

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 is that the faculty who originally organized the Program are still involved and active in the governance and instruction of the Program.

Program Faculty

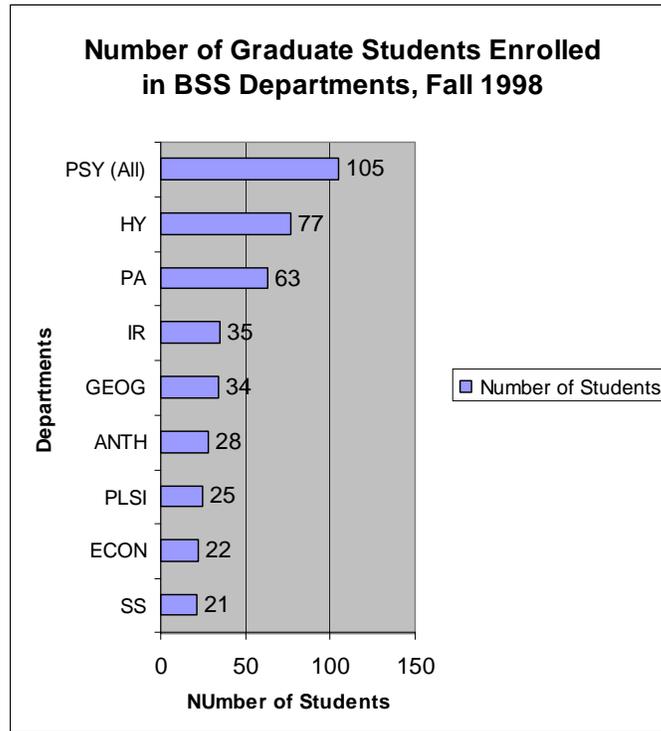
Currently, fifteen faculty are part of the interdisciplinary Public Administration Program faculty. Nine of these serve as the faculty nucleus of the Program. These faculty are from the Departments of Public Administration, Economics, Political Science, Psychology, Sociology, and Urban Studies (see Appendix 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 1998-98.

The Program Within the College and the University

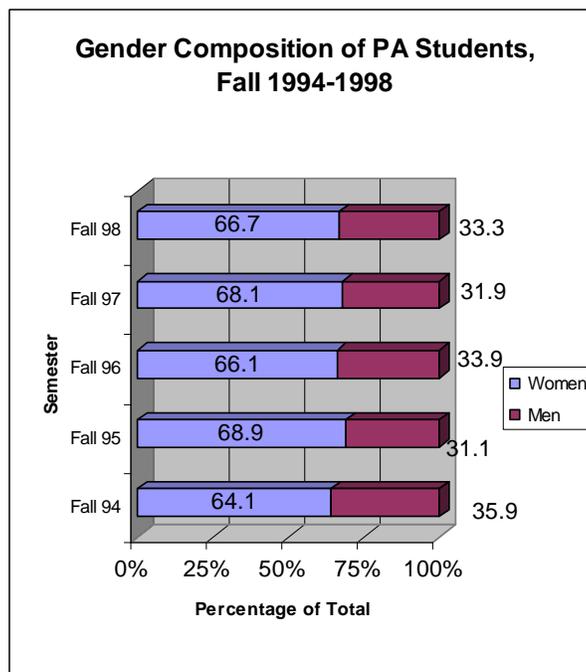
The Public Administration Program, the College's only professional education graduate program, contributed the third largest number of graduate students in the College of Behavioral and Social Sciences (Figure 1) (behind only all of the Psychology programs and the History Department) in Fall 1997. As of Fall 1998, there were 73 classified students in the Program.

Figure 1: Number of Students in BSS Graduate Degree Programs, Fall 1998



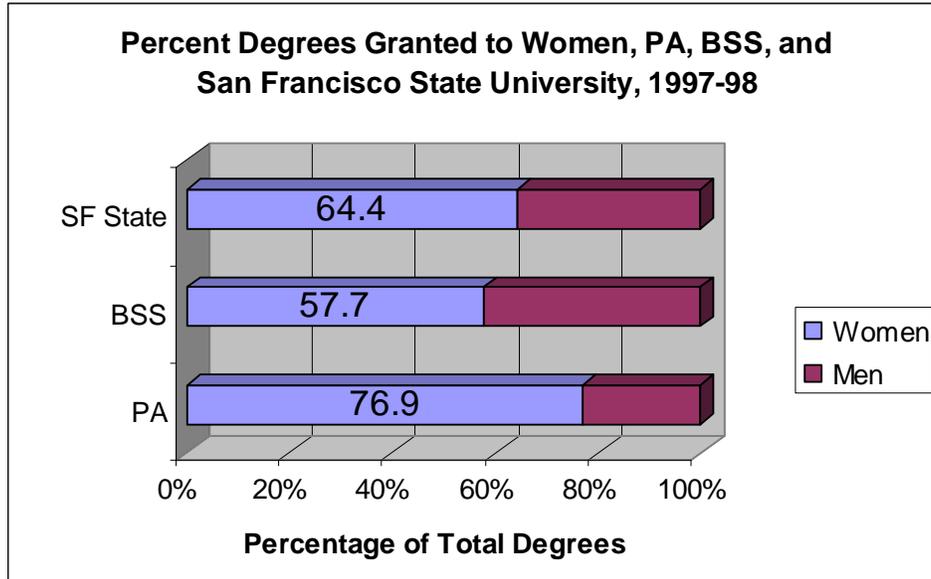
A recent trend in public administration programs across the country has been the increase in women applying for and completing Master's degrees in public administration. This is also true of the program at San Francisco State University. Figure 2 shows that slightly over two-thirds of the students in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

Figure 2: Gender Distribution of PA Program Students



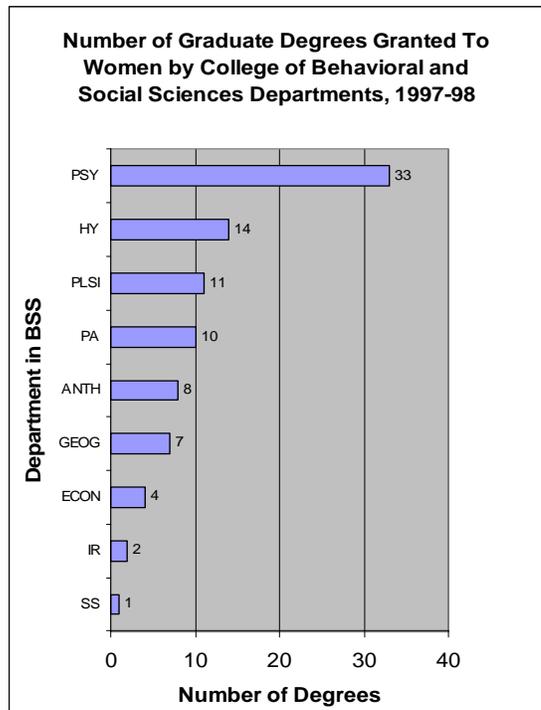
In fact, the Program serves an important role in the College by providing an important vehicle for the education of women at the graduate level and by providing a path to important career options for women. The Public Administration Program has a disproportionately higher share of degrees granted to women (77.8 percent) than the College as a whole (60.8 percent) (Figure 3).

Figure 3: Degrees Granted, By Gender, in the Public Administration Program and the College of Behavioral and Social Sciences, 1997-98



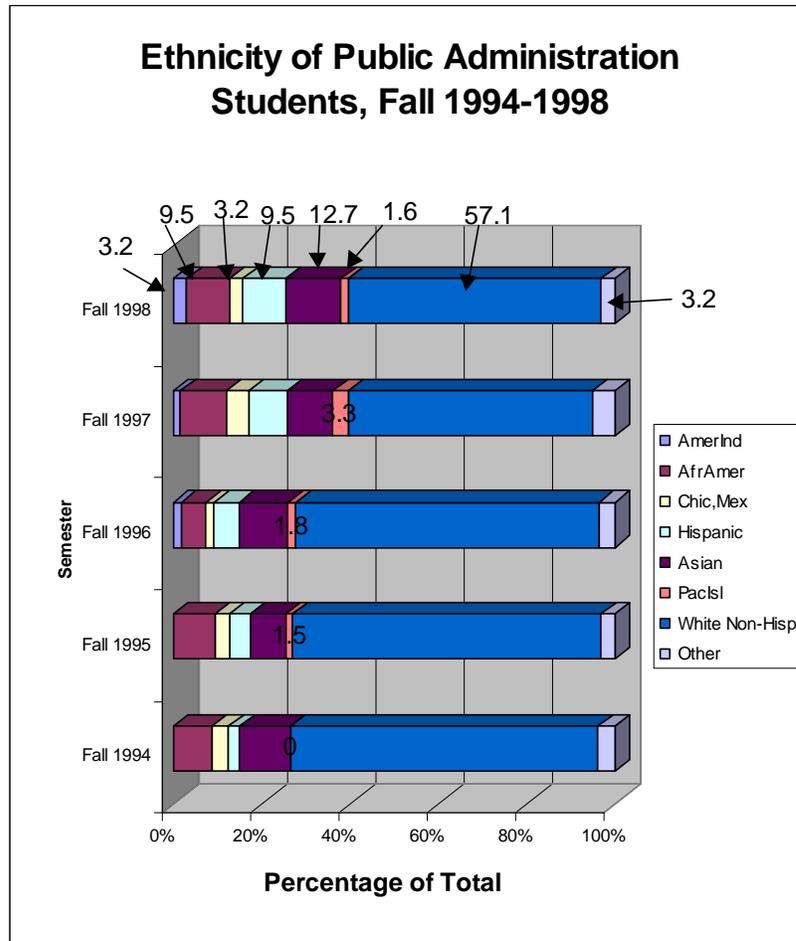
After the Psychology Department, the Public Administration Program leads the College in the number of graduate degrees granted to women in this past year (Figure 4).

Figure 4: Number of Graduate Degrees Granted to Women in the College, 1997-98



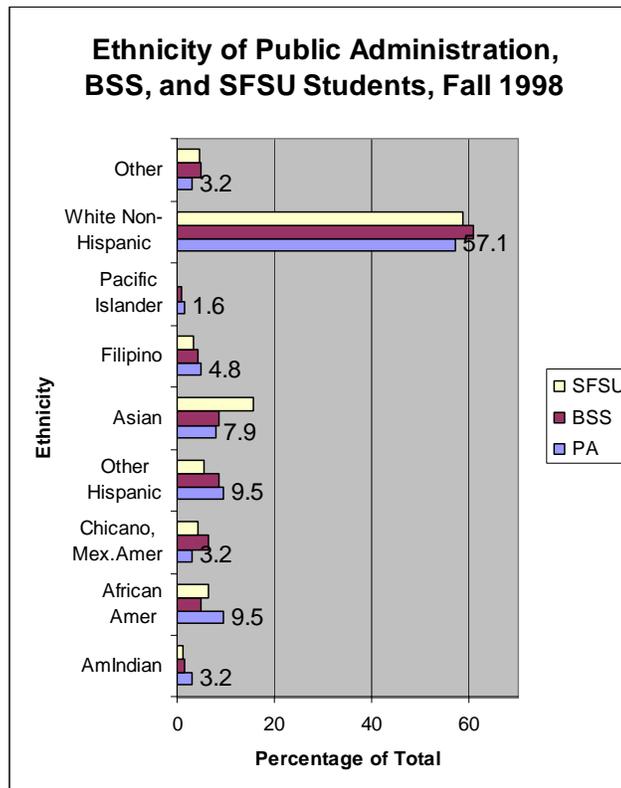
Traditionally, government and government employment has served as an important path to upward mobility for immigrants, the African-American community, and politically marginalized groups. This role can certainly be seen in Public Administration enrollments and in the Master's in Public Administration degrees granted. The importance of this Program, and the attraction of the field, to African-Americans, in particular, is illustrated by the fact that *although only four graduate degrees were granted to African-Americans in the College in 1997-98, 50 percent of those were Master's in Public Administration (M.P.A).*

Figure 5: Ethnic Distribution of Public Administration Students, 1994-1998



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 1998



Students

The number of students in the Program has grown then steadied over the years since its existence. 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 1998, the number of full time equivalent students grew to 32, one of the peaks of student enrollment over the history of the Program.

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 development of a new brochure for advising purposes, the creation of scholarship and award programs to both attract high quality students and to then retain them, to establish a SFSU chapter of the public administration honorary society (Pi Alpha Alpha), the development of a mailing list of area public and nonprofit agencies and the creation of a Program newsletter to send to these agencies and to other potential students. Retention activities include the creation of a student advisory board, 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. All of these activities will serve to enhance the Program and lead to the ultimate improvement in the Program, the Program accreditation by the National Association of Schools of Public Administration and Affairs (NASPAA).

Figure 7: Public Administration Program Student FTEs

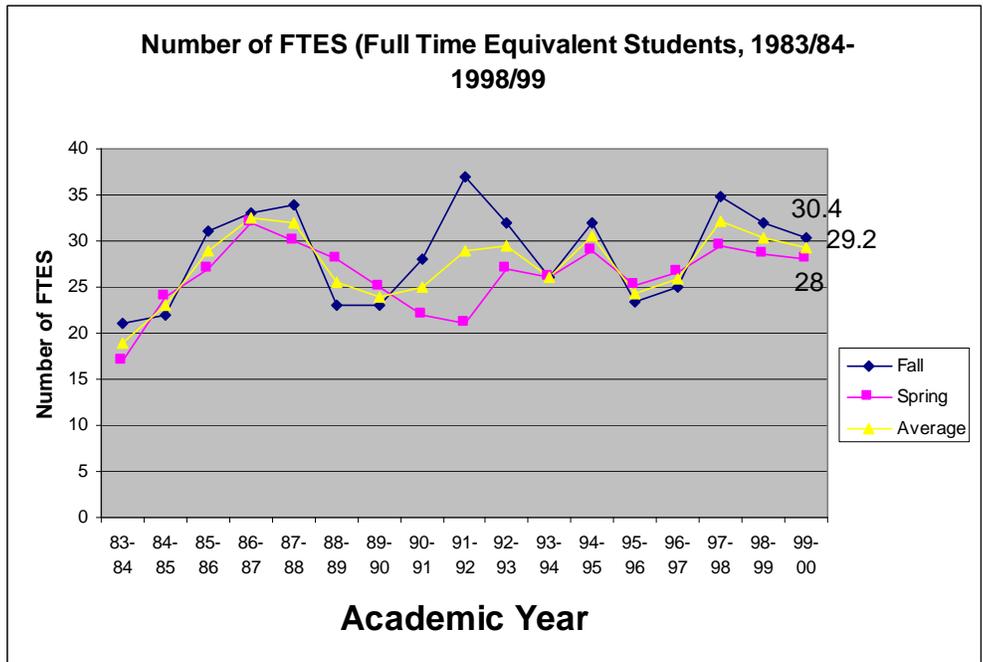
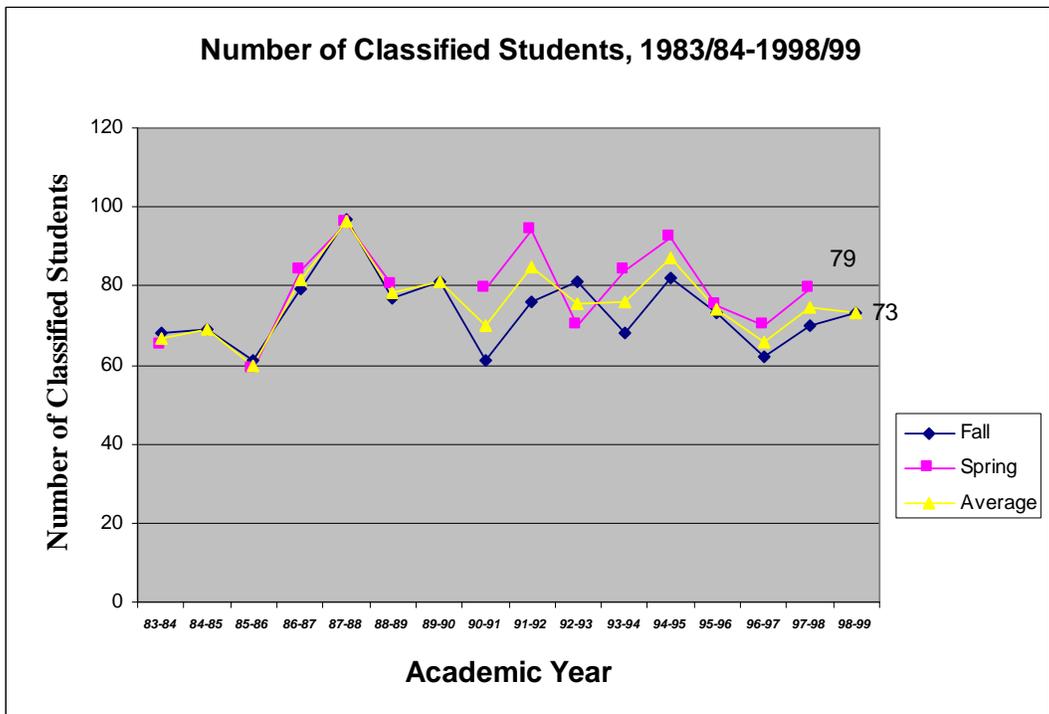


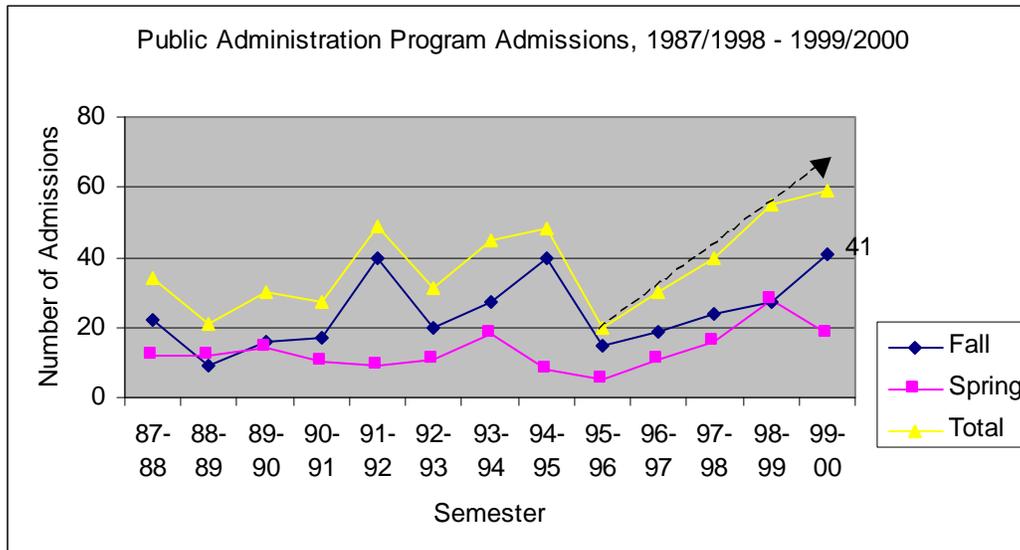
Figure 8 shows the same patterns of growth then stability. As of Spring 1998, there were 79 classified students in the Public Administration Program. This past semester shows that the decline in the number of classified students has been stopped and a small increase has been achieved. We anticipate this increase will continue, particularly as courses are offered in new, non-traditional times (weekends, Saturdays, online) and places (including, hopefully, SFSU's Downtown Center) and are offered as part of popular public management and nonprofit administration certificates.

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). This year, there have been 55 new students admitted into the Program. Previously, the highest number of new students admitted was during 1991-92 and 1994-95, when 49 students were admitted. The increase in recent admissions was continued through Fall 1998 despite the reaffirmation of Program admission standards.

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. The listing of current courses in the Public Administration Program is provided in Appendix B.

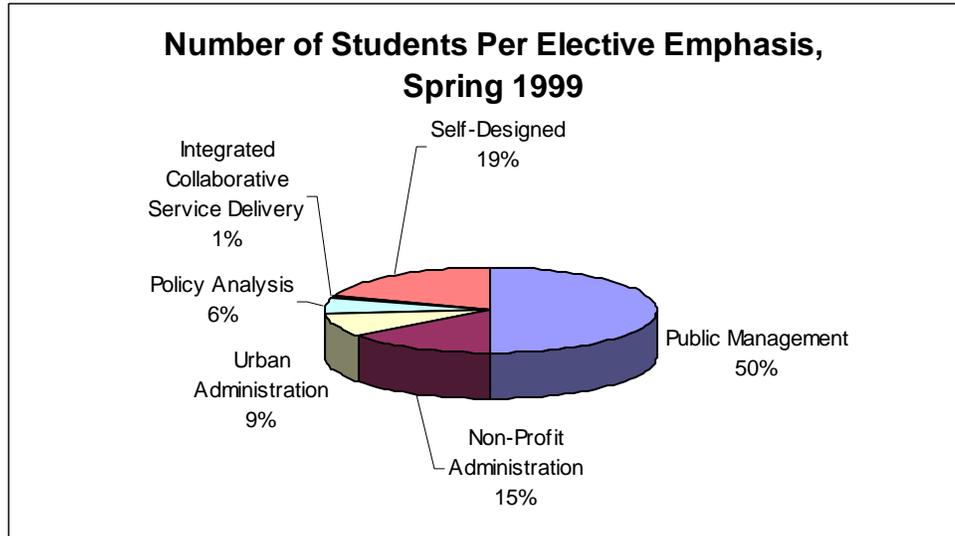
¹ Students with significant work experience in the public or nonprofit sectors may have their internship requirement waived.

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.

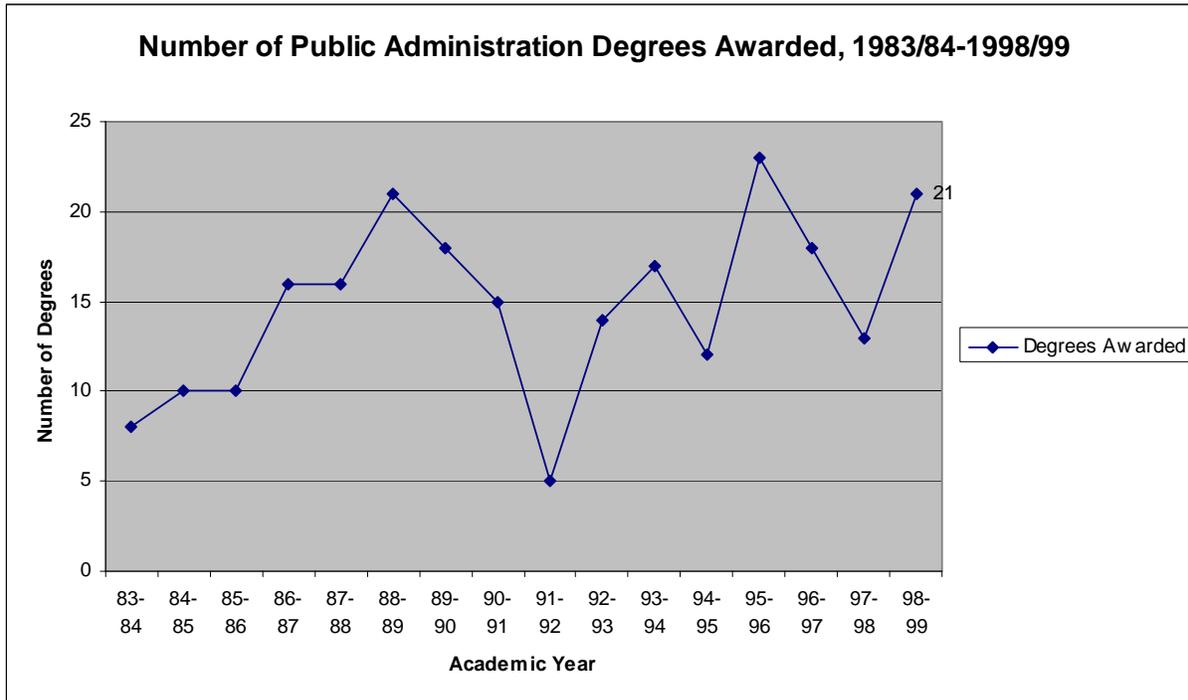
Figure 10: Percentage of All Program Students Enrolled in the Core Course of Each Emphasis



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. 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. For the first time in practically ten years, students in the PA 895 and PA 897 Master's Project courses are meeting on a regular basis with a faculty member. The faculty feels that the creation of a supportive learning environment with regular meetings will increase the proportion of students completing their Master's Project and thus, their degrees. 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



Strategic Plan of the Program

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.

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.
- **Meets NASPAA curriculum standards.** In the curriculum revision of 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 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.
- ◆ **New office space; all core faculty are now together.** 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

- ◆ **Not currently accredited with NASPAA (National Association of Schools of Public Affairs and Administration).** The Program would gain additional credibility with the national accreditation from the National Association of Schools of Public Affairs and 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.** National Association of Schools of Public Affairs and Administration accreditation would provide important opportunities for the Public Administration Program at San Francisco State University. 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**
- **Develop 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.

- **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.
- **Develop a course or emphasis on the politics of public management and administration.** The Program could take advantage of faculty expertise to offer new courses, including in the area of the politics of public management and administration.
- **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.

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 possess a core body of knowledge about public administration history, theories and current issues in the field today	Successful Completion of Case Study Analysis in PA 890 ² .	Case Study Required in PA 890, Part of Culminating Experience Requirement
Students understand the importance and role of economic, political and social institutions	Successful Completion of Case Study Analysis in 890	Case Study Required in PA 890, Part of Culminating Experience Requirement
Students develop an understanding of organizations and how they work	Successful Completion of Case Study Analysis in PA 890	Case Study Required in PA 890, Part of 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 730.

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*

² As part of the Program's Culminating Experience requirement, students would be required to write a case study of some public or nonprofit agency. By answering a series of questions, the student would demonstrate their understanding of the questions and issues important to public administration.

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, the Case Study Analysis in PA 890, and the Culminating Experience paper (Subfield paper) in PA 895. (Other evidence from other courses is possible.)	Written evaluation by faculty in courses, PA 890, and PA 895

- ◆ **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 presentations	Successful completion of at least three (3) 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.	Written evaluation by faculty member teaching in each course.

- ◆ **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: <ul style="list-style-type: none"> • Email • Listserv • World Wide Web for research • Computer Conferencing 	Evidence of successful use of : <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Word Processors • Statistical Packages • Spreadsheets • Presentation Software • Databases 	Evidence of successful use in project in (respectively) <ul style="list-style-type: none"> • 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 Case Analysis (PA 890)	Written evaluation by faculty member teaching in each course. Case Study Required as 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 Case Analysis (PA 890)	Written evaluation by faculty member teaching in each course. Case Study Required as 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 PA 890, to incorporate knowledge and skills developed in other concentration courses and electives.	Paper completed in PA 890.

Program Goals

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

- ◆ **Objective 1:** *Develop SPIA as a viable, collaborative unit*
- ◆ **Objective 2:** *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 3:** *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 4:** *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 with SPIA and other groups on campus	Successful completion of <ul style="list-style-type: none"> • Grant proposals developed in conjunction with SPIA and other groups on campus • Program developments pursued with SPIA and other • 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.*
- ◆ **Objective 2:** *Attain status as an accredited program by the National Association of Schools of Public Administration and Affairs*

OUTCOMES	MEASURES	DOCUMENTATION
Attaining Accreditation Status	Program successfully attains Accreditation Status	Listing as NASPAA Accredited Program

- ◆ **Objective 3:** *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	<ul style="list-style-type: none"> • Number of students applying for admission each semester • The average GRE and GPA scores of incoming students • The number of students continuing coursework each semester • Number of degrees awarded each semester 	Program records

- ◆ **Objective 4:** *Develop Pi Alpha Alpha Chapter (the public administration honorary society)*

OUTCOMES	MEASURES	DOCUMENTATION
Creation and maintenance of Pi Alpha Alpha Chapter	<ul style="list-style-type: none"> • Establishment of Pi Alpha Alpha Chapter • Maintenance, over time, of Chapter 	Chapter papers and records

- ◆ **Objective 5:** *Establish a supportive environment for faculty to conduct useful and important research (both applied and theoretical)*

OUTCOMES	MEASURES	DOCUMENTATION
Faculty engage in useful and important research in their fields of public administration and public policy	<ul style="list-style-type: none"> • 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 6:** *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	<ul style="list-style-type: none"> • 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 7:** *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	<ul style="list-style-type: none"> • Accreditation • Student Satisfaction • Approval of Curriculum by Community Advisory Board 	Exit Interview and Focus Groups

- ◆ **Objective 8:** *Seek out new, innovative ways of accomplishing our mission, goals, and objectives*
- ◆ **Objective 9:** *Seek to distinguish ourselves from other public administration programs in the Bay Area and California in order to attract high quality students*
- ◆ **Objective 10:** *Take advantage of the Program's location in San Francisco and on the Pacific Rim.*
- ◆ **Objective 11:** *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.

The first of these tasks in Year 1 (in Academic Year 1997-1998) (Table 2A) includes general housekeeping tasks--creating and maintaining databases of student information, establishing a chapter of the public administration honorary society (Pi Alpha Alpha), reviewing the curriculum, and restructuring the Program's culminating experience requirement. In addition, a recruiting and retention plan was developed and is being implemented, a new one page description of the Program was developed, a Program newsletter was created, and a new Program brochure is being designed.

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.

<u>TABLE 2A:</u>		
<u>IMPLEMENTATION PLAN FOR THE SAN FRANCISCO STATE UNIVERSITY</u>		
<u>PUBLIC ADMINISTRATION PROGRAM (1997-98)-- COMPLETED</u>		
<u>Tasks, Year 1 (1997-98)</u>	<u>Goal Addressed / Objective Addressed</u>	<u>Goal Achieved?</u>
Search for replacement of 3 rd position	Goals 1 - 4, Goal 5	<u>Faculty Member Arriving</u>
Create databases and update student records	Goal 6, Objective 1	<u>Completed</u>
Implement recruitment and retention plan	Goal 6, Objective 3 and Objective 9	<u>Completed</u>
Establish community and student advisory boards	Goals 1- 4, Goal 6	<u>In Progress</u>
Establish SFSU chapter of Pi Alpha Alpha	Goal 6, Objectives 3 and 4	<u>Approved / Preparing for Induction</u>
Establish tighter advising relationships	Goals 1- 4, Goal 6 Objective 3	<u>Completed</u>
Conduct strategic planning process	Goal 6, Objective 2 and Objective 10	<u>Completed</u>
Reconfigure Master's Project and Seek approval of new process	Goals 1- 4, Goal 6 (Objectives 7, 8)	<u>Completed and Approval Received</u>
Propose desired new courses to complete curriculum	Goals 1- 4, Goal 6 (Objective 2, 7, 8, 9)	<u>Completed and Approval Received</u>
Establish student awards	Goal 6, Objectives 3 and 9	<u>Completed</u>
Establish student scholarships	Goal 6, Objectives 3 and 9	<u>Completed</u>
Create new brochure and other written material on program	Goal 6, Objectives 3 and 9	<u>Completed</u>
Formally acknowledge 4 th and 5 th core mpa faculty--Write and seek approval of MOUs	Goal 6, Objective 2	<u>In Progress</u>

The curriculum review conducted as part of the overall strategic planning process has resulted in decisions by the faculty to strengthen the public management and nonprofit administration concentrations and add several new courses. These new courses are:

- ◆ PA 727: Strategic Management (name change from PA 727, Advanced Public Management)
- ◆ Strategic Communications for Public and Nonprofit Agencies
- ◆ PA 775: Developing Nonprofit Resources

◆ PA 748: Diversity in the Public and Nonprofit Sectors

A plan to ensure that all courses, including these new courses, can be taught by existing faculty is presented in Appendix D. The creation of these new courses addresses the desired new skills of the new faculty member, the movement towards NASPAA accreditation, and the necessity of meeting student demand for additional public management and nonprofit administration courses.

This year, the faculty have also sought restructured the existing Master's Project, our Culminating Experience requirement. The proposal for the new Culminating Experience requirement is based upon the development of a student portfolio (itself directly tied to Program mission, goals, objectives, and desired outcomes). Another part of the Culminating Experience, also directly tied to the Program's desired outcomes, is the writing of a case study analysis to allow the student to illustrate their knowledge of field of public administration and understanding of the issues involved in the field. Not only will this change address the need for the development of a student learning outcomes assessment process but it also directly addresses NASPAA standards and processes.

After an unsuccessful search in 1997-98, a new search in 1998-99 resulted in a new faculty member being hired, Professor Frank Scott; Professor Scott will arrive in Fall 1999. With the support of the new hire, faculty and students will consider certificate programs in public management and nonprofit administration, will seek approval of and implement the new Culminating Experience requirements, and will begin to work with other departments and programs on campus to expand our program offerings through existing courses and resources. While work on these goals continue, the need to conduct another search and the work involved in implementing the student learning outcomes portfolio took much of the faculty's attention and not all goals were fully achieved in 1998-99.

TABLE 2B: IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM (1998-99)-- COMPLETED		
Tasks, Year 2 (1998-1999)	Goals and Objectives Addressed	
3 rd faculty member begins at San Francisco State University	Goals 1 - 4	<u>Began Fall 1999.</u>
<u>Begin Accreditation Process-- Complete NASPAA self-study</u>	<u>Goals 1- 4, Goal 6, Objectives 7,8 and 9</u>	<u>In Progress</u>
<u>Implement Portfolio Process</u>	<u>Goals 1- 4, Goal 6 (Objectives 7, 8)</u>	<u>In Progress</u>
Consider and develop Certificate Programs and a Minor in Public Administration	Goals 1 - 4, Goal 5 (Objectives 2 and 4), Goal 6 (Objectives 3, 9, and 10)	<u>Postponed</u>
Implement remainder of new and reaffirmed policies	Goal 6, Objectives 1, 2, and 3	<u>In Progress</u>
Incorporate new Master's Project design	Goals 1- 4, Goal 6 (Objectives 7, 8, and 11)	<u>In Progress</u>
Update public management and nonprofit administration curriculum	Goals 1 - 4, Goal 6 (Objective 3)	<u>Completed</u>
Work with other programs and departments on campus (Gerontology, International Relations, and Urban Studies) to develop concentrations from existing courses	Goals 1 - 4, Goal 5 (all objectives), Goal 6 (Objective 3)	<u>Postponed</u>

While the original plan was to conduct the self-study in 1999-2000, after reviewing NASPAA standards, faculty believed that the Program was currently in compliance and decided to conduct the study in 1998-99. This self-study is the first step in the process of applying for, and receiving, accreditation from the National Association of Schools of Public Administration and Affairs (NASPAA). The achievement of this important goal (Goal 6,

Objective 2) is key to achieving many of the other Program goals-- from recruiting and retaining high quality students (Goal 6, Objective 3), to distinguishing ourselves from other programs in the area (Goal 6, Objective 9). Adhering to NASPAA standards and going through the self-study and site visit process will also improve our Program as a whole through the input and feedback the Program will receive.

Also in this year (1999-2000), the Program will seek approval, with International Relations, for a shared faculty position in **Comparative and Non-Governmental Organization (NGO) Administration**. After upgrading our public management and nonprofit administration concentrations, the next area to be developed is comparative administration. The San Francisco Bay Area is a prime area for the development of this concentration. Students in International Relations frequently have a need for developing knowledge and skills in administration and students in public administration frequently have a need for expertise in international organizations and policy. Working with International Relations in developing this interesting and important program works to achieve all Goals of the Program along with many of the individual objectives.

TABLE 2C:	
IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM	
(1999-2000)	
Tasks, Year 3 (1999-2000)	Goals and Objectives Addressed
Accreditation year-- Apply and Host Site Visit Team	Goals 1- 4, Goal 6, Objectives 2 and 3
*** Request, with International Relations, a Shared Faculty Position in Comparative and Non Governmental Organizations (NGO) Administration	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
Begin developing, with International Relations, shared comparative / NGO Administration Concentration	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
Develop certificate programs and the Minor in Public Administration	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)

This new faculty member will be hired jointly with International Relations during the fourth year of this plan, Academic Year (AY 2000-2001). Also during that year, the NGO Administration concentration will be developed by faculty from Public Administration and International Relations.

Year 4 of this plan will also see the development of the public management and nonprofit administration concentrations. The creation of these concentrations will take advantage of our existing resources (our current courses), will serve as an important recruiting tool for those students who do not wish to work toward a degree, for those mid-career managers who wish only to enhance their skills, and will help to distinguish the Program from others in the area. These steps will lead toward the achievement of Goals 1 through 4 since it will enhance the curriculum and student learning possibilities. Goals 5 and 6 will also be achieved, since the hire would be a collaborative one which would definitely put the San Francisco State University Public Administration Program on the cutting edge of public administration.

TABLE 2D:	
IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM	
(2000-2001)	
Tasks, Year 4 (2000-2001)	Goals and Objectives Addressed
Implement Certificates	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
***Hire Shared Faculty Position (with IR)	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)

During the fifth year (Academic Year 2001-2002), the Program will request a tenure track position in Public Administration. This position will focus on **Urban Administration**, an area in which the Program also needs improvement and enhancement. This position will enhance the all-important urban administration component of the Public Administration Program. Currently, the Program only has adjunct lecturers to teach in this area, a critical one in the Bay Area with its nine counties, over ninety cities, and numerous special districts. The hiring of this person will greatly enhance the Program and aid in the achievement of all Goals and most of the Program's objectives.

The Urban Studies Program is in support of this position as one that would be hired into the Public Administration Program but would support the Urban Studies Program by teaching relevant urban administration courses.

TABLE 2E: IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM (2001-2002)	
Tasks, Year 5 (2001-2002)	Goals and Objectives Addressed
***Request Full-time Position for Public Administration Program	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)

Strategic Planning--The Next Steps

This plan, and the hiring goals within it, is only the first step in the overall strategic planning process. This draft will be used to seek input from students and from the community advisory board currently being organized. Their comments will be used to revise this plan

While serving as the fulfillment of a required hiring plan, the plan will also be used to move towards the revision of the Program's culminating experience requirement and to establish a process for measuring student learning outcomes.

All of these activities--the strategic plan, the hiring plan, seeking input on the plans, developing student learning outcomes, and revising the culminating experience requirement--will be used to move toward NASPAA accreditation. They will serve as the basis for our self-study, to be completed in Year 3 of this plan (1999-2000). Together, these activities can only strengthen the Program, the achievement of student learning goals, the achievement of other Program goals, and the Program's service to its students and faculty.