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Self Study Year

2013-2014

Title of degree

Master Of Public Administration

Geographic Arrangement Program Delivery

both Main Campuses and Satellite Campuses

Overarching Program Emphasis: Check all that apply

Public Administration
Public Affairs
Public Management

Program Student Population Emphasis: Use pull down menu

Do not Emphasize between Pre or In-service students

Program Placement Emphasis

City, County, or other local government in the same country as the program

List of Dual Degrees

Law (JD)

Specialization List

City/ Local
Criminal Justice
Health
Nonprofit
Other (Please specify)

Specialization List Other

Court Administration

Mission Statement

The Master of Public Administration Program at Oakland University advances the excellence in public and non-governmental management through strengthening the leadership capacity, problem-solving skills, public service values, and community engagement of current and aspiring public and non-governmental executives. The program is designed to deliver outstanding service to our students, the university community, and the public at large.

Name the one universal competency your program chose for 5.1 C (to illustrate one full cycle).	Competency 1: To lead and manage in public or nonprofit governance. Competency 3: To analyze, synthesize, think critically, solve problems, and make decisions. Competency 4: To articulate and apply a public service perspective.
Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	Other (please specify)

Other Academic Calendar Year

Fall, Winter, Summer

Number of Students in Degree Program

129

Ratio of FTE Faculty to FTE Students*

0.12

Number of Semester Credit Hours Required to Complete the Program

40

Divide the total number of FTE Faculty by the total number of FTE Students, using enrollment and faculty data from Fall of the Self Study year. The FTW of faculty is calculated by summing the total number of full-time faculty and adding one-third of the total number of part-time faculty, consistent with the data the program has reported in 3.3.1. The number of FTE students is calculated based on the Fall student headcounts by summing the total number of full-time students and adding the number of part time students times the formula used by IPEDS for student equivalency (currently .361702) for public institutions and .382059 for privat institutions). These common formulas are used to facilitate the program's use of institutional data when possible.

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Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.

1. Program Eligibility

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

2. Public Service Values

The mission, governance, and curriculum of eligible programs shall demonstrably emphasize public service values. Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

Special Condition: Dual Degrees Programs may allow a degree in public affairs, administration, and policy to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public affairs, administration, and policy must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

Special Condition: Executive Education Programs may offer a degree in public affairs, administration, and policy designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

Is the program at an institution accredited by a U.S. national or regional accrediting body?	Yes
If Yes,	
Provide name of accreditor.	North Central Association of Colleges and Schools- The Higher Learning Commission (NCA-HLC)
List year of most recent recognition.	2009
If no,	

When was the degree program established? 1979

If the program is located outside the United States:

Public Values

If so, please explain. Provide links if relevant.

No

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Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.

Our program is intended to produce public management practitioners with broad exposure to major administrative processes along with more specialized knowledge derived from our concentrations and electives. Our branding for the last decade or so is a reasonable summary of our intent: "Making Leaders. Making Decisions. Making a Difference." Disaggregated a bit, we aim to produce public sector practitioners capable of exerting organizational and programmatic leadership, engaging in managerial best practices, equipped with sound analytical abilities, committed to public service and to making a contribution to their respective communities.

Special Note for Programs with Multiple Modalities within a single degree:

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts . A recommended way to do this would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

Does this program offer Executive Education as defined in the NASPAA Standards special conditions?	No
Is the entire degree devoted to executive education?	No
Does Exec Ed exist as a track within the degree to be reviewed?	No

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Please describe any other unique delivery modalities the program employs, consortia, etc.

Certificate Program:
The Post-Master's Certificate program is designed to provide students who have already earned an MPA or a similar degree with additional education and training in specialized areas of public management and administration. Students will be required to take at least 16 hours of graduate work beyond the Master's degree in one of the five post-master's program areas of Court Administration, Criminal Justice Leadership, Health Care Administration, Local Government Management, or Nonprofit Organization and Management. Students in the post-master's certificate program will be required to earn a grade of 3.0 or above in each course required for the certificate.

Joint MPA/JD:
Oakland University and the Cooley Law School are offering the MPA/JD Dual Degree Program. The MPA/JD program enables students to earn both the MPA and the JD simultaneously or sequentially. This partnership between between OU and Cooley recognizes the close association between law and government and thus the value of education in both fields. Each program will accept up to 6 credits from its counterpart toward fulfilling its regular degree requirements.

	Name of Site	Site Location	Course Completion
Site	Anton Frankel Center	Mt. Clemens, MI	Some courses can be completed at this site

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Standard 1.1 Mission Statement: the Program will have a statement of mission that guides performance expectations and their evaluation, including:

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.**

Self-Study Instructions:

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Comments on Program History:

Provide comments on program history (300-600 words) focusing on why the program was originally created, how the program has evolved and any distinctive character of the program.

1.1.1: Why was the program originally created and how has it evolved since then?

The MPA is housed in the Dept. of Political Science and grew out of its undergraduate degree programs. Basic courses in PA were offered as part of the B.A. degree program circa 1964. Growing interest in those courses led to the creation of a B.S. in PA by 1977. The MPA program was established two years later in 1979, again in response to student demand and national trends. Our first graduating class thus dates to 1981.

Since its founding, the MPA has been designed as a generalist degree emphasizing analytic skills and administrative techniques. Initially, the core included five main areas of study: intro to/PA theory, public personnel administration, public budgeting, government information systems, and public policy evaluation. Our 24-credit core curriculum dates to 1983, i.e., the five listed above plus quantitative methods. Three electives (12 credits) and a capstone internship or project (4 credits) result in a 40-credit total for the degree. Historically, the core has been taught by the full-time faculty and the electives taught by active PA practitioners. This has allowed students to be exposed to both theory and practice; this division of labor remains generally true today.

We were the second NASPAA-accredited program in Michigan (in 1987; Wayne State was the first), making this our fifth accreditation cycle. As time has passed, our mix of prerequisites and concentrations has changed. Re the latter, our newest is Court Administration. We have also added several post-master's certificate programs. In terms of administrative support, we were able to add what is now a full-time program coordinator as the direct result of both our 2008 re-accreditation/site visit and our robust enrollment growth. Said coordinator has had major effect on advising and on the internal and external communications streams in particular. Our footprint, our culture, and the quality of our students has never been stronger.

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Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

1.1.1 Provide the Current Program Mission Statement and the date it was adopted. (Limit 500 words)

"The Master of Public Administration Program at Oakland University advances excellence in public and non-governmental management through strengthening the leadership capacity, problem-solving skills, public service values, and community engagement of current and aspiring public and non-governmental executives. The program is designed to deliver outstanding service to our students, the university community, and the public at large." (Adopted 11/17/11)

1.1.3: Attach the URL for the program mission statement

http://www.oakland.edu/mpa/mission

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how relevant stakeholders are involved in the mission development and review process, detailing their explicit responsibilities and involvement. (Unlimited)

Processes used to develop the mission statement:

The MPA Program began its preparation for the changes in NASPAA standards by engaging in a full scale strategic planning process.

The process began with data mining in the summer of 2010, guided by three questions: (1) Is the OU program serving employer needs? (2) What kinds of skills do employers deem most important? (3) How do all stakeholders rate the quality of the MPA program currently?

The following stakeholder groups were identified. Internal: students & alumni; faculty (full- and part-time); OU administration. External: employers; prospective students; competing MPA programs.

As a starting point, we examined mission and goals statements from competing and comparable MPA programs, i.e., housed in political science departments and NASPAA-accredited. Local competitors included Wayne State, Eastern Michigan, and Central Michigan Universities. Expanding outward regionally, we looked at, in Ohio, Kent State and the University of Toledo, and in Indiana, Ball State and Indiana State Universities. In addition, we included Western Michigan University as an example of an historically high-quality PA program housed in a separate School of Public Affairs and Administration. A particular benefit to including Western's program in our review was that they had already articulated specific goals, objectives, and assessment mechanisms consistent with the nascent standards being promulgated by COPRA.

At the heart of the effort, data from what was then our most recent Alumni Survey (2008), Employer Survey (2009), and ongoing exit interviews were analyzed using the guiding questions listed above. A quick prospective student survey was developed for use at Grad Open House events and during student advising appointments. A facilitator was engaged to conduct a SWOT analysis among MPA faculty in Fall 2010. Thus were all targeted stakeholder groups engaged in the mission development process.

A competitor's analysis compared admission requirements, prerequisites, concentrations, credit hours, and academic progress requirements among other Michigan schools with an MPA, namely Central, Eastern, and Western Michigan Universities, U of M Flint and Dearborn, Grand Valley State, Wayne State, and the University of Phoenix.

How the mission influences decision-making:

Starting with its prominent place on our website, our mission statement is integrated into all communications, from recruitment events to our newsletters and annual reports which are disseminated both externally and up the university food chain. The mission statement appears at the bottom of all meeting agendas to remind us what we are about.

In terms of recruitment, our mission, goals, and concentrations are explicit to prospective students relative to their career goals. The same is true in terms of faculty recruitment, as we learned in a recent search; we identified but had to pass on a great scholar in urban planning, a specialty beyond our current programmatic scope. And in fact, the new scholar we did hire was attractive to us because she was a great fit with our overarching co-emphasis on nonprofit management.

In the wake of the strategic planning and mission development process, we engaged in a systematic and comprehensive curriculum review for each of our core courses. This led to the creation of our core competencies and appropriate curricular re/alignment with them. And while we remain committed to offering a balance between theory and practice, our core PhD faculty is working hard to offer students as many real-world, practical assignments and hands-on exercises as possible (i.e., in addition to our practitioner-based elective regime).

Our commitment to community engagement was also re-affirmed and strengthened in this process. We value our many linkages with townships, cities, Oakand County, and the nonprofit world in the Detroit metropolitan region. We reinforce these many ties by sending our pre-service students out as interns, and alternatively, every master's project is linked to a public or nonprofit organization by rule.

Mission and goals also define the nature of faculty scholarship, which in general is aimed at public an nonprofit policy and administration, both theory and practice. Moreover, our faculty engages in substantial applied research of direct benefit to community stakeholders.

Tying it all together is program assessment. Mission and goals translate into learning outcomes, on which we gather data regularly and thereby close the feedback loop.

How & to whom the mission is disseminated:

Prospective students first encounter our website, which communicates mission, goals, and the specializations we emphasize. This is reinforced via communication(s) with our program coordinator, who walks them through what we do and how it relates to their prospective career goals. We emphasize our mix of theory and practice, our focus on both public and nonprofit governance, and our commitment to giving back to the community.

Current students encounter our mission statement across our various communication mechanisms, but it is likely most tangible to them in the form of the competencies that are derived from it. Syllabi contain both each semester.

The various organizations for which our alumni work, which sponsor our interns, or are the focus of our applied master's projects experience what we are about firsthand. We also survey an extensive list of appropriate prospective employers on the KSAs they seek in new hires.

Similarly, we survey alumni on a regular basis and keep in regular contact with them via social media. We also engage alumni as advisory board members.

1.1.3 Describe the public service values that are reflected in your Program's mission. (limit 250 words)

Under the heading of leadership capacity, we value continuous improvement in organizational policy and procedure rooted in best practices.

As problem-solvers, we expect our students to make sound decisions based upon appropriate technical expertise and analysis.

We emphasize accountability to mission and to stakeholders.

Our students must engage the community by making a tangible contribution to a public or nonprofit organization.

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Describe Program Use of Stakeholders in Mission Development

To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

	Frequency of involvement	Type of involvement (check all that apply)
Students	every 2-3 years	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Alumni or Alumni Board	every 2-3 years	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Advisory Board	Annually	Able to initiate a mission review and development Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Employers	every 2-3 years	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
University Administration	Annually	Approval of mission Able to initiate a mission review and development
Faculty	Semi-annually or more often	Approval of mission Able to initiate a mission review and development Advisory in early stages of

		mission review and development Advisory in latter stages of mission review and development
Members from other University Colleges/Schools	never	

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Standard 1.2 Performance Expectations: The Program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

Self-Study Instructions:

Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identitifed in 1.1.5

Please link your program goals:

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

Our branding flows from our mission and reads as follows: "Making Leaders. Making Decisions. Making a Difference." The goals of the MPA Program at Oakland University are thus as follows:

Goal 1: Prepare leaders committed to public service.

Our program mission states that we "...advance excellence in public and non-governmental management through strengthening the leadership capacity...of current and aspiring public and non-governmental executives."

Our general degree program emphasizes government and nonprofit administration. Current and aspiring public administrators may also choose to pursue one of our five concentrations: local government management, nonprofit organization and management, health care administration, criminal justice leadership, or court administration.

Goal 2: Equip current and aspiring public administrators with the analytical tools to make sound decisions.

Our program mission states that we "...advance excellence in public and non-governmental management through strengthening the...problem-solving skills...of current and aspiring public and nongovernmental executives."

We train current and aspiring public servants to use a wide range of analytic tools to inform decision making. Our core curriculum spans the range of issues and responsibilities assumed by any public or nonprofit manager. Our foundations course establishes context: the history and evolution of PA, its relationship to politics and IGR, theories of organization and bureaucracy, core processes, and issues of accountability, ethics, and results. Courses in public budgeting and finance, human resources management in the public sector, and public sector information systems management come next, followed by training in quantitative methods and program/policy evaluation.

Goal 3: Engage our community.

Our program mission states that we "...advance excellence in public and non-governmental management through strengthening the...public service values and community engagement of current and aspiring public and non-governmental executives" and "deliver outstanding service to our students, the the university community, and the public at large."

There are three parts to this. First, we mandate that via either capstone -- internship or project -- our students make a tangible contribution to some public or nonprofit organization. We track this directly via competencies assessment. Second, MPA faculty members conduct significant applied research across metropolitan Detroit. Third, our staff (i.e., MPA Program Coordinator and graduate assistants) devotes significant daily attention to communications, in particular, linking students to all manner of administrative and public service opportunities, forging new relationships between the program and relevant public/nonprofit agencies, and maintaining relationships with our alumni and other administrative professionals.

Cutting across these goals are our core public service values. We aim to impart best practices, in theory and application, and create leaders committed to continuous improvement in agency policy or operation. Via core courses and electives, we transmit technical expertise, supply tools for analysis, and offer exposure to practical decision problems and solutions. Across courses we emphasize fealty to mission and inclusion of/accountability to stakeholders as fundamental obligations. And students must ultimately document a tangible contribution to some public service program or process.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

As above, our target student audience is current and aspiring public service leaders pursuing careers in the government or nonprofit sector. Per our most recent employer survey, we target local cities, townships, and villages, county governments, nonprofits, health care organizations, and criminal justice agencies. Per the job titles in our most recent alumni survey, our students go on to a myriad of careers: in addition to those domains listed above, our graduates now work in education, state government, federal service and the private sector. (We will upload the complete lists in the appendix to this standard).

1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

Through internships and projects, our students advance the practice of public affairs, administration, and policy directly. Our graduates become practicing public administrators;

as above, we intend that they be able to advance their respective agencies via committed leadership and sound decision making. Our faculty advances knowledge via basic and applied research across a wide range of topics.

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Standard 1.3 Program Evaluation: The Program will collect, apply, and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

Strategic management activities should generate documents and data that are valuable to the Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

Self-Study Instructions:
Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in their discussion of Standards 2 through 5 (how does the program's evaluation of their performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of their student learning outcomes feed into their assessment of their program's performance). The logic model (or similar illustration) should be uploaded at the bottom of the page of the Standard.

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

Goal 1: Prepare leaders committed to public service.

Performance Outcomes

1. Capstone outcomes on Universal Competencies, particularly Competency #1: "To lead and manage in public and nonprofit governance." Our learning objective under this heading requires students to "Contribute to policy or practices of a government or nonprofit organization by delivering recommendations rooted in theory and/or best practices."

Interns and master's projects are assessed as to whether they exceed, meet, or fail to meet expectations. Note that the best practices dimension is one of our core public service values.

2. Alumni survey data. We ask our graduates to rate their commitment to public service at three time points: at entry to the MPA program, at graduation from the MPA program, and "today." Although and indirect/self-reported and retrospective measure, we obtained very consistent signals across our last two alumni surveys in 2008 and 2013. In addition, we ask alumni to describe core job functions, including leadership, which we rank each iteration.

3. Student, alumni, and faculty activities exhibiting demonstrable contributions to agency, program, or policy leadership. Examples:

a. One of our recent graduates served on the Main Street Oakland County Board of Advisors, first while a student, and she subsequently completed her master's project for the group on how Millennials might be drawn to local downtowns.
b. One of our current students used a presentation he created in our Foundations course on "Increased Public Involvement in Decision Making" as a plank in his platform toward winning a seat on the Ferndale City Council.
c. A former GA,now alumnus and Lathrup Village Manager, takes to the road extolling the Michigan Local Government Management Association's "Next Gen" initiative, seeking to recruit twentysomething into the ranks of city management and public service.
d. Prof. Piskulich has facilitated the annual goals & objectives session for neighboring Auburn Hills City Council each of the past three years.

Goal 2: Equip current and aspiring public administrators with the analytical tools to make sound decisions.

Performance outcomes

1. Capstone outcomes on Universal Competencies, particularly Competency #3: "To analyze, synthesize, think critically, solve problems and make decisons." Our learning objective here is that students "Contribute to policy or practices of a government or nonprofit organization by defining and diagnosing decision making situations and collecting and analyzing data to develop effective courses of action." Also measured by capstone rubric as exceeds, meets or fails to meet expectations.

2. Student, alumni, and faculty activities involving significant decision making and analysis in a public or nonprofit arena. Examples:

a. In the wake of the 2008 recession, one of our in-service students took on the challenge of writing a huge federal grant designed to assist displaced workers over 50. Her core challenge was to get all the Workforce Development Boards in SE Michigan to participate. She did so successfully, landing $1 million in funding.
b. Another student credits our Quantitative Methods course as key to her grant proposal funding a financial education program for high school students and their parents ahead of student loan applications. She won $65K for the Troy Public Library.
c. A third master's project applied analytical skills obtained in both our quant and program/policy evaluation courses in order to uncover what, if any, gains were make by participants in the No Worker Left Behind program in terms of new educational

credentials, a new job, and higher wages. Policy recommendations followed.

Goal 3: Engage our community.

Performance outcomes

1. Capstone internships and master's projects. Mandatory to successful completion.

2. Student, alumni, and faculty activities demonstrating significant community engagement. Examples:

a. During the SSY, OU MPA students interned at a wide array of governmental and nonprofit agencies, including the City Manager's Office in the City of Troy, Oakland County Youth Assistance, the Detroit Riverfront Conservancy, William Beaumont Hospital, Planning & Economic Development in the City of Rochester Hills, the SE Michigan Beacon Community, Osborn Business Association, the Welcome Mat Detroit.
b. The roster of public service agencies served by our master's projects is even more lengthy and just as widely mixed. We will upload the list of titles and organizations for the SSY in the appendix to this standard.
c. Prof. Carr (along with Prof. Larocca from Political Science) offered testimony before the Michigan House of Representatives, met with the state budget director, and various senators and representatives, sharing the results of their research on the effectiveness of performance funding in higher ed.

"Accountability to mission and to stakeholders" is the only of our public service values not addressed in the foregoing. The relevant performance outcome here can be found under Universal Competency #4: "To articulate and apply a public service perspective." Master's projects are assessed on the extent to which they "provide analysis and recommendations that are responsive to the organizational mission," and interns are assessed on their "ability to interact with customers/clients of the organization."

1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

We are indeed accomplishing our highest level aim of serving current and aspiring public and nonprofit sector professionals. Relative to our concentrations, local government management has historically been our strongest. As one of the oldest and first accredited MPA programs in SE Michigan, our alumni can be found in city and county offices across metro Detroit, Oakland, Macomb, Wayne Counties and beyond. Our nonprofit concentration is currently our fast growing, making classroom interactions much the richer. This SSY in particular has seen marked development in our health care cadre. One of our students took the lead in creating a new student organization, the Student Alliance of Health Care Leaders (SAHL), affiliated with the American College of Health Care Executives (ACHE); indeed, the Michigan Chapter made a $3K gift funding student travel to the national conference. Best of all, four of those six students have gained full-time employment in the field since the conference in March. Our court administration track is our newest. However, our program coordinator sees it as having significant growth potential in our region.

1.3.3 Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research and practice of

public affairs, administration, and policy related to your mission.

The capstone internships and master's projects our students are completing match our mission, as do the jobs and career paths our students are pursuing after graduation. (Complete lists for each are available in the appendices to this standard (projects) and standard 4a (internships)).

MPA faculty members are engaged in a wide variety of basic and applied research projects, as will be laid out in response to Standard 3. Many are PA-focused and practice- and community-oriented, with the recognition that our program remains housed in a larger political science department.

As the examples above demonstrate, we have have a growing and vibrant program which is creating committed leaders capable of making good decisions toward the betterment of the larger community we serve.

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1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

As is best practice in program evaluation, we use multiple measures to assess our performance on a continuous basis. To our advantage, Oakland University got serious about assessment early on, circa 1990, and two of us on the MPA faculty have served on and chaired the University Assessment Committee (UAC) for multiple terms. It is thus safe to make the claim that our MPA program has what UAC labels "a mature culture of assessment."

Our capstone master's project has historically been the centerpiece of our assessment protocol, i.e., our core direct measure of student performance. We collect all such projects on a two-year cycle and assess the universe of cases (sometimes a random sample), and have both faculty supervisors and a second reader rate them via rubric. In light of the standards change, we created a new rubric of competencies based measures for application to both projects and internships.

In addition, we have a plethora of indirect measures we use to monitor performance:

1. We have been conducting an annual focus group for decades as a practical exercise in our policy and program evaluation seminar. That became a bi-annual data input when we began offering our core curriculum twice each year. It is in general aimed at generating input on student services and support.

2. We do exit interviews with our soon-to-be graduates, which is now mandatory in that we have tied it to final grad checks.

3. As mentioned above, we have developed a prospective student survey in order to understand how persons considering our program came to learn about us and what they are seeking when they approach us.

4. We conduct an alumni survey on a three-year cycle.

5. We conduct an employer survey on a five-year cycle.

(Note that we post the full results for each on our website: www.oakland.edu/mpa/surveys)

1.3.4a Provide examples as to how assessments are incorporated for improvements

Example 1: The MPA faculty engaged in a strategic planning process in order to transition to the new accreditation standards. A key piece of this process was data mining of our employer and alumni surveys, i.e., in search of those KSAs in demand out in the field. This subsequently fed into our curriculum review, development of core competencies, and ultimately, our capstone rubrics.

Example 2: Our annual focus groups are regularly devoted to student support services, including facilities and career/placement counseling. We have discovered how little assistance our graduates get at the university level. Combined with the results of our exit interviews, we are working to develop new support under this heading, and more broadly, under the heading of new professional development opportunities.

Example 3: Historically, supervision of master's projects was decentralized across the MPA faculty. The transition to our new competencies-based assessment protocol has caused us to create a new (online) course for those students pursuing this capstone option. Our hope is that centralized guidance and oversight will result in clearer, more consistent, and more uniform compliance with our measurement standards.

Hide

Standard 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

Self-Study Instructions: In preparing its SSR, the program should indicate:

Organizational Relationship of the Program to the Institution

In a Department of Political Science

Mode of Program Delivery

mix of classroom and online

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

Most of our classes are offered in a traditional classroom setting. In general, the core curriculum is offered by the full-time PhD faculty and electives are taught by practitioners. However, we do offer a couple of courses completely online each year, including our new capstone master's project seminar commencing Fall 2014. In addition, we have experimented a bit with hybrid/partially online courses, particularly in one of the eight-week summer sessions, i.e., one of the two weekly class meetings is held on campus with the other virtual and asynchronous.

We also offer the OU MPA at the Anton Frankel Center in neighboring Mt. Clemens, in support of the university's effort to lay claim to Macomb County. The only differences from the on-campus program are that (a) faculty rotate teaching at that site such that the core is offered on a three-year basis, and (b) students can complete the entire degree remotely, but for only two of our five concentrations: court administration and criminal justice leadership. Otherwise all else is the same: admissions, degree requirements, program delivery, et al. MPA students may attend either site interchangeably.

Our post-master's certificate program was created, congruent with our mission, to allow current or aspiring public servants the opportunity to update or augment their skill set post-MPA (or equivalent). A GPA of 3.0 or better is required for admission, and they attend our regular course offerings. At 16 credits, it is one course longer than our regular concentrations (12 credits). All else is identical.

Our joint MPA-JD program was created at the time the Cooley Law School joined OU as an academic partner. Students are admitted to both programs independently; the agreement is that each will accept six credits of work from its counterpart toward regular degree requirements. A few students have started down this path, but only one has completed it thus far. All else is identical.

2.1.2 Who is/are the administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program. (Limit 500 words)

We have an MPA Director and an MPA Program Coordinator. The division of labor is generally as one would expect: the Director handles the academic/curricular side of things, the Coordinator the administrative/implementation details.

To be more specific, the MPA Director is fundamentally responsible for managing the ongoing shape and quality of the program and its elective concentrations, the concomitant mix of course offerings, the part-time faculty contingent, compliance with NASPAA standards, assessment, and is ultimately accountable for the program as a whole to the department and to university administration.

The Program Coordinator is fundamentally the first and main point of contact for prospective and matriculating students and manages our MPA offices, i.e., maintaining all program records, supervising our two graduate assistants, overseeing all internal and external communications, attending grad open houses and other recruitment events, and handling the paperwork flow to other offices across campus, most notably with Graduate Studies.

Perhaps because the Coordinator is a graduate of the program, there is substantial collaboration between the two positions on most MPA matters. Examples: new admits, course scheduling, hiring new part-timers, and the hiring and retention of grad assistants, most notably.

2.1.3 Describe how the governance arrangements support the mission of the program and match the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

Tenured and tenure-track MPA hold appointments in the Department of Political Science and thus are accountable to department faculty and the department chairperson. This means that they also teach in the undergraduate PS and PA programs.

The MPA Director is appointed by the Dean of the College of Arts and Sciences (CAS) upon the recommendation of the chair, upon the advice of the MPA faculty. The MPA Program Coordinator is an Administrative Professional (AP). The MPA Director is her direct supervisor, but she also reports to the chair and like all APs, to University Human Resources (UHR).

CAS is the largest academic unit in the university and the MPA Program is currently its largest graduate program (although not the largest at OU). In order to accomplish our stated mission, we require a mix of faculty with sufficient expertise and breadth to teach our curriculum, perform scholarly and applied research in their respective fields of PA, and with interest and willingness "to deliver outstanding service to our students, the university community, and the public at large."

The MPA Director receives one course of release time each Fall and Winter term (thus reducing his or her to a 2-1 teaching load), and a stipend equivalent to one summer course as defined by the AAUP collective bargaining agreement. The Program Coordinator position is now full-time. Reflective of our enrollment growth, we now have a faculty nucleus of seven, thereby allowing us to teach each course in the core curriculum twice each academic year. In total, these arrangements are thus sufficient to ensure program quality.

Hide Standard 2.2

2.2 Faculty Governance: An adequate faculty nucleus - at least five (5) full-time faculty members or their equivalent - will exercise substantial determining influence for the governance and implementation of the program.

There must be a faculty nucleus whom accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study instructions: In preparing its SSR, the program should:

Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This **faculty nucleus** should consist of a minimum of five (5) persons who are full time academically/professionally qualified faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.

ALL FACULTY DATA will be entered under Standard 3, in the "Add a Faculty Member" tab. PLEASE REMEMBER to indicate when prompted in that tab which faculty are considered part of the

faculty nucleus. Thank you!

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year.	7.00

Hide 2.2.2

2.2.2: Provide an assessment of program determining influence in the following areas:

	Score	Who Participates (check all that apply)
Program and Policy Planning	High	Nucleus Faculty Program Director
Establishing Degree Requirements	High	Dean or Higher Authority All Department Faculty Nucleus Faculty Program Director
Making and implementing recommendations regarding admission of students setting quota	High	Nucleus Faculty Program Director
Advising Students	High	Nucleus Faculty Program Director
Specifying Curriculum and Learning Outcomes	High	Nucleus Faculty Program Director
Evaluating Student Performance and Awarding Degrees	High	Nucleus Faculty Program Director
Appointing, Promoting Faculty	Medium	Dean or Higher Authority All Department Faculty Nucleus Faculty Program Director
Participating in defining and assuring faculty	Medium	Dean or Higher Authority All Department Faculty Nucleus Faculty

performance	Program Director

Hide 2.2.3

Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words)

2.2.3 Faculty Governance Comments

The MPA Director was given the explicit power to have "a substantial determining influence" on the program in all respects in 1984, three years before our first accreditation. S/he exercises that authority jointly with the MPA Program Coordinator and the MPA faculty. They together make decisions across all areas of program operation: program planning, design, degree requirements, curriculum, student admission/standing/evaluation, assessment, and the awarding of degrees.

We possess a substantial degree of independence and autonomy, if within these contexts:
1. We must adhere to minimum standards established by the OU Office of Graduate Studies.
2. While we have a few accounts of our own, our budget is tied to the department and the College.
3. Major changes to curriculum or degree requirements must be approved by the PS faculty before they are sent up the university hierarchy.
4. Faculty hiring, promotion, and tenure decisions remain the provenance of the PS faculty as a whole.

Re this last context, department practice is that the MPA Director chairs all MPA searches, and that s/he and two other MPA faculty make up the search committee. The search committee recommends to the department and the chair, who subsequently recommend to the Dean and ultimately, to the VPAA/Provost. All salary/other negotiations with tenure track candidates are handled by the department chair. That our recommendations are generally accepted makes this fundamentally a matter of oversight/due diligence.

In fact, we have just concluded a search which produced direct evidence of the department's willingness to defer to the MPA faculty on an MPA hire, i.e., we were allowed to reject our first three candidates and bring in a fourth for a campus visit on grounds of course coverage and research specialization.

Promotion and tenure decisions are made by the the PS faculty as a whole; we are now seven of 20 total. Candidate Review Committees (CRCs) established to manage this process for any MPA faculty member are usually chaired and staffed by other MPA faculty.

The MPA degree is the lone graduate degree offered by the Dept. of Political Science. Besides the BA in PS, the department offers a BS in Public Administration and a BA in International Relations.

Hide

Standard 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

Hide 3.1.2

Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 words)

With one exception, all tenured and tenure-track faculty in the Department of Political Science hold a PhD; all new faculty lines are filled via national search with this expectation. ABDs will be considered for hire, but it has been a long time since someone joined the faculty without having completed his or her degree. All full-time faculty teaching in the MPA program are expected to have a doctorate with a relevant specialization, research interest, and/or career experience relevant to those areas in which they teach. Adjunct faculty teaching in the program must have earned at least a master's degree in a relevant field, and in general are expected to be a practitioner having direct and current experience with the elective they offer.

The exception is Professor Diane Hartmus, who possesses the JD in lieu of the PhD. She hired in as MPA Director having done the same for the CUNY/John Jay satellite at West Point. She developed our concentration in court administration in line with her research interests.

In addition, note that Professor Julie Walters holds both degrees, JD and PhD; Professor John Klemanski earned an MPA prior to his PhD. Our newest hire, Ms. Marina Saitgalina was ABD at the time of her campus visit this past March, but defended her dissertation in May. We expect that as promised, she will have degree in hand upon joining us this August.

Full-time faculty also teach counterpart or closely related undergraduate courses in public administration or political science as part of their teaching loads. Examples include PS 303: Research Methods & Statistics, PS 350: Intro to PA, PS 453: Budgeting, and PS 454: HRM.

Part-time faculty teaching MPA electives (or rarely, a core course) bring specialized knowledge and professional experience to the classroom. Adjuncts teaching for us during the self-study year included:

John Anderson, Director of Risk Management, Macomb County. Prior to his current position, he managed insurance claims for Wayne County, including Detroit Metropolitan Airport. John is also a licensed Michigan attorney. He teaches PA 634: Risk Management.

Joe Ferrari, Treasurer, Charter Township of Oxford. He is a Certified Municipal Finance Administrator and a graduate of the Michigan Political Leadership Program. He currently teaches PA 503: Intergovernmental Relations.

Steve Cassin, Executive Director, Department of Planning & Economic Development, Macomb County. He was the 2013 Recipient of the Michigan Association of Planning President's Award. He teaches PA 669: Community Planning and Zoning.

Michael Montgomery, Owner/Principal of Montgomery Consulting, which does fundraising, economic development research, strategic planning, program planning, and applied social science and policy research for private, public, and nonprofit organizations. He taught PA 510: Nonprofit Organization & Management in Winter 2014.

Caryn Reed-Hendon, Director of Diversity & Inclusion, Oakland University William Beaumont School of Medicine. Caryn teaches PA 548: Administrative Ethics.

Donna Petras, Director of Marketing & Recruitment, Student & Community Relations, Macomb Community College. She was previously Director of Planning and Grant Development, Marketing for Mount Clemens General Hospital. She teaches PA 610: Strategic Planning.

Gary Petroni, Director, Center for Population Health and Director, Community Health Assessment Program of Southeast Michigan, Southeastern Michigan Health Association, Detroit. He taught PA 568: Health Planning: Policies and Processes in Fall 2013.

Joe Rozell, Director of Elections for Oakland County. His was previously a financial analyst in the county's Managment & Budget Office, he was Asst & Interim City Manger for the City of Lapeer, and was City Clerk/Treasurer for Imlay City. Joe teaches PA 524: Intro to Government & Nonprofit Accounting.

Hide 3.1.3

Any information on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty members is considered part of the faculty nucleus, as additional questions apply if so.

Hide 3.1.4

Provide the percentage of courses in each category that are taught by nucleus and full-time faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate.* The total across all rows and columns will not add to 100%.

3.1.4	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified	Professionally Qualified
All Courses	23	65	65	65	35
Courses delivering required Competencies	11	91	91	100	0

Hide 3.1.5

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

We work to limit course preps for new faculty members (such as Ms. Saitgalina, just hired), and they get a start-up budget approaching $10K to foster development of a research program.

Junior faculty members in particular are encouraged to apply for a summer Faculty Research Fellowship awarded by the University Research Committee (URC). The maximum is $10K. Departmental faculty apply and receive them fairly regularly.

The URC also awards a New Investigator Research Excellence Award of $2500 on a rotating basis, i.e., the social sciences are eligible every three years.

Under the terms of our collective bargaining agreement, all faculty members are allowed $1000 each year associated with travel for professional development. In addition, the department often covers expenses exceeding this amount. It is often possible that two trips receive funding.

The faculty contract makes provision for three types of sabbatical leaves: (1) a half-year at half pay after three years of service, (2) a half-year at full pay after six years of service, or (2) a full year at half pay after six years of service.

Bargaining unit faculty members also may apply for a professional development and research leave to work on "...projects to develop new areas of research competence, ongoing research projects requiring extensive dedicated activity, and retraining opportunities that provide a faculty member with teaching competencies in a new area." Leaves of this sort are typically one semester at full pay.

Faculty wishing to develop a new online course are eligible to apply for a $3000 stipend (per 4-credit offering).

In 2012, the university established a Center for Excellence in Teaching and Learning (CETL), which offers substantial support to faculty via individual consultations, workshops, faculty development institutes, topical noontime brownbags, and sponsored learning communities.

Applied research is enabled by the Public Affairs Research Laboratory (PARL), an outreach unit of the College also managed by MPA Director Piskulich. PARL has a long and extensive history of community engagement involving survey research, focus group/facilitation, strategic planning, and evaluation research with public and nonprofit organizations across metro Detroit.

Hide

3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

Hide 3.2.1

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment
Advertisement is placed in publications and on listservs that serve diverse audiences
Advertisement is sent to schools with concentrations of diverse graduate students
Faculty, administrators, women, and professional staff of color to help uncover the available pool.
Evaluation criteria are used to create an inclusive pool of candidates
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires
Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process
A female or minority is included on the search committee
Documentation on why candidates are excluded from interview is required

Strategies used in retention (check all that apply)

There is a new faculty orientation that provides information on the promotion and tenure process
New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.
New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process
New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.
New faculty regularly meet with the program director or chair to discuss issues and

needs.

Other strategies used to assure students are exposed to diverse experiences

Use of part time instructors
Use of guest lecturers

Hide 3.2.3

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

Legal and institutional context of program precludes collection of diversity data.	Yes

Hide 3.2.3a

U.S. Based

3.2.3a Faculty Diversity	full time male	full time female	part time male	part time female	total
Black or African American, non-Hispanic				1	1
White, non-Hispanic/Latino	5	2	6	1	14
Total	5	2	6	2	15

Hide

Describe how your current faculty diversity efforts support the program mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

With respect to faculty diversity in hiring, we run national searches, write explicit hiring criteria up front, and make extra effort to attract minority candidates, with continuous oversight from the university's Office of Diversity and Compliance and the Office of Academic Affairs/Provost. Our new hire during the SSY means that we will have three women in our MPA faculty nucleus of seven when we begin the next academic year.

The demographic composition of our part-time ranks varies over time. Our hiring practices here too are color-blind, driven by the skill sets required by our roster of elective courses to be delivered and the holes to be filled when attrition occurs.

As will be detailed under Standard 4, each course in our core curriculum engages diversity directly. More generally, each of us feels the intellectual obligation to offer, if not exhaust, the breath of perspectives associated with any policy/administrative issue we take up in our seminars.

Our diversity plan offers a blueprint on how we might do better in a continuous way. We are committed to identifying and recruiting greater numbers of qualified and diverse faculty members to both segments of our faculty. We shall offer dedicated training opportunities involving all of us -- students, faculty, and staff -- to enhance multicultural awareness. In support of our mission, we shall offer special programming involving community leaders and decision makers from diverse backgrounds.

Hide

3.2.4 Current Faculty Diversity Efforts

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

The full-time MPA faculty contingent has remained very stable over the past five years, i.e., we have turned over just one member of our current nucleus of seven, and that was a mid-year resignation during this SSY. Professor David Kasdan left us at the end of the Fall 2013 term to take a post at the University of Inchon (ROK). Professor Marina Saitgalina will replace him beginning Fall 2015. This puts us at four men and three women; Marina is a Russian national from Siberia.

We have engaged some 25 different part-time practitioners to teach MPA electives over the past five years. Seventeen (68%) were men, 8 (32%) were women. Three (12%, all women) were of a minority ethnicity, including one African-American, another of African descent, and a third who is an Asian/Pacific Islander.

Hide

3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1

University and departmental criteria are applied to all candidates for promotion and tenure via a combined Review Statement. As indicated previously, the MPA program lives in the Dept. of Political Science, in which MPA faculty are thus tenured. The formal criteria are as follows:

1. Research and Scholarship

University standard
The two definitions most relevant to our program include (a) basic, theoretical or applied research, (b) scholarship that applies the research to the betterment of society, institutions, groups and individuals, and (c) peer recognition of the above.... "A candidate for tenure is expected to have made substantial progress toward maturity as a scholar or creative artist and to have established the presumption of continued growth in these areas."

Department standard
"Scholarship is defined broadly by this department to refer to the willingness and ability to test one's ideas publicly before one's peers. Thus, scholarship is primarily measured by peer-reviewed published books, monographs, and articles in academic or professional journals. The Department values both collaborative and independent scholarship. Secondarily, credit is given for other publications and for presentations at scholarly conferences. Published book reviews shall be counted as evidence of additional scholarship, as shall successful applications for external and internal grants."

"We expect a solid record of accomplishment in research and scholarly activity, including several peer-reviewed publications, and evidence of an on-going research agenda. The department will supplement its decision with judgments from outside reviewers, in accordance with the procedures outlined above. The most important aspect of these judgments (on both teaching and scholarly productivity) is a record that justifies the belief that a high level of scholarship exists and will be continued."

2. Teaching

University standard
"A candidate for tenure must show substantial evidence of achievement in teaching and/or performance as a university librarian. Such evidence must be obtained through use of systematic procedures for student and peer review. Evidence may include, but is not limited to, assessments of the instructor's preparation through peer review of syllabi, reading lists, class and library handouts, tests, examinations, and other course and library materials in all formats; student appraisals such as course evaluations and solicited and unsolicited letters; evidence of student achievement; and success in sharing teaching philosophies and methodologies and in obtaining grant support relating to teaching and/or university librarianship."

Department standard
"Successful teaching is measured in a variety of ways. One factor is the ability to teach a fairly wide range of classes as needed by the department - the introductory as well as the more complex subjects. Another factor is how the teacher is perceived by the students. This is measured by the department's standardized teaching evaluation instrument, as well as written student responses to questions posed by the candidate's CRC. Exit interviews conducted with MPA graduating students shall be used, when the candidate has taught in the MPA program. A fourth and equally important element is the intellectual

coherence, as perceived by the CRC, of the teacher's syllabi, requirements, and tests."

"We expect that the individual will have demonstrated continued success in teaching the courses that are his/her main contribution to the department's program, that a sufficient breadth of teaching be shown to assure potential for growth and adaptability to our program needs, and that any particular deficiencies noted in previous reviews have been corrected."

3. Service

University standard
The term "service" refers to the following activities:
• Public, institutional, and professional service through work that grows out of the university's programs and mission and has the potential for substantial and positive effects on a community, profession, or external perceptions of the university, and that draws upon the candidate's professional competence. Such service includes not only contributions to the organizational work of the academic professional associations and societies at all levels but also activities that extend Oakland's scholarly and instructional capabilities into various external agencies and communities.
• University service through committee work or governance activities in the area, department, school, institute, college, or the university; for faculty, university service includes service as a role model and mentor for colleagues and students.

Departmental standard
Service is defined by example, as a contribution to department, college, university, profession, and/or community.

"We expect that the individual will have shown a high degree of responsibility for a program, or will have made comparable contributions to the department, college, or university, and/or to the profession."

Faculty members can thus make contributions to our program mission -- leadership, decision making/analysis, and community engagement -- via quality teaching of our established curriculum, via theoretical or applied scholarship on public affairs, policy, or administration, and/or via direct service to a public or nonprofit community partner. MPA faculty members are committed to high quality teaching of both theory and practice. MPA faculty members take up relevant issues of policy and administration in their research, whether academic or applied. MPA faculty members also model leadership, decision making, and their commitment to public service through facilitation and consulting out in the field, volunteering their time and expertise, and in some instances, by holding a formal position on a government or nonprofit board.

Hide

Provide <u>ONE</u> exemplary activity of each nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

ALL FACULTY INFORMATION (including the question above) on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty member is considered part of the faculty nucleus, as additional questions apply if so.

Hide 3.9.3

List some significant outcomes related to these exemplary efforts

Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts. (Limit 500 words)

Significant outcomes in the area of research contributions to public administration and policy include:

Carr, Douglas. "Choice in a World of New School Types." 2013. Journal of Policy Analysis and Management. 32(4). Coauthored with J.S. Butler, E. Toma, and R. Zimmer.

Carr, Douglas. Federal Environmental Regulation Impacts on Local Economic Growth and Stability." 2013. Economic Development Quarterly. 27(3). Coauthored with W. Yan.

Hartmus, Diane. "Government Guidelines for CCTV: A Comparison of Four Countries." International Journal of Public Administration. 37.

Kasdan, David O. (2012). "Great Books" of Public Administration 1990-2010: Revisiting Sherwood's Survey in the Wake of Reinventing Government. Administration & Society, 44 (5), 625-639.

Walters, Julie. "Uncertainty, Isomorphism, and the Birth of a New Industry: Regulatory Policy Development in a New Health Services Sector, 1994-2004." Administration & Society. 44(4). 2012.

Walters, Julie. "Partnership for Adaptation, Implementation, and Dissemination (PAID): Women in Science and Engineering at Oakland University (WISE@OU)." Co-Principal Investigator, NSF Grant (NSF Org: HRD-Division of Human Resources). Award Amount: $518,894. Expires: August 31, 2015 (Estimated). Brief Description of Role: Policy/Practice/Resource Analysis of STEM departments and University regarding issues of diversity and work climate.

Piskulich, Michelle. "Symposium: 2009 Standards Competencies Assessment." (co-editor, with Barbara Peat). JPAE. 2014.

Significant outcomes in the form of applied/community-based research are most frequently generated via the Public Affairs Research Laboratory (PARL), a community outreach initiative sponsored by the College of Arts & Sciences (and also directed by MPA Director Pat Piskulich). MPA students are used for projects as often as possible, thereby serving our educational mission as well. Examples of recent projects include:

• Facilitation. Strategic Goals & Objectives. Auburn Hills City Council. Annually 2012-present.
• Facilitation. Strategic Plan. Pontiac Promise Zone. 2013.
• Omnibus Survey: Registered Voters in the City of Rochester Hills, Michigan. Since 1997, bi-annually since 2007.
• Omnibus Survey: Registered Voters in the City of Royal Oak, Michigan. 2012.
• Evaluator. Grizzlies Emergency Management System (GEMS). Emergency Management for Higher Education (EMHE) grant, U.S. Dept. of Education. 2009-2011.

In terms of contributions to the profession, several of us serve as referees for PA-relevant journals, including the American Review of Public Administration, Public Administration, and the American Journal of Evaluation.

Michelle Piskulich is a past chair of COPRA and was/is on the team of architects responsible for the 2009 standards.

Two faculty members hold significant public service roles in addition to their MPA responsibilities:

• Pat Piskulich was elected to the Rochester Community Schools Board of Education in 2011 (through 2018).
• John Klemanski is a member of the Zoning Board of Adjustment, Town of Fletcher, NC (2012-2015).

Hide Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

In preparing its Self-Study Report (SSR), the program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions;

In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

4.1.1 Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

Our recruiting effort reflects our program mission in that we sell the degree by emphasizing the value of public service, the opportunity to lead, to make decisions, and to make a difference in one's community via public and nonprofit organizations. Our goal is thus to maximize the quality of our applicant pool among persons sharing this mindset.

Primary recruiting efforts are conducted by our Graduate Admissions Office. That office schedules and publicizes four graduate open house events per calendar year. Our MPA program coordinator and director (when available) attend them all to answer questions and to distribute brochures and curriculum sheets. We follow up with emails or phone calls. Of course, Grad Admissions also forwards contacts it receives to us on an ongoing basis.

Our program coordinator travels to Macomb County to assist recruiting efforts there. We also have a representative at the annual Court Manager's Conference. And we regularly contact MPA alumni working in various public and nonprofit administrative positions in order to gain entree to their organizations for recruitment purposes.

We link all prospective students to the Oakland University Financial Aid Department, such that applicants can find the governing tuition rate chart. The program coordinator contacts students with incomplete applications to provide additional assistance and/or to answer questions.

Hide 4.1.2a Program Recruitment

Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

4.1.2 Applicant type	Self study year minus 1	Self study year
Total	0	0

Hide 4.1.2b Program Recruitment

4.1.2 Applicant type	Self study year minus 1	Self study year
Other	113	105
Total	113	105

Hide 4.1.3

4.1.3 Applicant Pool and Mission

In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission. (Limit 250 words)

We have begun to make small presentations to local public & nonprofit organizations. Of late, this has been particularly focused on our Court Administration Concentration because it is new and we have asked our alumni for help. However, we continue to support our Local Government, Health Care Administration, and Nonprofit Organization and Management students by promoting and offering professional development opportunities specific to their focus. This is an indirect but important method of recruitment that student feedback suggests has a positive impact on current students, the university community, and the public. Again, by example, we demonstrate our mission.

Hide Standard 4.2 Student Admissions

4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity or any other "discriminating" criteria should be presented and explained, vis-a-vis the program mission.

4.2.1a Admissions Criteria and Mission

How do your admission polices reflect your program mission? (Limit 250 words)

The MPA program welcomes students from all academic backgrounds, at any stage of their careers, US citizens or international students, including all races and ethnicities. We balance our mission priorities to students, to the university and to the community at large by applying standard admission criteria to all applicants. We are a growing program and have no ceiling on the total number of students we can accept. Therefore the applicant selection process remains objective and non-discriminatory. Our core yardstick at the admissions stage is whether any prospective student seeks, in general, a career in public service, and then more specifically, whether s/he would benefit from one of the concentrations we offer.

Hide 4.2.1b

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Optional
Standardized Tests	Required
GRE	No
GMAT	No
LSAT	No
TOEFL	Yes

Hide TOEFL

TOEFL Minimum Score	79

GPA	Required
Minimum Required	3.00

Statement of Intent	Required
Essay/Additional Writing Sample	Required
Professional Experience	Optional
Interview	Optional
Special Mission Based Critera	N/A
Prescribed Undergraduate Major	N/A

Hide 4.2.1c

In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

Students with undergraduate cumulative GPAs at 3.0 or above who need one or more of the required foundation courses are offered conditional admission into the program while they complete the missing coursework. They may begin taking MPA program courses concurrently with their foundation courses. Foundation course work must be completed within one year of admission.

An alternative path into the MPA program is offered to marginal students (GPA 2.5 - 2.9). If they appear to be promising students and have letters of recommendation and writing samples to reflect it, we may offer them a special admission status of Post-Baccalaureate for Graduate Prerequisites. This status allows a student to take selected undergraduate courses as their foundation coursework, earn above a 3.0 and be returned to the applicant pool for re-review. Marginal applicants who do not need any foundation courses would be conditionally admitted based on earning a 3.0 or above in a core class the first semester.

Hide 4.2.2a(1)

4.2.2a Enumerate full, conditional, or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of Full Time Students	5	7
Conditional Admission of Full Time Students	36	23
Full Admission of Part Time Students	4	7
COnditional Admission of Part Time Students	10	11
Total	55	48

Hide 4.2.2a(2)

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of In-Service Students	8	7
Conditional Admission of In-Service Students	25	15
Full Admissions of Pre-Service Students	1	6
Conditional Admission of Pre-Service Students	21	20
Total	55	48

Hide 4.2.2b(1)

4.2.2b - Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

4.2.2b Enrollment Numbers	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of Full Time Students	4	6
Conditional Enrollment of Full Time Students	32	20
Full Enrollment of Part Time Students	2	6
Conditional Enrollment of Part Time Students	10	10
Total	48	42

Hide 4.2.2b(2)

4.2.2b Enrollment Numbers	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of In-Service Students	5	6
Conditional Enrollment of In-Service Students	25	14
Full Enrollment of Pre-Service Students	1	5
Conditional Enrollment of Pre-Service Students	17	17

Total	48	42

Hide

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data. (Limit 250 words)

Admitted and enrolled students do not differ from the applicant pool except by academic readiness. No other criteria are used.

Applicant essays are judged on both writing ability and content. Two essays are required for admission consideration. One is a personal goal statement. If an applicant's goals are not in line with public service values, further investigation is warranted, and we are not bashful about pushing prospects toward alternative programs more closely matching their intended career goals. The assigned essay question "Write an essay on public management in an environment of cutbacks, privatization, and changing techniques" provides another opportunity for applicants to demonstrate their knowledge of and interest in a contemporary and common public concern.

Hide

Standard 4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicilty link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

To remain in good academic standing, all students admitted to the MPA program or to a graduate certificate program at Oakland University must maintain an overall GPA of 3.0 or above. At the end of any semester, a graduate student with an overall GPA below 3.0 is placed on academic probation and provided a second probationary semester. A student is subject to dismissal upon failure to raise the cumulative GPA to 3.0 or above by the end of a third (and final) probationary semester.

No individual course grade below 2.0 may be applied toward a graduate degree or certificate program.

After grades are in at the end of each semester, our program coordinator reviews all the grades for every course. A graduate student who earns an individual course grade below a 3.0 is subject to academic warning, probation, or dismissal depending upon how many previous grades below 3.0 have occurred. Any student in this situation for the first time will receive a detailed letter describing what is expected. Additional occurrences receive additional letters. Graduate students who do not meet the academic standards after all the opportunities for improvement have expired are recommended for dismissal. Our program cannot initiate a dismissal - we can only recommend it to Graduate Study.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

Our program coordinator works closely with faculty, when necessary, to help those students who are falling behind. We provide the students with clearly written expectations and offer to help by meeting with them privately, recommending university resources such as the writing center, the tutoring center, or any health-related support services. Students who are considered exceptional can work with Disabilities Support Services (DSS) to obtain accommodation(s) to match their specific need(s). Advising students to seek help is critically important and has helped marginal students willing to follow the advice to succeed in this program.

Hide 4.3.3

4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

4.3.3a	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	31.00	8.00	17.00	22.00

4.3.3b Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

Included in the 31 students admitted is one that transferred to MSW after two semesters, one that had to quit due to health reasons, and two that were recommended for dismissal due to poor academic performance. Also, of the five students who stopped-out during the period, one has been re-admitted to complete her degree.

Hide 4.3.4

4.3.4 Career counseling and professional development services

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

As a small program, we do not have designated career counseling personnel. Our university office of Career Services handles all requests for help with job searching, resume review, and interviewing help. Career Services' URL is: www.oakland.edu/careerservices

Two new student organizations formed by MPA students within the past two years have established MPA program-specific career support services. Both groups used their campus organization funding to further professional development/and or job searches by networking with community and professional organizations. Six health care administration students attended an ACHE national conference this spring. Two of those six landed full-time jobs in health care administration through their efforts with this student organization.

Going forward, we plan to devote more resources to help student/professional organizations flourish. Beginning in the Fall 2014 Semester, our MPA graduate assistants will have duties as officers in these organizations.

4.3.4a(a) Internship Requirement

Describe your program's internship requirement(s), any prerequisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

Here is the URL to our MPA Program Internship webpage:
http://www.oakland.edu/mpa/internships
Here is the URL to our MPA Program Master's Project webpage:
http://www.oakland.edu/mpa/pa690

Our program does not offer waivers for the capstone requirement. Rather, if a student is working in-service and has no need for the internship experience, he or she will elect to do the Master's Project capstone instead of an internship. The requirements are similar for each capstone - internship or project. Prior to beginning the capstone, a student must complete the core coursework in the program or be enrolled in the last class in the same semester as the internship or project.

Internships require students to locate a site and site supervisor and turn that information into our faculty internship supervisor. Prior to registration, the faculty and site supervisor agree on the job description of the MPA intern and all parties (including the intern) sign the agreement. Registration is opened for the student to register and begin working at the site location. Interns must complete 320 hours of service to the sponsoring organization. A faculty supervisor monitors student progress. Site supervisors complete student evaluations, which are incorporated into the student's final grade.

Hide 4.3.4a(2)

Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

4.3.4a(2) Internship Participation	Self-Study Year Minus 1 Pre Service	Self-Study Year Minus 1 In service	Self-Study Year Pre-Service	Self-Study Year In-Service
National or central government in the same country as the program	999	999	0	999
State, provincial or regional government in the same country as the program			0	
City, county, or other local government in the same country as the program			5	
Foreign government (all levels) or			0	
International quasi-governmental			0	
Nonprofit domestic-oriented			6	
Nonprofit/NGOs internationally-oriented			0	
Private / Business sector			1	
Internship Waivers Granted to Students (who would normally be required to complete one)			0	
Total	999	999	12	999

4.3.4a(3)

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

Please see the internship placements spreadsheet uploaded as an appendix for Standard 4.

Identifying an appropriate internship site is a joint effort. The student initiates in line with his or her career goals, but the program and internship coordinators assist in making linkages to appropriately aligned public or nonprofit agencies. Paid internships are preferred but cannot be guaranteed; we have no pool of funds available to assist.

Monitoring is indeed ongoing. Interns submit detailed logs on a monthly basis. Site supervisors are asked to evaluate each intern. And this capstone experience culminates in an analytical paper which requires that the student link the experience back to his or her MPA coursework in a significant way.

4.3.4a(4)a

Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

Internships are viewed as opportunities for students with little or no professional experience in the area of their interest to gain exposure, to build skills, and to begin developing a professional network that will serve to further their public service careers. The MPA program has developed relationships through the years with local governments, nonprofit agencies, healthcare agencies and court or criminal justice agencies. Several of these organizations send us their internship job descriptions. We forward these to our students along with the instructions on how to apply. It is the student's responsibility to respect these opportunities as they would an actual job. They must apply, be accepted, and then contact our faculty supervisor with their site supervisor's contact information.

Our students are advised from their first intake appointment to join professional organizations as student members, join our LinkedIn MPA group, ask MPA alumni for advice, apply for internships that sound interesting just for the experience prior to needing one for the capstone. We allow them to find an internship site that will best suit their personal career aspirations. We assist whenever possible through our program's growing community outreach.

Hide 4.3.4b

Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

4.3.4b Employment Statistics	Self-Study Year Minus 2 Pre-Service	Self-Study Year Minus 2 In-Service	Self-Study Year Minus 1 Pre-Service	Self-Study Year Minus 1 In-Service
National or central government in the same country as the program	2	0	0	0
State, provincial or regional government in the same country as the program	3	5	0	1
City, county, or other local government in the same country as the program	2	4	2	0
Foreign government (all levels) or international quasi-governmental	0	0	0	0
Nonprofit domestic-oriented	3	1	2	3

Nonprofit / NGOs internationally-oriented	0	0	1	0
Private Sector - research/consulting	0	0	1	0
Private sector (not research/consulting)	4	1	0	6
Obtaining further education	0	0	0	1
Unemployed	0	0	1	2
Status Unknown	0	0	0	1
Total	14	11	15	6

Hide Standard 4.4 Student Diversity

Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity planning document on the Self Study Appendices page.

Specifically, the SSR should address the following, as a minimum.

4.4.1 Ongoing 'Diversity' Activities

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- Diversity training and workshops for students, faculty, and staff
- Frequent guest speakers of a "diverse" background
- Formal incorporation of "diversity" as a topic in required courses
- Student activities that explicitly include students of a diverse background
- Etc.

(Limit 250 words)

Our primary approach has been to promote diversity through our curriculum. Each of our core courses includes a diversity component, as follows:

PA 601: Foundations of Public Administration
Topics: "Women and public v. private life;" "Affirming Diversity" (Thomas, 1990); tracking of Supreme Court decision making on affirmative action; efficiency, effectiveness, & equity; the many meanings of "merit;" street-level bureaucracy; representative bureaucracy; New PA/The Minnowbrook School.

PA 620: Quantitative Methods in Public Administration
Addressed through examples to which methods are applied. Examples: t-testing to demonstrate differences in problem incidence and remediation across subgroups; regularly use a dataset of social/poverty indicators by Detroit UWCS subcommunities to communicate bivariate & multiple regression.

PA 621: Public Sector Information Systems Management
Course projects directly apply to organizations students have relationships with. Students learn about applications of course concepts in the context of diversity through the professional presentations of these course projects. For example, course projects have ranged from focusing on small, urban nonprofits with limited resources to well-funded national organizations. Through these projects and presentations, students are encouraged to contribute their own diverse backgrounds and experiences to the course.

PA 653: Public Budgeting and Finance
Stakeholders and Case Studies. All case studies are analyzed with a "stakeholder" lens. In other words, the key budgeting issues in each are analyzed from the perspective of potential interests and consequences for stakeholders. Stakeholders may represent individuals and groups of different races, ethnicities, religions, socioeconomic status, etc.

Topics: Taxation: Vertical and Horizontal Equity/Progressive-Proportional-Regressive. In conjunction with discussing vertical and horizontal equity in taxation, students learn of the differences regarding tax structures with progressive, proportional, and/or regressive effects. Again, stakeholder interests are examined in this context. For example, the regressivity of sales taxes is covered in specific applied contexts.

PA 654: Human Resources Management in the Public Sector
Students examine the mounting evidence that appreciation of diversity can lead to positive outcomes for employers, employees and the public (e.g., improvements in service delivery, productivity, job satisfaction and morale). Emphasis is placed on the benefits of diversity management in recruiting, hiring, training, evaluating, and compensating employees. During Week Eight, characteristics of the changing American workforce are widely discussed (i.e. more women, minorities, older workers, temporary employees and immigrants) . Students are expected to develop a deep understanding of anti-discrimination law as they apply to the legal rights and responsibilities of employees and employers, and are encouraged to consider diversity in their selection of team members for the group project.

PA 655: Program and Policy Evaluation
Topics: American Evaluation Association Guiding Principles (e.g., cultural competence; respect for people; responsibilities for general and public welfare). Regular and frequent

emphasis on inclusion of multiple stakeholders. Differential results/outcomes across subgroups of the treatment population; vulnerable and at-risk groups. Empowerment evaluation. Need for/recruitment diverse perspectives in participatory evaluation activities, e.g., evaluation teams, focus groups.

Several of our elective courses offer relevant content as well. For example:

PA 526: Government and the Economy
Students are encouraged to analyze different economic perspectives in the course. For example, political debate between conservatives and liberals often focuses on whether economic policy should follow a centralized, top-down approach or a decentralized, bottom-up approach. After covering basic tools for economic analysis, students are given the opportunity in class to compare and analyze these two basic approaches to economic policy and share their own conclusions.

Others:
PA 510: Nonprofit Organization & Management
PA 548: Administrative Ethics
PA 669: Community Planning & Zoning

4.4.2 Program Recruitment Diversity Actions

4.4.2 Program Recruitment Diversity Activities

Geographically, the City of Detroit is some 20+ miles to our south and the City of Pontiac is a stone's throw to our west. Both cities are majority African-American, and both are in serious financial difficulty. We have recruited many students over the years from both locales, but have historically competed with Wayne State in Detroit. It is a recursive relationship, in that we have created many relationships with Pontiac-based nonprofits in particular relative to our mission of community engagement. Examples: Professor Klemanski was deeply involved with the United Way for many years, and Professor Michelle Piskulich was a board member and president of the Women's Survival Center. An alumnus, Joe Sobota, took over as city administrator of Pontiac this year upon the departure of the city's Emergency Financial Manager. We will continue to recruit in both cities. And per our new diversity plan (prompted by this self-study process), we shall, among other things, add a dedicated program-level training module for students, faculty, and staff and also renew our efforts to create programming involving notable leaders, decision makers, and stakeholder groups going forward.

Detroit often is described as the most racially polarized metro in America, infamously divided by Eight Mile Road. This plays out at the state level too, of course. We have debated a bit about how to answer the question on whether we are legally precluded from collecting diversity data. To wit, Proposal 2 was approved by Michigan voters in 2006, which amends the Michigan Constitution to ban public institutions from "discriminating against or giving preferential treatment to groups or individuals based on their race, gender, color, ethnicity, or national origin in public education, public employment, or public contracting." In 2014, the U.S. Supreme Court ruled that this is not a violation of the U.S. Constitution, meaning that this language remains in effect.

Our current stance is that we can continue to seek voluntary disclosure of demographic information from prospective students and faculty. Things get murkier when it is suggested, for example, that we create "inclusive" faculty hiring criteria as is suggested under Standard

3. The best we can do is to tread carefully in good faith: we cannot be required or guarantee that a search will result in a minority hire, but we can and do try to assure that the search advertising strategy and evaluation criteria all for development of diverse pools of candidates.

Legal and institutional context of program precludes collection of any "diversity" data.	Yes

Hide 4.4.3a

4.4.3a Ethnic Diversity - Enrolling Students

Student Diversity (with respect to the legal and institutional context in which the program operates)**:**

US-Based Program - Complete the following table for all students enrolling in the program in the year indicated (if you did not check the "precludes" box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

1	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	0	8	2	3	
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	
Asian, non Hispanic/Latino	0	0	0	2	
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	
Hispanic / Latino	0	1	0	1	
White, non-Hispanic/Latino	14	22	11	22	
Race or Ethnicity Unknown	2	1			

Please use the box below to provide any additional information regarding the diversity of your

student population. (Limit 250 words)

Does the legal and institutional context of the program preclude collection of diversity data?	No

4.4.3b(2)

Hide

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

- **to lead and manage in public governance;**
- **to participate in and contribute to the public policy process**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.4 Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PARTC: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf at the bottom of the online web form. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

Operational definition:
Contribute to policy or practices of a government or nonprofit organization by delivering recommendations rooted in theory and/or best practices.

Indicators: Internships
To what extent does the intern...
1. demonstrate initiative?
2. attempt to facilitate solutions to problems?
3. work well with others and support team work?

Indicators: Projects
To what extent does the work...
1. clearly identify a problem or an issue?
2. provide concrete suggestions?
3. contain clear steps to be taken to achieve recommendations?
4. show that suggestions are rooted in literature of best practices?

To participate in and contribute to the public policy process

Operational definition/learning objective:
Contribute to policy or practices of a government or nonprofit organization by actively and effectively engaging with its administrative practices.

Indicators: Internships
To what extent does the intern...
1. adapt to the organizational environment?
2. interact with customers/clients of an organization?
3. work well with others and support team work?
4. attempt to facilitate solutions to problems?

Indicators: Projects
To what extent...
1. does the topic engage the public sector placing real-world issues within appropriate theoretical frameworks and/or applied research?
2. is the analysis within appropriate theoretical frameworks and/or applied research?
3. does analysis appropriately integrate all relevant stakeholders?

To analyze, synthesize, think critically, solve problems, and make decisions

Operational definition/learning objective:
Contribute to policy or practices of a government or nonprofit organization by defining and diagnosing decision making situations and collecting and analyzing data to develop effective courses of action.

Indicators: Internships
To what extent does the intern...
1. demonstrate quality and accuracy in completing assigned tasks?
2. attempt to facilitate solutions to problems?

Indicators: Projects
To what extent does the work...
1. include descriptions of actual or theoretical decision making that is informed by skills in reading, writing, and analysis?
2. provide an appropriate high quality analysis?
3. propose an appropriate course of action based on analysis?

To articulate and apply a public service perspective

Operational definition/learning objective:
Contribute to policy or practices of a government or nonprofit organization by identifying fundamental values of public sector management policies and practices.

Indicators: Internships
To what extent does the intern...
1. have the ability to adapt to the organizational environment?
2. have the ability to interact with customers/clients of the organization?
3. work well with others and support team work?

Indicators: Projects
To what extent...
1. does the work provide analysis and recommendations that are responsive to organizational mission?
2. are the recommendations efficient, effective, and equitable?
3. does the work appropriately consider ethical standards?

To communicate and interact productively with a diverse and changing workforce and citizenry

Operational definition/learning objective:
Contribute to policy or practices of a government or nonprofit organization by communicating effectively with a diverse and dynamic workforce and citizenry through oral interactions and written documents.

Indicators: Internships
To what extent does the intern...

1. show proficiency in oral communication?
2. demonstrate proficiency in written communication?
3. have the ability to interact with customers/clients?
4. work well with others and support teamwork?
5. attempt to facilitate solutions to problems?
6. maintain confidentiality?

Indicators: Projects
To what extent does the work...
1. effectively establish its framework and communicate analysis?
2. appropriately consider equity and diversity?

Hide

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed neccessary and appropriate for its mission.

Hide

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

Hide

- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

Competencies -- Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programatic decisions
1. To lead and manage in public governance	Yes	Yes	Yes	Yes
2. To participate in and contribute to the public policy process	Yes	Yes	No	No
3. To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	Yes	Yes
4. To articulate and apply a public service perspective	Yes	Yes	Yes	Yes
5. To communicate and interact productively with a diverse and changing workforce and citizenry	Yes	Yes	No	No
6. Mission Specific Required Competency if applicable	No	No	No	No
7. Mission Specific Required Competency if applicable	No	No	No	No
8. Mission Specific Elective competency if applicable	No	No	No	No

9. Mission Specific Elective competency if applicable	No	No	No	No

Hide

For each of the listed competencies, please list all relevant required courses. Programs should list the full title of the course, not just Course Number (for Example PUAD 606 Research Methods):

Competency 1

Primary:
PA 601 Foundations of Public Administration
PA 621 Public Sector Information Systems Management

Secondary:
PA 620 Quantitative Methods in Public Administration
PA 653 Public Budgeting and Finance
PA 654 Human Resources Management in the Public Sector
PA 655 Program and Policy Evaluation

Competency 2

Primary:
PA 601 Foundations of PA
PA 654 HRM in the Public Sector

Secondary:
PA 620 Quantitative Methods in PA
PA 653 Public Budgeting and Finance
PA 655 Program and Policy Evaluation

Competency 3

Primary:
PA 620 Quantitative Methods in PA
PA 621 Public Sector Information Systems Management
PA 653 Public Budgeting and Finance
PA 655 Program and Policy Evaluation

Secondary:
PA 654 HRM in the Public Sector

Competency 4

Primary:
PA 601 Foundations of PA
PA 658 Internship
PA 690 Master's Project

Secondary:
PA 620 Quantitative Methods in PA
PA 653 Public Budgeting and Finance

PA 654 HRM in the Public Sector
PA 655 Program and Policy Evaluation

Competency 5

Primary:
PA 658 Internship
PA 690 Master's Project

Secondary:
PA 653 Public Budgeting and Finance
PA 654 HRM in the Public Sector
PA 655 Program and Policy Evaluation

Hide

- Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe

- 1) how the competency was defined in terms of student learning;
- 2) the type of evidence of student learning that was collected by the program for that competency,
- 3) how the evidence was analyzed, and
- 4) how the results were used for program improvement.

1. Definition of student learning outcome for the competency being assessed:

Per the revised COPRA expectation following the October 2013 national meeting, the MPA faculty selected three competencies to run full cycle, in fact, those three most closely aligned (nominally) with our stated mission: Competencies #1 (leadership), #3 (decision making), & #4 (public service perspective).

Definitions and learning outcomes we expect to produce are delineated above.

2. Evidence of learning that was gathered:

Following our strategic planning and curriculum review processes, we created two new capstone assessment rubrics, i.e., for internships and master's projects.

Alpha testing occurred last year, i.e., SSY-1. We collected the universe of cases for each capstone. With respect to internships, site supervisor evaluation questions, in various combinations, create the multiple measures we use to assess each competency. With respect to master's projects, for SSY-1 we asked the faculty member who supervised any project to apply the new rubric to each.

Our beta test occurred this SSY. We once again gathered the universe of cases for each capstone. However, in this iteration we randomly assigned projects for blind review to a non-supervising MPA faculty member.

Thus do we have two years worth of complete outcome data in our feedback loop.

3. How evidence of learning was analyzed:

Each of the indicators utilized was rated on a three point scale as meeting, exceeding, or failing to meet expectations (N/A was also available as appropriate).

The result is that we have spreadsheets for each of the last two years (as well as a cumulative 2-year result) for outcomes on all five competencies by each capstone. Both are uploaded as appendices to this standard.

The numbers of students assessed are as follows:
Internships SSY-1=10, SSY=8, Total=18
Projects SSY-1=14, SSY=15, Total = 29
Overall 47 students

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Competency #1: To lead and manage...
Learning Objective: ...recommendations rooted in theory and/or best practices.

Internship data:
Across the two years, interns are rated as exceeding expectations in all three categories measured: demonstrating initiative (72%), facilitating solutions to problems (56%), and working well with others/supporting team work (78%).

Project data:
The dominant signal here is that two of three projects meet, but do not exceed expectations on the four indicators employed under this heading. Sixty-six percent meet expectations in (1) clearly identifying a problem or issue; the remaining 34% falls into the "exceeds" category. The "meets" figure is a common 69% when the work is assessed as to whether it (2) provides concrete suggestions, (3) contains clear steps to be taken to achieve recommendations, and (4) shows that suggestions are rooted in literature of best practices.

This last dimension is particularly important in that leadership and management via theory and best practices is one of our program's core public service values. Yet three of the 29 projects assessed (10%) were rated as having failed to meet expectations on this criterion (and only 17% were judged to have exceeded expectations).

Feedback/program changes:
The indication here is that interns are considered by their site supervisors to be taking an active role in the government and nonprofit agencies for which they intern. In contrast, the project data suggest that our general challenge is to move the needle on quality from meets to exceeds. That two-thirds are meeting expectations is assuredly respectable and supports our general sense that students are producing solid work at capstone. On the other hand, that 10% "fails" rate on the best practices dimension requires attention.

A core discovery of these first applications of our new capstone rubrics is that we have been communicating our evaluation standards in a passive, rather than active way. We have been very good collectively at insisting that each project demonstrate (a) links to multiple courses and literatures, (b) application of some skill(s) learned in the program, such that (c) a tangible contribution to the greater community is produced. The next step is to ensure that the balance of our standards and public service values receive explicit treatment in any project. To this end, we have reconfigured PA 690: beginning this fall it is an online course required of every student pursuing the master's project. Oversight is therefore centralized (in the form of Dr. Carr) which should result, at minimum, in greater uniformity of expectation. (More on this below).

A second program change suggested by these data is that we go further in integrating best practices into the core curriculum. We certainly teach them now. But additional surveys of the range of policies and procedures being implemented across jurisdictions or agencies in real time are mandated if our students are to grasp the boundary which separates meets from exceeds. This is particularly true for PA 621 (Info Systems), PA 653 (Budgeting), and PA 654 (HRM).

Competency #3: ...solve problems and make decisions.
Learning objective: ...collecting and analyzing data to develop effective courses of action.

Internship data:
Two-thirds are rated as having exceeded expectations with respect to quality and accuracy in completing assigned tasks. The same is true for a majority (56%) in attempting to facilitate solutions to problems.

Project data:
Similar to the pattern on Competency #1, the vast majority of projects are rated as meeting expectations. Project are deemed to contain (1) descriptions of informed decision making 66% of the time, (2) high quality analysis in 69% of all cases, and (3) as proposing an appropriate course of action based on analysis at a 59% rate. (The exceeds rates are 31%, 24%, and 31%, respectively).

How to move this needle also toward "exceeds?" PA 655 (Evaluation) already requires several final written products reinforcing this competency. In contrast, it is easy in PA 620 (Methods) for students to concentrate on the numbers moreso than the reporting and policy recommendations flowing therefrom. Requiring students to go beyond the statistical findings via full and more formal policy memoranda is appropriate.

Competency #4:...articulate and apply a public service perspective.
Learning objective:...identifying fundamental values of public sector management policies and practices.

Internship data:
It is under this competency that our interns make the strongest showing. Seventy-eight percent are rated as exceeding site supervisors' expectation in terms of adapting to the organizational environment. Sixty-seven percent exceed in interacting with agency customers/clients, and another 78% do the same in terms of working well with others and supporting team work.

Project data:
Responsiveness to mission is one of our program's fundamental public service values. A strong majority (59%) of master's projects are deemed to meet expectations in this regard, and 38% are considered to have exceeded expectations. Three of four (76%) make recommendations that are efficient, effective and equitable, but only 14% exceed

expectations on this dimension. Those figures are 66% (meets) and 10% (exceeds) on the question of whether the work appropriately considers ethical standards. Ethical standards appear to be irrelevant in 21% of all cases.

The need to ensure that projects engage efficiency, effectiveness, equity, ethics, and diversity (under Competency #5) will be buttressed by our new 690 course arrangement. Our students certainly know these values to be central to public administration and have taken some subset of them up frequently, if in a passive way. Requiring that each receives explicit treatment is the logical next step in actively implementing our program competencies.

In addition, we are initiating a process of following-up with the public and nonprofit targets of our students' projects so as to determine the extent to which their work has been implemented and policy/program operations improved as a consequence of this work. We believe that feedback of this sort from our community partners will also validate what we think we know now: that our students are generating first rate products, in line with our program mission.

We are aware of the need to overcome the halo effect typically embedded in internship evaluations. In addition to the quantitative data presented here, our evaluation form includes narratives on each interns' strengths and weaknesses with respect to future employability. But like the projects, we need to provide more active and explicit structure vis-a-vis core competencies. We do have two vehicles in place for accomplishing this. Interns keep a weekly journal of their experiences and complete a final paper requiring them to make some link(s) to coursework. Changing these from open- to closed-ended prompts is in order.

Ensuring full implementation of our competencies in this way will thus allow us to refine our curriculum systematically thereafter.

Hide

Mission-Specific Required Competencies: One Assessment Cycle (If applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3)how the evidence was analyzed, and 4) how the results were used for program improvement.

Hide

Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3)how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

Hide

Section 5.4 Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

The program should provide information on how students gain an understanding of professional practice.

In the following table, please indicate for each activity whether it is

- (**R**) required of all students,
- (**F**) students have frequent opportunities to participate in or with,
- (**S**) students seldom have such opportunities to participate in or with, or
- (**N**) it is not usually available to students to participate in or with

Attending formal meetings (e.g. planning board)	S
Case studies	F
Externally-based projects (e.g., student consulting)	R
Guest lectures	F
Internships	R
Instructors from the profession (Adjunct or part-time instructors)	R
Presentations of student work to practitioner panels or juries	S
Professional meeting participation (APPAM, ASPA, etc)	S
Service Learning	S
Simulations	F
Team Based Problem Solving	F
Volunteer work (paid or unpaid)	F

Hide

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The Program will have sufficient

6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is 'To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?' In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- 6.1a Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).

6.1a Overall budget for program	Increasing
Faculty Salaries for Full Time	Increasing
Faculty Salaries for Professional Adjuncts and Part Time Instructors	Increasing
Faculty Travel	Increasing
Assistantships and Other Forms of Student Support	Stable

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission.

(Limit 250 words)

The MPA program has grown significantly over the past three years. In terms of infrastructure, two years ago (2012) the Program Coordinator position was converted from part- to full-time. This year she has been moved to a much larger and better equipped space. This SSY we replaced a full-time faculty member who left mid-year and have had discussions with the department chair about how we might utilize an additional faculty line. In that respect we have adequate funding to support our mission.

That said, we do have a list of next priorities. We would like to achieve better pay for our part-time instructors and for our graduate assistants. We would like to create a pool of money to fund scholarships for financially challenged students, at entry and midstream, which we are willing to seed with our (limited but growing) gift fund. Our students would like to replace some classroom desks with more comfortable work tables.

Hide

6.1b. Resource Adequacy: Program Administrator

Effective program administration requires designated resources and additional accommodations to support administrative functions.

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

Teaching release time is provided to program administrator(s)	Yes
Additional compensation is provided to program administrator(s)	Yes
Designated GA support is provided to program administrator(s)	Yes
Designated staff support is provided to program administrator(s)	Yes
Program administrative duties are assigned to a tenured faculty member	Yes

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. (Limit 250 words)

Our receipt of the Program Coordinator position mentioned above is directly linked to our last re-accreditation via the Office of the Vice President of Academic Affairs & Provost, who heeded a site visitor recommendation that we were in serious need of dedicated administrated support, i.e., beyond the department secretary. This has had very positive impacts on student advising and daily program operation, as indicated repeatedly in our focus groups and exit interviews.

Support for the MPA Director's position continues from the Dean's Office in the form of release time and a stipend. This has been particularly appreciated given the continuing transition to life under the new standards.

Hide

6.1c. Resource Adequacy: Supporting Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)

For each of the same aspects of the program, please provide an assessment of the level of program support:

Clerical Support	Allows for continuous program improvement
Student Recruitment	Allows for continuous program improvement
Internship Placement and Supervision	Allows for continuous program improvement
Placement of Graduates	Allows for continuous program improvement
Alumni Relations/Services	Allows for continuous program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. (Limit 250 words)

University-wide support for student recruitment and career placement are areas of administration managed by the Office of Graduate Study (which now includes Grad Admissions, formerly a separate entity) and OU Career Services.

The Office of Graduate Admissions does general marketing only, arranging an open house each semester for anyone interested in graduate school to attend, but that is the extent of the external recruitment support we receive. In-house, we have some remaining one-time marketing funds for updating brochures and purchase of items specific to marketing our program here and in Macomb County. The MPA program coordinator engages in recruiting by meeting with professional groups interested in career advancement opportunities for members. She also reaches out to targeted sites to feed the recruitment pipeline via "lunch and learn" opportunities to showcase our program, especially via our concentrations.

Internship and job placement help is a consistent request from students. OU Career Services is considered very understaffed and focused on undergraduate employment. Re internships, an MPA faculty member receives release time to manage graduate interns but she would welcome additional institutional help with placements, especially paid opportunities. And as indicated previously, the Program Coordinator is working to create new professional development opportunities in the form of workshops across the year and in the intersessions between terms.

We are building a relationship with Alumni Relations, and it helps that we have MPA alumni in key positions to assist. Meantime, we are using e-blasts and social media intensively to maintain and strengthen these bonds.

In sum, institutional support for recruitment and placement in particular is limited; we must fill these gaps in order to advance our mission. The shared consensus across campus, and particularly among program directors, is that the Office of Graduate Study is in serious need of reorganization. We are optimistic that our new Provost has this issue in his sights.

For each of the following functions/positions, please indicate how such services are provided to the program:

Clerical Support	shared clerical support with department or college
Recruitment Coordinator	program relies on college or university recruitment efforts
Internship Coordinator	assigned to a faculty member with other responsibilities
Placement Director	program relies on college or university alumni services
Alumni Relations /Services	program relies on college or university alumni services

Hide

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

The SSR should explain the teaching load policies and demonstrate how they are consistent with the research and community service missions of the Program. Related to this, the program should be able to document that when adjuncts are needed, sufficient resources are available to hire qualified professionals. The SSR should document that the program is able to offer necessary courses with sufficient frequency to allow students to complete any of the degree options in a timely manner.

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

The standard teaching load at Oakland is 3-2. This is moderately research-friendly compared to other institutions, especially given the lack of a PhD program in the department, i.e., there is no ready stable of research assistants available. That said, there is a joint expectation that all faculty are pursuing a research agenda, whether theoretical or applied, that all faculty are offering high quality instruction, and that we all do our part by way of service to the department and beyond. The evidence suggests that the faculty is meeting each of these expectations fully; there is no conflict between this policy and our research and community service missions. See Standard 3 for documentation of MPA faculty output in this regard.

The department chair and the dean have been completely supportive in terms of our adjunct ranks. As above, Oakland could/should pay these folks more: we know we have lost one person, and suspect the possibility of others having politely declined for this reason. But we have never been prohibited from offering and elective or from hiring a qualified practitioner to teach something in the schedule.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program. (Limit 250 words)

The mid-year departure of Prof. Kasdan for Inchon University caused us the need to fill his two core courses. Unable to find a suitable replacement for his PA 620 (Quant.) course, Prof. Piskulich taught it as overload in the Winter 2014 term (i.e., during the SSY).

Prof. Klemanski was on sabbatical during Winter 2013 (SSY-1), leading to the same outcome: Professor Piskulich taught his PA 655 (Evaluation) course, also as overload.

Prof. Piskulich received overload pay in both instances.

Re mission, the general thinking of the MPA Director and the department chair is that it is best to fill core courses with a full-time tenured MPA faculty member than an adjunct if possible. We have generally been able to stick to this logic, although we did use an adjunct to fill Prof. Kasdan's PA 601 (Foundations) course in W14.

During the self-study year and two preceding years, how frequently were your required courses offered?

	Required Course (list them by course catalogue name and number)	Frequency
Course 1	PA 601 Foundations of Public Administration	More than one semester, session, or quarter per year
Course 2	PA 620 Quantitative Methods	More than one semester, session, or quarter per year
Course 3	PA 621 Public Sector Information Systems Management	More than one semester, session, or quarter per year
Course 4	PA 653 Bugeting and Finance	More than one semester, session, or quarter per year
Course 5	PA 654 Public Sector Human Resource Management	More than one semester, session, or quarter per year
Course 6	PA 655 Program and Policy Evaluation	More than one semester, session, or quarter per year

For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above respresents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem.

(Limit 100 words)

Full-time students entering the MPA program study for two calendar years, or five semesters (i.e., with one summer term included). Required courses are now offered each regular semester, thus twice annually. Our electives are offered on a two-year rotation, thereby making each specialization accessible to any student.

The zero for SSY-2 above reflects the fact that Court Administration is our newest concentration and was not yet online at that time.

Hide

6.1e. Resource Adequacy: Information Technology

The SSR should describe the computer (hardware and software) systems available to faculty, staff and students, and explain how those systems support the program's mission and are appropriate for professional education, research, and program administration. The program should report whether they have sufficient numbers of software licenses to facilitate effective instruction, whether there is adequate support to resolve problems, and whether systems allow for tracking of records in a manner that facilitates use for program assessment and improvement.

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's mission.	Adequate

Briefly describe why you think your program fits into the category you have chose above. (Limit 250 words)

Incoming faculty receive hardware and software aligned with their stated needs as SOP, and start-up packages for additional tools are now negotiated at hire. Regular faculty needs are met by the College's computer specialist. This is true for program staff as well, i.e., program coordinator and grad assistants. The university runs Banner, to which we have access re record keeping, assessment, et al.

A local classroom has been retrofitted with a cart of laptops for social science use this past year. This is a fabulous upgrade from what was a very poor College lab prior. Scheduling our PA 620 course has occurred without incident thus far, but there is competition for use of the lab. As to software licenses, we are way behind on SPSS, running v.11.5. We have made it work, but like the old lab, it is embarrassing in the context of tuition costs.

Hide

6.1f. Resource Adequacy: Library

All students and faculty shall have reasonable access to library facilities and services (physical and/or virtual) that are recognized as adequate for master's level study in public affairs and administration. Library resources should support research, professional development, and continuous learning. The SSR should describe the extent to which library resources are adequate for teaching and research and professional development activities of program faculty and students. Programs should provide an assessment of the extent to which search and online access services are appropriate for the program's mission.

In the space below, please describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission.	More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

The physical holdings of OU's Kresge Library are quite limited, particularly in the face of the the university's growth rate and record undergraduate enrollment. However, electronic access and interlibrary loan are superb. No issue here relative to our mission.

Hide

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

The SSR should explain how the program's classroom and other learning spaces, as well a physical and online facilities for students faculty and staff, are appropriate to the method of program delivery.

In the space provided, please describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs.	Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

Students prefer tabletop workstations and separate seating. In the newer classrooms, this is what is offered. We still have many classrooms with individual chair/desks. Each semester we receive complaints from students encountering the latter. Suitable in general.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities.	Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

Oakland University has been growing faster than its infrastructure. We are currently at maximum capacity for office space and expect to need more by next year. Our program coordinator recently moved into a much larger office with adequate room and privacy for meeting with students. If another professor or two comes to the department, we will likely lose the office space assigned to our graduate assistants other than to share with the program coordinator potentially. Sufficient at this moment.

Standard 7. Matching Communications with the Mission

7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard has been requested in previous sections of the self-study;** this standard addresses *how* and *where* the key elements of the data are made **publicly accessible.**

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. *Some* of that data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the ***"Information to be made public by NASPAA"*** section found at the bottom of this page.

Other data will have to be posted by the program on its website (or be made public in some other way). ***That data is to be included by the program in the form below.*** A program that does note provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example). Further programs are asked to upload any relevant documents which are not online using the "Upload Relevant Documents" field found found at the bottom of this form. Please place all relevant documents into a single .pdf file and upload in this box.

Hide

The information listed below is expected to be publicly availably through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible.

Hide General Information about the Degree - From Eligibility Section

Degree Title	http://www.oakland.edu/mpa
Organizational Relationship between Program and University	http://www.oakland.edu/polisci
Modes of Program Delivery	http://www2.oakland.edu/misc/course_schedule.cfm?subjects=PA
Number of Credit Hours	http://www.oakland.edu/mpa/description
Length of Degree	http://www.oakland.edu/mpa/description
List of Dual Degrees	http://www.oakland.edu/mpa/jointmpa
List of Specializations	http://www.oakland.edu/mpa/description

Hide Mission of the Program - From Standard 1

Mission Statement	http://www.oakland.edu/mpa/mission

Hide Admission - From Standard 4

Admission Criteria	http://www.oakland.edu/mpa/admission

Hide Faculty - From Standard 3

Number of Faculty Teaching in the Program	http://www.oakland.edu/mpa/faculty
Faculty Identified within the Unit Including Rank	http://www.oakland.edu/mpa/faculty

Hide Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state)	http://www.oakland.edu/financialservices/costs
Description of Financial Aid Availability, including Assistantships	http://www.oakland.edu/financialservices/grad

Hide Current Student - From Standard 4.3

Internship Placement List	http://www.oakland.edu/?id=13808&sid=332

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

We do not have a fast-track program. We are awaiting a website revision from the university. When we update our website, we will include number of students and completion rate indicators.

Hide

Furthermore, NASPAA requests 4 different mission-triggered data surveys. Please pay attention to the following:

NASPAA plans to provide four data surveys for programs with missions that trigger additional data reporting. If any of the following conditions is indicated in the Self-Study Report, you have additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

If your mission includes:	Your program should participate in this data survey:	Where your data will appear:
Seeking a national or international applicant pool and a national/international scope of poilcy/management influence	NASPAA Alumni survey (when it becomes available, est.'d 2012-13). Until then or alternatively, the program may present its own alumni survey results, at its option.	Gopublicservice.org and NASPAA and APPAM website locations for prospective students.
Significant selectivity in admissions	NASPAA/APPAM Foundation Data Survey (every Fall, starting 2012).	NASPAA website and potential media partners.
International public affairs education	The NASPAA international public affairs data survey. Alternatively, the program could present its own data related to international mission, at its option.	GlobalImpa.net and searchable international program database.
Midcareer, executive, or leadership	The additional questions on Executive MPA programs included in the NASPAA/APPAM Foundation Data Survey. Alternatively, the program can release comparable data elsewhere in the public domain.	NASPAA's Executive MPA Center data board.

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.

Hide

Hide General Information about the Degree - From Eligibility Section

- Degree Title
- Organizational relationship between program and university
- Modes of program delivery
- Number of credit hours
- Length of degree
- List of dual degrees
- List of specializations
- Fast-track Info
- Number of students (varies)

Hide General Information about the degree - From Eligibility Section

- Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs and administration.

Hide Enrollment - From Standard 4

- Number of enrolled students
- Enrollment - Gender Diversity
- Enrollment - Ethnic Diversity
- Enrollmnet - International Diversity

Hide Faculty - From Standard 3

- Faculty Diversity (percentage of teaching faculty by ethnicity)

Hide Cost of Degree - From Standard 4.1

- Tuition cost (in-state/out-of-state)
- Description of Financial Aid Availability, including assistantships

Hide Career Services - From Standard 4.3

- Distribution of placement of Gradutes (number)

Hide Faculty - From Standard 3.3

- Faculty Publication Titles (1 per faculty member)that best exemplify program mission
- Faculty contributions (1 per faculty member) to public policy and administration

Hide Graduates - From Standard 5

Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc...)

Warning:

When you have completed your Self Study Report you should click the Submit and Lock button below. This certifies that you have finished the report and wish to submit it to COPRA for review. After you have clicked the Submit and Lock button you will no longer be able to edit your data in the Self Study Report (though you will be able to view it). If you have mistakenly clicked the submit and lock button please contact Stacy Drudy at drudy@naspaa.org.

Submit and Lock (!)	Yes