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STRATEGIC AND HIRING PLAN
PUBLIC ADMINISTRATION PROGRAM

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This long range plan for the Public Administration Program serves two purposes. First, it will serve as the long range hiring plan for the Program for the next five years.   Two, it is the overall strategic plan for the Program's direction as a whole.   The plan was developed by soliciting input and feedback from faculty, students, and community leaders in the field of public administration.   Meetings, email, and solicitations through the Program's World Wide Web site were all utilized in order to receive this input.

The plan begins with the presentation of the background and description of the size and scope of the Program. After that, the traditional strategic planning SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses are presented. After these elements have been presented, Program goals, objectives, and outcome measures are presented.   Finally, plans for the next five years, including hiring plans, are laid out.

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Background of the Program

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History of the Program

The San Francisco State University Public Administration Program was officially established as an independent, degree granting unit of the University in Fall 1980.   The Program was originally organized as an interdisciplinary program by a group of faculty in the College of Behavioral and Social Sciences.   One of the strengths of the Program is that the faculty who originally organized the Program are still involved and active in the governance and instruction of the Program.

Program Faculty

Currently, fifteen faculty are part of the interdisciplinary Public Administration Program faculty.   Nine of these serve as the faculty nucleus of the Program. These faculty are from the Departments of Public Administration, Economics, Political Science, Psychology, Sociology, and Urban Studies (see Appendix A for a full listing of faculty).   The Program has expanded its interdisciplinary base, adding faculty from Psychology during the 1997-98 academic year.

A full-time Program Director was hired in 1985, a second full-time tenure track faculty member was hired in 1991, and a third full-time tenure track faculty member was hired during Academic Year 1996-97.   After a retirement in 1997, another full-time tenure track faculty member was hired in 1998-99.

**The Program Within the College and the University**

The Public Administration Program, the College's only professional education graduate program, contributed the third largest number of graduate students in the College of Behavioral and Social Sciences (Figure 1) (behind only all of the Psychology programs and the History Department) in Fall 2000. As of Fall 2000, there were 87 classified students in the Program.

Figure 1: Number of Students in BSS Graduate Degree Programs, Fall 2000

Number of Students in BSS Graduate Degree Programs, Fall 2000
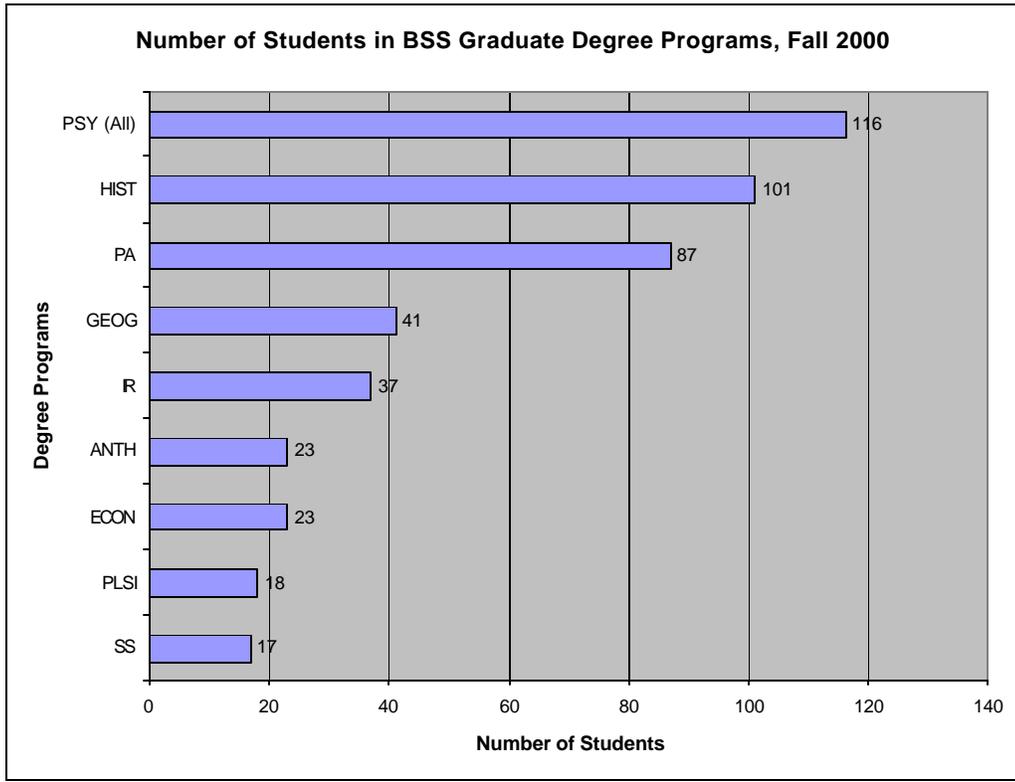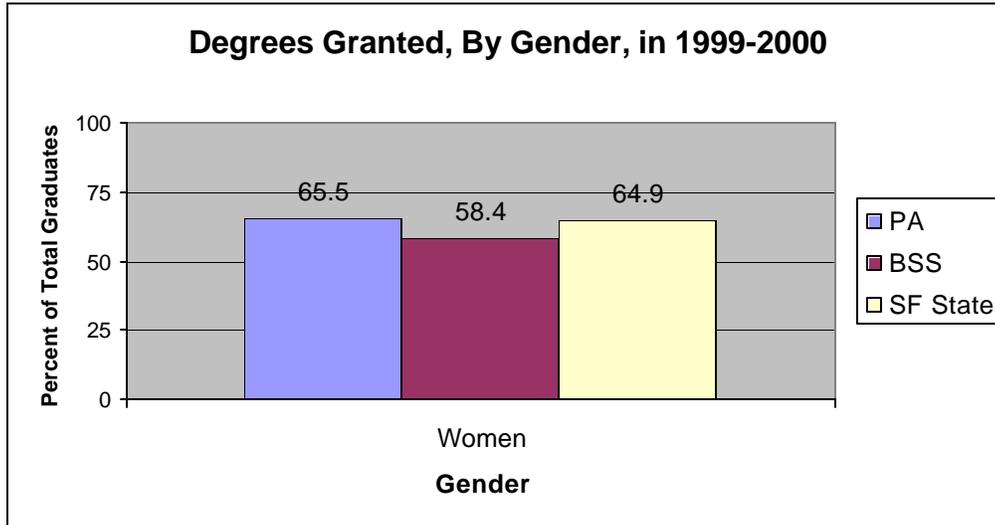
A recent trend in public administration programs across the country has been the increase in women applying for and completing Master's degrees in public administration.   This is also true of the program at San Francisco State University.   Figure 2 shows that slightly over two-thirds of the students in the Program are women; this trend has been stable since at least 1994.

Figure 2: Gender Distribution of PA Program Students

Gender Distribution of PA Program Students
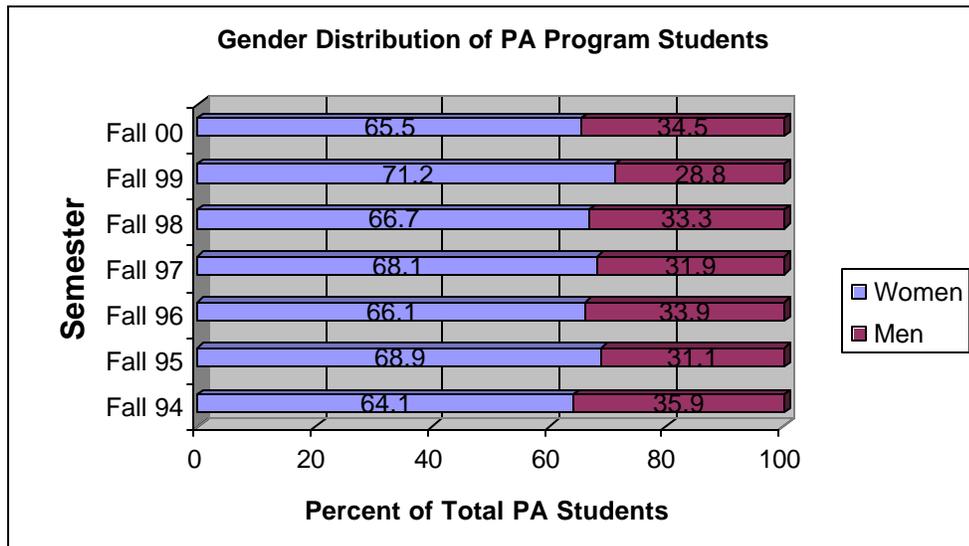
In fact, the Program serves an important role in the College by providing an important vehicle for the education of women at the graduate level and by providing a path to important career options for women. The Public Administration Program has a disproportionately higher share of degrees granted to women 65.5 percent) than the College as a whole (58.4 percent) (Figure 3).

Figure 3: Degrees Granted, By Gender, in the Public Administration Program and the College of Behavioral and Social Sciences, 1999-2000

After the Psychology and History Departments, the Public Administration Program leads the College in the number of graduate degrees granted to women in this past year (Figure 4).

Figure 4: Number of Graduate Degrees Granted to Women in the College, 1999-2000
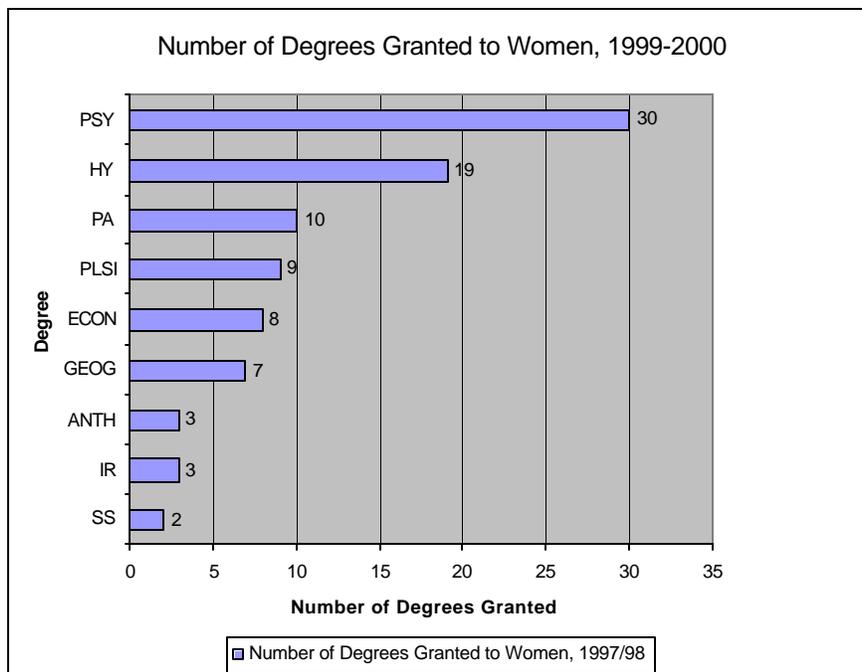
Figure 5 indicates the changing ethnic distribution of Public Administration Program students over time. Clearly, the Program exhibits much ethnic and experiential diversity among its students, creating an environment that is both intellectually stimulating and interesting to all who participate.

Figure 5:   Ethnic Distribution of Public Administration Students, 1994-2000

Ethnicity of Public Administration Students, 1994-2000
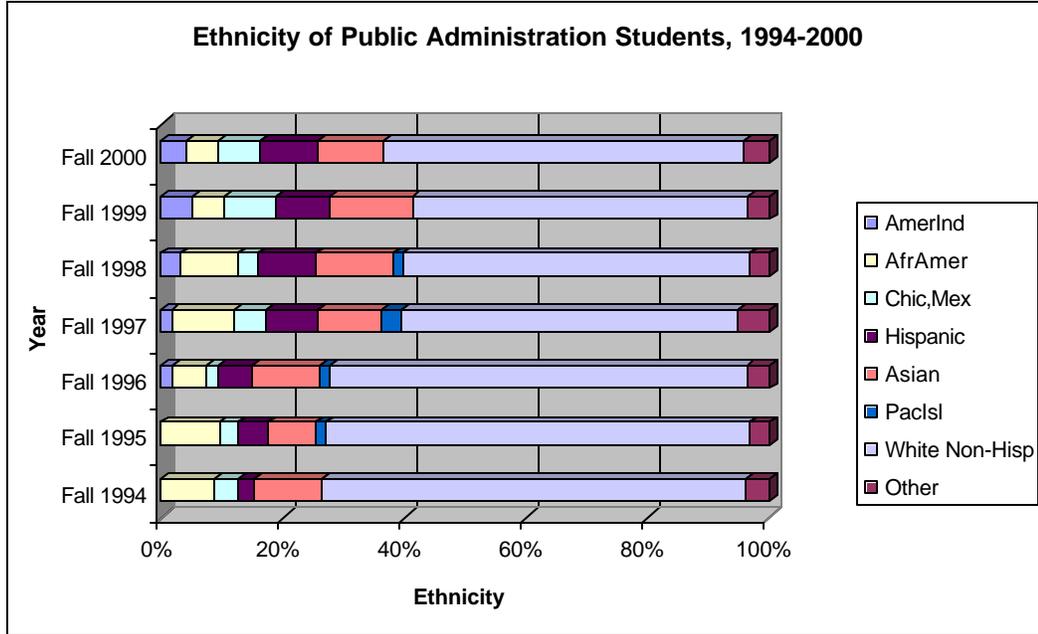
As can be seen in Figure 6, the ethnic distribution of graduate students in the Public Administration Program compare quite favorably with the distribution of graduate students in BSS and in the University as a whole.   This is particularly true for African-American students.   Except for Asian-Americans, the Public Administration Program has proportionately more graduate students of color than either the University or the College.

Figure 6:   Comparison of Ethnic Distribution of SFSU Graduate Students, Fall -2000

Ethnic Distribution of Graduate Students, Fall 2000

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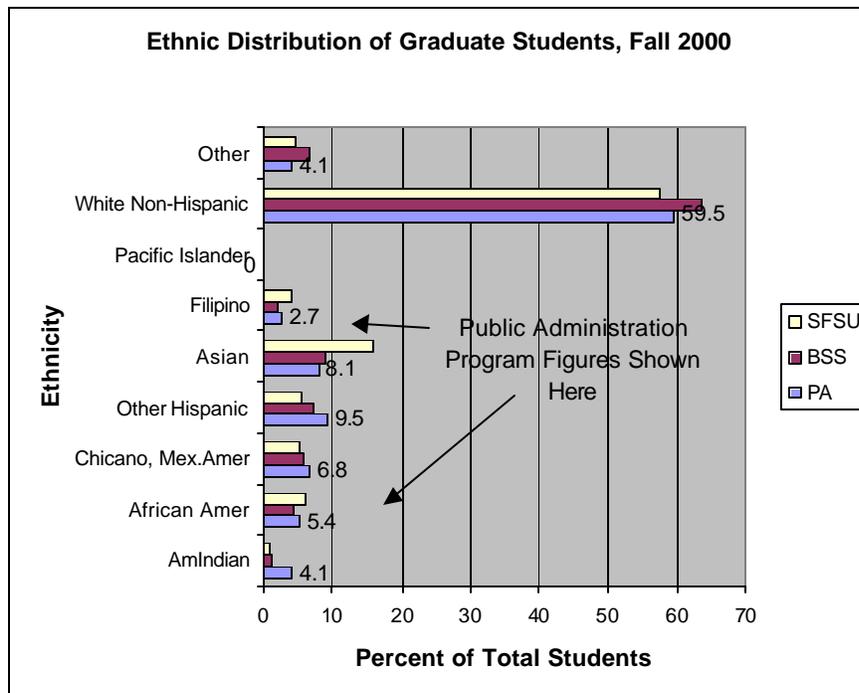
Students

The number of students in the Program has grown then steadied over the years since its existence to reach its highest point during the 2000-2001 Academic Year. Figure 7 illustrates the number of students in FTEs (Full Time Equivalents). The average FTE 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. In Fall 2000, the number of full time equivalent students grew to 37.6, the highest level ever in student enrollment over the history of the Program.

Figure 7: Public Administration Program Student FTEs

Public Administration Program: Number of Student FTES, 1983/84-2000/2001
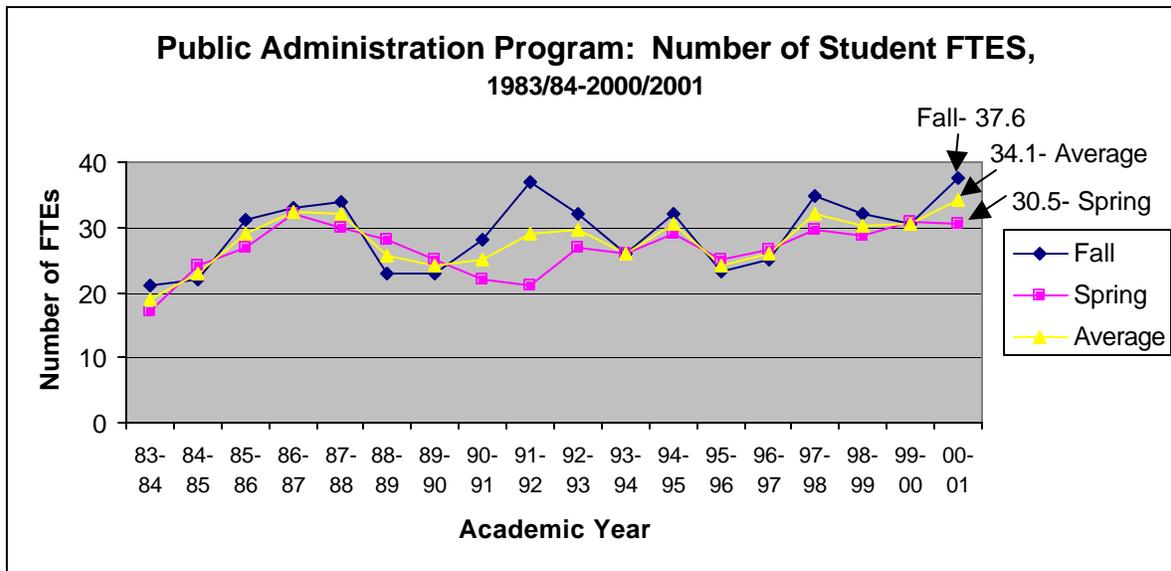
Due to the development and implementation of the Program's retention and recruitment plan, the number of student FTEs is expected to continue to increase. This plan included the use of mailings of our Program brochure, flyer, and other information to public and non-profit agencies, the advertisement of our newly accredited status, the advertisement of our recruitment and other scholarships, and the mass mailing of our biannual newsletters with information on alumni activities and program events and courses, and the maintenance of an current website including much helpful information. Special efforts are also being made to ensure that students who apply and are admitted actually attend and take courses. These include personal phone calls when admitted, a special "convincing" letter, a response form to ensure that we know who is attending and who is unsure, and new student orientation efforts. Retention activities include better advising and communication with students (including a MPA listserv, the newsletter, and periodic letters to students) and efforts to reach out to those students who have completed all coursework but not the Master's Project.

Figure 8 shows the same patterns of growth then stability. As of Spring 1998, there were 79 classified students in the Public Administration Program. By Fall 2001, the number of classified students had grown to a almost record 87 students. We anticipate this increase will continue, particularly as courses are offered in non-traditional times (weekends, Saturdays, online) and are offered as part of popular public management and nonprofit administration certificates.

Public Administration Program: Number of Classified Students, 1983/84- 2000/2001
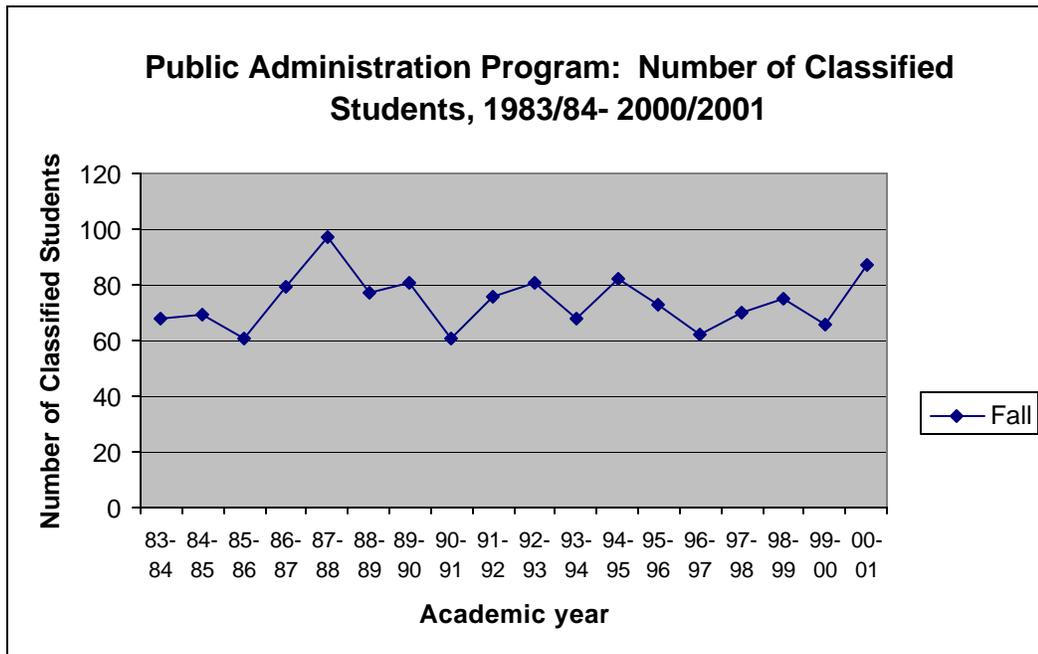
The number of new student admissions has also grown and fluctuated over the Program's history (Figure 9). For 1999-2000, there were 59 new students admitted into the Program; the 2000-2001 academic year saw another new students admitted (even when the University's admission figures were declining).   Previously, the highest number of new students admitted was during 1991-92 and 1994-95, when 49 students were admitted.   The Program is currently working hard at ensuring those admitted actually attend classes; during Fall 2000, 80 percent of those admitted actually began the Program and attended classes.

Figure 9:   Number of New Student Admissions

Public Administration Program: Number of New Student Admissions, 1987/88-2000/2001
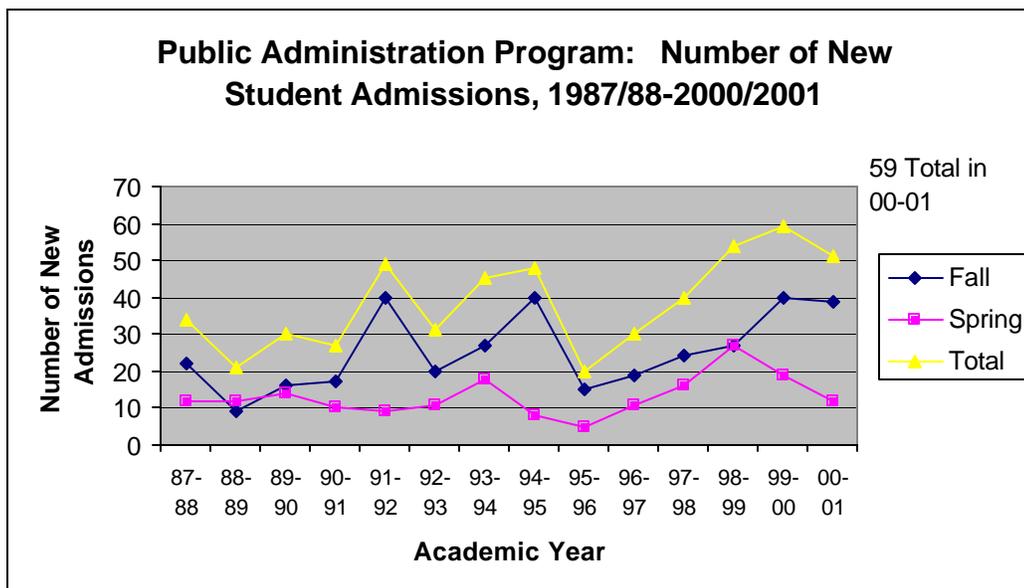
Curriculum

The Public Administration Program has a curriculum that has changed with the discipline itself and with the faculty available at San Francisco State. Prior to 1991, the core curriculum included five courses (17 units) that were required of all students. After completing the core courses, students were required to take 16 units of electives. In addition, a Master's Project and internship[1] are required of all students. Three concentrations of elective courses were available to students -- general public administration, nonprofit administration, and policy analysis.

In 1991 and 1992, then Director Yong Cho appointed a curriculum committee to update this curriculum. At that time, care was taken to ensure that the Program curriculum adhered to the standards of public administration's national accrediting board, the National Association of Schools of Public Administration and Affairs (NASPAA). To do that, two additional courses, PA 730 (Politics of Policy-Making and Implementation) and PA 745 (Managing Human Resources), were added to the core required of all students. This increased the number of required units of core courses to 24 units.

Since the number of core course units had increased to 24, the number of elective units required of all students then dropped to 10. Additional elective courses were added to the curriculum to supplement the relatively few available at that time within the Public Administration Program itself. These new courses included Financial Management, Administrative Law, and Program Evaluation. More recent new courses include PA 727: Strategic Management, PA 775: Developing Nonprofit Resources, and PA 748: Diversity in Public Administration, and PA 768: Digital Government. The Program has also offered several variable topic courses, including Comparative Administration and, in Fall 2001, Leadership in the Public and Non-Profit Sectors. The listing of current courses in the Public Administration Program is provided in Appendix B.
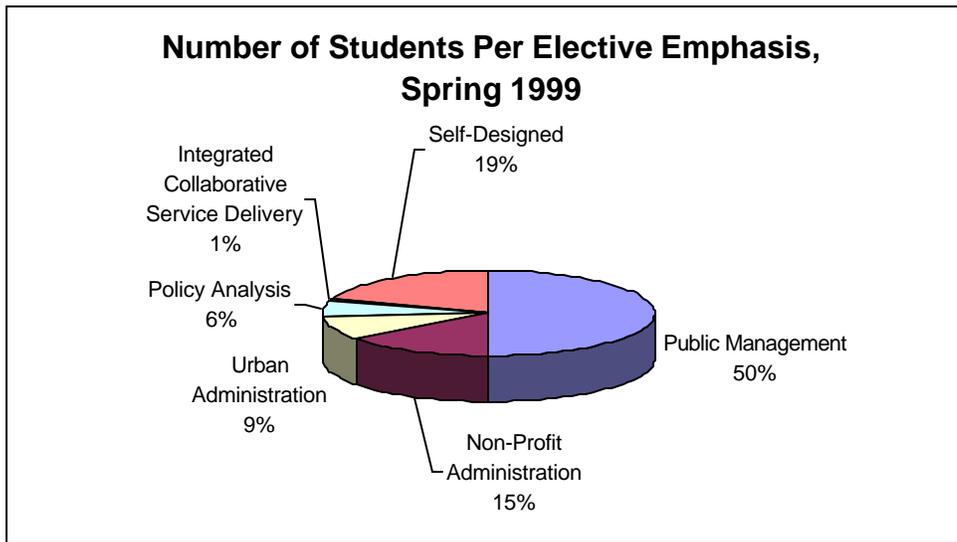
In addition, another elective concentration, Urban Administration, was added to the curriculum. The concentration was designed to provide a strong course selection to our students interested in local government administration and to take advantage of the numerous course offerings available in this field through the Urban Studies and other related programs on campus. The Policy Analysis and Nonprofit Administration concentrations were retained and the general public administration concentration was changed to become Public Management. In 1998-99, a fifth emphasis -- Integrated and Collaborative Service Delivery was added.

Each concentration was redesigned so that one central course was required in each concentration; the student could then choose the remaining courses from a list of from 3 to ten other courses available in either Public Administration or other SFSU departments. The new emphasis in Integrated and Collaborative Service Delivery is an exception to this, as students may take either PA 725: Public Management, PA 770: Nonprofit Administration or PA 760: Urban Administration then must take integrated and collaborative service delivery courses (College of Behavioral and Social Sciences 703 and 803) plus *must* take an internship. The listing of these advising concentrations and the courses included in each one is provided in Appendix C.

Figure 10 illustrates the students enrolled in each core course in each concentration, one indication of the number of students interested in each concentration.

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[1] Students with significant work experience in the public or nonprofit sectors may have their internship requirement waived.
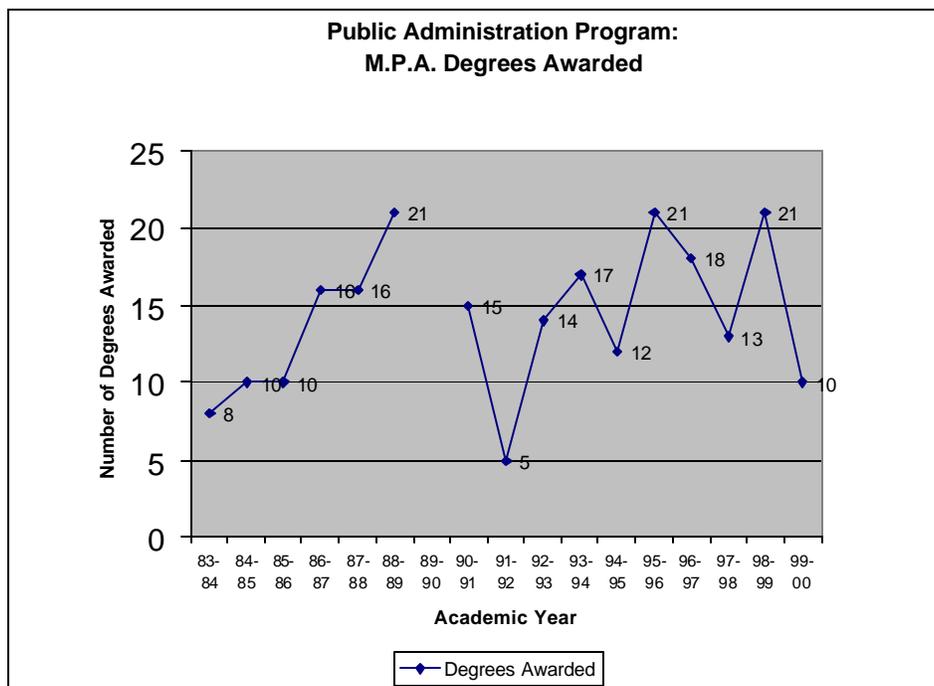
Figure 10: Percentage of All Program Students Enrolled in the Core Course of Each Emphasis

Number of Students Per Elective Emphasis, Spring 1999

Integrated Collaborative Service Delivery 1%

Self-Designed 19%

Policy Analysis 6%

Urban Administration 9%

Non-Profit Administration 15%

Public Management 50%

As can be seen from the Figure, Nonprofit Administration and Public Management are the most popular of the concentrations among our students, together including 65 percent of all students.

Overall, the number of Master's in Public Administration degrees awarded annually has increased over time (after some fluctuation over time) (Figure 11). The number of degrees awarded peaked in 1995/96. While there was a slight decline again in 1996/97, the Program expects to graduate even more students during 1997/98 due to the increased advising and attention to students working on their Master's Projects. The faculty feel that the inclusion of another culminating experience option-- PA 890-- The Master's Case Study-- will also provide students an innovative and helpful way of finishing their degrees.

Figure 11: M.P.A. Degrees Awarded
1983/84 – 1999/2000

Public Administration Program:
M.P.A. Degrees Awarded

Academic Year	Degrees Awarded
83-84	8
84-85	10
85-86	10
86-87	16
87-88	16
88-89	21
90-91	15
91-92	5
92-93	14
93-94	17
94-95	12
95-96	21
96-97	18
97-98	13
98-99	21
99-00	10

<center>**Strategic Plan of the Program**</center>

Mission Statement

Based upon the history of the Program and the direction that faculty and students would like to see pursued, the following mission statement was developed. In line with the mission statement of San Francisco State University as a whole, the Public Administration Program mission statement 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 encourages critical thinking and social and cultural awareness;**
- **Fostering a collegial and cooperative intellectual environment for students and faculty that includes recognition and appreciation of differing viewpoints and promotes academic freedom within the Program community; and**
- **Serving the communities with which public administration students and faculty are engaged.**

Strengths and Weaknesses of the Program

Following the development of the mission statement, faculty and students began the SWOT analysis stage of the strategic plan. We first developed a list of the perceived strengths and weaknesses of the Program.

Strengths of the Program

Faculty and students were able to identify many strengths within the current Public Administration Program--based upon characteristics of the faculty, the students, the curriculum, the University and its resources, and of San Francisco itself.

- **The Program is the only NASPAA accredited program in San Francisco and one of the few in the Bay Area.**

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 from 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 strengths of their own 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.
- **Innovative teaching- community service learning, technology.** Faculty have particular strengths in innovative teaching, community service learning, and technology.
- **Faculty's reputation and strengths.** The group of faculty who comprise the Public Administration Program are all well known and highly respected on campus-- the group includes some of the most respected scholars and teachers on campus.
- **Faculty's ASPA experience and activity.** Public Administration Program faculty are well known for their participation in the American Society for Public Administration at both the local, regional and national level.

- **Strong advising system.** Faculty provide advising to students that is related to their elective emphasis, providing both information on courses and on the subfield itself.
- **Cutting edge expertise in public management, diversity management, urban administration, public policy, urban politics and information management.** Within public administration, faculty have particular expertise and experience in public management, diversity management, urban administration, public policy, urban politics and information management.
- **Internship contacts with community agencies.** Faculty have numerous important contacts within the community which can lead to internship placements.

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 from which all learn.
- **Diverse student body.** The Public Administration Program has a very diverse student body in terms of gender, race, ethnicity and other factors.
- **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, the 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 attempts to remain at the cutting edge of emerging trends in public and non-profit administration. Through the constant updating of course materials, the incorporation of changing technologies into the classroom, the inclusion of new courses, and the updating of elective emphases (represented by the new Integrated and Collaborative Service Delivery emphasis), we attempt to remain innovative.
- **Applied community orientation.** All of the faculty in the Program have concerns and connections to the community and have sought to apply their own work to the community through volunteering, consulting, grant work, or their own research. This orientation is reflected in the curriculum, which contains many community and agency project opportunities for students.
- **Cutting edge computer resources available.** The University and the Program 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 not just an interdisciplinary approach but one that provides, within an overall structure, high amounts of choice. Students may choose from a large number of electives from across the University to complete their elective emphasis. In addition, students may design their own elective emphasis rather than selecting one of the structured emphases already available.

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 run 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 International Relations, Political Science, and Urban Studies. This has led to grant work together as well as other work.

♦ **Substantial office space.**   After being farmed out to other departments for the first ten years of the Program's existence, all strictly public administration faculty are now housed together in a three office suite of offices. This allows for more interaction and cooperation than was previously possible.

Location
♦ **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 of the Program
> Several weaknesses of the Program were also identified. As can be seen below, most of them dealt with a lack of resources with which to hire additional faculty, more full-time faculty, staff, advertise for students, or to supplement the Program's operating budget.

Lack of Resources
♦ **Difficulty in taking advantage of our location on the Pacific Rim to offer compelling Comparative Administration or NGO Administration emphases.**   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.
♦ **Lack of resources to ensure ability to take full advantage of the many city and county governments in the Bay Area by having more offerings in the urban administration area.**   With additional resources, the program could more fully develop its Urban Administration
♦ **Insufficient Resources to Reimburse Other Departments for faculty time.** The Program is not able to fully compensate other departments for the use of their faculty time in teaching public administration courses.
♦ **The Program needs additional full-time faculty to be able to offer the courses and emphases desired by faculty and students.**   The addition of more full-time faculty would greatly add to the Program' s ability to provide additional courses, course sections, and elective emphases.
♦ **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 effectively handle.
♦ **No downtown presence.** Even as an applied professional program in an urban university, the Public Administration Program has no presence on San Francisco State University's Downtown Campus.   Holding some classes downtown would provide additional opportunities for Program students, many of whom would find a downtown campus more convenient.
♦ **Housing costs create issues for faculty and students.** High housing costs in the San Francisco Bay Area create enormous challenges for both faculty and for students.

Operating Barriers
♦ **Inadequate budget.**   Like other Programs around the country and other departments within the University, personnel and operating budgets are inadequate to accomplish all that faculty and students would like to achieve.
♦ **Lack of staff.** The Program currently has only one .5 staff member, reduced from 1.0 in the early 1990s; this makes it difficult to maintain the documentation necessary for the accreditation process as well as to efficiently handle admissions, student requests, and other projects.
♦ **Lack of space.**   Like all other units at San Francisco State University (a "land-locked" campus), the Public Administration Program does not have all the office and other space that it would like to have.

Opportunities and Threats for the Program
> The Program's presence at San Francisco State University, in the College of Behavioral and Social Sciences, and in San Francisco also provides numerous opportunities for developing the Public Administration Program.   These opportunities include:

Opportunities

- **Take advantage of the benefits of being NASPAA accredited.** Now that the Program is accredited, the Program needs to be able to take more full advantage of that fact. Among others, it would provide additional credibility and recognition of the quality of our Program.
- **Partnerships with other programs on campus to offer courses and concentrations.** There are many opportunities available for further collaboration with other units on our campus. These could lead to additional elective emphases in areas such as:
    - **International / Non-Governmental Organization (NGO) administration**
    - **Human resources management**
    - **Long-term care administration**
    - **Applied Social Sciences Research**
    - **Health Policy and Administration**
    - **Criminal Justice Administration**
    - **Financial Management**
    - **Information Management**
    - **Museum Studies**
- **Consider the development of certificate programs that full-time students could complete more easily than an MPA, but which might also convince them to continue on to completing the MPA.** Certificates in public management and non-profit administration would be important opportunities for the Public Administration Program. Not only would we be attracting additional students, but those students would more likely be further along in their careers.
- **Consider the development of an Undergraduate Minor in Public Administration.** An undergraduate minor in public administration would not only be an excellent offering for San Francisco State University students, but it would provide an important accompaniment to many College of Behavioral and Social Sciences degrees, an important entryway into the Master's in Public Administration degree, and additional FTES (full-time equivalent students).
- **Additional Online Course Offerings.** To provide additional flexibility and course offerings to students, the Program could offer additional online courses.
- **Additional Weekend and Alternative Course Offerings.** To provide additional flexibility and course offerings to students, the Program could offer additional courses on weekends and in alternative time slots.
- **Additional Summer Courses.** To provide additional flexibility and course offerings to students and to help them finish their degree in a timely fashion , the Program could offer additional courses during the summers.
- **Offer Classes at the Downtown Center.** Offering classes at the San Francisco State University Downtown Center could lead to additional students from the federal government sector and from employees of the City/County of San Francisco.
- **Taking advantage of the Program's location in San Francisco and on the Pacific Rim.** The Program and Program faculty would like to take fuller advantage of the many opportunities available due to our location in San Francisco and the Pacific Rim. Among these are comparative administration and NGO administration courses and emphases and more specialization in organizational diversity.
- **Partner with Community and Community Groups.** The Program would like to take more advantage of the immense potential available in partnering with community groups.
- **Training Institute.** One unaccomplished goal is to create a public and nonprofit management training institute that could take advantage of the expertise of our faculty and provide greater outreach to the community at large.
- **Potential for partnering with local ASPA chapters to develop programs and reach potential students.**

Threats

       Even given these opportunities and strengths, some threats to the Program, its stability, and the ability to achieve the plans set out in this document exist. 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.

- **Cap on FTES- no room for expansion.**   Currently, San Francisco State University has a funding cap set at 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 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.
- **Lack of downtown presence.**

Goals and Objectives of the Public Administration Program

Based upon the mission of the Program and upon discussions of the strengths, weaknesses, opportunities, and threats of the Program, a series of goals and objectives were developed for the Public Administration Program. Each of these is accompanied by desired outcomes for each goal and objectives and by the outcome measures to be used to judge the successful achievement of each goal.

The goals of the Program are:

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 the substantive knowledge about a specialized area of public administration

Programmatic Goals
- **Goal 5:** Work collaboratively with other departments and programs within the College, the University, and the community
- **Goal 6:** Seek to be recognized as an effective public administration program, remaining on the cutting edge of public administration, and becoming and remaining a learning organization that changes when change is required

These goals are combined with objectives, outcome measures, and required documentation, below.

Student Learning Goals

Goal 1: Provide students with substantive knowledge about the depth and breadth of public administration today

♦ **Objective 1:** *Train students to develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public administration - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process*

OUTCOMES	MEASURES	DOCUMENTATION
Students posses a core body of knowledge about public administration history, theories and current issues in the field today	Successful Completion of Culminating Experience[2].	Case Study Required in Culminating Experience Requirement
Students understand the importance and role of economic, political and social institutions	Successful Completion of Culminating Experience	Case Study Required in Culminating Experience Requirement
Students develop an understanding of	Successful Completion of Culminating	Case Study Required in

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[2] As part of the Program's Culminating Experience requirement, students would be required to write a Master's Project, Master's Thesis, or Master's Case Study of some public or nonprofit agency. In the Case Study, by answering a series of questions, the student would demonstrate their understanding of the questions and issues important to public administration.

organizations and how they work	Experience	Culminating Experience Requirement
Students understand the policy process, policy issues, and public administrators' role in the process	Successful completion of policy paper required in PA 730.	Written evaluation by faculty member teaching PA 730.
Students develop an understanding of human resources management issues	Successful completion of paper in PA 745.	Written evaluation by faculty member teaching PA 745.

Goal 2: Provide Students with the professional skills necessary to manage today's and tomorrow's organizations

♦ **Objective 1:** *Train students in the essential professional skills necessary to succeed in public administration--research skills, budgeting and policy analysis skills, skills in organizational development and change, and skills in personnel management*

OUTCOMES	MEASURES	DOCUMENTATION
Students develop research skills and become intelligent consumers of statistical and qualitative data and research	Successful completion of PA 710 homework exercises and research paper.	Evaluated by faculty member teaching PA 710.
Students learn to use electronic and other search methods to develop bibliographic materials	Successful completion of paper in PA 710	Written evaluation by faculty member teaching PA 710
Students develop ability to conduct cost benefit analysis	Successful completion of cost benefit analysis exercise in PA 720	Written evaluation by faculty member teaching PA 720
Students are able to complete effective budget proposals	Successful completion of budget development project in PA 750.	Written evaluation by faculty member teaching PA 750.
Students develop ability to read and understand public and nonprofit financial statements	Successful completion of financial statement exercise in PA 750	Written evaluation by faculty member teaching PA 750
Students develop an understanding of human resources issues and workforce policies	Successful completion of workforce policies exercise in PA 745	Written evaluation by faculty member teaching PA 745

♦ **Objective 2**: *Train students to write effectively and concisely for an audience of professional public administrators*

OUTCOMES	MEASURES	DOCUMENTATION
Students have the ability to write concisely and effectively	Successful completion of two (2) written papers, and the Culminating Experience (Other evidence from other courses is possible.)	Written evaluation by faculty in courses, PA 890, PA 895, or PA 897

♦ **Objective 3:** *Train students to make effective oral presentations to small and larger groups, provide both experience and the opportunity to develop confidence while speaking in public*

OUTCOMES	MEASURES	DOCUMENTATION
Students have the ability to make effective oral	Successful completion of at least three (3)	Written evaluation by

	oral presentations in selected courses throughout the Program (PA 700, 710, 720, 740, 745 750). At least one presentation should be accompanied by a PowerPoint presentation.	faculty member teaching in each course.
presentations		

♦ **Objective 4:** *Train students to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks*

OUTCOMES	MEASURES	DOCUMENTATION
Students have the ability to work effectively in teams	Successful completion of two (2) team projects in PA 740, PA 750, other core courses, or electives.	Written evaluation by faculty member teaching in each course.

♦ **Objective 5:** *Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace*

OUTCOMES	MEASURES	DOCUMENTATION
Students are able to make effective use of these tools: • Email • Listserv • World Wide Web for research • Computer Conferencing	Evidence of successful use of: • Email messages with faculty • Participation in MPA Listserv • Use of Web for research in at least one paper • Participation in discussion topic in conference	Form completed by Program Director for each skill, except for WWW skill—completed by faculty member in course for which research took place
Students are able to use these computer applications • Word Processors • Statistical Packages • Spreadsheets • Presentation Software • Databases	Evidence of successful use in project in (respectively) • PA 700 • PA 710 • PA 750 • PA 750 • PA 745	Form completed by faculty member in each course reflecting level of experience in each skill.

Goal 3: Provide students with the ability to be sensitive and knowledgeable about ethical and diversity **issues in the public** and nonprofit **sectors**

♦ **Objective 1:** *Train students in the issues of public sector ethics and diversity, focusing attention upon critical thinking and independent evaluations about these important topics*

OUTCOMES	MEASURES	DOCUMENTATION
Students develop an understanding of public sector ethical issues and how they apply to daily organizational life	Successful completion of paper defining or discussing public or nonprofit ethics (PA 700, 740, or 745) and addressed in Culminating Experience course	Written evaluation by faculty member teaching in each course, including the Culminating Experience.
Students develop an understanding of the importance and complexity of diversity in public sector and nonprofit organizations and diversity issues apply to daily organizational life	Successful completion of paper defining or discussing diversity issues (PA 700, 740, 745, 790) and addressed in Culminating Experience	Written evaluation by faculty member teaching in each course, including the Culminating Experience.

Goal 4: Provide students with the substantive knowledge about a specialized area of public administration

♦ **Objective 1:** *Provide students with specialized knowledge in one of the important subfields of public administration*

OUTCOMES	MEASURES	DOCUMENTATION
Students develop a more specialized body of knowledge in a specific subfield	Successful completion of paper, initiated in core concentration course and completed in Culminating Experience course, to incorporate knowledge and skills developed in other concentration courses and electives.	Paper completed in Culminating Experience course.

Program Goals

Goal 5: Work collaboratively with other departments and programs within the College, the University, and the community

♦ **Objective1:** *Work with other departments and institutes (like the Public Research Institute) around the University to create, out of existing courses, other course concentrations and academic offerings and to work on other projects*

♦ **Objective 2:** *Work with community groups like the San Francisco Bay Area Chapter of the American Society of Public Administration, other local professional associations, and local governments interested in and related to public administration*

♦ **Objective 3:** *Utilize the University's resources in a cost-effective fashion while still meeting the needs of our students and providing for the professional development of our faculty*

OUTCOMES	MEASURES	DOCUMENTATION
The Program pursues common interests and other groups on campus	Successful completion of • Grant proposals developed in conjunction with groups on campus • Program developments pursued with groups on campus • Curriculum developments pursued with other departments and programs on campus	Grant proposals, curriculum developments, and/or other program development products
The Program pursues common interests with community groups	Successful completion of grant proposals and/or program developments pursued with community groups	Grant proposals and/or other program development products

Goal 6: Seek to be recognized as an effective public administration program, remaining on the cutting edge of public administration, and becoming and remaining a learning organization that changes when change is required

♦ **Objective 1:** *Improve and enhance the management of the Public Administration Program itself, thereby enhancing our effectiveness and stretching existing resources.*

♦ **Objective2:** *Recruit and retain high quality students in both the public and the nonprofit sectors*

OUTCOMES	MEASURES	DOCUMENTATION
The recruitment and retention of high quality students	• Number of students applying for admission each semester • The average GPA scores of incoming students	Program records

OUTCOMES	MEASURES	DOCUMENTATION
	• The number of students continuing coursework each semester • Number of degrees awarded each semester	

♦ **Objective 3:** *Establish a supportive environment for faculty to conduct useful and important research (both applied and theoretical)*

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OUTCOMES	MEASURES	DOCUMENTATION
Faculty engage in useful and important research in their fields of public administration and public policy	• Conference papers presented by faculty (See Appendix E for current faculty activity) • Articles, book chapters, and books published by faculty (See Appendix F for current faculty activity)	Papers, articles, book chapters, and books. (See Appendices E and F)

♦ **Objective 4:** *Establish a support environment for faculty to become and stay meaningfully involved in community and professional service.*

OUTCOMES	MEASURES	DOCUMENTATION
Faculty engage in useful and important community and professional service	• Community service activities (See Appendix G for current faculty activity) • Professional service activities (See Appendix G for current faculty activity)	Faculty activity reports (See Appendix G)

♦ **Objective 5:** *Continue to evaluate the Program and its successes and failures in order to improve its operation and education*

OUTCOMES	MEASURES	DOCUMENTATION
Overall evaluation of Program	• Maintain Accreditation Status • Annual Reports to NASPAA • Student Satisfaction • Approval of Curriculum by Community Advisory Board	Exit Interview and Focus Groups

♦ **Objective 6:** *Seek out new, innovative ways of accomplishing our mission, goals, and objectives*
♦ **Objective 7:** *Seek to distinguish ourselves from other public administration programs in the Bay Area and California in order to attract high quality students*
♦ **Objective 8:** *Take advantage of the Program's location in San Francisco and on the Pacific Rim.*
♦ **Objective 9** : *Engage in a continuing strategic planning process, reevaluating our accomplishments each year and revising our mission and desired goals, objectives, and outcomes as we move towards accomplishing our current goals and objectives*

Implementation Plans to Achieve These Goals

Table 2 presents the actual tasks necessary to achieve these goals., with a focus upon achieving these goals through the hiring goals of the Program.

These tasks are designed to ensure that the Program tightens its academic program and moves toward the achievement of Goals 1 through 4, the student learning outcomes goals.

See Appendix H for a complete list of Program goals and objectives.

TABLE 2: IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM (2001-2002)	
Tasks, Year 5 (2001-2002)	**Goals and Objectives Addressed**
Request Joint Position for Public Administration Program-- Public Administration and Public Policy	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
Work to Develop Relationships with SFSU Faculty to Achieve More Complete Core Faculty	Goals 1 - 6
Write Grant Proposals to Develop Program More Fully and Seek out Innovations	Goal 5 (Objectives 1 - 4)
Revisit and Revise Public Policy Analysis Elective Emphasis	Goal 4
Implement New Awards	Goal 6
Make more effective use of Advisory Boards	Goal 6
Implement New Courses	Goals 1 - 4
Consider Undergraduate Offerings in Public Administration and Public Policy	Goals 1 - 6