

*Approved February 16, 1998
Amended May 18, 1999
Amended May 1, 2001
Data updated November 5, 2003*

STRATEGIC AND HIRING PLAN **PUBLIC ADMINISTRATION PROGRAM**

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.

Background of the Program

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 was the longevity of the involvement of the original faculty who organized the Program. As they have retired from the University, the Program was able to hire additional faculty.

Program Faculty

Currently, eleven faculty are part of the interdisciplinary Public Administration Program faculty. Seven of these serve as the faculty nucleus of the Program. These faculty are from the Departments of Public Administration, Political Science, and Urban Studies (see Appendix A for a full listing of faculty).

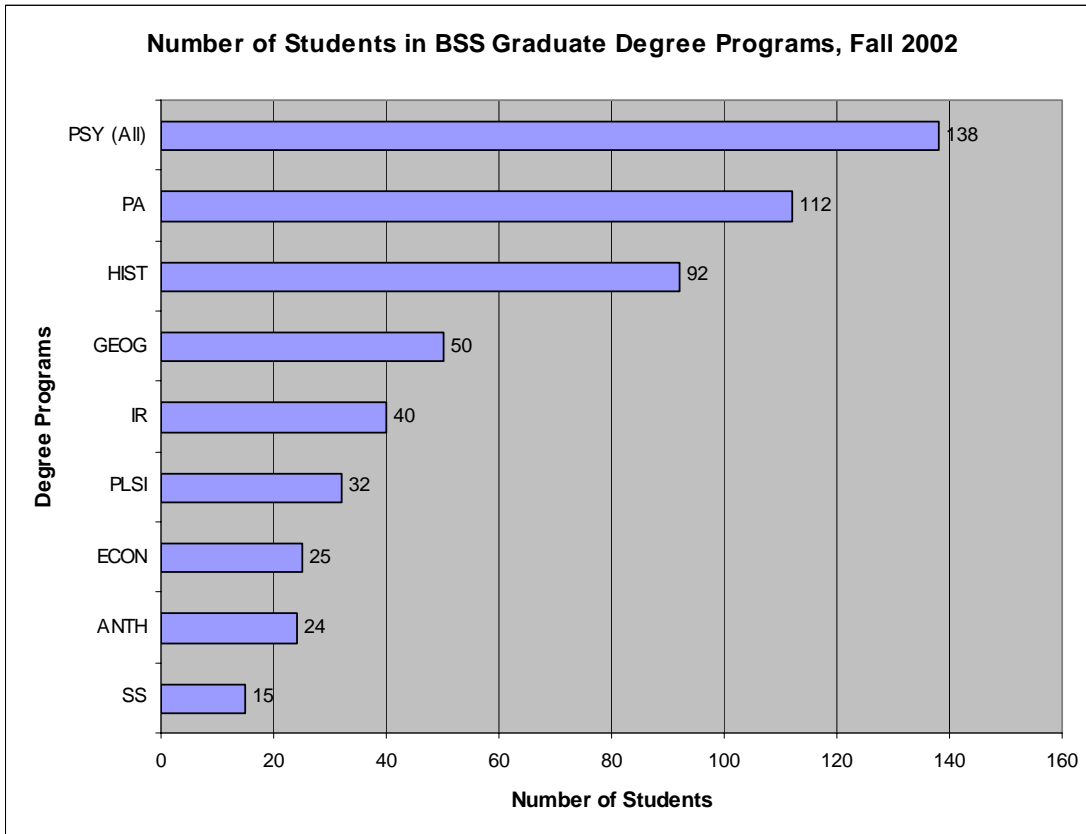
A full-time Program Director was hired in 1985, a second full-time tenure track faculty member was hired in 1991, and a third full-time tenure track faculty member was hired during Academic Year 1996-97. After a retirement in 1997, another full-time tenure track faculty member was hired in 1998-99. In Spring 2002, one faculty member resigned and the Program was granted a replacement position. In addition, two additional positions (shared with Political Science) were granted to the Program so that in Fall 2002, the Program conducted 3 searches (along with Political Science). Today, there are 5 faculty members for a total of 4.0 FTEF and two additional faculty in Urban Studies who are also part of our core faculty.

The Program Within the College and the University

The Public Administration Program, the College's only professional education graduate program, is now the largest graduate program in the College of Behavioral and Social Sciences (Figure 1) in Fall 2003, growing fast and moving up from the position of third largest in Fall 2000. As of Fall 2003, there were 143 classified students attending class in the Program, up from 86 in Fall 2000.

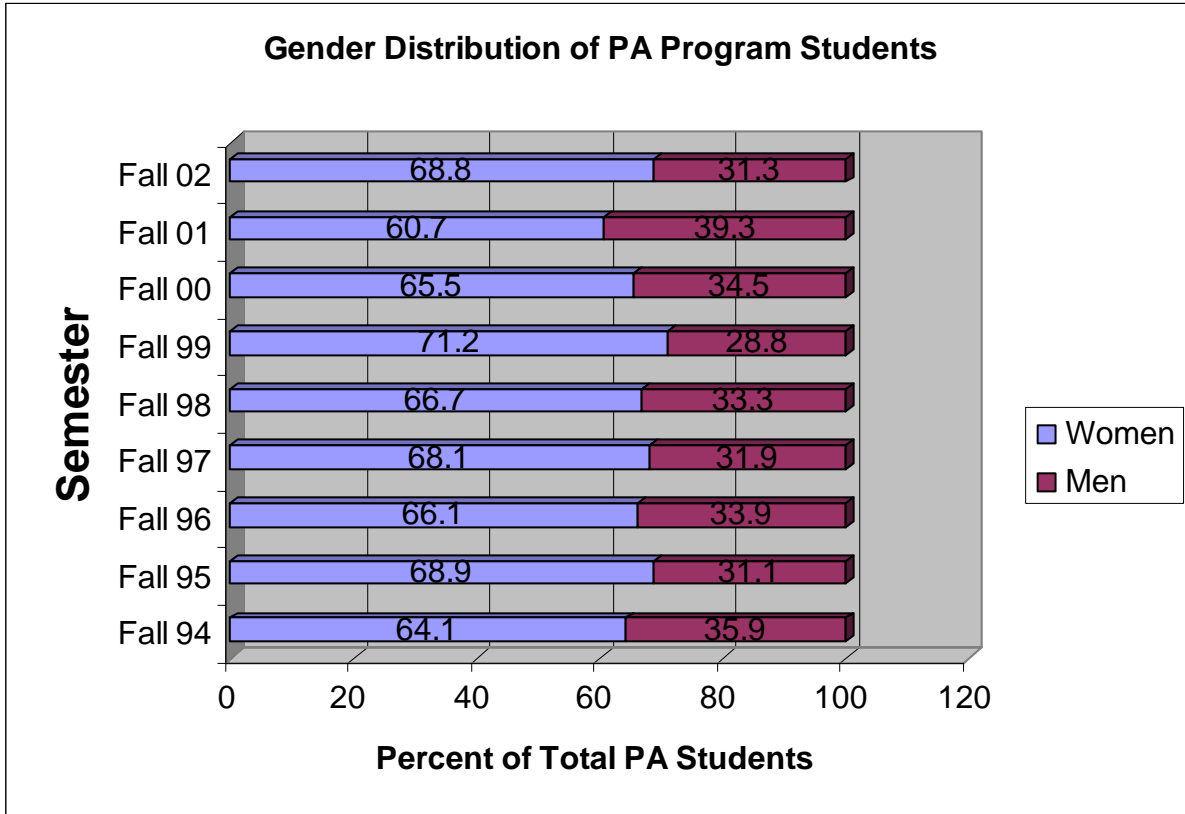
Figure 1 is the latest data available on other programs and illustrates Fall 2002, when the Public Administration Program was the second largest Program in the College of Behavioral and Social Sciences.

Figure 1: Number of Students in BSS Graduate Degree Programs, Fall 2002



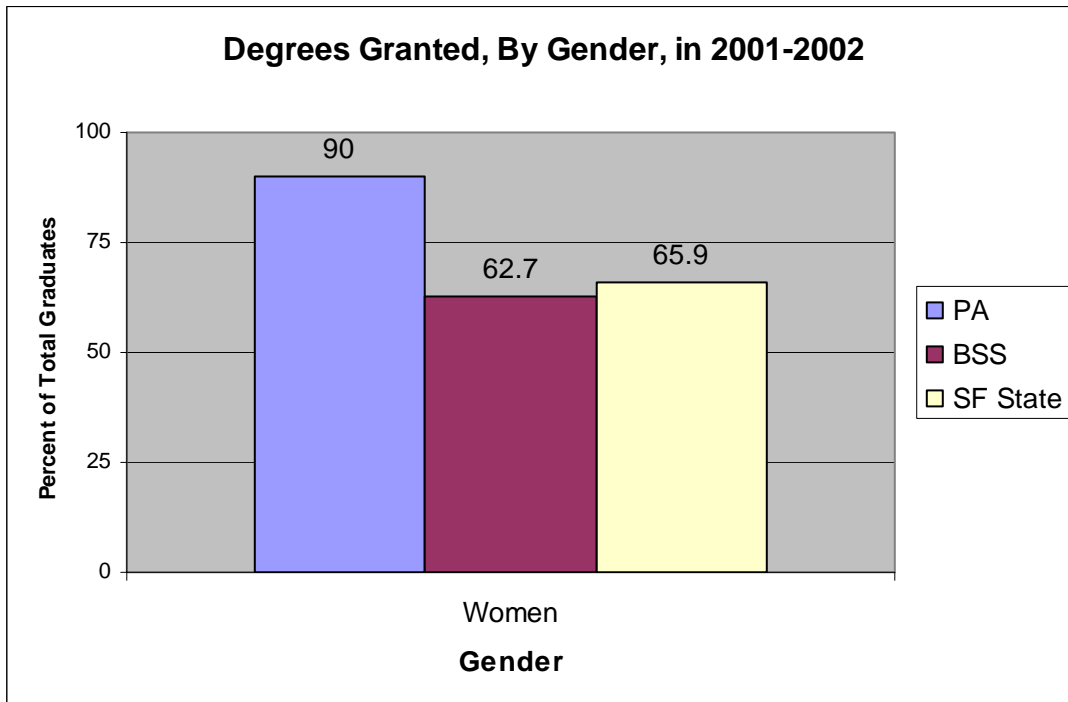
A recent trend in public administration programs across the country has been the increase in women applying for and completing Master's degrees in public administration. This is also true of the program at San Francisco State University. Figure 2 shows that slightly over two-thirds of the students in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

Figure 2: Gender Distribution of PA Program Students, 1994 - 2002



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 (90 percent in 2000-2001) than the College as a whole (62.7 percent) (Figure 3).

Figure 3: Degrees Granted, By Gender, in the Public Administration Program and the College of Behavioral and Social Sciences, 2001-2002



After the Psychology Department, the Public Administration Program led the College in the absolute number of graduate degrees granted to women in 2001-2002 (Figure 4).

Figure 4: Number of Graduate Degrees Granted to Women in the College, 2001-2002

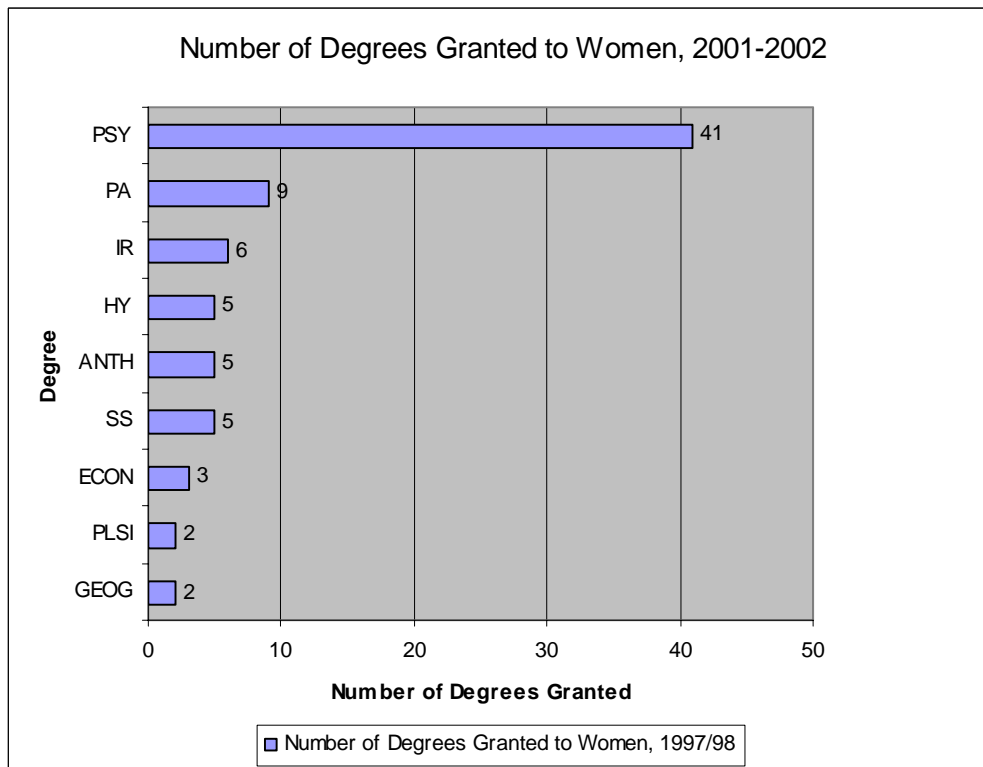
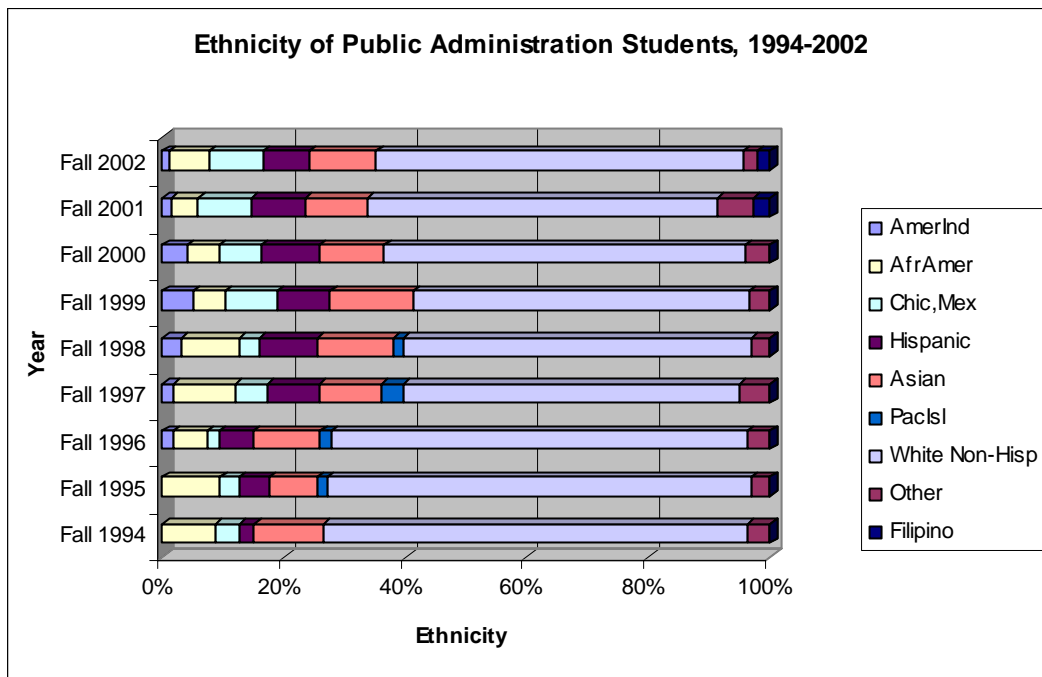


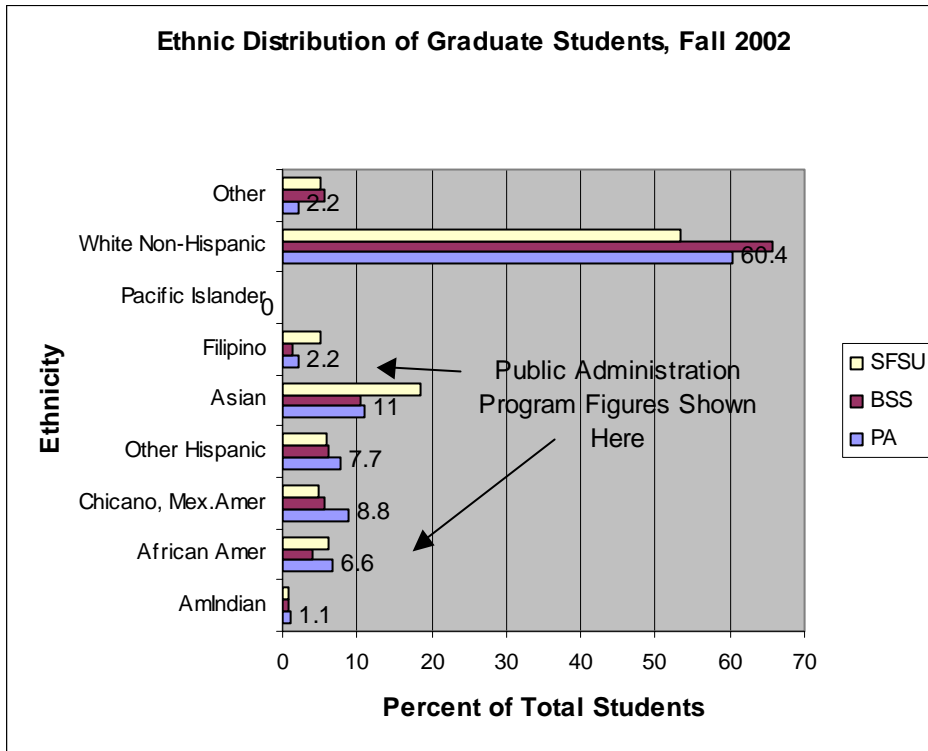
Figure 5 indicates the changing ethnic distribution of Public Administration Program students over time. Clearly, the Program exhibits much ethnic and experiential diversity among its students, creating an environment that is both intellectually stimulating and interesting to all who participate.

Figure 5: Ethnic Distribution of Public Administration Students, 1994-2002



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.

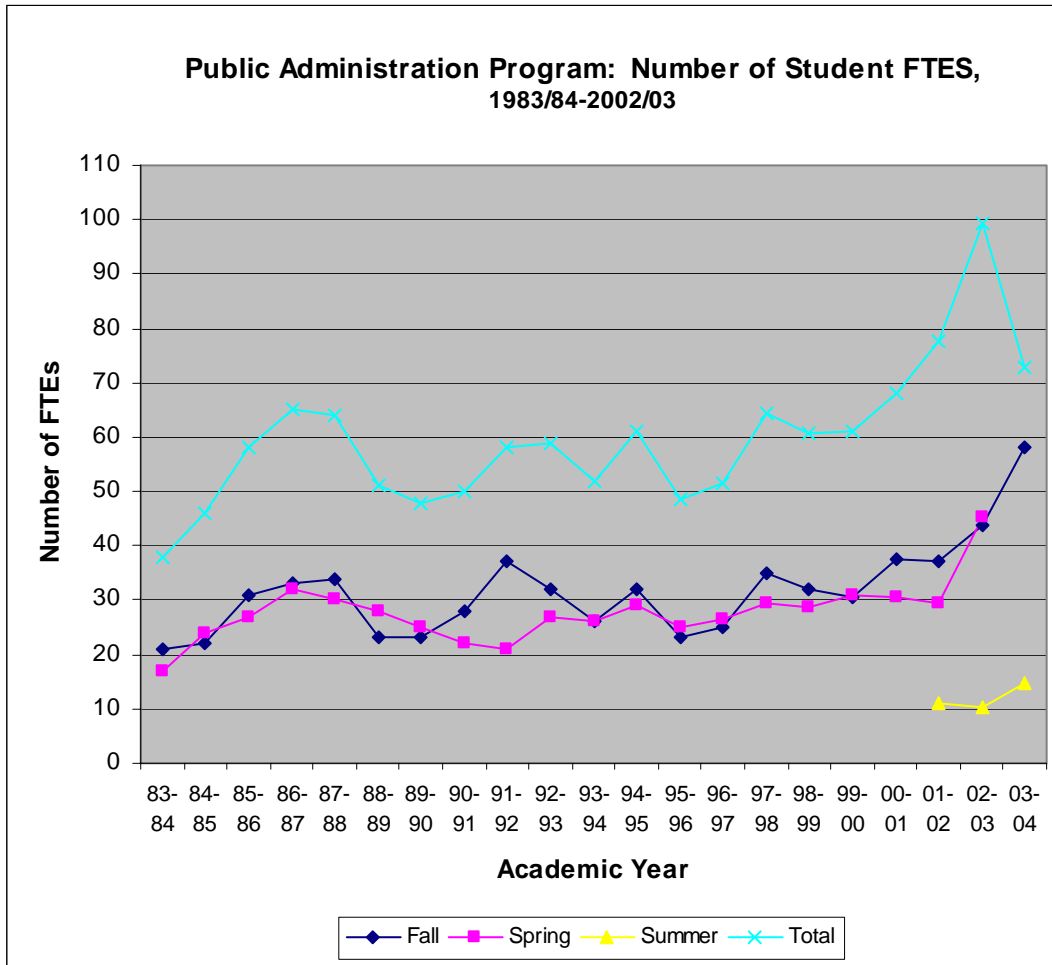
Figure 6: Comparison of Ethnic Distribution of SFSU Graduate Students, Fall 2002



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 2002-2003 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 grown steadily since 1996, peaking in 2003 at a total of 100 (average of 58.1 in 2003). The fact that summer sessions started being significant factors aided in this development, along with significant growths in admission and the addition of undergraduate courses with their richer FTES formula. In Fall 2003, the number of full time equivalent students grew to 58.1, the highest level ever in student enrollment over the history of the Program.

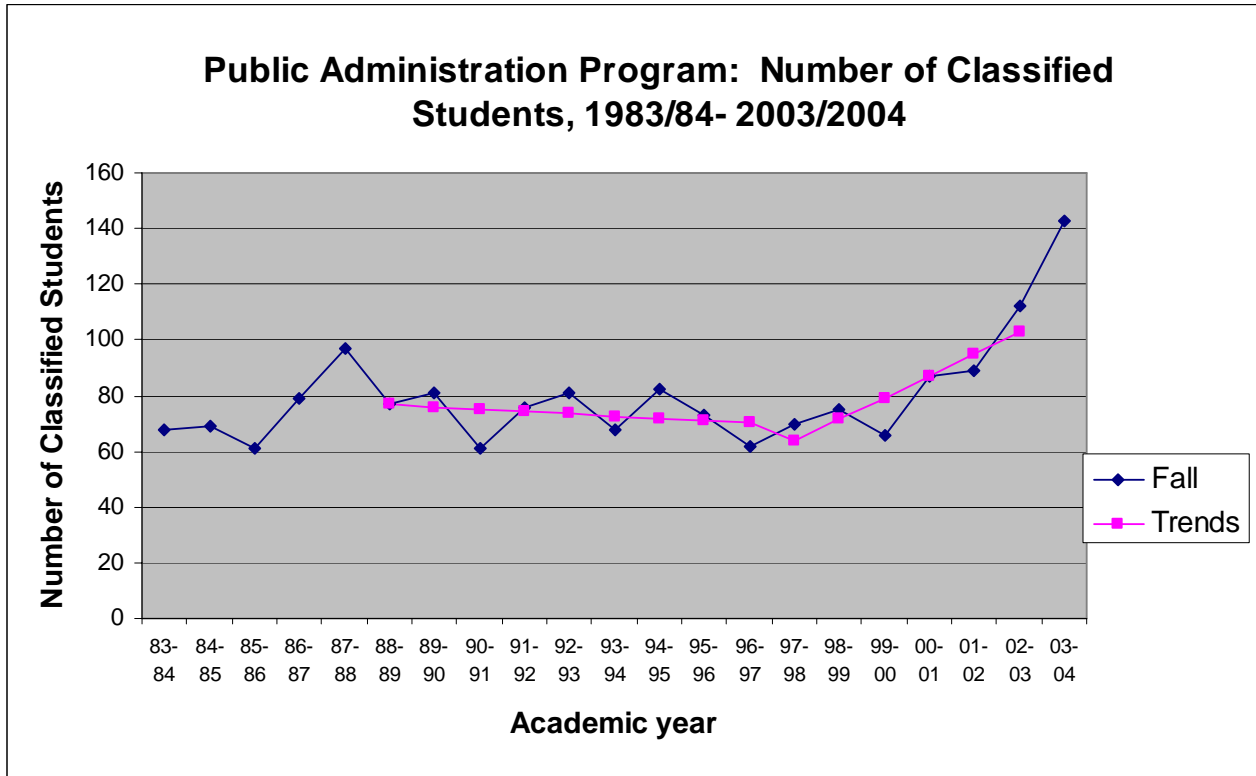
Figure 7: Public Administration Program Student FTEs



Due to the development and implementation of the Program's retention and recruitment plan, the number of student FTEs was expected to continue to increase. However, due to the 2003 California budgetary crisis, the CSU Chancellor has requested that the CSU campuses reduce their growth and the Public Administration Program is prepared to adhere to this requirement. The original growth was based upon 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 were 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. Again, by Fall 2003, this number had practically doubled, to a total of 143 students (making the Public Administration Program the largest graduate program in the College of Behavioral and Social Sciences).

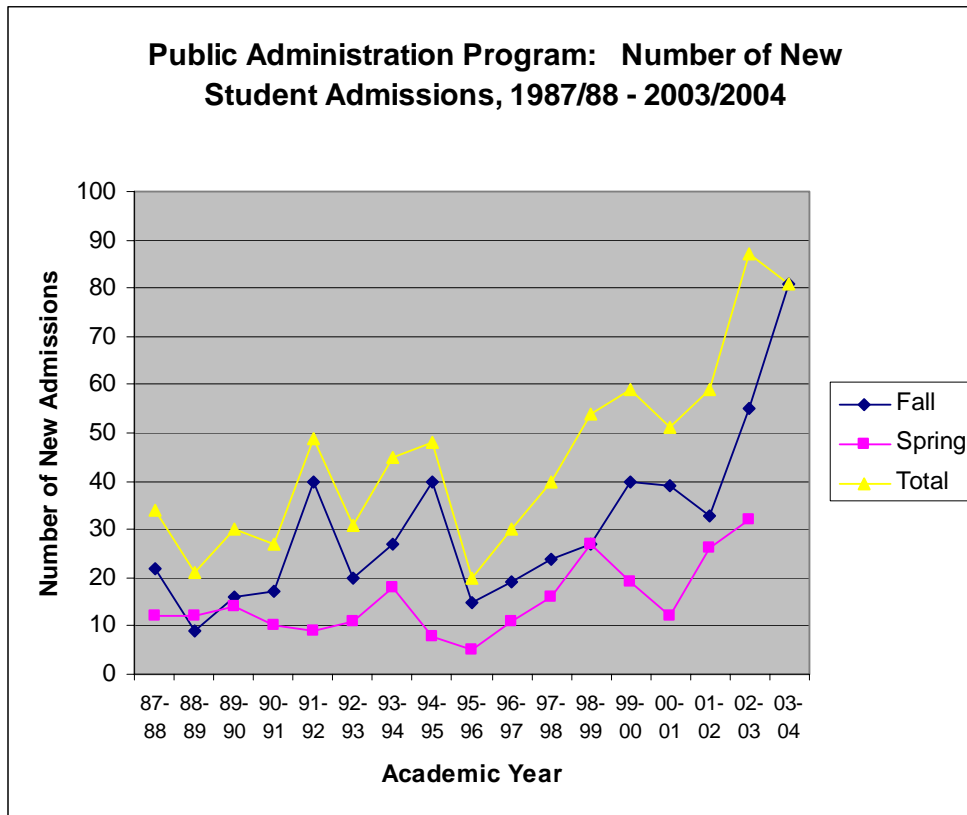
Figure 8: Number of Classified Students in the Public Administration Program



The number of new student admissions has also grown and fluctuated over the Program's history (Figure 9). But in the past 6 years, the Program has seen almost exponential growth in admissions, culminating in 81 admissions in Fall 2003.

This was a significant increase since 1999-2000, with 59 new students admitted into the Program. Even in years when the University and the College themselves did not meet their enrollment targets, the Public Administration Program admissions continued to increase.

Figure 9: Number of New Student Admissions



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 internship¹ 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

¹ Students with significant work experience in the public or nonprofit sectors may have their internship requirement waived.

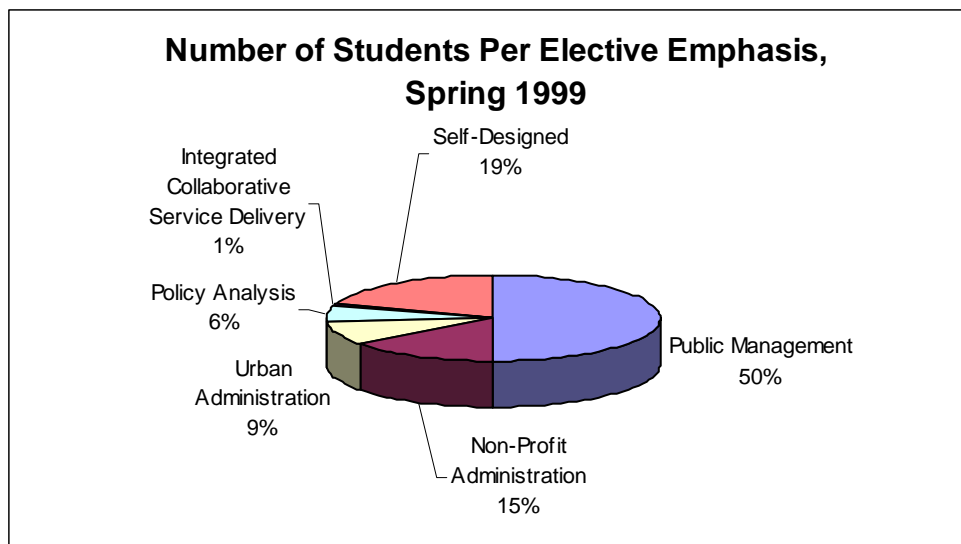
Administration and, in Fall 2001, Leadership in the Public and Non-Profit Sectors. The listing of current courses in the Public Administration Program is provided in Appendix B.

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.

Figure 10: Percentage of All Program Students Enrolled in the Core Course of Each Emphasis



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 and then again in 2002/2003, with the one-time only offering of the culminating experience courses as a regularly scheduled course (necessary to handle the leading edge of students graduating from the years with high admission rates). Although there were slight declines during 1999 to 2001, the development of the capstone course and Strategic Assessment Memo in 2003 means that the record 42 students graduating in 2002-2003 will be practically met in 2003-2003 (with a projected 34 students graduating).

Figure 11: M.P.A. Degrees Awarded
1983/84 – 2002/2003

