to the event.

Selection of Program Emphasis

Another point at which students are encouraged to take advantage of advising opportunities is when they select their emphasis or decide to design their own. At that point, they are assigned advisors according to their selected emphasis (Table 7-1).

Table 7-1: Advisor Assignment According to Selected Emphasis

<u>EMPHASIS</u>	<u>ADVISOR</u>
Nonprofit Administration	Professor Frank Scott
Policy Analysis	Professor Katherine Naff
Public Management	Professor Katherine Naff
Urban Administration	Professor Genie Stowers
Integrated and Collaborative Service Delivery	Professor Marjorie Seashore
Self-Designed Concentrations	Professor Genie Stowers
Self-Designed Concentrations with a Health Administration or Health Policy Emphasis	Professor Deborah LeVeen
Undecided	Professor Genie Stowers

Under this scheme, students receive the most focused and useful advising. The faculty member is an expert, and teaches the courses in the emphasis, and so can provide the most useful and relevant advising. This system compares favorably to the previous advising scheme where students were assigned an advisor alphabetically according to their last names.

Culminating Experience

One point at which students commonly approach faculty for advice is when they begin to consider the scope and content of their culminating experience requirement.

Graduate Approved Plan (GAP)

Another point at which students must seek assistance is when they need approval of their Graduate Approved Plan (GAP), the listing of all courses taken by the student for their degree. The Program uses this opportunity to check on student progress and to advise on proper course selection, completion of Program requirements, and the culminating experience process.

Advising on a Regular Basis

In addition to the intervention points discussed above, advising on a regular basis is also critical. Students have traditionally been encouraged to seek advising as they plan their coursework for the next semester or two. The implementation of the portfolio requirement will provide further incentives to

students to seek advising as they will need to ensure that they are completing the portfolio elements in a timely manner.

7.1. B. Financial Assistance

Table 7-2 provides data on specific kinds of financial assistance over the past two years; data was not available for the prior four years.

Table 7-2: Numbers of Public Administration Students Receiving Financial Assistance, 1997-98 / 1998-99

TYPE OF FINANCIAL ASSISTANCE	1997-98	1998-99
Federal Direct Student Loan (Subsidized)	22	22
Federal Direct Student Loan (Unsubsidized)	18	17
State University Grant	7	9
Stipend	1	2
Outside Scholarship	1	2
Cho Public Service Scholarship	n.a.	3
Americorps National Service Trust	0	1
Bureau of Indian Affairs Grant	1	0
Federal Perkins Loan	1	0

This data indicates that Public Administration students are taking advantage of the most common federal loan programs available to them as well as state grant programs. The Program is encouraging more student applications for outside scholarships by making information about these programs available the Program listserv (mpa@sfsu.edu).

In addition, former Professor and Director Yong Hyo Cho transferred the remaining balance from the U.S.-Korea Institute, which he also directed, to an endowment fund for a Public Administration scholarship. Academic Year 1998-99 was the first year that interest from this fund was available to provide scholarships, named the Cho Public Service Scholarship, to students.

The Cho Scholarships, in the amount of \$750, are given out to incoming and continuing students. In this first year, two scholarships were given to incoming students and one to a continuing student. The Program hopes that these scholarships, which students compete for based on merit, will be helpful in recruiting and in retaining particularly outstanding students.

7.1. C. Student Attrition

Table 7-3 provides data on student attrition from the class of 1995-96, those students who might have been expected to have graduated by Spring

1999. Of that group of twenty, six students are no longer active. In the past two years, the Program has made a concerted effort to reach out to and work with those students who were no longer active and completing their degrees. This effort has been successful and at least ten students have returned to finish; of that group, five have completed their degrees.

Table 7-3: Students Who Are No Longer Active, 1995-96

	FULL-TIME NUMBER	PERCENT	PART-TIME NUMBER	PERCENT	TOTAL NO.	TOTAL PERCENT
Minority Female	-	-	0	0%	0	0%
Minority Male	-	-	1	16.7%	1	16.7%
White Female	-	-	4	66.7%	4	66.7%
White Male	-	-	1	16.7%	1	16.7%
Total No Longer Active	-	-	6	100%	6	100%

Beginning in Fall 1997, the Program developed a student recruitment and retention plan. This plan included the following elements, all of which have already been implemented.

Recruitment

- Created new Program recruitment
- Distributed flyers advertising PA courses to other departments in the College.
- Developed a mailing list of Training & Professional Development Coordinators in Bay Area public and nonprofit agencies
- Produced course information sheets and then a newsletter which was mailed to:
 - current students
 - potential students
 - to the mailing list of public and nonprofit agencies
- Developed a new 1- unit undergraduate course (online), called Public Service as a Career
- Held an informational session about the field of Public Administration in general, and the SFSU MPA program in specific, for SFSU undergraduate students
- Created a Community Advisory Board of prominent public and nonprofit administration practitioners

Anecdotal evidence suggests that these efforts have led to increased inquiries into Program admission and applications.

Retention

- Took steps to create closer advising relationships with students
- Improved communication with current students via the website, listserv and a newsletter
- Offered social events to encourage informal interaction among students and faculty
- Created a Student Advisory Board to identify potential problems and seek students' perspective on various
- Established a chapter of Public Administration honorary society, Pi Alpha Alpha
- Continued experimenting with new/different times, formats, and places for PA courses
- Provided more flexibility in the ways in which students can complete their culminating experience requirement.
- Began the process of seeking accreditation.

7.2 Placement Service

7.2.A. Placement Assistance

The San Francisco State University Career Center provides placement assistance for all San Francisco State University students. The Center, one of the most innovative in the country, has pioneered the use of the Internet and other technologies to assist students in finding employment. The Center provides job listings in the office and through a telephone voice mail system. Students may also take workshops in developing resumes and in conducting interviews.

Most Public Administration Program students are not seeking employment for the first time, but rather are interested in advancing into more responsible positions their current agencies.

For those students who are seeking to change careers or just to explore other opportunities employment, the Public Administration Program has pioneered a one unit online careers course. This course introduces students to careers in the public and non-profit sectors and helps them to develop their resumes and gain information through informational interviews.

Internships are also important ways of finding jobs. Of those students who participated in the internship within the past year, forty percent (2 of 5) were offered jobs by the organization for which they interned.

Alumni are an additional source of jobs and potential job information. Program alumni frequently call the Program office with information about jobs or internships in their offices.

In addition, the Public Administration Program posts all job notices that are mailed to the office on the program bulletin board. In the past two years, the Program has also used its listserv as a "virtual" job board. In addition to posting the hard copy of the notice, each notice is summarized and sent out to all students who subscribe to the listserv. This service has been extremely popular with our students and several have reported receiving interviews and jobs from notices found this way.

7.2.B. Number of Graduates

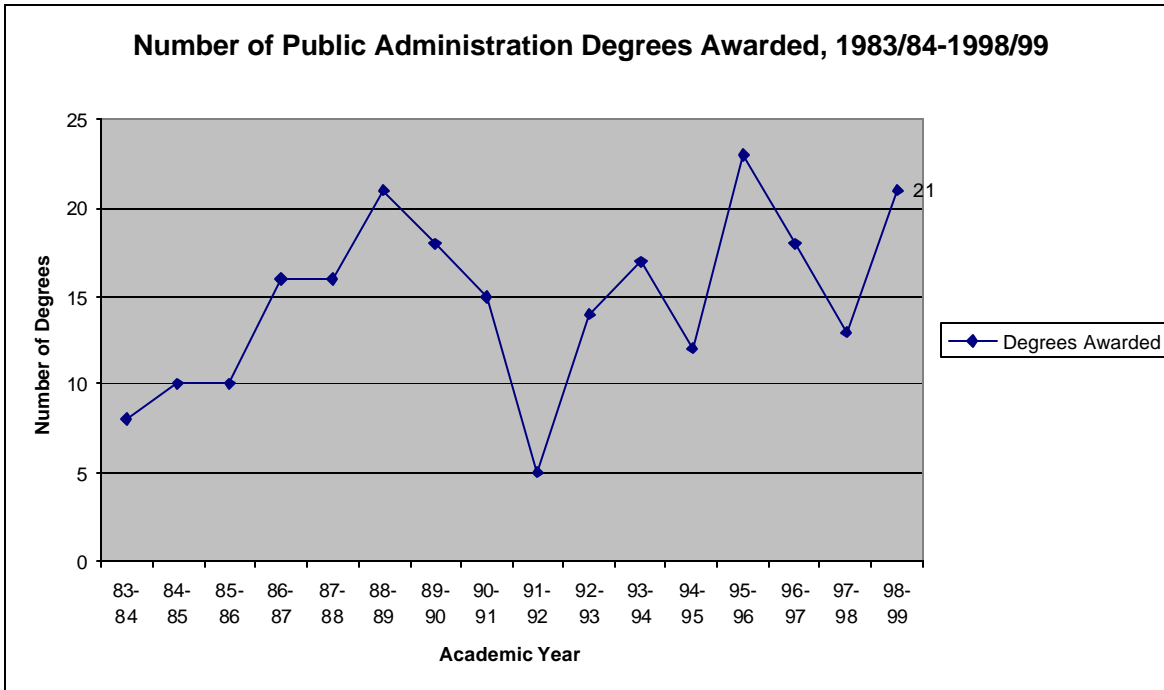
Table 7-4 presents information on the number of graduates from the Public Administration Program since 1995-96.

Table 7-4: Program Graduates

YEAR	1995-96	1996-97	1997-98	1998-99
Total Graduates	23	18	13	21
Minority Graduates	8	5	4	10
Female Graduates	16	14	10	11
Graduates with Disabilities	0	0	0	0

Overall, the number of Master's of Public Administration degrees awarded annually has increased over time, albeit with some fluctuation. (Figure 7-1). The number of degrees awarded this year reached the same peak--21 graduates-- as in 1998-89. In 1995-96, 23 students graduated. The Program has worked hard in the past several years to graduate its students by providing greater support for students completing their Master's Project and by reaching out to students who had left the Program to encourage them to return and finish their degrees. Those efforts, along with increased emphasis on recruitment and retention, are beginning to pay off.

Figure 7-1: M.P.A. Degrees Awarded



7.2.C. Follow- Up of Graduates

The 1999 survey of Program alumni allowed the Program to follow-up on the employment of its alumni. Table 7-5 shows the current employment of Program graduates (1995-1998), as well as their employment when they began the Program and upon graduation. This data is repeated in Tables 7-6 and 7-7 for all alumni who responded to the survey, along with the dates of graduation.

This data allows comparison of employment across time and does indicate that, in most cases, students and their employment do seem to have benefited.

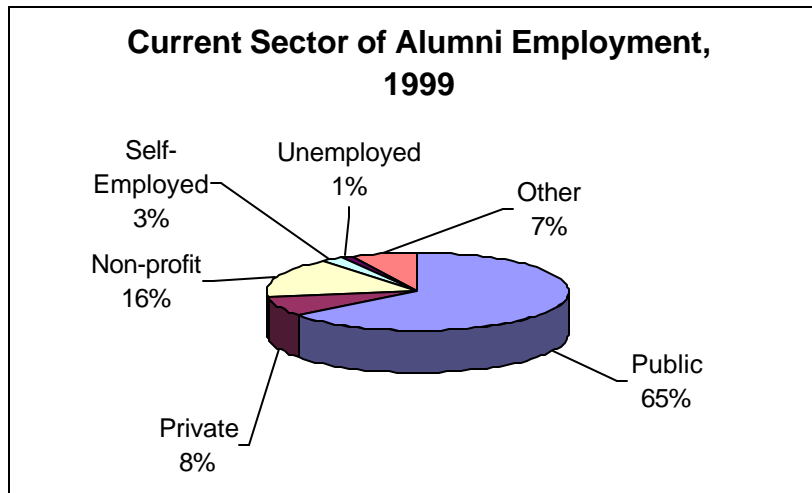
Table 7-5 Employment of Recent Graduates

STUDENT	EMPLOYMENT WHEN BECAME MPA STUDENT	EMPLOYMENT WHEN COMPLETED PROGRAM	CURRENT EMPLOYMENT
1995 Graduates			
A	Office Manager	Child Advocate	Home-Maker
B	Director of Communications, Central City Hospitality House	Director of Corporate and Foundation Relations, NYC YWCA	Administrator, F.B. Heron Foundation
C	Work Study Student	Unemployed	Administrative Assistant, University
D	Transfer Center Specialist	Transfer Center Specialist	Counselor, Community College-- Faculty Position
E	Legal Interviewer	Office Specialist	Management Assistant
F	Production Operations Manager, Direct Cinema Ltd.	Budget Analyst, San Francisco Board of Supervisors	Senior Project Analyst, San Francisco Department of Public Health
G	Social Worker	Fellowship, San Francisco Foundation	Executive Director, Non-Profit Organization
1996 Graduates			
H	Civil Engineer	Civil Engineer	Civil Engineer
I	Human Resources Assistant, Nursing Agency	Fundraising Assistant, Hospice of Marin	Special Events/Grant Coordinator, Hospice of Marin
J	Planning Technician, City of Lafayette	Planner II, City of Oakland	Planner II, City of Oakland
K	Bank Clerk	Financial Analyst, Federal Reserve Board	Assistant Manager, Financial Planning, Federal Reserve
L	Environmental Planner	Environmental Planner	City Planner, City of Oakland
M	Office Coordinator, Non-Profit Organization	Associate Director, Non-Profit Organization	Executive Assistant
N	Group Supervisor, Probation Department	Group Supervisor, Probation Department	Presidential Management Intern, Social Security Administration
O	Assistant Program Coordinator, Non-Profit Organization	Program Coordinator, Non-Profit Organization	Fiscal Coordinator, State of CA
P	Planner / Analyst	Planner / Analyst	Senior Planner / Analyst
1997 Graduates			
Q	Secretary	Analyst	Senior Analyst
R	Planner / Evaluator	Planner / Evaluator	Health Services Associate
S	Clerk	Management Analyst	Senior Management Analyst
T	Unemployed	Management Analyst	Management Analyst
U	Intern, City Planning	Regulatory Analyst, CA	Project Coordinator, Non-Profit Organization
1998 Graduates			
V	Territory Manager, Trek Bicycle	Full-Time Student	Senior Administrative Analyst, San Francisco Airport
W	Secretary	Researcher	Researcher
X	Student Assistant	Research Analyst, Public Opinion Firm	Database Analyst, Marketing Firm
Y	Internet	Marketing for Non-Profit Consultant	Marketing, Non-Profit Consultant
Z	Associate Civil Engineer	Senior Civil Engineer	Assistant Public Works Director
AA	Administrative Assistant	Operations Analyst	Operations Analyst
AB	Administrative Assistant	Intern	Consultant
AC	Management Intern	Management Intern	Presidential Management Intern
AD	Senior Advisor	Senior Analyst	Senior Analyst

7.2.C.2. Alumni Employment

Based upon the 1999 survey of Public Administration Program alumni, it is clear that most Program alumni work in the public sector (65%) (Figure 7-2). Another sixteen percent work for non-profit organizations while eight percent work in the private sector.

Figure 7-2: Current Sector of Alumni Employment, 1999



The alumni survey also provided crucial information on the employment of recent graduates and alumni who graduated in the 1980s and 1990s (see Tables 7-6 and 7-7). This data indicates that in general our alumni seem to have made significant progress in their careers.

Table 7-6 Employment of Other Alumni, 1980s Graduates

YEAR/ ALUM	EMPLOYMENT WHEN BECAME MPA STUDENT	EMPLOYMENT WHEN COMPLETED PROGRAM	CURRENT EMPLOYMENT
A-1980	ESL Teacher	Coordinator, Neighborhood Economic Development Program	ESL Teacher
B-1981	Administrative Assistant	Planner, Hawaii Judiciary	Evaluator, US GAO
C-1982	Account Analyst	Parking and Trans Coordinator	Homemaker and Investor
D-1984	Salesperson	EPA Management Analyst	EPA Specialist
E-1984	Housepainter	Unemployed	Housing Director, Non-Profit Organization
F-1985	Service Representative	Management Assistant	Human Resources Consultant
G-1985	Administrative Assistant	Program Director	Senior Attorney- CA
H-1985	On-Campus Help	Non-Profit Worker	United Way Fundraiser
I-1986	Unemployed	Unemployed	Senior Management Analyst
J-1986	Administrative Technician	Budget Analyst	Financial Analyst
K-1986	Administrative Assistant	Administrative officer	Data Security Specialist
L-1986	Retired	Retired	Retired
M-1986	Special Projects Manager	Special Projects Manager	Chief Assistant Controller
N-1986	Staff Pharmacist	Chief Pharmacist	Retired
O-1986	Assistant Manager	Psychiatric Assistant	Unemployed
P-1987	Membership Director, Non- Profit Organization	Presidential Management Intern	Public Administration Professor
Q-1987	Mental Health Counselor	Research Assistant	Clinical Nurse Specialist
R-1987	Military Officer	Military Officer	Assistant Principal
S-1988	Production Worker	Intern	Ph.D. Researcher in Child and Family Policy Studies
T-1988	Unemployed	Unemployed	Medical Network Consultant
U-1988	Claims Representative	Evaluator, US GAO	Senior Evaluator, US GAO
V-1988	Odd jobs	Budget Analyst- City of Palo Alto	Treasury Manager, City of Palo Alto
W- 1988	Residence Hall Assistant	Fiscal Manager	Retired
X-1989	Career Specialist	Finance Manager	Associate Director, Budget Office, UCSF
Y-1989	Data Entry Office Supervisor	Working Parent Resource Specialist	Program Director
Z-1989	Administrative Assistant	Administrative Assistant	Health Administrator

Table 7-7 Employment of Other Alumni, 1990s Graduates

YEAR/ ALUM	EMPLOYMENT WHEN BECAME MPA STUDENT	EMPLOYMENT WHEN COMPLETED PROGRAM	CURRENT EMPLOYMENT
A-1990	Maintenance Supervisor	Maintenance Supervisor	Payroll Supervisor
B-1990	Parking Officer	Senior Management Assistant	Management Assistant
C-1990	Director Engineering, University	Director Capital Planning, University	Director of Major Projects, UCSF
D-1990	Staff Nurse	Advice Nurse	Nurse Manager, Emergency Department
E-1990	Property Manager	Property Manager	Data Manager / Analyst
F-1991	Medical Office Manager	Administrative Assistant	Financial Analyst
G- 1992	Unemployed	Worker, CA EDD	EDD Manager
H-1992	Assistant Park Maintenance Supervisor	Administrative Assistant to City Manager	Senior Administrative Analyst
I-1992	Financial Intern	Senior Administrative Analyst	Chief Administrator
J-1992	Restaurant Host / Coordinator	Restaurant Host / Coordinator	Personnel Analyst
K-1993	Evaluation Specialist	Housing Director	Housing Development Administrator
L-1993	Chapter Director, International Non-Profit Organization	Assistant Strategic Planning, International Non-Profit	Consultant, Organizational Development
M-1994	HVAC Design Engineer	Building Contractor	Building Contractor
N-1994	City Planner	City Planner	Park Planner
O-1994	Department Manager, UCSF	Department Manager, UCSF	Regional Administrator, Sloan Kettering Cancer Center
P-1994	Project Administrator	Manager	Management Analyst
Q-1994	Supervisor, Social Security Administration	Office Manager, Social Security Administration	Office Manager, Social Security Administration

STANDARD 8.0--SUPPORT SERVICES AND FACILITIES

Like student services, adequate support services and facilities are crucial to the successful functioning of any Public Administration program. These resources must be adequate in order to achieve the Program's mission. Without them, students would not be able to complete courses and faculty would not be able to provide the cutting edge, innovative classes towards which we strive.

Library resources and audio-visual equipment and materials at San Francisco State University are excellent with additions and enhancements constantly introduced. Computer facilities and support are outstanding in the College of Behavioral and Social Sciences and at the University and have allowed the Program to succeed in providing students with highly current technological skills. The University has implemented a substantial program of improving classroom spaces and the Program is seeing the benefits of these efforts. Program budget, office space, and meeting space could be improved but the Program has found creative ways to enhance these resources.

No deviations from Standard 8.0 are sought.

8.1 Budget

8.1. A. Budget Process

The budget process for the Public Administration Program is the same as for all other units in the College of Behavioral and Social Sciences. Each year, each department and program receives a set allocation for supplies and services from the College of Behavioral and Social Sciences from the College's General Fund allocation.

Then, each unit has the option to pursue other funding options through the University's College of Extended Learning. All summer courses are sponsored by the College of Extended Learning, (rather than as part of the normal University curriculum). The College of Extended Learning has its own budget, so that any fees generated by summer classes are divided between College of Extended Learning, the instructor, and the department or program.

Another opportunity to develop additional funding is through College of Extended Learning's Open University. The Open University provides an opportunity for students who are not admitted to the University to take courses, (although a maximum of 8 units from the Open University may be transferred to the Public Administration program, should that student decide to seek regular admission). As with summer session courses, the instructor and the program receive a portion of each student's fees. The Public Administration Program has taken advantage of this opportunity to generate additional revenue that can be spent on supplies and services.

It is important to note that all state funds have limitations on their usage--they cannot be used to pay for food, drink, or anything else that the State cannot physically maintain in an inventory.

There are also opportunities to apply for funds for specific purposes within the University or to request funds for specific purposes from the Dean's office within the College of Behavioral and Social Sciences. As is clear from the table below, the Program has done this successfully on several occasions.

Salaries for faculty and for staff are handled at the College level, not by the Program, and so are not included in these figures.

Travel opportunities for faculty are available through the Dean's office (each faculty member giving a paper or presentation is entitled to one trip each year) or competitively through the Vice President / Provost's office. Beyond that, Program funds may also be used for travel. In the past, the Program has routinely paid for ASPA conference registration through its own funds.

A university-wide program has provided all faculty with a personal computer. A cycle begins this year to upgrade those computers where necessary to meet faculty needs.

In addition, the Program may also request funding for special Volumes from the end of year funds routinely available from the College of Behavioral and Social Sciences.

What is clear from this distribution is that the budget process is not one of planning and requesting but that of distribution by formula and entrepreneurial activity through grant-writing and student recruiting. The Program Director takes the lead in all budgetary activity.

8.1.B. Budget Sufficiency

Table 8-1 presents budget data for AY 1995-96 to AY 1998-99. Clearly, funds from the General Fund through the College are stable over time. Summer Session and Concurrent Enrollment funds, through the College of Extended Learning, have both increased over time, although not steadily.

Table 8-1: Budget Sources for the Public Administration Program

Budget Source	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99
General Fund	\$2,035	\$1,685	\$1,685	\$1,769
Summer Session	1,897	1,785	3,302	2,155
Concurrent Enrollment	440	1,451	1,355	1,556
*Office Furniture (Special Grant through College End of Year funds for new office)		5,000		
*Graduate Assistant (Special Request to College)	-	-	800	-
*Assessment Grant (VP AA)	-	-	-	2,026
TOTAL	\$4,372	\$9,921	\$7,142	\$7,506

* Designates special grants for specific purpose

General Funds, Summer Session, and Concurrent Enrollment funds are used to pay for Program photo-copying, the purchase of software for the Program, ASPA registration for faculty members, and office supplies.

At the end of AY 1996-97, a special grant of \$5,000 from the College end of year funds was provided to furnish the Program's new offices with desks, book cases, and tables. As part of the Program's 1997-98 recruitment and retention plan, the College provided \$800 on a one-time basis for a graduate assistant to update the Program's databases and student record-keeping system. In 1998-99, the Program won a grant from the University Assessment office to purchase equipment needed to implement the new Student Portfolio—a computer, scanner, CD-ROM burner, tape backup system.

Other opportunities for generating revenue arise through the San Francisco State University Foundation (Table 8-2). Prior to retiring from the University, Professor Yong Hyo Cho contributed the remainder of the funds from his U.S.-Korea Institute efforts to a Public Administration scholarship fund, named the Cho Public Service Scholarship in his honor. To date, the interest from that original endowment has been used to present three \$750 scholarships; another two are due to be given out in August 1999.

**Table 8-2: Other Program Financial Assets--
Foundation Accounts of the Public Administration Program**

Budget Source	AY 1997-98	AY 1998-99
Cho Public Service Scholarship Endowment Account (1/98)	\$41,408 (as of 1/98)	\$41,551 (as of 12/98)
Cho Public Service Scholarship Account (Interest from Endowment)	3,904.95 (as of 7/98)	1,654.95 (as of 12/98)
Public Administration Program Foundation Account (just begun 6/99)	N/a	570

Assisted by the University's Development Office in Spring 1999, the Program began an organized development effort to seek funds from its alumni. To date, these early efforts have resulted in \$570 of unencumbered funds.

Funds provided by the university along with our own revenue-raising efforts has ensured that the Program has the operating funds it requires to undertake its strategic plan successfully.

8.1. C. Salary Information

Salary data at San Francisco State University is not generally made public. However, the University mean is available and is compared in Table 8-3 with the national average, by rank. As can be seen, the national average is slightly higher than the average SFSU salary at the full Professor level but significantly lower at both the Associate and Assistant Professor levels.

**Table 8-3: Faculty Salary Data, National Versus
San Francisco State University, 1997-1998**

RANK	SAN FRANCISCO STATE UNIVERSITY	NATIONAL	DIFFERENCE (SAN FRANCISCO STATE UNIVERSITY- NATIONAL)
Professor	\$67,900	\$68,821	-921
Associate Professor	55,700	50,892	+4,808
Assistant Professor	44,400	41,888	+2,512
Instructor	35,000	32,473	+2,527

Sources: Lee, John B. and Harmon, Robert T. 1999. Faculty Salaries: 1997-98. In 1999 Almanac of Higher Education. National Education Association. Washington, DC: Available at <http://www.nea.org/he/healma99/index.html> And National Education Association. 1999. 1997-98 Faculty Salary Report. In 1999 Almanac of Higher Education. National Education Association. Washington, DC: Available at <http://www.nea.org/he/healma99/index.html>

8.2 Library Services

8.2.A. Library Support

The J. Paul Leonard Library provides extensive services to the Public Administration Program. These include wide holdings in public administration and its related disciplines--crucial for an interdisciplinary program. Aside from personal services to the Program, the Library continues to increase online availability so that students and faculty may access materials from home--very important for a Program with participants living all over the Bay Area.

Size of Collection

The Library has extensive holdings in the areas of public administration and public affairs. Table 8-4 presents an estimate of the numbers of books and periodicals in the interdisciplinary field of public administration to be found in the J. Paul Leonard Library.

**Table 8-4: Public Administration and Affairs Holdings
at the J. Paul Leonard Library**

Category	Number of Volumes
Books	
Public administration	403 Volumes Directly Related
U.S. Government. Public administration & Civil service	667 Volumes
State Governments	650 Volumes
Local Government	912 Volumes
Policy Sciences	341 Volumes
Political Science	4,019 Volumes
Non-profit Organizations	307 Volumes
Economics	8,175 Volumes
Organizations	306 Volumes
Personnel Management	1,063 Volumes
Statistical Analysis	866 Volumes
Budgeting	31 Volumes
Microeconomics	96 Volumes
Journals	
Public Administration	38 Journals
Policy Sciences	2 Journals
Political Science	58 Journals
Non-profit Organizations	0 Journals
Economics	96 Journals
Organizations	191 Journals
Personnel Management	29 Journals
Statistical Analysis	4 Journals
Budgeting	2 Journals
Microeconomics	1 Journal

List of Related Journals

The journals which are most closely related to public administration and are available in the J. Paul Leonard Library are:

- Administration in Social Work
- Administration and Society
- Administrative Law
- Administrative Science Quarterly
- American Enterprise
- American Review of Public Administration
- Bureaucrat (now Public Manager)

- Government Executive
- Government Finance Review
- Harvard Journal of Law and Public Policy
- Health Services Reports
- Indian Journal of Public Administration
- International Journal of Public Administration
- International Review of Administrative Sciences
- Journal of Health and Human Resources Administration (now Journal of Health and Human Services Administration)
- Journal of Health Policy, Politics, and Law
- Journal of Policy Analysis and Management
- Journal of Public Policy and Marketing
- Journal of Public Administration Education (now Journal of Public Affairs Education)
- Management
- NOAA
- Organization Review
- PM, Public Management
- Personnel Administration
- Personnel Administration and Public Personnel Review
- Policy and Practice (formerly Public Welfare)
- Policy Sciences
- Policy Studies Journal
- Public Administration and Development
- Public Administration
- Public Administration Quarterly
- Public Administration Review
- Public Affairs Report
- Public Budgeting and Finance
- Public Personnel Management
- Public Productivity and Management Review
- Public Personnel Review
- Regulation
- Review of Public Personnel Administration
- Social Service Review
- State Government News
- State and Local Government Review
- Southern Review of Public Administration

Access to Materials

Materials are easily accessible to students and faculty. The Library itself is just across the campus from the HSS Building which houses the Public Administration Program. Government documents are housed on the 5th Floor of

the Library with Reference facilities on the 1st floor. The J. Paul Leonard Library is a fifty percent government documents depository.

In the past two years, Library staff have greatly enhanced access to Library materials by placing the Library catalog, InvestiGator, on the World Wide Web and making it totally interactive and searchable from campus and remotely. In addition, more than 100 databases are available in electronic format on the World Wide Web so they may be accessed remotely.

8.2.B. Library Program Role

The J. Paul Leonard Library and its staff have been extremely supportive of the Public Administration Program, its students, and its faculty. The Program has very strong relationships with the social science reference librarians.

Faculty may make suggestions and requests for acquisitions of holdings and the library has developed special resource listings for various disciplines. For instruction, library staff are available to teach classes about library resources, the use of electronic databases, and how to search government documents. The Public Administration Program takes advantage of the accessibility of university librarians by having one of the social science librarians each semester for students in the PA 710: Research Methods in Public Administration course. The workshop addresses the means for using the library and electronic databases in general, while also addressing the specific research interests of the students. There is also a Research Guide in Political Science and Public Administration, which is now also available online (<http://www.library.sfsu.edu/instruction/guides/PolSciPub.html>).

Library resources are also available for faculty and student research. In particular, the online electronic databases (including Carl-UnCover) are extremely helpful for research purposes, as is the Inter-Library Loan Program and the Government Documents program.

8.3 Support Personnel

The Public Administration Program has the support of a .50 FTE Office Coordinator. The College has recognized and supported the Program's unique need for this staffing configuration since the arrival of Professor Yong Cho in 1989. Unlike the College's other interdisciplinary programs, the Public Administration Program has its own staff person. Most of the interdisciplinary programs reside in the Center for Interdisciplinary Programs and share 1.5 staff members and work study students; the Urban Studies Program shares staff with the Political Science Department.

From time to time, the Program also has hired student assistants for special projects. For example, two years ago a student assistant was hired to

develop and update Program databases and this semester, to assist in special projects in the office.

The Program has also taken advantage of University resources and support personnel. For example, the University Publications Office took our text and concepts and produced a new Program brochure, charging us only the cost of printing. The brochure has been a central part of our recruitment efforts, and their professional appearance is partly responsible for a growing number of applications for admission.

Another office providing valuable services and expertise without charge is the University Advancement Office. Advancement staff contributed greatly to our recent development effort by updating our alumni database, printing remit cards with personalized alumni information, and advising us as to the content of our letter and mailing strategy.

In general, San Francisco State University staff are helpful and provide useful services to departments and programs. Our Program has benefited enormously from the efforts of many on campus.

8.4 Instructional Equipment

8.4.A. Computer Support

The computer facilities and support at San Francisco State University are an excellent, cutting-edge resource for both faculty and students. Two years ago, the University purchased fast, powerful computers for all faculty, and continue to do so for newly hired faculty. This summer, one-third of those machines (including those of the Public Administration faculty) are being upgraded. Further, all students have free access to email and World Wide Web accounts.

The California State University system also has broad licenses with Microsoft and other companies to supply copies of Microsoft Office and other software to all faculty. In addition, the system has arranged for more than 300 online, self-paced computer-based training (CBT) courses to be available, free of charge, to any faculty or student who wishes to participate, either from their home or a campus computer.

There are many computer labs for student usage and for instruction in the College of Behavioral and Social Sciences and in the University. The labs most relevant and accessible to Public Administration students are directly across the hall from the Public Administration Program office, HSS 382. These include HSS 380, a teaching laboratory with 26 Pentium II PCs with 32 RAM, and HSS 383, containing 38 PCs and 8 MacIntoshes, and available for student use. In addition, there is a faculty computer lab with graphics software in the room between these two labs.

The teaching lab, completely updated during the Summer of 1998, is equipped with a state of the art instructor work station and ceiling projector. It is used on a weekly basis for teaching PA 710: Research Methods in Public Administration, PA 750: Managing Public Budgets, and several of the electives. In addition, it is used any time that instruction is needed on an occasional basis (as is needed to instruct email, web usage, or databases). When not in use for classes, this room can also be used for student work.

The student lab is being completely updated during the Summer, 1999.

Other computer labs that are close and accessible to Public Administration students are the one known as PSIRUS (Political Science, International Relations, and Urban Studies) in HSS 360 which was originally developed with a National Science Foundation undergraduate education grant and is being upgraded this summer, and the Economics Laboratory (HSS 147), which was also upgraded this summer.

Other available labs are the Geography Geographic Information Systems lab, a new Psychology lab, and the University's 24 hour lab in the J. Paul Leonard Library.

As important as the equipment and software itself is the support necessary to learn how to use it and to maintain the equipment. The College of Behavioral and Social Sciences is privileged to have an excellent computer support staff, managed by College of Behavioral and Social Sciences Computer Operations Director Thoreau Lovell. The office specific staff to assist faculty and staff to assist students. These staff conduct training in the use of software-- anything from workshops to just-in-time training on any particular issue with which faculty or students need assistance.

In addition, the University has an excellent faculty development center, the Center for the Enhancement of Teaching (CET). In addition to offering training and workshops on traditional teaching techniques, CET regularly sponsors workshops on everything from using a word processor to putting video and audio on web pages and other multimedia topics. CET maintains a fully equipped computer laboratory with a wide range of specialized multimedia software, and student assistants to support faculty who are attempting to extend their skills or pursue special projects. Faculty can also take one multimedia course per semester free of charge at the College of Extended Learning's Downtown Center (their Multimedia Studies Program is an important part of San Francisco's Multimedia Gulch).

Finally, students and faculty are able to take part in the excellent training opportunities in computer usage provided by the University's Computer Services.

The Public Administration Program's web page is maintained by the Program on thecity.sfsu.edu server, which is maintained by the Computer Sciences Department and the Community Service Learning Program/SFSUNet. The Program's listservs are maintained by Computer Services, as is all University email and many other web pages.

8.4.B. Audio Visual Support

For instructional audio visual support, the Public Administration Program owns two portable overhead projectors-- one which is a notebook, fold-down style and one which is not. The College of Behavioral and Social Sciences owns several laptop computers and portable projectors that can be checked out by faculty. The College also has two multimedia carts equipped with computers, VCRs, and projectors that can be checked out for instructional usage.

University AV / ITV (Audio Visual / Instructional Television) services provide a wide range of audio visual support. All classrooms are equipped with televisions that are wired to AV / ITV so that any video may be shown from a centralized office. Many classrooms are also wired for the Internet and each summer, more classrooms are upgraded with this capability. Several classrooms in each building are also equipped as multimedia classrooms and have a full range of multimedia equipment available.

Other equipment, ranging from digital cameras to laptops to video cameras to fully equipped multimedia carts, can be checked out from AV / ITV. AV / ITV also has two classrooms available for remote video conferencing.

The extent of the public administration-related videos and other multimedia available at AV / ITV for check-out and classroom usage is listed in Table 8-5; the University owns over 10,000 video titles. The AV / ITV catalog is available and fully searchable through their web page.

Each College is allocated funds each year for the purchase of audiovisual and other multimedia materials. AV / ITV also has funds available to fill requests for purchases from colleges, departments, and programs. The Public Administration Program has taken full advantage of these resources and has ensured that a wide range of videos on public policy, ethics, organizational behavior, personnel management, and information management are represented in the University collection. In addition, the Program has requested the purchase of two interactive CD-ROMs developed by public administration organizations on performance measurement and ethics, "Applying Performance Measurement" and "Ethos."

Table 8-5: Public Administration- Related University Videos

CATEGORY	SIZE OF HOLDINGS
Political Science (this category includes Public Administration)	284 Videos and Other Multimedia, including "Applying Performance Measurement" and "Ethos"
Public Policy	169
Government	128
Organizations	117
Budgeting and Financial Management	19
Ethics	56
Human Resources	14

8.5 Faculty Offices

At San Francisco State University, there is a significant lack of office space and all faculty, except those in the College of Humanities, share office space. The only exception is that where possible, department chairs and program directors have their own office, although even then some share them with staff.

As of 1997, the Public Administration Program was housed in HSS 382 and 384. The Program Director is housed in HSS 382A, the main office with the lecturer desk is in 382 and Professors Naff and Scott share HSS 384. To ensure these faculty have the privacy necessary for student counseling, their office hours, classes and appointments are scheduled for different days of the week. Other program faculty share office space with faculty in their home departments.

8.6 Classrooms

Public Administration courses generally are held in the Humanities and Social Sciences (HSS) Building, Thornton, or Hensill Hall. Classroom assignment at San Francisco State University is now done by a computer algorithm system known as Schedule 25.

The classes in which our classes are held are typically set up in either seminar or lecture style, but most can be arranged to accommodate either class orientation.

8.7 Meeting Area

There are several areas on campus which are available for faculty and students to meet informally. Most of these are in the Cesar Chavez Student Union, others in other campus locations, and still others are immediately off-

campus. On the ground floor of the Student Union, there is one large food service space, serving several refreshment and food service kiosks and vendors. One floor below and then one floor below that are other food vendors and spaces for people to sit, drink coffee, have a beer or lunch, and talk.

The University also has a club for faculty and staff, called the University Club, that students visit on occasion.

Off- campus, there are several retail areas nearby with restaurants or bars where students and faculty meet informally after classes or at the end of a term.

Standard 9: Off-Campus and Distance Education

The Public Administration Program at San Francisco State University has not off-campus facilities and holds all classes on the main campus at 1600 Holloway Avenue in San Francisco.

There are no video-based distance education classes and only two online distance education courses have been offered, although the Program hopes to offer additional online course offerings. These two courses are PA 490: The Public Service as a Career and PA 790: Special Topics—Virtual Government.

However, these courses supplement our main program, serve the same students, and do not differ at all from the main program. In fact, there are no distance education versions of the entire Program as discussed in the NASPAA definition, only courses that are occasionally offered on the Internet. Any additional courses that would be offered via distance would be alternated with traditional course times and places so that all students would be able to take advantage of all courses.

Therefore, based upon the definitions provided in the NASPAA Self-Study instructions, Standard 9.0 does not apply to the Public Administration Program at San Francisco State University.

The Program does not request any deviations from Standard 9.0.