

**Master of Public Administration (MPA)
Program Performance Review (PPR)
2023–2024, 2024–2025**

Submitted to:
Office of the Dean
College of Humanities and Social Sciences
California State University, Fullerton

Submitted by:
David P. Adams
Public Administration Coordinator and MPA Director
Division of Politics, Administration, and Justice
College of Humanities and Social Sciences

Date of Submission: March 31, 2025

California State University, Fullerton
<https://paj.fullerton.edu/publicadministration/master/>

MPA PPR 2023-2024, 2024-2025

Table of Contents / Order of Documents

The following documents are organized in the order they should be reviewed for the MPA Program's PPR process. The documents are listed in a logical sequence to facilitate understanding and analysis of the program's accreditation status and self-study process.

Primary Documents

1. Introduction
2. Mission, Vision, and Values
3. CSUF PPR Accreditation Crosswalk Document
4. MPA NASPAA Accreditation Self Study Report for 2022-2023
5. Self-Study Interim Report (from NASPAA)
6. Response to Self-Study Interim Report (from CSUF)
7. Site Visit Report 2024 (from NASPAA)
8. Response to Site Visit Report (from CSUF)
9. Accreditation Decision Letter (from NASPAA)
10. Response to Accreditation Decision Letter (from CSUF)
11. Site Visit Report 2025 (from NASPAA)
12. Draft Response to Site Visit Report (from CSUF, due May 17, 2025)

Appendices

- Appendix A: MPA Program PPR Tables
- Appendix B: MPA Program Strategic Plan (Draft)
- Appendix C: MPA SLO Assessment Report (2023-2024)
- Appendix D: MPA Program DEI+B Plan
- Appendix E: MPA Faculty CVs

Program Performance Review (PPR) Submission

Master of Public Administration (MPA) Program

Introduction

This document constitutes the Program Performance Review (PPR) submission for the Master of Public Administration (MPA) program at California State University, Fullerton. While traditional PPRs typically cover a single academic year, this submission spans 2023–2024 and 2024–2025 to reflect the unique circumstances surrounding the program's recent NASPAA reaccreditation process.

In Summer 2024, the MPA program received a one-year probationary reaccreditation from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). This decision was accompanied by a requirement for an additional site visit during the 2024–2025 academic year. That second site visit has been completed, and the 2025 Site Visit Report indicates no remaining concerns with the program's operations or compliance with NASPAA standards. A formal response to this report is due in May 2025 and is included here in draft form.

To ensure alignment between the PPR and NASPAA reaccreditation documentation, this submission includes both CSUF-required self-study materials and all relevant NASPAA reports, site visit summaries, and formal responses. The content is organized in a clear and logical sequence to guide reviewers through the timeline, process, and progress of the program over the past two academic years.

Together, these materials provide evidence of a program that is mission-driven, academically sound, and committed to continuous improvement in public service education. The appendices include updated data tables, assessment reports, strategic planning documents, and faculty qualifications, further supporting the program's long-term goals and institutional impact.

For questions or additional information, please contact:

David P. Adams

Public Administration Coordinator and MPA Director

Division of Politics, Administration, and Justice

College of Humanities and Social Sciences

California State University, Fullerton

Email: dadams@fullerton.edu

Website: <https://paj.fullerton.edu/publicadministration/master/>

Mission, Vision, and Values

Mission

We prepare leaders to address complex social issues, uphold democratic values, and foster a commitment to ethical, equitable, and inclusive public service in Orange County and beyond.

Vision

Our vision is to be a program recognized for excellence in value-driven public service and community engagement.

Values

- *Accountability*
- *Ethics*
- *Collaboration*
- *Life-long Learning*

Program Fact Sheet**Self Study Year**

2022-2023

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Department of Political Science

3. Geographic Arrangement Program Delivery

Main Campus

4. Mode of Program Delivery (check all that apply)

In Person Instruction with online coursework available

5. Number of Students in Degree Program (Total, Fall of Self Study Year)

78

6. Ratio of Total Students to Full Time Nucleus Faculty

8.67

7. Number of Semester Credit Hours Required to Complete the Program

36

9. List of Specializations

Budgeting/ Finance

City/ Local

Human Resources

Public Policy Analysis

10. Mission Statement

To prepare our students for a career in public service by providing a core set of competencies anchored in the foundations of scholarly research and professional practice. Our students develop knowledge, skills, and public service values that equip them to be ethical and exceptional leaders in their communities who act with a commitment to public service, democratic values, accountability, social equity, and diversity.

11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)

Fall, Spring, Summer

12. Language of Instruction

English

*To calculate the Ratio of Total Students to Full-Time Nucleus Faculty , divide the program's total number Students enrolled in the program by the total number of Full-Time Nucleus Faculty. For example, for a program with 20 nucleus faculty and 156 students, the ratio would be 7.8.

Preconditions**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. Variations in nomenclature regarding degree title are typical in the field of public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. 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.

<p>Is the program at an institution accredited by a U.S. national or regional accrediting body?</p> <p>Yes</p>

Please verify this program is a member of NASPAA Yes

If Yes, Provide name of accreditor. Western Association of Schools and Colleges

If no,

If the program is located outside the United States: Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? No

Public Values Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution? No

Primary Focus

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 is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as 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, diversity, 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 Exec Ed exist as a track within the degree to be reviewed? No

Is the entire degree devoted to executive education? No

Mode of Program Delivery

Mode of Program Delivery In Person Instruction with online coursework available

Remote Sites and Locations

Does the program offer courses at remote sites and locations? No

Standard 1. Managing the Program Strategically

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 service,
- 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 service.

Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe the processes used to develop and refine its purpose, public service values, and mission statement, including the roles and contributions of stakeholders such as students, graduates, faculty members, employers, and practitioners. The program should also document how it ensures the ongoing alignment of its mission, purpose, values, and the community it serves. The program should report on how, and to what extent, the mission statement is informed by and disseminated to relevant stakeholder groups.

The program should discuss the distinctive elements of its purpose and public service values as conveyed in its mission statement including, but not limited to, student and employer population(s) served, faculty expertise, curricular philosophy and pedagogy, and student support infrastructure.

The program should describe the process by which the mission statement guides decision-making, including the allocation of resources. Specific illustrations are recommended.

1.1.1 - 1.1.3

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)

To prepare our students for a career in public service by providing a core set of competencies anchored in the foundations of scholarly research and professional practice. Our students develop knowledge, skills, and public service values that equip them to be ethical and exceptional leaders in their communities who act with a commitment to public service, democratic values, accountability, social equity, and diversity.

Adopted Spring 2015

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

The MPA program implements a comprehensive approach to developing, reviewing, and disseminating its mission statement. This process ensures that the statement remains pertinent, aligns with the program's goals, and effectively steers decision-making.

Our mission statement was adopted in Spring 2015, following a strategic planning session and contributions from our advisory board, comprising current students, alums, and practitioners. The

mission statement has undergone multiple revisions since the program's inception, reflecting the dynamic nature of public service, the changing requirements of our stakeholders, and various internal and external factors. The program has initiated several strategic planning activities and meetings, using the mission statement as the basis for discussion. Although these discussions have occasionally proposed alterations or amendments to the mission statement, the consensus among the program faculty is that the current version is adequate. The mission statement was discussed during our latest advisory board meeting in March 2023, where the faculty noted comments and suggested revisions. The program is currently evaluating these suggestions.

The mission statement informs our pedagogical approach, focusing on theoretical and practical aspects. It shapes our goals, emphasizes NASPAA competencies, and outlines student learning outcome objectives. Moreover, it guides our overarching aim to educate current and future public administrators in Orange County and the surrounding areas.

The program refers to the mission statement during strategic planning meetings, comprehensive exam debriefings, SWOT activities, decisions about course delivery modalities, and our annual assessment meetings. In these meetings, the program coordinator facilitates a review of the mission statement, encouraging faculty members to evaluate its alignment with program goals, relevance to the discipline, and representation of the students and community we serve. If a consensus is reached that the statement requires evaluation or revision, the faculty collaborates to suggest changes and present them to the advisory board for review and feedback. This iterative process, employed in 2015, ensures the mission statement remains relevant and meaningful. Since then, we have regularly discussed the mission statement during program faculty meetings to maintain its alignment with program activities. Reflections on student exit surveys and alumni surveys bolster this effort.

To disseminate our mission, we utilize multiple channels. It is prominently displayed on our program's website (mpa.fulleron.edu) and the front page of the LMS Canvas page, accessible to all enrolled students, ensuring the mission statement is readily available to our stakeholders. Additionally, it is highlighted in our program handbook, promotional materials, PowerPoint presentations for prospective students, and flyers distributed to local government offices. Our advisory board, which includes local government officials like city managers, department directors, and analysts, plays a pivotal role in disseminating the mission. Many board members, both recent and long-standing program alums, actively employ our graduates and offer internships to our students. The board meets with program faculty twice a year, in spring and fall, and each meeting initiates with a review and discussion of the mission statement.

By engaging internal and external stakeholders in developing, reviewing, and disseminating our mission statement, we ensure that our graduate degree program consistently aligns with the evolving demands of public service and continues to serve our students and the community effectively.

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

Our program's mission statement encompasses a range of critical public service values that serve as guiding principles for our students as they initiate or progress in their public service careers:

Dedication to public service: Our program accentuates the value of community engagement and contributing to the public good. We nurture a strong sense of purpose in our students, inspiring them to make a positive difference in society.

Democratic ideals: We advocate for and cultivate democratic values, inspiring students to participate actively in civic life and appreciate diverse perspectives, thereby fostering a more inclusive and democratic society.

Accountability and transparency: Our program emphasizes students' responsibility for their actions and decisions, both as individuals and as public service representatives. This value underscores the

vital role of openness and ethical conduct in public service.

Social equity and justice: Our mission signifies our commitment to promoting fairness and addressing systemic inequalities. We encourage students to work towards reducing disparities, empowering them to contribute to a more just and equitable society.

Embracing diversity: Our program values and promotes the richness that diverse backgrounds, experiences, and perspectives bring. By cultivating an inclusive learning environment, we equip students with essential skills and understanding to effectively serve diverse communities.

Incorporating these public service values into our mission enables our program to prepare students as ethical and exemplary leaders, adept at navigating the complexities of public service and equipped with the knowledge, skills, and values necessary to create meaningful change in their communities.

Standard 1.2

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:

In section 1.2.1, please identify the primary mission-based program goals. The program should explicitly declare, operationally define, and justify program performance expectations stated in, or implied by, its mission statement and its mission-defined goals and objectives. Describe how these program goals and objectives align with the mission and public service values identified in Standard 1. A logic model or similar device should be provided to illustrate how what is being measured contributes to an evaluation of specific programmatic outcomes and how achievement of these outcomes delivers on the promises made in the mission statement. A logic model is a visual tool that allows for a program to describe its theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals.

The program should upload its logic model or similar device to the Self-Study Appendices page.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

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 service.**

Our MPA program's primary mission-based program goals, as derived from our mission statement, are to develop well-rounded professionals, equip students with a robust foundation of theoretical knowledge and practical skills in public service, serve diverse communities, and advance public service.

Our comprehensive approach to public administration education combines scholarly research with professional practice. By integrating theoretical frameworks with practical applications, students gain a deep understanding of public service concepts and acquire essential tools and techniques for their careers. We also instill public service values like ethical decision-making and a commitment to social equity, preparing students to be responsible leaders in their respective fields.

Our curriculum emphasizes leadership development and public service ethics, cultivating ethical and effective leaders. By exposing students to diverse leadership and ethical decision-making perspectives, they are equipped to critically analyze and navigate complex public service scenarios. We emphasize democratic values, accountability, social equity, and diversity, fostering an inclusive, transparent, and fair learning environment.

Understanding the diverse needs of our students, employers, and professionals, we offer flexible course schedules, comprehensive advising systems, and a range of concentration options aligned with student interests and career aspirations. We actively engage with our regional community, incorporating feedback from local government officials, public service professionals, and alumni to ensure our program remains responsive to evolving public sector needs.

We are committed to advancing public service knowledge, research, and practice by promoting a culture of collaboration and intellectual curiosity. Our faculty actively contribute to public administration scholarship, and students are encouraged to engage in research projects and collaborate with faculty.

Our program goals, intentionally designed to support our mission's purpose, link as follows:

Link to Mission's Purpose and Public Service Values:

Our program goals are intentionally designed to support our mission's purpose of preparing students for careers in public service. We provide a comprehensive curriculum that blends scholarly research and professional practice, ensuring our students possess the theoretical knowledge and practical skills necessary to succeed in their chosen careers. By incorporating public service values, such as commitment to public service, democratic values, accountability, social equity, and diversity, we empower our students to become ethical and exceptional leaders in their communities.

Link to Mission's Population of Students, Employers, and Professionals:

Our program is tailored to meet the unique needs of the diverse population we serve, including students, employers, and professionals in the public service sector. We offer specialized training in public finance, human resources, local government management, and public policy to provide students with the skills and knowledge required to excel in their chosen fields. Additionally, our flexible course schedule and comprehensive advising system cater to the needs of our in-service students, ensuring their success in the program.

Link to Contributions to Advance Knowledge, Research, and Practice of Service:

Our program fosters a collaborative and inclusive learning environment that promotes intellectual growth and the advancement of public service knowledge and practice. Through partnerships with local government offices, our program facilitates networking and professional development opportunities for our students, promoting the exchange of ideas and best practices within the public sector. By fostering a collaborative learning community, we encourage students and faculty to engage in research projects, contribute to scholarly publications, and present their findings at academic and professional conferences. Practical experience is gained as well. For example, students in our program have the opportunity to apply the skills and knowledge they have learned in the classroom to help government agencies in our service area solve real problems. These activities advance the knowledge and practice of public service and enhance our MPA program's overall reputation and impact within the broader public administration field.

Link to Continuous Improvement:

Our program is committed to continuous improvement through regular assessment and evaluation of our program goals and outcomes. We utilize feedback from students, alums, faculty, and public service professionals to identify areas for improvement and adjust our curriculum and program

offerings accordingly. This iterative process allows us to maintain a high-quality educational experience that remains relevant and responsive to the evolving needs of the public sector. By fostering a culture of continuous improvement, we ensure that our program remains at the forefront of public administration education and practice.

The mission-based program goals reflect our commitment to providing a comprehensive, relevant, and accessible educational experience for our students, equipping them with the theoretical knowledge, practical skills, and public service values necessary to excel in their careers. By maintaining strong connections to our mission's purpose, populations served, contributions to knowledge and practice, and continuous improvement, we ensure that our program remains aligned with the public service values of ethical leadership, democratic values, accountability, social equity, and diversity. This alignment prepares our graduates to become effective and compassionate public servants and advances the field of public administration through research, collaboration, and knowledge dissemination.

Standard 1.3

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:

In section 1.3, the program should connect its programmatic goals to measurable performance objectives and outcomes. The program should describe the measurement methodologies employed in the assessment of the performance metrics declared, defined, and justified in section 1.2.1. The description of the measurement methodology should include the population studied, data collection procedures used, including the sampling protocol employed, if appropriate, analyses undertaken, and how results were used to improve program performance and enhance the community the program seeks to serve.

It is important that program evaluation efforts lead to demonstrable programmatic changes intended to improve program delivery, including administrative capacity, resource adequacy, faculty teaching, research, and service productivity, graduation and employment rates of students, faculty and student support, student learning, alumni and employer support of program(s), and/or recruitment and retention of students. While every aspect of every program cannot be evaluated every year, a schedule of regular and systematic program evaluation should be undertaken and described by the program over the course of each seven year accreditation cycle.

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. The program should relate the information generated by these processes in its discussion of Standards 2 through 7 (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, student learning, resource allocation, and communications). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how the program's evaluation of its student learning outcomes feeds into its assessment of the program's performance).

For those goals and objectives identified in Standard 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission. Based on these outcomes, 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 service.**

Linking Program Performance Outcomes to Your Mission's Purpose and Public Service Values

Our program's performance outcomes are directly aligned with our mission of preparing ethical, exceptional leaders in public service and advancing the knowledge, research, and practice of public service. For instance, our consistent graduation rates and the successful career trajectories of our graduates reflect our mission's purpose and public service values. Our graduates' ability to influence policy-making, promote democratic values, foster social equity, and serve diverse communities mirrors our mission's commitment to public service, accountability, and diversity.

Linking Program Performance Outcomes to Your Mission's Population of Students, Employers, and Professionals the Program Intends to Serve

The students we serve represent a diverse cross-section of society, many of whom are mid-career professionals looking to enhance their skills in public service. Our performance outcomes show the successful attainment of our mission to serve these students effectively, as evidenced by high student satisfaction ratings, positive feedback from employers, and notable career advancements of our graduates. We measure these outcomes through surveys of students, surveys of alums, communication with employers, and through our advisory board.

Linking Program Performance Outcomes to the Contributions Your Program Intends to Produce to Advance the Knowledge, Research, and Practice of Public Service

Our program fosters a robust research environment, emphasizing scholarly research and theory within a professional degree program. Our faculty and students have made significant contributions to the field of public service, as demonstrated by publications in leading academic journals, conference presentations, and impactful community projects. Furthermore, our program's curriculum continuously evolves based on emergent trends in public service, ensuring our students are equipped with the most relevant and contemporary knowledge. This ongoing curriculum development and the resultant student learning outcomes highlight our program's commitment to advancing the knowledge, research, and practice of public service.

1.3.2 Describe ongoing program evaluation processes and how the results of the evaluation are incorporated into program operations. Provide examples of evidence-informed decisions made to improve programmatic outcomes, including student learning, faculty productivity, and graduates' careers.

Our MPA program follows a structured evaluation framework that ties program goals like the NASPAA Competencies to quantifiable performance objectives. This allows us to monitor progress in all areas of the program, from student learning and faculty performance to administrative capacity and community engagement.

We utilize both direct and indirect assessment methods to gather feedback from diverse stakeholders, including students, faculty, alumni, and employers. These methods encompass exit surveys, student artifact analyses, course evaluations, and examination of course materials, with detailed rubrics assessing student work against each learning outcome goal.

Based on the analysis of this data, we regularly make programmatic adjustments to enhance our program's delivery. Our systematic evaluation schedule ensures different components of the program are reviewed within each seven-year accreditation cycle.

To facilitate continuous improvement, we've initiated several strategies such as the ad hoc committee on delivery modality, SWOT analysis workshops, an assessment plan with annual cycles, regular advisory board meetings, and discussions on the various concentration areas within our program.

An instance of our program evaluation efforts can be seen in our focus on NASPAA Competency 2: the ability to participate in and contribute to the policy process. Our evaluation process helped identify areas of strength and improvement opportunities, leading us to add course components and activities to bolster areas such as students' ability to synthesize public administration literature and understand policy actors' roles.

Our evaluation efforts have resulted in adjustments to our mission and strategy, aligning student learning improvements with our broader strategic goals.

Some outcomes of these evaluation processes over the past years include enhanced faculty productivity in teaching, research, and service; improved student support services leading to higher retention and satisfaction rates; and expanded alumni and employer engagement through an active advisory board.

Our program's impact is tangible in the community we serve, and we continuously assess our progress using data-driven insights to guide our mission and strategy. This constant commitment to improvement has allowed us to refine our offerings and better serve our stakeholders, ensuring that our program remains responsive to the evolving landscape of public administration.

Standard 2. Matching Governance with the Mission

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 relationship of the program to the institution

In a Department of Political Science

Indicate Modes of Program delivery

In Person Instruction with online coursework available

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)

Our program's delivery characteristics are designed to provide a flexible and engaging learning experience for our students while maintaining high quality and interaction.

Our program is delivered through in-person instruction with online coursework available. This fosters a collaborative, innovative, and interactive learning environment. Since the last self-study, more of our courses have been offered in an online format, recognizing the need for adaptability to constituent demands and the very nature of a pandemic. Several courses in the program are approved for online instruction in accordance with university policies. As part of a continuous improvement and strategic management process, an ad hoc committee was formed to explore the potential for partial online program delivery, and a subsequent dedicated faculty meeting was held to assess online instruction's potential benefits and challenges. This was done in conjunction with

feedback from our alums through surveys and our advisory board.

To maintain consistency and ensure a strong foundation for our students, the faculty has determined that the foundational course (POSC 509), taken during the first semester, and the capstone course (POSC 521), taken in the penultimate semester, must be delivered exclusively through in-person instruction. Additionally, it was decided that no courses should be delivered asynchronously online to preserve the interactive nature of the learning experience.

The COVID-19 pandemic increased familiarity and comfort with various instructional modalities. As a result, while in-person instruction remains our primary delivery method, faculty have expanded the number of courses offered through synchronous online instruction. This increased flexibility in delivery modalities helps accommodate diverse student needs while maintaining the interactive and engaging learning experience our program is committed to providing. We use feedback from exit surveys and alumni surveys to assess these online courses to ensure learning outcomes achieve our learning goals.

Overall, program delivery is structured through in-person instruction with online coursework available. Any changes in individual course delivery modalities have not changed the curriculum, curriculum design, degree expectation, expected competencies, governance, etc.

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

The MPA program's governance structure includes multiple administrators who collaborate to ensure the effective management of the program. This structure is within the Division of Politics, Administration, and Justice, encompassing five degree programs. The division is led by a chair, often assisted by a vice chair, who works closely with three program coordinators representing political science, public administration, and criminal justice.

The division chair holds formal responsibility for budget management and teaching assignments. However, the public administration coordinator and program faculty also have a voice in these decisions, allowing for collaborative decision-making and input from various stakeholders.

As the administrative head of the MPA program, the public administration coordinator has significant authority within the program and the division. The coordinator is elected (or recommended) by the public administration faculty. Within division governance, the coordinator serves on the Executive Committee, which addresses policies and procedures and works with the other division coordinators and chair to handle scheduling coordination, division governance, and hiring priorities. The coordinator collaborates with the division chair on faculty service assignments.

Beyond division governance, the public administration coordinator liaises with the Office of Graduate Studies for policy and program changes, submits curricular and coursework approvals to the university, chairs faculty, and advisory board meetings, and participates on the ad hoc staff hiring committee. The division chair appoints the coordinator to a three-year term after receiving a majority vote from the program faculty.

The division chair also serves a three-year term, following a vote by division faculty and appointment by the dean of the College of Humanities and Social Sciences. This layered governance structure ensures that the MPA program benefits from the expertise and perspectives of multiple administrators, fostering a well-rounded and effective program that meets the needs of its students and faculty.

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.

The governance arrangements of the MPA program are designed to support the mission and align with the program delivery, ensuring that the program effectively prepares students for successful careers in public service. These arrangements facilitate collaboration, communication, and shared

decision-making, fostering a dynamic environment that adapts to the evolving needs of students, faculty, and the public service sector.

The governance structure ensures that diverse perspectives and expertise are considered by involving the division chair, program coordinators, and faculty in key decisions related to budget management, teaching assignments, and service responsibilities. This collaborative approach promotes the program's mission by supporting a curriculum that balances scholarly research and professional practice while fostering ethical leadership, public service values, and commitment to democratic principles.

The public administration coordinator's role in both program and division governance further reinforces the alignment between the mission and program delivery. By serving on the Executive Committee, the coordinator ensures that policies, procedures, and scheduling decisions align with the program's goals and delivery methods. Additionally, the coordinator's involvement in liaising with the Office of Graduate Studies, submitting curricular approvals, and chairing faculty and advisory board meetings helps maintain a consistent focus on the mission throughout the program's various components.

Standard 2.2

Standard 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 at the university, academically or professionally qualified faculty members or their equivalent, and are significantly involved in the delivery and governance of the program.

When completing the Self-Study Report in the online system, the program will enter a minimum of five faculty members and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in Standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year. 9.00

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year. 12

2.2.2

2.2.2a Please provide a detailed assessment of how the program's faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

The faculty nucleus plays a pivotal role in shaping and guiding the program, exerting substantial determining influence over various aspects of its development and implementation. This influence ensures that the program remains consistent with its mission, goals, and commitment to student achievement.

In program and policy planning, faculty members participate in regular meetings with the coordinator to review the program, its mission, curriculum assessment reports, recommendations from the advisory board, and feedback from other faculty and students. Curricular and programmatic changes are primarily driven by faculty consensus, subject to approval from division committees and the division chair when necessary.

Faculty members hold complete determining influence over the programmatic mission, goals, student learning outcomes, assessment procedures, and course content. Those teaching within specific concentrations are responsible for setting expectations, curricula, and comprehensive student evaluations for their respective areas. Moreover, faculty members influence the selection of advisory board members, internship placements, and community engagement activities.

The program's faculty also assume various responsibilities on a rotating basis, including admissions, advising, assessment coordination, and program coordination. This rotation enables each faculty member to comprehensively understand the program and its interconnected components, identify potential issues or inefficiencies, and suggest areas for improvement.

Faculty members are integral to the recruitment and hiring process, serving on hiring committees to review applications, conduct interviews, and make final hiring recommendations to the dean. Program faculty always serve on search committees for new PA faculty. Furthermore, division by-laws mandate that at least one faculty member from the public administration program serve on the Division Personnel Committee (DPC). The DPC reviews faculty for tenure and promotion and makes recommendations to the entire faculty for updates to those standards.

The faculty nucleus plays a critical role in shaping and guiding the program across all areas, including program and policy planning, curricular development and review, faculty recruitment and promotion, and student achievement through advising and evaluation. Through their substantial determining influence, faculty members ensure that the program remains consistent with its mission, goals, and commitment to preparing students for successful careers in public service. This collaborative and active involvement of faculty in various aspects of the program's governance and decision-making processes helps maintain the program's quality, relevance, and adaptability to the evolving needs of students, the public service sector, and the broader community.

2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

The Program Director, also known as the program coordinator, exerts a substantial determining influence over the program by assuming a myriad of pivotal roles and responsibilities. These encompass program and policy planning, curricular development and review, faculty recruitment and promotion, and student achievement through advising and evaluation.

In the realm of program and policy planning, the coordinator serves on the Executive Committee, where they address policies and procedures, and the Coordinator Committee, where they oversee scheduling, division governance, and hiring priorities. Collaborating closely with the division chair, the coordinator contributes significantly to course scheduling, faculty workload,

and service assignment decisions, thereby ensuring their recommendations hold considerable weight in the decision-making process.

The coordinator and program faculty work in unison to maintain the program's emphasis on scholarly research and theoretical application within a professional degree program, primarily catering to in-service students. Curricular development and review are conducted collectively, with the faculty nucleus engaging in discussions about trends in the field, student interests and needs, and the program's overall success. The coordinator and chair collaborate to ensure successful outcomes, especially considering that new courses necessitate college or university approval.

In faculty recruitment, the coordinator assumes a crucial advisory role. However, final decisions regarding hiring, particularly for tenure-track positions, ultimately rest with the dean and provost.

The coordinator also plays a vital role in guiding students through the program by providing relevant advising, sharing comprehensive exam-related information, coordinating exam scheduling and evaluation, and ensuring students meet university graduation deadlines.

Moreover, the coordinator is entrusted with overseeing the program's information dissemination across various channels, including the website, student handbook, and promotional materials. This guarantees consistent messaging and an accurate representation of the program's values and offerings.

The program coordinator actively participates in the program's governance, shaping its direction and guiding its implementation. By collaborating closely with faculty, the division chair, and other stakeholders, the coordinator ensures that the program remains focused on its mission and goals while simultaneously adapting to the evolving needs of students, the public service sector, and the broader community.

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

In our program, "substantial determining influence" refers to the capacity of program faculty to make crucial decisions that shape and align with the program's mission. This encompasses directing and implementing changes to the academic program, such as curricular adjustments, modifications to the culminating experience, and updates to admissions policies. Furthermore, the faculty have the authority to search for and hire new faculty members with the required expertise and manage the program's service work, including student extracurricular activities.

The faculty share governance responsibilities in several areas, including approving new faculty lines, establishing retention, tenure, and promotion standards, deciding on hiring faculty, participating in division-level policy-making, and allocating divisional resources, such as financial and human capital. However, there are areas in which the faculty do not exert determining influence. These include faculty salaries and benefits negotiated by the union and the chancellor's office, division budgets, and student enrollment targets.

Standard 3 Matching Operations with the Mission: Faculty Performance

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.

3.1.1 In the Add/ View a Faculty Member Tab: "Provide information on 5 of your Nucleus Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study.

3.1.2

This policy is provided in the division's part-time faculty departmental standards.

Academically qualified: A lecturer is academically qualified by virtue of holding a Ph.D. (or achieving ABD status with an expected graduation date), D.P.A., J.D. or MA/MS in a field related to their specific teaching responsibilities and maintaining scholarship activities to support their teaching. If the faculty member received their degree more than 5 years ago, they need to demonstrate currency in the field, particularly related to their specific teaching responsibilities.

Professionally qualified: A lecturer can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to their teaching assignment. A professionally qualified faculty member will have a graduate degree as well as professional experience in a field related to their specific teaching responsibilities. Additionally, professionally qualified faculty will engage in professional and/or community service in an area that supports their specific teaching responsibilities. Professionally qualified faculty may also publish professional, practice-relevant writing related to their areas of teaching. All professionally qualified faculty will use class syllabi that demonstrate current knowledge and technique.

3.1.3

Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified 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%.

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	100%	21	86%	100%
Courses delivering required Competencies	100%	9	100%	100%

3.1.4

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

The program employs a combination of retention and promotion standards, service workload support, and research support to help faculty stay current in their respective fields and subfields.

Division retention, tenure, and promotion (RTP) standards are the primary mechanism for evaluating faculty research, teaching, service contributions, and their currency and proficiency in the field. All tenure-track faculty undergo an annual evaluation, regular post-tenure evaluation, and promotion assessment based on these standards. Division personnel committee, division chair, college dean, and university provost each review faculty portfolios to ensure field currency and proficiency. Part-time faculty portfolios are similarly assessed for retention and field currency.

Service workload support also contributes to maintaining currency in the field. By adjusting undergraduate course enrollments and reducing faculty course load, the division allows faculty more time for research and active participation in their discipline. Additional course release time is granted for specific service responsibilities, such as the program coordinator role.

Financial support from the dean's office facilitates professional travel, fieldwork, and professional development. Faculty can use these funds for conference registration, travel expenses, data sets, software packages, books, supplies, professional memberships, and academic journal subscriptions. The dean also sponsors one program faculty member's attendance at the annual NASPAA conference.

New faculty members receive strong support from the program, division, and dean's office. Startup funds and reduced teaching loads are provided during their first two years on campus, allowing them to focus on research.

Additional faculty support includes internal university grants, sabbaticals, and other professional leave options. Competitive university grants help program faculty research and professional efforts, supporting various activities such as course (re)design, international travel, course buyouts, graduate assistantships, and data acquisition. Faculty can apply for sabbaticals after six years of service, and other leave options are available at various intervals.

Standard 3.2

Standard 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.

Programs should be able to demonstrate how they "promote diversity and a 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.

Upload your program's diversity plan as a Self Study appendix.

3.2.1

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. No data.

Please check one: US Based Program

3.2.1a

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Asian, non Hispanic/Latino	2	1	1		4
White, non-Hispanic/Latino	4	3	1		8
Total	6	4	2		12

3.2.1b

Non U.S. based

Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

Select Designation	Program-defined diversity category	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total

3.2.2

Describe how your current faculty diversity efforts support the program mission. Include any additional faculty diversity categories that your program tracks in addition to those included in 3.2.1a (US-based), including the name and description of the additional diversity categories and how they relate to your program’s 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 distinct mission and environment, for how the program promotes diversity, equity, and a climate of inclusiveness. Describe your program’s retention and support strategies for underrepresented faculty.

Our program's faculty diversity efforts align with the university policy, supporting the mission of preparing students for careers in public service with a strong commitment to social equity and diversity. We recognize the importance of diverse perspectives in the curriculum and strive to create an inclusive, equitable, and socially just learning environment.

To ensure diverse perspectives in the curriculum, we prioritize hiring faculty from diverse backgrounds and with varied experiences. We follow the university's equal employment opportunity policies, affirmative action plan, and strategic priorities related to diversity, equity, inclusion, and social justice during faculty recruitment, retention, and promotion.

Furthermore, our program actively engages in strategies for promoting diversity, equity, and a climate of inclusiveness. This includes incorporating diverse perspectives and multicultural approaches in course content, participating in workshops and seminars on inclusive teaching practices, and fostering collaborations among faculty to share and implement inclusive pedagogical strategies.

To institutionalize our commitment to diversity, equity, and inclusion (DEI), our Political Science Department (of which the MPA program is a part) established a DEI Committee on 2/4/23. The committee's mission is to advance the principles of diversity, equity, and inclusion by encouraging and developing equitable and inclusive policies for hiring, development, retention, and pedagogy; identifying and suggesting solutions for existing inequality; recruiting a diverse student body; and organizing programming that addresses and advances the programmatic missions and goals. The committee has specific charges for Fall 2023, including creating a model job ad for recruiting diverse candidates, researching and creating reading lists for faculty, engaging with student groups to identify barriers to equity, and examining department documents for improvement based on DEI goals. A public administration faculty nucleus member currently serves as chair of the committee.

University retention and support strategies for underrepresented faculty involve providing targeted support mechanisms to ease the impact of cultural taxation and stereotype threat. These strategies include mentorship programs, networking opportunities, and professional development resources tailored to the unique needs of underrepresented faculty. Additionally, we work to create a supportive and inclusive culture within the program by facilitating open dialogues, providing spaces for sharing experiences, and fostering a sense of belonging among all faculty members.

Through these efforts, our program aims to eliminate institutional barriers and enhance anti-racist, culturally responsive, and equity-minded practices, ultimately fostering an inclusive environment for faculty and students alike. By continually assessing and improving our diversity efforts, we uphold our commitment to social equity and diversity in pursuing exceptional public service education.

3.2.3

3.2.3

3.2.3 Describe how the diversity of the faculty has changed in the past 5 years. Programs should discuss diversity in terms of race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, socioeconomic background, veteran status, etc. (Limit 250 words)

The faculty has not changed over the past five years.

Standard 3.3 Research, Scholarship, and Service

Standard 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 of at least 5 nucleus faculty members **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).

3.3.1

Provide ONE exemplary activity for 5 of your 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.

3.3.2

List some significant outcomes related to these exemplary efforts.

Provide some overall significant outcomes or impacts on public service related to these Exemplary Efforts. (Limit 500 words)

The contributions of the faculty members from our program have significantly impacted public service in many ways, reflecting the broad nature of public administration and the diverse expertise within our team. Their works and activities are not only academic in nature, but they also extend into practice and policy, demonstrating the crucial role of public administration as a bridge between theory and practice.

Dr. Adams's research on local pushback to oil and gas development and community engagement offers valuable insights into policy development and stakeholder engagement in contentious contexts. This provides a robust empirical basis for understanding how to manage conflicts in public service delivery, contributing to policy-making effectiveness and more informed decision-making.

Dr. Arsneault's textbook, co-authored with Shannon Vaughan, fills a critical gap in the literature by examining the policy role of non-profit organizations. It is an important resource for students and practitioners alike, highlighting how non-profits can drive policy change and contribute to public service delivery.

As the director of the Cal State DC Scholars program, Dr. Meriem Doucette offered students unparalleled exposure to the workings of policy and public service in Washington, D.C. This program has the potential to influence future policy leaders, helping to diversify and enrich public service perspectives nationally.

Dr. Kwon's research on telework, which is now a critical issue in the field of public administration, has contributed to the understanding and management of telework, impacting practices in local governments and beyond.

Dr. Hill's revamped course on Diversity in Public Management significantly contributes to the training of our future public service professionals by equipping them with the skills necessary to serve diverse communities effectively.

Dr. Ting's research on whistleblowing perception and online citizen evaluation provides public administrators with guidance on implementing effective whistleblowing protection programs and assessing online citizen participation, fostering a culture of transparency, accountability, and civic engagement.

Lastly, Professor Sam Stone's research, community service, student engagement, and direct contributions to public service practice provide a comprehensive and enriching blend of theoretical and practical contributions to the field.

These contributions have had tangible impacts on public service, enhancing its quality, effectiveness, and inclusiveness. The contributions range from advancing scholarly understanding of public administration issues, improving classroom instruction, and serving the community, to directly influencing public service practices. This synergy of diverse contributions embodies the spirit of public administration, bridging theory and practice for the betterment of public service. More complete details for each faculty member are provided on their faculty pages.

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.

Standard 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.

Standard 4.2 Student Admissions

Standard 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 policies reflect your program mission? (Limit 250 words)

Our admission policies are designed to support the program's mission of preparing students for a career in public service by ensuring that applicants demonstrate the ability and desire to succeed in both coursework and the public workplace. We maintain minimum academic standards, such as a 2.75 GPA for undergraduate degrees, but take a holistic approach to evaluate applicants' potential

for success in the program.

Applicants must submit a statement of purpose, letters of recommendation, a resume, and transcripts. These components allow us to assess an applicant's commitment to public service, democratic values, accountability, social equity, and diversity. International students require a minimum TOEFL score of 80 online (or 550 on paper) to ensure language proficiency.

Although GRE scores are not required, they can be submitted for consideration, providing additional information about applicants' aptitude for graduate-level work. By considering an applicant's experience in the public or nonprofit sector, we prioritize admitting students already engaged in public service, aligning with our program's mission.

The admission policies aim to create a diverse and capable student body, fostering an inclusive learning environment where students develop the knowledge, skills, and public service values needed to become ethical and exceptional leaders in their communities.

4.2.1b

4.2.1b Exceptions to Admissions Criteria

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)

The program is dedicated to fostering a diverse student body committed to public service. To achieve this, we offer conditional and classified admission options to accommodate students with varied backgrounds and experiences. By creating a more inclusive and dynamic learning environment, we support our program's mission to develop exceptional leaders in public service.

Conditional admission is typically granted to students whose application materials demonstrate promise, even if they may not have fully met the standard admissions criteria. These students are in conditionally classified standing and must complete one or more prerequisite courses (American Government, Statistics, and either Micro-economics or Macro-economics) with a grade of C or better by the end of their first year. This approach is particularly valuable for our program, which primarily serves in-service students, as it allows us to admit those who may have transitioned to public administration later in their careers or come from non-public administration backgrounds but demonstrate a strong desire to contribute to public service. The majority of students are admitted with classified standing, which signifies that they do not have to meet any prerequisites.

We offer alternative admission opportunities for applicants with a GPA below 2.75 and an insufficient background in public administration but with public service experience. These applicants can enroll in MPA classes through University Extended Education (UEE) as non-degree-seeking students. Upon demonstrating excellent performance in these classes and obtaining a letter of recommendation from the supervising CSUF professor(s), they can reapply for admission with a more robust academic record. Students can transfer up to 9 units of coursework taken through extended education for credit towards the MPA degree.

The program's combination of conditional admission, classified admission, and alternative admission opportunities showcases our commitment to creating an inclusive and diverse learning environment that fosters the development of exceptional public service leaders. By continuously adapting our admission policies to accommodate a wide range of student profiles, we ensure that our program remains accessible and relevant to the evolving needs of our student population and the public service sector.

4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

GRE

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA	Required
Minimum Required	2.75
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	N/A
Interview	N/A
Special Mission Based Criteria	N/A
Other	N/A

4.2.2a

4.2.2a Please provide the following application, admission, and enrollment data for the Self-Study Year (SSY).

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed.

For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.2.2a Admission Numbers	Self Study Year (SSY)
Fall SSY Total Full Admissions	4
Fall SSY Total Conditional Admissions	13
Fall SSY Total Full Enrollments	17
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	3
Fall SSY Total In-Service Enrollments	14

4.2.2b

4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year. 28

*The number of FTE students is calculated using 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 the U.S. Department of Education IPEDS for student equivalency (currently .361702 for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.

Note: If your program calendar does not allow for a Fall calculations, please use a reasonable equivalent and note your methodology below.

4.2.2c

4.2.2c 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)

The pool of admitted and enrolled students in our program reflects our mission to prepare students for a career in public service, focusing on ethical leadership, democratic values, accountability, social equity, and diversity. Our admissions process consistently attracts a diverse and regionally focused group of in-service applicants who value our theory-driven approach to public administration education and a few pre-service students who typically graduate from CSUF.

Since AY 21-22, the applicant pool has been smaller in number compared to prior years. Still, it remains diverse regarding backgrounds and communities within or near Orange County and the university. Extending our recruitment efforts, as previously described, is aimed at increasing our applicant pool. Our current students bring many perspectives and experiences, enriching our program and enhancing the learning experience. This diversity contributes to a more inclusive and dynamic learning environment, essential for developing effective public service leaders.

Standard 4.3 Support for Students

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 explicitly 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)

The program's academic continuance and graduation standards are communicated to students through various methods, including the student handbook and MPA webpage, which contain essential information about degree requirements, costs, placement statistics, and FAQs. Upon admission, students receive a letter outlining program details and enrollment instructions. During new student orientation, the Public Administration coordinator and faculty present an overview of program requirements and provide sample study plans.

Students meet with a program advisor after completing 12 units to select a concentration area. This meeting helps students plan their coursework and receive further guidance on course offerings and comprehensive exams. The graduate advisor discusses course and concentration requirements with the students. The Office of Graduate Studies handles the degree audit--or Titan Degree Audit (TDA), formerly the study plan--to ensure students are enrolled in and complete the appropriate courses.

The Office of Graduate Studies monitors students' academic performance and places those who fail to meet standards (e.g., GPA requirements) on academic notice. Students on academic notice receive an Academic Success Sheet, prompting self-reflection and the development of a personal improvement plan. These students then meet with the program coordinator to discuss their program plan. Students needing assistance are encouraged to utilize resources such as graduate tutoring and the Graduate Studies Center, ensuring they have ample support to meet the program's standards and graduate successfully.

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)

In alignment with our program's mission to foster success in public service careers, we prioritize providing robust support systems for our students throughout their program.

Within the program, students are encouraged to meet with an academic advisor for coursework planning, general guidance, and tailored support. We proactively identify students who may require additional assistance through the Office of Graduate Studies' census report and individual faculty observations. Students in need are invited to meet with the program coordinator or graduate advisor for further support.

We direct students to various campus resources based on their specific needs. These resources include Counseling and Psychological Services (CAPS), Disability Support Services (DSS), the University Writing Center, academic advisors at the Office of Graduate Studies, the Graduate Studies Center, and the Veterans Resource Center.

If a student's GPA falls below 3.0, they are placed on academic notice and must meet with the program coordinator to develop an improvement plan. These students are also strongly encouraged to attend a workshop on graduate school success provided by Graduate Studies. Students remain on notice until

their GPA improves, with the program coordinator and advisor working closely with them to ensure their progress and success.

In addition, the handbook and the program website also offer tips for students to persist to graduation. The program has begun to have a post-comprehensive exam debriefing meeting, to discuss student performance on the exam and identify strategies to help students better succeed on future exams. All incoming students now require our "Foundations of Public Administration" course. In this course, the instructor offers helpful tips on succeeding in grad school. These include studying, reading, writing, and library skills advice. One of the program faculty members created a writing handbook for the program; this is provided to students in the foundations course and other courses and on the Canvas page available to all students in the program.

The program is dedicated to fostering student success by implementing a comprehensive advising system and offering tailored support mechanisms. We actively monitor and address student needs, ensuring that they are informed of and participate in the process of achieving academic continuance and graduation standards.

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 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are **cumulative**, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

For programs with multiple modalities, complete the first table in aggregate. Then, using the **+Add new Delivery Modality breakdown** button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	38.00	1.00	10.00	23.00	26

4.3.3b

Please define your program design length: Semesters

6

4.3.3c 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 full-time or part-time students, pre-service vs. in-service students, or other limitations that impede progress towards graduation). (Limit 250 words)

Our Master of Public Administration program for this specific cohort initially enrolled 38 students. Out of this number, only one managed to graduate within two years. By the third year, an additional nine

students graduated, bringing the cumulative total to 10. By the fourth year, an additional 13 students had graduated, bringing the cumulative total to 23. A further three students persisted to graduation after the four-year mark, culminating in a total of 26 graduates from this cohort. Twelve students did not persist to graduation.

This attrition occurred for a variety of reasons, including withdrawals during the first semester, departures due to family or personal reasons, career changes, and the global pandemic's effects. While the majority of our students typically graduate within three years, the extended four-year graduation timeline for this cohort can largely be attributed to the pandemic and its disruptive impact on academic progression. We do collect the reasons for withdrawal from students when they provide them. Examples of these are included in the appendix to this section.

Notably, the majority of students in this cohort were enrolled part-time, which naturally extends the timeline toward graduation. Also, most were in-service students juggling work responsibilities alongside their studies, which also might have influenced their progression. We continue to emphasize the support structures detailed in this report to help such students balance their academic and professional commitments more effectively.

4.3.4

4.3.4 Career counseling and professional development services

Describe your program's internship requirement(s), any pre-requisites 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. (Limit 250 words) If available, provide a LINK to these policies on the program's website.

The program recognizes the importance of practical experience for students seeking careers in public service. To enhance students' public sector exposure, an internship requirement is in place for students without significant public sector experience. This can be fulfilled via direct internships or through the Cal State DC Scholars summer program.

We also facilitate career development and networking opportunities through symposia, Pi Alpha Alpha events, program events, and the City Management Fellowship Program. CSUF's career services center provides further support with job searches, resume writing, and career advice.

As tallied in section 4.3.4b, the employment statistics for some of the SSY-1 cohort are unaccounted for. Tracking our graduates has been one of the program's challenges over the past few academic years. We have attempted to track our alumni in several ways, including, most recently, an electronic survey sent approximately six months following graduation. We follow standard survey protocol with an initial contact and two follow-up email reminders. Nevertheless, completion rates are low, hovering around 50% of recent graduates. This difficulty reflects a broader issue in higher education and indicates a need for enhanced communication and alumni engagement strategies.

We believe that additional support from the university, particularly through formalized alumni outreach programs, could improve our ability to track graduates. This will enable us to better assess our program's effectiveness, provide a richer array of opportunities for current students, and open collaboration avenues with institutional partners to address this shared challenge.

4.3.4a(1) 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)

The program recognizes the importance of practical experience for students seeking careers in public service. To cater to in-service students and those without significant public sector experience, we have

established an internship requirement for students needing more substantial experience in the field.

Students without significant public sector experience must complete a required internship class to gain hands-on experience and develop professional networks. Alternatively, students can intern through the Cal State DC Scholars summer program, which provides valuable experience in a dynamic, policy-driven environment.

The internship requirement may be waived for students with extensive public service experience. The waiver decision is based on a case-by-case assessment, considering the student's work history, responsibilities, and relevance to public administration. The program faculty and the MPA Coordinator evaluate waiver requests and make final determinations.

Our program also offers various career development and networking opportunities, campus symposia, and Pi Alpha Alpha-sponsored events. The City Management Fellowship Program also pairs top students with local government managers for mentorship and exposure to high-level discussions with city officials.

Besides the program-specific support, CSUF provides a dedicated career services center to assist students with job searches, resume writing, and career advice. This comprehensive approach to practical experience and career development ensures that our students are well-equipped for success in the public service sector.

4.3.4a(2)

4.3.4a(2) How many internship placements did the program have during the Self Study 2 year?

4.3.4a(3)

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)

City of Buena Park, Community Services
City of La Habra, Police Department

4.3.4a(4)

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

The Public Administration Internship (POSC 497) is a 3-unit course that provides students with practical experience and professional development in the public or non-profit sector. The course features guest speakers, written work requirements, and 300 hours of internship experience in a public or nonprofit organization.

The course also covers resume writing, application processes, and interview skills specific to the public sector. The class meets every 2-3 weeks, and students must maintain a weekly log of their hours and tasks. The course concludes with an in-person debrief meeting with the internship coordinator, and the hosting agency manager completes a survey to evaluate students after their internship concludes.

The internship coordinator offers a comprehensive list of placement leads for students seeking internships, cultivated over decades through strong relationships with agencies and alumni. These contacts frequently reach out to the program to invite intern applications.

Approximately one-third of our MPA students secure paid internships. To support students in unpaid

internships, the Lawson Internship in Public Service Award, established by Bruce Lawson (CSUF MPA, 1972), provides a \$2000 scholarship to one deserving student each semester. The recipient is selected through a competitive application process evaluated by program faculty. This scholarship helps offset the opportunity costs of unpaid internships and demonstrates our commitment to supporting students in their professional development.

4.3.4a(5)

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

The distribution of internships within our program is a strong reflection of our mission to prepare students for careers in public service and develop ethical, exceptional leaders committed to public service, democratic values, accountability, social equity, and diversity. Most of our students intern in local government settings, where they hope to launch their careers and contribute to their communities.

Internship placements span diverse communities, from large cities like Anaheim and Santa Ana to smaller cities such as San Dimas and beach cities like Huntington Beach. This diversity allows our students to engage with various community needs and populations, fostering a deeper understanding of social equity and inclusivity.

The variety of work our interns perform, ranging from human resources to community services, finance, energy, and sustainability, ensures they acquire a broad skill set and knowledge base. This multifaceted exposure aligns with our mission to provide core competencies anchored in scholarly research and professional practice.

Ultimately, the distribution of internships reflects our program's commitment to cultivating community leaders who are well-equipped to navigate the complexities of public service, uphold democratic values, and act in the best interests of diverse communities.

4.3.4b

Report the job placement statistics (number) for the year prior to the 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.)

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.4b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	2
City, county, or other local government in the same country as the program	10
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	2

4.3.4b Employment Statistics

Self-Study Year Minus 1

Status Unknown

13

Total Number of Graduates

29

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 Self-Study Report, 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.

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)

4.4.1 Ongoing "Diversity" Activities

The program is committed to promoting diversity and fostering a climate of inclusiveness through a variety of ongoing activities:

Diversity training and workshops: The Collective for Justice, Equity & Transformation (CoJET) is a dedicated team of college faculty members who attend meetings and workshops related to equity, diversity, justice, community, and organizational transformation. They focus on transforming higher education structures, policies, and practices at the university level, with implications for broader educational and societal change. Several faculty members regularly participate in CoJET, while several others attended a departmental workshop put on by CoJET faculty.

Guest speakers: To expose students to diverse perspectives and experiences, the program frequently invites guest speakers from various racial/ethnic groups, socio-economic backgrounds, religious traditions, and academic disciplines. These speakers address topics pertinent to public service and often come from underrepresented backgrounds within the faculty, promoting inclusiveness and a greater understanding of diverse viewpoints.

Incorporation of diversity in required courses: The program intentionally integrates diversity into its

curriculum's core topic. Core courses dedicate at least one week of scholarly readings to aspects of diversity, such as diversity management in human resources, active and passive representation in bureaucracy, and street-level bureaucracy. Faculty members engage students in discussions that weave together these theoretical frameworks with students' personal experiences in the workplace, fostering a richer understanding of the challenges and opportunities related to diversity.

Student activities: The program organizes networking events to interact with alums and community leaders. These events provide opportunities for students to learn from others' experiences, network with professionals from various backgrounds, and engage with diverse ideas. Throughout the self-study period, these have been organized by program faculty and through Pi Alpha Alpha.

Faculty meetings and concentration discussions: To maintain an ongoing focus on diversity and inclusiveness, faculty instructing program concentrations meet regularly to discuss various aspects of each concentration, including syllabi review, guest lecturer considerations, and strategies for promoting a climate of inclusiveness. These discussions ensure that faculty remain committed to recognizing the importance of diversity in public service and actively work to create an inclusive learning environment for all students.

DEI Committee: The Diversity, Equity, and Inclusion (DEI) Committee is a standing committee within the department that actively develops equitable and inclusive recommendations for recruitment, hiring, development, retention, and pedagogy. The committee identifies and suggests solutions for existing inequalities among faculty, staff, and students, recruits a diverse student body, and organizes programming that addresses and advances the committee's mission and goals.

Student Achievement: Our recognition of student achievement further bolsters our commitment to diversity. We ensure the representation of diverse backgrounds in selecting recipients for various awards and the City Management Fellowship Program. This practice acknowledges students' accomplishments from myriad experiences and promotes an inclusive, equitable atmosphere by showcasing the success of individuals from traditionally underrepresented groups.

The program's ongoing activities, from diversity-focused training and workshops to intentional curricular integration, recognition of diverse student achievements, and faculty recruitment, reflect our commitment to fostering a diverse and inclusive environment. These efforts align with our institutional goals and actively work towards dismantling systemic structures that contribute to the marginalization of historically and currently underserved groups. In doing so, we strive to provide an inclusive, equitable, and socially just campus culture and educational experience for all members of our community.

In the box below, briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of 'underrepresented populations' may vary between programs, given mission-oriented 'audience' and stakeholders, target student populations, etc). (Limit 250 words)

4.4.2 Program Recruitment Diversity Activities

As a regionally-focused program, we desire to foster diversity and inclusion in our recruitment efforts. The university is designated a Hispanic Serving Institution and qualifies as an Asian and Native American Pacific Islander Serving Institution. These federal designations are based on our diverse student population. Our program generally reflects this population.

Our recruitment strategies encompass a wide range of service areas, including rural, metro, and urban communities within Los Angeles, Orange, Riverside, and San Bernardino counties. The demographics of these regions are diverse, and we strive to engage with potential students from various backgrounds. We actively collaborate with local governments and host informational sessions and workshops to raise awareness about our program and its opportunities.

Through our proactive engagement with the local communities surrounding our program, we maintain our commitment to providing access to quality education and cultivating a diverse, inclusive

environment. Our program serves the mission of preparing students for successful careers in public service by ensuring that we recruit from a diverse pool of potential students who will bring their unique experiences and perspectives to our academic community.

4.4.3a

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

Legal and institutional context of program precludes collection of any "diversity" data. No

Please Check One: US Based Program

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."

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.4.3a Ethnic Diversity - Enrolling Students	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	2	3	2	2	9
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	7	4	6	4	21
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	14	34	17	28	93
White, non-Hispanic/Latino	9	9	7	7	32
Two or more races, non Hispanic/Latino	1	3	0	2	6
Nonresident Alien	3	1	0	1	5
Race and/or Ethnicity Unknown	2	0	3	1	172
Total	38	54	35	45	6

Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

4.4.3b

4.4.3b Ethnic Diversity - Enrolling Students

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

Non-US Based Program: Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

For programs with multiple modalities, complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

Select Designation	Program-defined Diversity Category	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Total						

Standard 4.4.3c

4.4.3c

Standard 5 Matching Operations with the Mission: Student Learning

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

- to lead and manage in the public interest;
- to participate in, and contribute to, the policy process;
- to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
- to articulate, apply, and advance a public service perspective;
- to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

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 programmatic improvement.

In preparing its Self-Study Report 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 upon graduation with respect to the required universal required competencies and/or mission-specific required 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?
- PART C: 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 questions in these three areas will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that the program submit within its Self-Study Report, a written plan or planning template that addresses how it plans to assess each competency, when it will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan should be uploaded as a PDF to the Self-Study Appendices page. 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 identifying student learning outcomes, not providing examples of its assessment). Limit 500 words each.

To lead and manage in the public interest

The program operationalizes this competency through three student learning outcome goals.

Synthesize relevant information to address public problems using the major theories underlying the field of public administration, including those related to governance structures, federalism and intergovernmental relations, and intersectoral relations.

Identify and assess ethical problems in public administration and create appropriate solutions based on moral reasoning and public service values.

Demonstrate an understanding of the major components of a personnel system within an organization, including the nuances of effective motivation, behavior, and management.

To participate in, and contribute to, the public policy process

The program operationalizes this competency through four student learning outcome goals.

Synthesize relevant information to address public problems using the major theories underlying the field of public administration, including those related to governance structures, federalism and intergovernmental relations, and intersectoral relations.

Describe the policy process through the application of appropriate theories, including those related to the role of stakeholders, administrators, bureaucracies, and the challenges of implementation.

Participate in the policy process by demonstrating the ability to find and use a variety of appropriate resources to research policy issues.

Participate in the policy process through analysis and application of quantitative and qualitative empirical evidence to determine the effectiveness of a public policy or program.

To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment

The program operationalizes this competency through three student learning outcome goals.

Participate in the policy process through analysis and application of quantitative and qualitative empirical evidence to determine the effectiveness of a public policy or program.

Demonstrate the ability to use graphical and tabular methods to summarize and interpret data, and

analyze and interpret basic univariate and bivariate statistics.

Conduct and evaluate survey research, identify strengths and weaknesses in research design, and articulate an understanding of both substantive and statistical significance.

To articulate, apply, and advance a public service perspective

The program operationalizes this competency through two student learning outcome goals.

Articulate and apply a public service perspective in the demonstration of knowledge related to the structures, components, goals, and objectives of the public sector.

Identify and assess ethical problems in public administration, and create appropriate solutions based on moral reasoning and public service values.

To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

The program operationalizes this competency through two student learning outcome goals.

Effectively communicate and productively interact with diverse teams and diverse communities.

Articulate and appreciate the value of diversity in the public sector the communities it serves.

Standard 5.2 Part A: Mission Specific Required Competencies

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

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 necessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students (beyond those competencies entered in 5.1 Part A on universal competencies), then for each one offered please describe how it supports the program mission and state at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) *If none, please state "none."*

none

Standard 5.3 Part A

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

The program is expected to demonstrate its capacity to offer the concentrations and specializations it advertises to students.

5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals.

The program's approach to concentrations and specializations is deeply rooted in its mission to develop exceptional leaders in their communities by equipping students with a strong foundation in scholarly research and professional practice. The MPA program offers four concentrations: Public Finance, Human Resource Management, Local Government Management, and Public Policy. These concentrations are specifically tailored to meet the needs of public administrators in the region and align with the employment opportunities and career advancement paths prevalent in Southern California.

Each concentration uniquely addresses specific needs in the region and helps students gain specialized competencies and skills. For instance, the Human Resource Management and Public Finance concentrations offer versatility and applicability across various employment opportunities. The Local Government Management concentration, which evolved from the previous urban management concentration, caters to students working in the immediate metropolis of Southern California and those interacting with various public-private, non-profit, and inter-sectoral and intergovernmental organizations. The Public Policy concentration reflects both the interests of students and the faculty's research and teaching expertise, focusing on process and analysis and collaborative governance.

By offering these concentrations, the program is responding to the needs of its students and the community it serves, thereby fulfilling its mission to develop exceptional leaders. Furthermore, the program discusses potential new concentrations, such as non-profit management and leadership, to ensure it stays relevant and aligned with the evolving needs of its students and the regional landscape.

The program's approach to concentrations and specializations reflects its mission and contributes significantly to its goals. By providing students with specialized knowledge and skills, the program prepares them for successful careers in public administration and leadership roles in their communities.

5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.

The advertised specializations and concentrations in the MPA program contribute significantly to the student learning goals by offering targeted knowledge and skills that align with the program's mission and objectives. These concentrations are specifically designed to prepare students for a successful career in public service, increase their professional competence, and provide them with specialized training and competencies relevant to the region.

The MPA program's student learning outcome goals, which include synthesizing information, articulating a public service perspective, understanding the policy process, participating in policy analysis, addressing ethical problems, and appreciating the value of diversity, are directly supported by the four concentrations offered. These concentrations provide students with the necessary specialized training and competency to excel in various aspects of public administration.

For example, the Public Finance concentration equips students with financial management and budgeting skills essential for leading and managing the public interest. The Human Resource Management concentration enables students to understand personnel systems, motivation, and behavior, contributing to effective communication and interaction with diverse teams and communities. The Local Government Management concentration helps students navigate governance structures, federalism, and intergovernmental relations, allowing them to participate in and contribute to the policy process more effectively. Lastly, the Public Policy concentration fosters analytical and problem-solving skills, enabling students to make evidence-informed decisions in complex and dynamic environments.

The advertised specializations and concentrations contribute to the student learning goals of the MPA program by offering specialized knowledge and skills that align with the program's mission, objectives, and the five domains of universal required competencies. These concentrations ensure

that students are well-equipped to succeed in public service careers and address the diverse needs of the communities they serve.

5.3.3 Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).

The program has established policies and procedures to ensure the capacity and qualifications of faculty members to offer or oversee concentrations/specializations and broad elective coursework. These policies focus on faculty assignments, course offerings, and the course rotation system.

Faculty Assignments: The MPA program adheres to the AQ/PQ (Academically Qualified/Professionally Qualified) policy to ensure that faculty members possess the appropriate qualifications and expertise to teach courses in their respective concentrations. Faculty members are required to maintain currency in their field. If they fail to meet these qualifications, they will be reassigned to teach courses outside the MPA program until they regain their qualified status. Decisions about course offerings and staffing are made collaboratively during faculty meetings or individual consultations with the Public Administration (PA) coordinator. Faculty members typically develop at least two courses in their concentration and offer to teach one or more each semester. The Division Chair assigns classes after consulting with the program coordinator.

Course Offerings: The PA coordinator and faculty work together to ensure that concentration and general elective courses are offered regularly, with scheduling designed to allow students to complete their coursework efficiently. Faculty members are mindful of when courses in their concentration have been previously offered and make suggestions to the PA coordinator about future course offerings.

Course Rotation System: The MPA program employs a course rotation system, ensuring students can complete their coursework within the designated timeframe. This system also guarantees that concentration and general elective courses are offered on different days during each semester, providing students with flexible schedules. Most faculty members teach at least one MPA course that can be taught by another faculty member in case of a leave of absence (e.g., sabbatical).

The MPA program ensures faculty members possess the necessary qualifications and expertise to teach and oversee concentrations, specializations, and broad elective coursework by adhering to these policies and procedures. This approach guarantees that students receive high-quality instruction from knowledgeable and experienced faculty, which is essential for their success in the program and future careers in public administration.

Standard 5.1-5.3 Part B

- **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 and all mission-specific required 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.

Standard 5.1 Part C

- **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 outcomes;

- 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.

Note that while only one universal required competency cycle of assessment is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.

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

Our program has conducted a complete assessment cycle for the NASPAA Competency 1: The ability to lead and manage in the public interest. This involved defining the competency regarding student learning outcomes, collecting evidence of student learning, analyzing the evidence, and using the results for program improvement.

SLO 1: Synthesize relevant information to address public problems using major theories in public administration.

SLO 6: Identify and assess ethical problems in public administration and create appropriate solutions based on moral reasoning and public service values.

SLO 9: Demonstrate an understanding of the significant components of a public personnel system within an organization, including effective motivation, behavior, and management.

Note: additional details on this competency and two additional competencies are included in the appendix.

2. Evidence of learning that was gathered:

SLO 1: Exit surveys, written artifacts from POSC 509 (Foundations) and POSC 521 (Capstone) courses, and comprehensive exams.

SLO 6: Written artifacts from POSC 509 (Foundations) and POSC 521 (Capstone) courses and comprehensive exams.

SLO 9: Exit surveys and written artifacts from POSC 572 course.

3. How evidence of learning was analyzed:

SLO 1: Evidence analyzed using a detailed rubric with a four-point ranking system, focusing on critical thinking, information synthesis, and understanding and application of public administration theories. A rubric mean of 3.0 indicates proficiency.

SLO 6: Evidence analyzed using a detailed rubric with a four-point ranking system, focusing on students' ability to identify, assess, and offer solutions to ethical problems. A rubric mean of 3.0 indicates proficiency.

SLO 9: Evidence analyzed using a 4x4 rubric, focusing on components of a public personnel system, effective understanding of motivation, effective behavior and management understanding, and overall presentation (i.e., written communication). A rubric mean of 3.0 indicates proficiency.

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

SLO 1: Results showed a rubric mean of 3.03, indicating proficiency. Improvement efforts focused on increasing exit survey response rates and developing a writing guide to strengthening students' ability to synthesize public administration literature.

SLO 6: Results showed a rubric mean of 3.16, indicating proficiency. Improvement efforts focused on student critical thinking and moral reasoning, assessment of additional assignments in core and elective courses, and inclusion of POSC 446 (Corruption, Ethics, and Public Policy) in future assessment cycles.

SLO 9: Results showed a rubric mean of 3.06, indicating proficiency. Improvement efforts focused on increasing exit survey response rates, monitoring student progress, implementing a program-specific writing manual, and considering concentration-specific comprehensive exam question responses to gather additional data on this learning outcome.

Standard 5.2 Part C

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

For the self-study narrative, the program should describe, for one of the mission-specific required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning outcomes, 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.

Standard 5.4.1 Professional Competencies

Standard 5.4 Professional Competencies: The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.

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

5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Be certain to indicate the relative frequency of each activity.

Our mission statement indicates that our students will "develop knowledge, skills, and public service values that equip them to be ethical and exceptional leaders in their communities who act with a commitment to public service, democratic values, accountability, social equity, and diversity." Our program provides many opportunities for students to interact with practitioners in their classrooms with their program colleagues weekly. Most of our students are practitioners (in-service), so their in-class interactions allow them to learn about the diversity of public service experiences throughout our region. Our students, both in-service and pre-service, value these classroom experiences, as do our faculty because they allow us to learn about what is happening in public service locally. From city managers' offices to parks and recreation, to public schools, police departments, the courts, and the nonprofit sector, our MPA students bring a breadth of knowledge and experience to the classroom to share.

Other ways our students interact with practitioners include through the internship class, which is required of pre-service students. Our students have successfully gained paid internships and employment during and after their internships. The internship class brings HR specialists and practitioners at mid- and high-career levels to discuss their organizations, career paths, and issues affecting the public sector.

Our partnership with Cal-ICMA's City-Manager-in-Residence has brought city managers to classes and events, both large and small, to share career advice and experiences in local government. These meetings, particularly the invitation-only dinners with our City-Manager-in-Residence, allow students to meet and speak directly with city managers who have volunteered to serve in a mentoring capacity. Our program and Pi Alpha Alpha chapter have a long tradition of hosting panels with practitioners, often co-hosting events with organizations like the Southern California Chapter of ASPA and Cal-ICMA's Women Leading Government.

Our City Management Fellowship Program (CMFP) provides a unique and powerful experience for four fellows each year to get one-on-one mentoring, small-group "workshops," and mentoring by four manager-mentors. The program has been successful and is widely lauded as an excellent experience for MPA students and participating managers. The downside of an exclusive program such as this is that it serves a small number of students each year. On the other hand, the MPA program and its students, in general, have benefited from CMFP as we have made new practitioner contacts in nineteen different cities and agencies across Orange County to date. Some of these managers have been invited into our classrooms and provided internship opportunities for our

students after participation in CMFP.

In addition to the opportunities mentioned earlier, our program organizes networking events to facilitate further interaction between students, alums, practitioners, and faculty. These events were the idea of a recent advisory board meeting and are designed to bring together a diverse group of CSUF MPA alumni, advisory board members, and faculty. Attending the mixer provides students an excellent opportunity to expand their professional network, engage in valuable conversations with experienced professionals, and learn from their expertise.

Our program continues to strengthen the connections between students and professionals in the public service field, helping students build relationships that can support their personal and professional growth. These interactions further contribute to developing well-rounded, competent leaders prepared for successful careers in public administration.

Standard 6 Matching Resources with the Mission

Standard 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:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- 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.

If available, please provide the budget of the degree seeking accreditation

Not Available (but see below)

6.1a Overall budget for program

Stable

6.1b

6.1b Please describe the adequacy of your program's budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program's ability to support its faculty, staff, and students, including the areas noted above.

The financial ecosystem underpinning our program effectively supports our central mission of training competent public service professionals. It is also intricately interwoven with the larger fiscal framework of the Division, College, and University. This meshing makes segregating a distinct budget specific to our program challenging. At the same time, key elements such as faculty compensation and benefits, while integral to the program's functioning, are managed independently from the program itself. Thus, delineating a precise, standalone budget for the degree in question is not feasible. Yet, we retain strategic control in critical areas to ensure resource sufficiency and continuous program enhancement.

As an inherent part of our budgetary blueprint, we link funding allocations with our ambition to enroll approximately 45-50 new students annually. This strategy safeguards the adequate influx of state student support funds, sustaining our program's financial health. Our independent authority over the admissions process allows us to hit our student targets consistently and maintain our resource sufficiency.

The budget allocation is mindful of faculty members' integral role in actualizing our program's mission. The Dean's office supports professional development and travel; however, these financial provisions have remained static for over a decade. While this support is greatly appreciated, the lack of adjustment for inflation over time is noted. Beyond the Dean's office, for instance, hotel room rates over \$275 per night require presidential approval, an amount that has not been increased in over a decade.

Our Operations and Expenses (O&E) allocation, part of the fiscal landscape, covers varied operational necessities such as office supplies, telephone services, and general costs. This also includes an allocation for faculty professional development, a figure which has consistently remained constant over time.

The Division Chair receives funds from consolidated course fees provided by the Dean's office. These funds are directly derived from student fees and are designated for student support activities. We use these funds to host guest speakers, support student and community engagement projects, and conduct events, enhancing the program's interactive and enriching learning environment.

In terms of program administration, the Dean's continued support for sending a faculty member to the annual NASPAA conferences is greatly appreciated. Without this, internal support would be insufficient. Our program's support personnel was previously at 3.5, then reduced to 3, and now, thanks to the Dean, we will soon have 4 support staff for the entire Division. The Dean's office is also soon providing support staff for undergraduate advising, allowing faculty to focus more on the MPA program and related activities.

The allocation of faculty lines allows us to maintain reasonable teaching loads, class sizes, and frequency of class offerings. The transition towards lower tenure density rates influences our program's structural dynamics, necessitating discernment in assigning teaching responsibilities between Tenured/Tenure Track faculty and adjuncts. Similarly, recruitment efforts for PA program faculty remain sensitive to the overall political science faculty tenure density.

Regarding technology, our program benefits from the well-structured electronic infrastructure managed by the Division of Information Technology, aiding and augmenting program delivery.

The Pollak Library, CSUF's library, offers vast resources that support both students and faculty's research and pedagogical needs. The library houses various student support centers, hundreds of databases, and other electronic materials, providing more than sufficient resources for our faculty and MPA students.

The university's provision for classrooms, offices, and meeting spaces adequately caters to faculty and student requirements. Nonetheless, classroom availability presents a challenge that has the potential to impact the schedules of PA faculty, as many teach undergraduate courses in addition to

MPA courses. And although meeting spaces are accessible, reserving adequate rooms for events requires a student group's sponsorship, particularly for events scheduled during the preferred hours for MPA students - evenings and weekends.

Our program's budget is engineered strategically across the program, Division, College, and University to align with our mission and bolster programmatic activities. Despite encountering challenges, the program is grateful for ongoing institutional support as its faculty strives to achieve its goals and accomplish the mission. This commitment underscores our unwavering dedication to fostering an environment conducive to the academic success of our students.

6.2a

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	POSC 509 Foundations of PA	Every semester, session, or quarter
Course 2	POSC 521 Capstone Seminar: PA Theory	One semester, session, or quarter per year
Course 3	POSC 523 Admin Res & Analysis	Every semester, session, or quarter
Course 4	POSC 526 Public Org Theory & Behavior	Every semester, session, or quarter
Course 5	POSC 571 Public Budgeting and Finance	Every semester, session, or quarter
Course 6	POSC 572 HR Mgmt for Public Orgs	Every semester, session, or quarter

6.2b

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

Specialization Info

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Human Resource Management	11	3	7	6

Specialization Info

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Public Finance	1	3	7	8

Specialization Info

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Local Government Management	7	3	5	4

Specialization Info

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Public Policy	2	3	7	8

6.2c

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents 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)

The program offers all core courses every semester except for POSC 521, which is only offered during spring semesters. All core courses are offered in person except for POSC 571, which is offered online. All elective courses are offered at least once per academic year in in-person and online modalities. Some elective courses are offered during summer sessions. Full-time faculty leave was an obstacle to the sufficient frequency of course offerings. To address this problem, the program hired practitioners for some courses and changed them to online modalities to accommodate the schedules of practitioner instructors.

Standard 7: Matching Communications with the Mission

Standard 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 service education data and information by the program and NASPAA for public accountability purposes. Virtually all of the data addressed in this standard have 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 Self-Study Report for Standards 1-6, the program will provide information and data to COPRA. Some of these data will be made public by NASPAA to provide public accountability about public service

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.

These and all other data will be posted *by the program* on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

Data and Information Requirements

The information listed below is expected to be publicly available 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. The program is expected to ensure ongoing accuracy in all external media on an annual basis.

General Information about the Degree - From Eligibility Section

7.1.1 Please provide a URL to the following information, which is to be made public, and kept current, by the program.

a) Degree Title https://hss.fullerton.edu/paj/publicadministration/pub_admin_gr.aspx

b) Organizational Relationship between program and university https://hss.fullerton.edu/paj/_resources/pdfs/MPA%20Student%20Handbook%202022-2023.pdf

c) Modes of Program Delivery https://hss.fullerton.edu/paj/PublicAdministration/pa_faq.aspx

d) Number of Credit Hours https://hss.fullerton.edu/paj/PublicAdministration/pa_academics.aspx

e) Length of Degree https://hss.fullerton.edu/paj/PublicAdministration/pa_faq.aspx

g) List of Specializations (if applicable) https://hss.fullerton.edu/paj/PublicAdministration/pa_academics.aspx

i) Number of Students https://hss.fullerton.edu/paj/PublicAdministration/pa_faq.aspx

Mission of the Program (Standard 1)

j) Mission Statement https://hss.fullerton.edu/paj/publicadministration/pub_admin_gr.aspx

Faculty (Standard 3)

k) Number of Faculty Teaching in the Program https://hss.fullerton.edu/paj/PublicAdministration/mpa_faculty.aspx

l) Program Faculty identified including credentials https://hss.fullerton.edu/paj/PublicAdministration/mpa_faculty.aspx

Cost of Degree (Standard 4.1)

m) Tuition Cost (in state and out-of-state)

https://hss.fullerton.edu/paj/PublicAdministration/pa_faq.aspx

n) Description of Financial Aid Availability, including assistantships

<http://www.fullerton.edu/financialaid/>

Admission (Standard 4.2)

o)

Admission Criteria

http://hss.fullerton.edu/paj/PublicAdministration/MPA_graduate_admission_checklist.pdf

Career Services (Standard 4.3)

p) Distribution of Placement of Graduates Graduating from the Year Prior to the Data Year (number)

https://hss.fullerton.edu/paj/PublicAdministration/stu_alumni.aspx

Current Student (Standard 4.3)

q) Internship Placement List (use list in Standard 4)

https://hss.fullerton.edu/paj/PublicAdministration/stu_alumni.aspx

Graduates (Standard 4.3)

r) Completion Rate (percentage of class entering five years prior to data year that graduated within 2 years and 4 years)

https://hss.fullerton.edu/paj/PublicAdministration/stu_alumni.aspx

Updated Appendix for Standard 4a

Standard 4a

Appendix Table of Contents

Student Diversity

1. Addendum to 4.3.3a
 - Graduation Rates for MPA Students (fall cohorts) from Institutional Research
2. Reasons for Leaving the Program Collected from Email Correspondence
 - 3 for family commitments
 - 2 for departure for a different program

2024-2025 PPR Tables: Public Administration MPA

Office of Institutional Effectiveness and Planning

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	89	53	37
2017	79	45	23
2018	90	46	25
2019	81	36	23
2020	63	28	19
2021	99	38	25
2022	44	24	14
2023	60	38	25

Table 6. Graduate Program Enrollment by Headcount and FTES

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2016-2017	222	116.92	0.53
2017-2018	199	100.00	0.50
2018-2019	195	93.83	0.48
2019-2020	193	94.00	0.49
2020-2021	190	91.25	0.48
2021-2022	175	82.50	0.47
2022-2023	158	71.50	0.45
2023-2024	165	79.00	0.48

Table 7. Graduate Student Graduation Rates

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	26	19.2%	46.2%	69.2%
2016	37	0%	37.8%	51.4%
2017	23	4.3%	34.8%	52.2%
2018	25	0%	72.0%	88.0%
2019	23	0%	52.2%	60.9%
2020	19	10.5%	63.2%	78.9%

2021	25	4.0%	76.0%	N/A
2022	14	0%	N/A	N/A

Table 8. Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2016-2017	30
2017-2018	21
2018-2019	35
2019-2020	21
2020-2021	33
2021-2022	31
2022-2023	19
2023-2024	32

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2016	25	8	0.5	1.0	2	34.5
2017	25	9	0.5	0.5	3	37.0
2018	23	9	0.0	0.0	4	36.0
2019	23	9	0.0	0.0	6	38.0
2020	23	9	0.0	0.0	7	39.0
2021	28	3	0.0	0.5	7	37.6
2022	28	2	0.5	0.5	8	37.3
2023	27	1	0.0	1.0	7	34.0

¹Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty.

Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Cal State Fullerton

Strategic Plan
Master of Public Administration
2024-2025

January 10, 2025

Submitted by the Department of Public Administration

Division of Politics, Administration, and Justice

California State University, Fullerton

Purpose

This document outlines the development of the mission, vision, and values and progress on the MPA strategic plan developed by Public Administration faculty in the Division of Politics, Justice & Administration, California State University, Fullerton. This information has been explicitly requested by the Commission on Peer Review and Accreditation (COPRA) from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

To summarize, COPRA has requested the following items in the response letter dated November 13, 2024:

- 1) “A detailed update on the comprehensive mission review process’s progress, as the program’s initial mission and vision planning meeting (September 20, 2024) was not held until after the Accreditation Decision Response (ADR) was submitted. COPRA seeks an update on the current status of the mission and vision development, including the engagement and participation of all relevant stakeholders, as well as the program’s anticipated completion date for the mission revision process.”
- 2) “A comprehensive update on the current status of its DEI plan development, including details on the program’s efforts and progress in this area. Furthermore, while the Commission acknowledges the program’s initiatives to enhance faculty representation and inclusion, COPRA requests specific details regarding these plans and the processes guiding their implementation.”
- 3) “A specific updates on the implementation of the program’s communication plan, including evidence of engaging alumni, enhanced communication with students, and responsive advising.”

This document primarily addresses **Item 1** and also adds our strategic planning efforts that have accompanied the development work of our mission, vision, and values. However, we see the three items requested as closely linked, since our mission and vision will guide our future goals and implementation, including shaping our shared identity and how we choose to communicate with our students and stakeholders about the program. Similarly, our DEI plan must be closely linked with our MPA mission, vision, values, and Strategic Plan. We have made a great deal of progress and acknowledge that our work is ongoing.

We respectfully note that CSU faculty operate in a unionized environment. As such, efforts to fully engage our faculty are not possible in summer months because faculty are not under contract. This has limited our Summer 2024 activities to develop the mission, given that we cannot hold mandatory faculty department meetings during this period of time, per our faculty contract. Thus, our efforts began in Fall 2024 with full and enthusiastic participation of all faculty.

More importantly, Public Administration faculty are committed to the continual process of strengthening and improving the MPA. We feel that we have put a lot of careful thought and effort into our work this semester and we are on track to respond not only to accreditation requirements, but also to difficult enrollment challenges that many MPA programs have faced in our region and nationally. We feel that the best way to support our program in this regard is to transform it into a program recognized for excellence and establish a reputation as a leading master's program in public administration in our region.

Finally, we have experienced an unanticipated impact worth noting. We believe that in this process, we are developing an improved faculty environment and culture. We know that when faculty feel a sense of belonging where their voice matters, that it trickles into the classroom, to our students, and to our program outcomes. Our efforts this semester have been inclusive and positive. Many faculty have noted on several occasions that they have enjoyed this work. We have attempted to look at our MPA with a fresh and open perspective, and have developed ambitious but feasible goals. We have had the opportunity to spend more time together, which has increased our sense of community. We are grateful for these opportunities and department leadership will continue fostering this culture.

This document is organized as follows. In the next section, we outline our robust planning efforts over the last semester. The third section provides our new mission, vision, and values. In the fourth section, we provide our goals and measures for the MPA strategic plan. We conclude with our next steps and timeline for our continued efforts.

Outline of Planning Efforts

To develop the mission, vision, and strategic plan, Public Administration (PA) faculty formed a Strategic Planning Committee consisting of Elaine Frey (Professor, committee chair), MJ Kwon (Professor), and Sarah Hill (Professor). The Committee developed, discussed, and approved the steps through which all materials were developed, in consultation with the PA Coordinator, David Adams (Associate Professor).

The meetings and events through which we developed our mission, vision, values, and strategic plan are found in Table 1. A brief description of each meeting is provided in the table, with specific prompts that we used for development of these ideas given in the Appendix (Table 5). We also provided samples of the mission and vision drafts (Appendix, Table 6), feedback from the values exercise (Appendix, Figure 1) and select slides from our Advisory Board meeting (Appendix, Figure 2).

Table 1: Events and Descriptions of Meetings in the Planning Stages

Event	Date	Who Attended	Description
PA Meeting	8/30/24	T/TT Faculty	Formed the strategic planning leadership committee
PA Meeting	9/20/24	T/TT Faculty	Gathered feedback for mission and vision
PA Meeting	10/4/24	T/TT Faculty	Provided update from committee on mission and vision
MPA Advisory Board Meeting	11/2/24	T/TT Faculty, Alumni, Board Members, Current Students	Received feedback on mission, vision, and overall goals of the program
PA Meeting	11/8/24	T/TT Faculty	Discussed feedback from Advisory Board, edited mission and vision, gathered feedback on values
PA Retreat	12/6/24	T/TT Faculty	Voted on mission, vision, and values, discussed and voted on goals and measures, planned next steps and timeline

As seen from Table 1, Public Administration faculty spent a lot of time developing and discussing our mission, vision and values. We felt that this identity was very important and would drive all of our DEI and strategic planning goals. Before each event, the Strategic Planning Committee would finalize the agenda and after each event, we would summarize the feedback and come up with the next steps. Many times, we would have to analyze and narrow down the broader feedback to present to the faculty in the next meeting. Our process was comprehensive, thoughtful, and included all key stakeholders, where feasible and appropriate; as such, this was also a time-consuming process.

Through interactive sessions with faculty, meetings with the MPA Board, and continually revising incorporating feedback, we finalized the mission, vision, and values found in the next section.

Mission, Vision, and Values

The newly adopted mission, vision, and values for the MPA are provided below and are posted on our website.

Mission

We prepare leaders to address complex social issues, uphold democratic values, and foster a commitment to ethical, equitable, and inclusive public service in Orange County and beyond.

Vision

Our vision is to be a program recognized for excellence in value-driven public service and community engagement.

Values

Accountability, Ethics, Collaboration, Life-long Learning

The MPA mission, vision, and values align with and complement the university mission, vision, and values, which are provided below.

CSUF Mission: Cal State Fullerton transforms lives through innovative and quality education, research, and creative activities. We inspire all members of the Titan community to engage in their lifelong pursuit of critical inquiry and social justice; to become catalysts for equity and inclusivity; and to advance the intellectual, cultural, and economic growth of Orange County and beyond

CSUF Vision: Cal State Fullerton will serve as a model public university that cultivates leaders who drive innovation, systemic change, and collective well-being in local and global communities.

CSUF Values: Student Success, Faculty and Staff Success, Diversity, Equity, and Inclusion, Scholarly and Creative Activities, Shared Governance, Civic and Community Engagement

We have transformed the mission from the previous version, which is below.

Former MPA Mission: To prepare our students for a career in public service by providing a core set of competencies anchored in the foundations of scholarly research and professional practice. Our students develop knowledge, skills, and public service values that equip them to be ethical and exceptional leaders in their communities who act with a commitment to public service, democratic values, accountability, social equity, and diversity.

Per our faculty discussions, we believe our new mission, vision, and values recognizes our importance as the only MPA program in Orange County. It also points to our ultimate purpose of helping to address complex social issues through public service. Our vision provides an aspirational component, which is that our program will be recognized for excellence through a

strong regional reputation. Our next step was to establish goals that will help us achieve this vision, which is summarized in the next section.

Strategic Plan Goals and Measures

Since CSUF has just completed their strategic plan for 2024-2029, the Strategic Planning Committee decided to directly align the goals of the MPA with those of the university. In this way, we are ensuring that we are also meeting university goals and can easily report our progress for both university accreditation and program accreditation purposes. The four university goals that we focus on are below, with their descriptions from the university strategic plan, [Fullerton Forward](#).

Access – Expand flexible pathways to reach and attract diverse learners to access our academic offerings (Objective 1.1)

Learning Experiences – Provide equitable, engaging, and innovative learning experiences to foster students’ ability to apply the knowledge, skills, and cultural awareness gained through their academic programs. (Objective 1.2)

Academic Support – Ensure equitable, innovative, and comprehensive academic support to guide students throughout their academic and career pathways. (Objective 1.3)

Faculty Support – Recruit, develop, and retain diverse faculty by supporting professional and personal growth and foster belonging (Goal 3)

The Strategic Planning Committee asked all faculty to develop as many goals as possible, per category. If they have other goals that do not fit these four categories, we asked them to label those as “other.” All but one faculty member participated in this exercise. Combined, faculty created 20 goals for Access, 20 goals for Learning Experiences, 23 goals for Academic Support, 21 goals for Faculty Support, and 3 “other” goals that did not fit these categories.

Recognizing that we cannot feasibly accomplish all 87 of the goals suggested by faculty, the Committee then took each of these goals, organized them into general themes, and determined if they were short run or long run goals. We then met and discussed which goals were likely easier to accomplish (coded in yellow) or were important enough to bring up in the upcoming Faculty Retreat (coded in green). Next we circulated this information to faculty, removing the author of each goal. An example of these goals are provided in Table 2 below for just the Access category, which includes areas like enrollment, recruitment, and admissions.

Table 2: Example of Faculty Goals for Access (Enrollment, Recruitment, and Admissions)

Goal	Measure	Theme	Timeframe
Applicants are given a decision in a timely manner after application is complete	Time from completed application to decision, 2 weeks	Admissions	Short run
Ensure all students have a smooth experience in accessing our academic offerings and services by addressing administrative, structural, and communication barriers.	Student perceptions (e.g., survey, focus group) regarding the university access, admission, and enrollment processes.	Admissions	Long run
Admit healthy cohort 45 students per year in a cohort model (Fall)	Enrolled numbers from incoming first year	Enrollment	Long run
Substantially increase enrollment	Return total enrollment to historic levels (~100 students) and ensure all courses are safely above cancellation thresholds	Enrollment	Long run
Increase enrollment of first-generation college students in the MPA program.	Percentage of first-generation students enrolled each year.	Enrollment	Long run
Increase the scholarships and funding available to students both initially at application and on-going throughout their tenure at CSUF	Work with college development director to increase scholarships	Funding	Long run
Increase financial aid awareness and scholarship availability for MPA students.	Number of students receiving scholarships or financial aid counseling.	Funding	long run
Increase external funding opportunities for student scholarships and program initiatives.	Total external funding secured annually.	Funding	Long run
Develop a pipeline program for local high schools and community colleges to gain exposure to the field and have a guided application process		Programs	Long run
Develop a pipeline for admissions through programs or partners (certificates,	Programs or partnerships	Programs	Long run

blended program, change of modality, etc)			
Improve access to educational advancement through non-degree alternatives like graduate certificates and executive MPA	Whether alternative opportunities are available	Programs	Long run
Build partnerships with local community colleges to create transfer pipelines for accelerated MPA applicants.	Number of partnerships and transfer students enrolling in the program annually.	Programs	Long run
Well-organized, interesting, MPA information sessions that invite applications and program acceptance	Quick post-info session survey could ask "Were all of your Qs answered?" "Have we given you enough information to encourage you to apply?" "If you don't think you will apply after this info session, can you briefly state why?"	Recruitment	Short run
Because of its reputation as an accessible program, more potential students are interested in Cal State Fullerton	An increase in the number of applications to the MPA program	Recruitment	Long run
Healthy demand for program	More than 80 applications per cohort	Recruitment	Long run
10% of applications come from outside OC	Location of applicants	Recruitment	Long run
Substantially increase applications	Return applications to historic levels	Recruitment	Long run
Strengthen recruitment efforts targeting diverse communities in Orange County and nearby regions.	Number of recruitment events held in underrepresented communities and applications received from those areas.	Recruitment	Short run
Track and showcase alumni career trajectories to highlight program impact.	Annual alumni survey completion rate and career outcome analysis.	Recruitment	Short run

Enhance the effectiveness of recruiting and retaining students from underprivileged backgrounds, with a particular focus on Black, Hispanic, Asian, and Native American communities.	Admission and enrollment data of diverse learner populations that include both traditional and non-traditional students, with special emphasis on students from underserved communities.	Recruitment, DEI	Long run
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	----------

Yellow – Marked as relatively easy to accomplish; Green – Marked as an important topic

For the Faculty Retreat on December 4, the Strategic Planning Committee wanted to ensure that goals that we selected are supported by all faculty and that we would be able to have accountability and follow through for each goal. We developed the rule that any goal that we adopt must have majority support and must have a champion that would be responsible for reaching that goal. The champion could be the department coordinator, graduate advisor, a department committee, or individual faculty members. This will also help us plan and share the workload that these goals will impose on the department. In addition, it will prevent us from adopting goals that won't be achievable without explicit accountability and leadership.

Table 3 provides a summary of goals and measures that were adopted in our Faculty Retreat. We note that several of the items adopted also overlap with COPRA's request to develop an MPA communication plan (improve communication to undergraduates, improve the information sessions). We believe work on all these items will be in progress in Spring 2025, with some items taking longer than others to complete.

Table 4 includes a summary of goals that will be discussed in faculty meetings for Spring 2025, with the full strategic plan being voted on by the end of Spring 2025.

Table 3: Adopted Strategic Plan Goals, Measures, Timeline, and Champions

Category	Goal	Measures	Timeline	Champion
Access - Recruitment	Improve the time the application review is complete	Time from completed application to admit	1 year	Graduate Advisor
Access - Recruitment	Improve the MPA information sessions	Number of attendees	1 year	Graduate Advisor
Access - Recruitment	Increase communications to undergraduates about the MPA	Number of emails sent per year	1 year	Faculty member
Access - Funding	Improve the advertising of awards and funding we currently have	Number of students applying for internal funding awards	2 years	Awards Committee

Access - Enrollment	Increase enrollment to 45 students in fall admission cycle	Number of students enrolled each admission cycle	5 years	PA Coordinator
Access - Programs	Develop a 4+1 (Blended) program	New program listed in the catalog	3 years	Curriculum Committee
Access - Programs	Develop a series of professional certificates to strengthen our MPA pipeline	New certificates listed in the catalog	3 years	Faculty member, Curriculum Committee

Table 4: Strategic Planning Committee Selections of Items to Discuss in Spring 2025

Category	Possible Goal	Notes
Access - Programs	Develop a fall admissions cohort model to streamline course planning, reduce admission efforts, and build a sense of community within cohorts	Faculty are interested in this idea, but felt that additional information needs to be developed to show how the curriculum and course planning will be established
Learning Experiences – Time to degree	Decrease the time to degree such that full time students take 2 years and part time students take 3 years to graduate.	This is tied to the cohort model above, not yet voted on
Academic Support - Advising	Every MPA student receives advising at least once per academic year	Committee noted this item as feasible, not yet voted on
Academic Support - Advising	Advising plan for streamlined and effective service	Committee noted this item as feasible, not yet voted on
Academic Support - Alumni Engagement	Newsletter sent to students, alumni, partners once a semester	Also related to Communication plan, feasible, not yet voted on
Academic Support - Alumni Engagement	Strengthen alumni engagement through networking events and career panels. Partner with PAA or other student group(s).	Also related to Communication plan required by COPRA, feasible, not yet voted on
Academic Support - Career and Student Resources	Utilize a comprehensive resource hub for career advising, internship	Also related to Communication plan

	placements, MPA program resources, syllabi, career tools, digital handbook.	required by COPRA, feasible, not yet voted on
Faculty Support - DEI	Develop a DEI plan	In progress and required by COPRA, will be reported in a separate document
Faculty Support - Wellbeing	Strengthen practices and structures that foster teamwork, mutual respect, and wellness	In progress related to DEI plan and required by COPRA

Next Steps and Timelines

Developing our Strategic Plan, DEI Plan, and Communication Plan are our highest priorities. We have made substantial progress and have fully revised and revamped our MPA mission, vision, and values through a collaborative and inclusive process. We have drafted a DEI plan and have adopted substantial strategic goals that will revitalize the MPA program. We will begin making progress on these goals in Spring 2025. Identifying other goals related to Learning Experiences, Academic Support, and Faculty Support are needed to reach our shared vision of excellence. By the end of Spring 2025, we will have a complete Strategic Plan. We will also be in progress on all of the existing goals that were identified in Table 3 and will be able to provide a progress report on any of those goals upon request.

Within the Strategic Plan, we will have adopted explicit goals on communicating to prospective students, current students, alumni, and stakeholders. We note that several of our adopted goals do address communication for recruitment and several others are marked for discussion in faculty meetings in Spring 2025.

In summary, the three items below were requested by COPRA. In blue for each item, we have provided a summary of our current progress. As you can see, we have provided all of the requested updates and are already making the necessary changes for program improvement. We are happy to provide any additional details.

- 1) “A detailed update on the comprehensive mission review process’s progress, as the program’s initial mission and vision planning meeting (September 20, 2024) was not held until after the Accreditation Decision Response (ADR) was submitted. COPRA seeks an update on the current status of the mission and vision development, including the engagement and participation of all relevant stakeholders, as well as the program’s anticipated completion date for the mission revision process.”

We have adopted a new mission, vision, and values. Our extensive and inclusive process is detailed in this report. We also have adopted seven new goals for our Strategic Plan and will be finalizing our Strategic Plan at the end of Spring 2025. We are already making progress for some of these goals and can provide an update on these upon request.

- 2) “A comprehensive update on the current status of its DEI plan development, including details on the program’s efforts and progress in this area. Furthermore, while the Commission acknowledges the program’s initiatives to enhance faculty representation and inclusion, COPRA requests specific details regarding these plans and the processes guiding their implementation.”

We have discussed and developed a comprehensive DEI plan, which is provided in a separate document. Some of the goals in our DEI Plan overlap with our Strategic Plan. In Spring 2025, we will begin discussing how to implement these plans, alongside our Strategic Plan.

- 3) “A specific updates on the implementation of the program’s communication plan, including evidence of engaging alumni, enhanced communication with students, and responsive advising.”

Within our Strategic Plan, we have already identified several goals related to our Communication Plan. Once our Strategic Plan is finalized at the end of Spring 2025, our communication goals will constitute our formal Communication Plan. We will address communication to all stakeholders within that Strategic Plan (and will provide COPRA with this Communication Plan separately for convenience).

We thank you for this opportunity and look forward to the upcoming site visit to discuss this in more detail.

Appendix

Table 5 provides an outline of information and prompts provided to faculty and others in Fall 2024 to gather feedback for the development of the mission, vision, and values. These activities spanned several meetings and included a great deal of group work and discussion.

Table 5: Meeting Prompts to Gather Feedback for Mission, Vision, and Values

Preparation	Prompt	How Feedback Was Gathered
Given definitions and examples of effective mission and vision statements. This exercise helps us think about the main purpose of the program.	Give feedback on “What is our why/purpose.” Ask yourself why that matters and repeat that question until there are no further iterations.	Faculty were divided into 3 groups and asked to write down the answers to the prompt. Each group shared their main thoughts. Forms were collected from all groups.
Now that groups have developed a “why” they are asked to draft mission statements, not worrying about specific wording.	As an individual draft one or more mission statements. As a group, discuss and try to come up with some group version of the mission that everyone agrees on.	Each group shared one or two mission statements. Individual and group statements were collected.
To prepare for the vision draft, groups were asked to think about future goals of our program.	Each group was asked to answer, “Wouldn’t it be fantastic if our program _____ by the end of 2026 and by the end of 2030.”	Each group came up with aspirations that we would like the program to accomplish in these time frames. We discussed these as a group and group and individual responses were gathered.
Now that groups have developed futuristic goals, groups were asked to draft vision statements, not worrying about specific wording.	As an individual draft one or more vision statements. As a group, discuss and try to come up with some group version of the vision that everyone agrees on.	Each group shared a vision statement. Individual and group statements were collected.
To prepare, the use of values in shaping behaviors of an organization was shared, along with an example list of values from Brene Brown’s Dare to Lead .	Each individual was asked to identify 3 program values on post-its. The group should then compare and agree on 3 common values.	Each group shared values and we discussed the commonalities and differences.

Table 6 provides feedback from faculty in the form of drafts of the mission and vision, done in group work and individually. The Strategic Planning Committee used these drafts in Table 6 and drafted three versions of the mission and vision, using the words in bold. Those three versions were narrowed down and edited multiple times before being finalized.

Table 6: Sample Faculty Drafts of the Mission and Vision Statements

Mission	We prepare leaders to address complex social issues and foster a commitment to ethical and inclusive public service in OC and beyond.
Mission	We prepare students to solve complex social issues through theoretical principles that create leaders with commitment to equitable and inclusive public service in OC and beyond.
Mission	We prepare our students to solve complex social issues who are rooted in our theory-based curriculum that foster a commitment to ethical, equitable and inclusive public service in OC and beyond.
Mission	The MPA prepares dynamic leaders to anticipate and engage to solve complex social issues and foster a commitment to ethical, equitable, and inclusive public service in Orange County and beyond.
Mission	The MPA prepares leaders to address complex public sector issues and foster a commitment to ethical, equitable, and inclusive public service in OC and beyond.
Mission	The MPA prepares leaders to apply practical solutions to complex social issues and foster a commitment to ethical, equitable, and inclusive public service in OC and beyond.
Mission	The MPA prepares leaders to apply practical solutions to complex social issues and foster a commitment to ethical, equitable, and inclusive public service in OC and beyond.
Mission	The MPA prepares innovative leaders and managers to apply practical solutions to address complex social issues and foster a commitment to ethical, equitable, and inclusive public service in OC and beyond.
Mission	Our program prepares leaders to address complex social issues and foster a commitment to ethical, equitable, and inclusive public service through collaboration in Orange County and beyond.
Mission	Our program prepares leaders to solve complex social issues and foster a commitment to ethical, humanizing , public service in OC and beyond.
Mission	The MPA prepares leaders to advance society and foster a commitment to ethical public service in the community of Southern California.
Mission	The MPA prepares exceptional and dynamic leaders to address complex social issues and collaboratively foster a commitment to ethical, equitable, and inclusive public service in Southern California and beyond.
Vision	Our vision is to be a premier program recognized for excellence in value-driven public service and engagement.
Vision	The premier program in Southern California for public sector leaders and for excellence in value-driven public service.

Vision	Our vision is to be a premier program recognized for excellence in value-driven leadership and management .
Vision	Our vision is to be a premier program recognized for excellence in value-driven leadership, management, and service .
Vision	Our vision is to be a destination program recognized for excellence in value driven public service and engagement.

Note: Words in bold were identified by the Strategic Planning Committee as important words to include in the next round of draft statements.

Figure 1 provides an example of feedback from the program values exercise. Each person identified three individual values on post-its. The feedback from one group is pictured in Figure 1. The group attempted to categorize the individual values into common themes to narrow them down to three overall values.

Figure 1: Example of Group Values Exercise

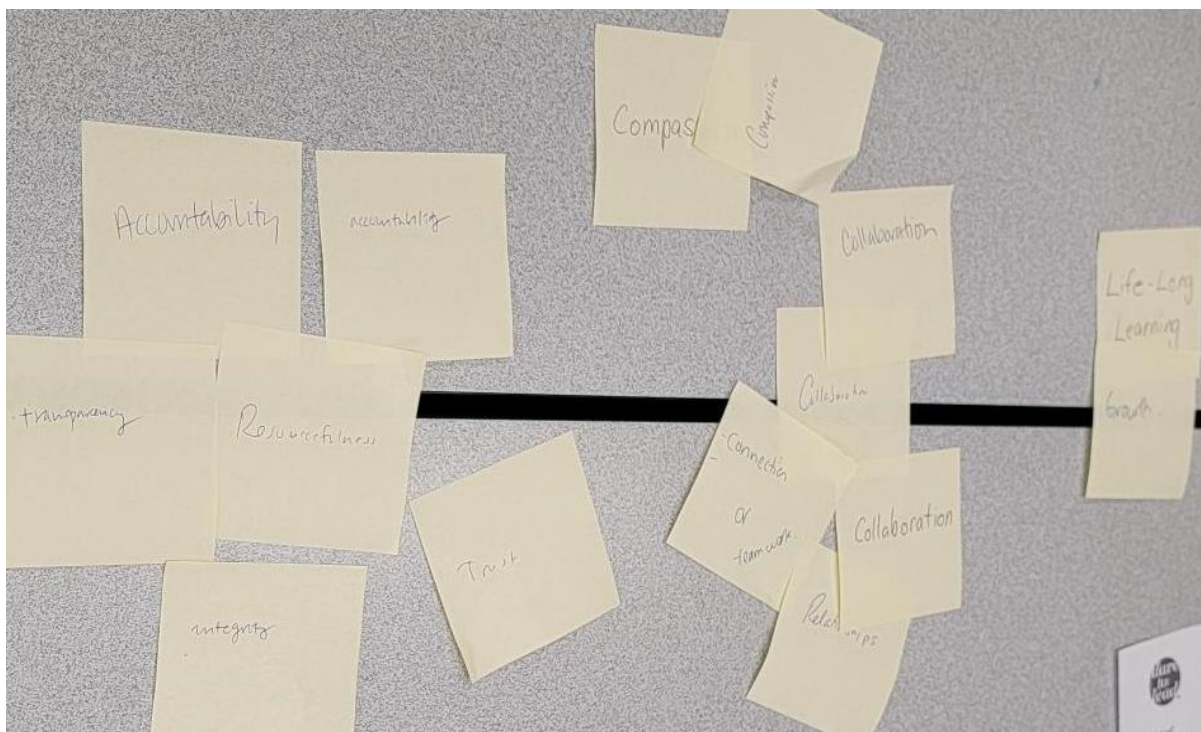


Figure 2 provides a selection of the PowerPoint slides provided in the Advisory Board meeting. These slides outline the feedback we asked for. Attendees worked individually and in groups to provide feedback.

Figure 2: Select Slides Presented to MPA Advisory Board and Alumni

Feedback from the Board

- Read over the draft mission and vision again.
- Individually write down any thing that you think we are missing or that may be important to add.
- In groups, decide on any recommended edits, additions, or deletions.
- Write it down.
- 20 minutes. Groups will share their thoughts after.

Agenda

4) Program Improvement Discussion

- How do we become a destination program?
 1. Outcomes of graduates
 2. Regional employment needs
 3. Curricular offerings
 4. Reputation

Feedback from the Board

- Group activity
- As a group, outline what you think our goals should be for each of the four areas
- Then, for each of the areas, what actions should be taken to achieve these goals?
- Write down your thoughts and fill in the table together.
- 40 minutes. Groups will share their thoughts on one item after.

Agenda

5) Wrap-up and Moving Forward

- How to use the Board effectively
- Future planning

Addendum: Update for NASPAA Site Visit in March 2025

Our work on Strategic Planning is ongoing. We have continued our detailed discussions on what our strategic planning goals are during our meetings on January 17 and January 31. The additional goals that we have fully adopted and voted on in these two meetings are listed in Table 7.

Table 7: Strategic Planning Goals Adopted in Spring 2025

Category	Goal	Measures	Timeline	Champion
Learning Experiences	Revise SLOs to capture what type of learning experiences we want	New SLOs are adopted	2-3 years	Assessment and Curriculum Committee
Learning Experiences	Complete a plan for a 2-year and 3-year degree completion option	Plan is developed and discussed	1 year	Coordinator, Assessment and Curriculum Committee
Learning Experiences	Provide an annual forum for local leaders	Number of forums provided	1 year	Pi Alpha Alpha and Faculty Advisor
Faculty Support	Adopt and implement a DEI Plan	Plan is adopted, measures provided in DEI Plan	3-5 years	Coordinator, DEI Committee
Faculty Support	Recognize faculty achievements in community engagement and public services	Number of awards and recognitions	1-2 years	Awards Committee
Faculty Support	Support new faculty research goals through mentoring and supporting conference attendance	Assigned formal mentor, number of times attending ASPA and NASPAA	5 years	Faculty Mentor

We have one more category to complete, student academic support. We are on track to have our strategic plan finalized by the end of the Spring 2025 semester.

Master of Public Administration (MPA) Program Assessment 2023–2024

California State University, Fullerton

Student Learning Outcomes (SLOs) Assessment

Introduction

The 2023–2024 Master of Public Administration (MPA) Program Assessment is part of our structured assessment cycle, designed to ensure continuous program improvement and alignment with NASPAA accreditation standards. Each academic year, we assess a rotating set of three NASPAA core competencies, selecting a subset of Student Learning Outcomes (SLOs) to represent each competency. This year, the assessment focused on:

1. Leading and managing in public governance (NASPAA Competency 1)
2. Participating in and contributing to the policy process (NASPAA Competency 2)
3. Articulating and applying a public service perspective (NASPAA Competency 4)

Given the comprehensive nature of these competencies, each is assessed through a single representative SLO that aligns with the competency's key learning objectives. The rotational approach ensures that, over multiple assessment cycles, all SLOs mapped to a competency are systematically evaluated. This year's selected SLOs include:

- SLO 6: Identify and assess ethical problems in public administration and develop appropriate solutions grounded in moral reasoning and public service values (aligned with NASPAA Competency 1).
- SLO 4: Demonstrate the ability to research policy issues by identifying and utilizing appropriate resources (aligned with NASPAA Competency 2).
- SLO 2: Articulate and apply a public service perspective by demonstrating knowledge of public sector structures, components, goals, and objectives (aligned with NASPAA Competency 4).

This selection ensures that each NASPAA competency is meaningfully assessed while maintaining a manageable and in-depth evaluation process within each academic year. Over multiple years, this rotational structure provides a comprehensive assessment of all SLOs tied to NASPAA's required competencies.

This report presents findings from direct assessments (e.g., student papers, exams, and projects) and indirect assessments (e.g., student surveys). The results highlight areas of strength and identify opportunities for programmatic refinement. Faculty discussions of these findings have informed curriculum enhancements and strategic planning efforts, ensuring that the MPA program continues to meet the evolving needs of students and the field of public administration.

NASPAA Competency 1: Leading and managing in public governance

SLO 6: Identify and assess ethical problems in public administration and develop appropriate solutions grounded in moral reasoning and public service values

Assessment Methods Direct Assessment: The assessment of SLO 6 was conducted through the analysis of student performance in POSC 521: Public Administration Theory: Capstone Seminar. The assessment focused on weekly synthesis papers submitted by students, specifically those addressing public service values and ethics.

Indirect Assessment: Exit survey data from graduating MPA students was also analyzed to evaluate students’ perceptions of how the program influenced their commitment to core public service values, including diversity, public service, and democratic values, as well as their ability to work in diverse communities.

Direct Assessment Findings A total of 18 student papers were evaluated using a three-criteria rubric measuring students’ ability to:

1. Identify ethical problems in public administration
2. Assess the severity and implications of ethical problems
3. Create solutions consistent with public service values and moral reasoning

The papers demonstrated a strong understanding of key ethical frameworks and challenges in public administration, including:

- The tension between professional standards and democratic responsiveness
- “Administrative evil” as conceptualized by Adams and Balfour
- Conflicting ethical standards facing public administrators
- Erosion of trust and legitimacy in public institutions
- The balance between rule compliance and moral judgment

Most students successfully identified classic ethical dilemmas in public administration and recognized the complexities inherent in ethical decision-making. The most successful papers integrated theoretical concepts from multiple sources and applied them to practical governance scenarios.

Summary of Direct Assessment Results

Criteria	Excellent	Proficient	Basic	Unacceptable
Identification of Ethical Problems	13 (72.2%)	5 (27.8%)	0 (0%)	0 (0%)

Criteria	Excellent	Proficient	Basic	Unacceptable
Assessment of Ethical Problems	11 (61.1%)	5 (27.8%)	2 (11.1%)	0 (0%)
Creation of Solutions	7 (38.9%)	5 (27.8%)	6 (33.3%)	0 (0%)

Indirect Assessment Findings Exit survey data from 30 graduating students revealed the following:

Commitment to Public Service Values:

- Public Service: 63.3% (19) reported “A great deal” of increased commitment, 26.7% (8) reported “Somewhat,” 10% (3) reported “Moderately”
- Democratic Values: 60% (18) reported “A great deal” of increased commitment, 30% (9) reported “Somewhat,” 10% (3) reported “Moderately”
- Diversity: 60% (18) reported “A great deal” of increased commitment, 26.7% (8) reported “Somewhat,” 10% (3) reported “Moderately,” 3.3% (1) reported “Slightly”

Ability to Work in Diverse Communities:

- 46.7% (14) reported “A great deal” of increased ability
- 26.7% (8) reported “Moderately” increased ability
- 26.7% (8) reported “Somewhat” increased ability

Analysis Direct Assessment: Students demonstrated the strongest performance in identifying ethical problems in public administration, with 72.2% achieving an “excellent” rating and the remaining 27.8% achieving “proficient.” This indicates that the MPA program has successfully developed students’ ability to recognize ethical challenges within the field.

The assessment of ethical problems showed similarly strong results, with 61.1% of papers rated as “excellent” and 27.8% as “proficient.” Only 11.1% received a “basic” rating, suggesting that the program effectively prepares students to analyze the implications and severity of ethical issues in public administration.

The creation of solutions criterion revealed more variation in student performance. While 38.9% of papers achieved an “excellent” rating, 33.3% received a “basic” rating. This suggests that program curriculum may need additional emphasis on developing practical, well-reasoned solutions that align with public service values.

Indirect Assessment: The exit survey data largely supports the findings from the direct assessment. The majority of students (60-63.3%) reported that the MPA program increased their commitment to core public service values “a great deal,” suggesting that the program is effectively instilling these values. However, a lower percentage (46.7%) reported “a great deal” of improvement in their ability to work in diverse communities, which aligns with the direct assessment finding that students may need additional support in developing practical solutions in complex contexts.

Alignment of Findings: Both assessment methods point to strong development of ethical awareness and values, with opportunities for growth in practical application. The gap between theoretical understanding and practical solution development identified in the direct assessment is mirrored in the exit survey data, where students report somewhat lower gains in their ability to work in diverse communities compared to their commitment to values.

Recommendations The assessment indicates that the MPA program is successfully developing students' ethical awareness and commitment to public service values, with an opportunity to strengthen the curriculum's focus on translating these values into practical solutions in diverse contexts. Overall, the results demonstrate that students are meeting the expected learning outcomes, with specific areas identified for programmatic enhancement.

Based on the assessment results, the following programmatic recommendations are proposed to strengthen student achievement of SLO 6:

1. **Case Study Integration:** Incorporate more diverse case studies across the curriculum that require students to develop and defend solutions to ethical challenges in various public administration contexts.
2. **Guest Practitioners:** Increase opportunities for students to learn from experienced public administrators about real-world ethical problem-solving through guest lectures and panel discussions.
3. **Ethics Simulation:** Develop an ethics simulation exercise that challenges students to navigate complex ethical dilemmas in a controlled environment, allowing for practical application of moral reasoning and public service values.
4. **Capstone Paper Enhancement:** Revise the capstone assignment guidelines to include a stronger emphasis on translating ethical analysis into actionable policy recommendations.

The assessment indicates that the MPA program is successfully developing students' ethical awareness and commitment to public service values, with an opportunity to strengthen the curriculum's focus on translating these values into practical solutions in diverse contexts. Overall, the results demonstrate that students are meeting the expected learning outcomes, with specific areas identified for programmatic enhancement.

NASPAA Competency 2: Participating in and contributing to the policy process

SLO 4: Demonstrate the ability to research policy issues by identifying and utilizing appropriate resources

Assessment Methods The assessment of SLO 4 was conducted through two complementary approaches:

1. **Direct Assessment:** Analysis of student comprehensive examination responses across multiple focus areas including general public administration (Question 2 regarding street-level bureaucrats and bureaucratic discretion) and specialized concentration papers (HR, Public

Policy, and Public Finance). Each response was evaluated specifically for the student’s ability to identify and utilize appropriate resources for researching policy issues.

2. **Indirect Assessment:** Graduating student exit survey responses regarding their perception of how much the MPA program contributed to their “ability to research public policy issues.”

Findings

Direct Assessment A total of 36 student comprehensive examination papers were evaluated using a four-criteria rubric that specifically measured students’ ability to identify and utilize appropriate resources:

Criteria	Distinguished	Proficient	Basic	Unacceptable
Critical Thinking	7 (30.4%)	15 (65.2%)	1 (4.3%)	0 (0%)
Quality of Sources	8 (34.8%)	14 (60.9%)	1 (4.3%)	0 (0%)
Research Skills	6 (26.1%)	16 (69.6%)	1 (4.3%)	0 (0%)
Application of Research	7 (30.4%)	15 (65.2%)	1 (4.3%)	0 (0%)

The comprehensive examination responses demonstrated:

- Students consistently identified seminal works in public administration literature (e.g., Lip-sky, Maynard-Moody, Weber) relevant to their analysis
- Most students effectively utilized multiple scholarly sources to support their arguments
- Students across concentration areas showed proficiency in selecting appropriate resources specific to their focus (e.g., GASB standards in Finance papers, diversity management liter-ature in HR papers)
- Strong ability to apply research findings to analyze policy implementation issues

Indirect Assessment Responses from 32 graduating students to the exit survey question about how much the MPA program contributed to their “ability to research public policy issues” showed:

Rating	Number	Percentage
Extremely	14	43.8%
Very	13	40.6%
Moderately	4	12.5%
Slightly	1	3.1%
Not at all	0	0%

These results indicate that 84.4% of graduating students rated the program’s contribution to their policy research abilities as either “Extremely” or “Very” significant.

Analysis The comprehensive examination results provide strong evidence that MPA students are successfully developing the ability to identify and utilize appropriate resources for researching policy issues. Key findings include:

1. **Resource Identification:** Students demonstrated proficiency in identifying relevant scholarly resources appropriate to their analysis. Over 95% of students in general exam responses achieved either “Distinguished” or “Proficient” ratings for quality of sources, indicating they could successfully identify appropriate resources for policy research.
2. **Resource Utilization:** Students effectively applied identified resources to their analysis, with over 95% achieving “Distinguished” or “Proficient” ratings for application of research. This demonstrates their ability to not just identify resources, but to meaningfully utilize them in policy analysis.
3. **Concentration-Specific Resources:** Students in specialized tracks showed ability to identify and utilize resources specific to their concentration areas. Finance students referenced appropriate fiscal policy resources, HR students utilized diversity management literature, and Policy students incorporated policy process frameworks.
4. **Scholarly Source Integration:** Students effectively integrated multiple sources to develop multi-faceted analyses, demonstrating sophisticated understanding of how to synthesize information from various resources.

The exit survey results corroborate these findings, with 84.4% of graduates indicating the program significantly contributed to their ability to research policy issues. This alignment between direct and indirect assessment provides strong evidence that the program is effectively developing this specific student learning outcome.

Recommendations for Improvement While our assessment results demonstrate clear program success in developing students’ ability to identify and utilize appropriate resources for policy research, we propose the following targeted improvements:

1. **Resource Evaluation Framework:** Develop a structured framework to help students better evaluate the quality, relevance, and applicability of different types of resources for policy research, enhancing their ability to select the most appropriate sources.
2. **Policy Research Database:** Create a curated database of high-quality policy research resources organized by subject area to provide students with a starting point for identifying appropriate sources across different policy domains.
3. **Resource Diversity Enhancement:** Expand curriculum elements that expose students to diverse types of policy research resources beyond traditional academic literature, including government reports, policy briefs, and international comparative resources.
4. **Assessment Refinement:** While current assessment methods provide strong evidence of achievement, develop a more targeted assessment approach for the next cycle that specifically isolates students’ ability to identify appropriate resources from their ability to utilize those resources.

These recommendations build upon our program's demonstrated success in developing students' ability to research policy issues by identifying and utilizing appropriate resources. By implementing these targeted enhancements, we aim to further strengthen this core competency and ensure all students achieve proficiency in this essential skill for public administration professionals.

NASPAA Competency 4: Articulating and applying a public service perspective

SLO 2: Articulate and apply a public service perspective by demonstrating knowledge of public sector structures, components, goals, and objectives

Assessment Methods Direct Assessment: The assessment of SLO 2 was conducted through analysis of student work from POSC 521: Public Administration Theory Capstone Seminar. Two types of assignments were evaluated:

1. **Week 14 Synthesis Papers on Privatization and Contracting** (n=26): Students synthesized readings on the topic of privatization and contracting in public administration, requiring them to articulate and apply a public service perspective.
2. **Gooden Book Reports** (n=20): Students analyzed Susan Gooden's "Race and Social Equity: A Nervous Area of Government," demonstrating their understanding of public service perspectives related to social equity.

These assignments were evaluated using a rubric with two primary criteria: 1) Articulation of Public Service Perspective and 2) Application of Public Service Perspective.

Indirect Assessment: Exit survey data from 30 graduating MPA students was analyzed to evaluate students' perceptions of how the program contributed to their:

- Knowledge of governance structures
- Knowledge of relationships between jurisdictions
- Knowledge of relationships between sectors
- Knowledge of public policy processes
- Ability to identify stakeholders

Direct Assessment Findings

Analysis of Capstone Synthesis Papers on Privatization and Contracting The synthesis papers demonstrated students' understanding of the unique considerations in public sector contracting compared to private sector approaches. Students articulated key elements of a public service perspective including:

- The distinction between public and private sector transactions, with Jos & Tompkins (2010) frequently cited for their explanation of how public administrators must maintain multiple relationship types beyond simple customer-service models
- The responsibility of public administrators to balance efficiency concerns with public values when making contracting decisions

- The importance of trust and accountability in government-vendor relationships
- The obligation to consider equity and accessibility in service delivery decisions
- The strategic considerations in “make-or-buy” decisions specific to public organizations

Students effectively connected these concepts to structural elements of government, demonstrating knowledge of how public sector goals and objectives differ from private sector motivations. Most synthesis papers recognized that public sector contracting decisions must prioritize public interests rather than simply minimizing costs.

Analysis of Gooden Book Reports from the Capstone Seminar Students analyzing Gooden’s work demonstrated understanding of social equity as a core public service value, particularly in relation to the structural elements that support or hinder equity in public service delivery. Key themes included:

- The responsibilities of public administrators to address racial equity as part of their public service obligation
- The organizational structures and components that can perpetuate or mitigate inequities
- The leadership factors and external environments that influence public service delivery
- The importance of values alignment in public organizations when pursuing equity goals
- The distinctions between organizational culture and climate in shaping inclusive public service provision

Students effectively identified Gooden’s “nervousness” framework as a constraint unique to public sector organizations, demonstrating understanding of how public sector structures influence service delivery outcomes.

Combined Direct Assessment Results Review of all student papers revealed varying levels of achievement in articulating and applying a public service perspective:

1. Distinguished Performance (25-30%)

- Clear articulation of the distinct nature of public service values
- Sophisticated analysis of the structural components of public organizations
- Nuanced understanding of how public sector goals differ from private sector objectives
- Strong application of theoretical concepts to practical governance challenges

2. Proficient Performance (50-55%)

- Solid understanding of public service perspectives
- Good recognition of key public sector structures and components
- Effective description of public sector goals and objectives
- Application of concepts to administrative contexts with reasonable depth

3. Basic Performance (15-20%)

- Basic understanding of public service concepts
- Limited articulation of structural differences between public and private sectors
- Surface-level recognition of public sector goals
- Minimal application of public service perspective to administrative challenges

4. Unacceptable Performance (0%)

- No students demonstrated unacceptable performance

Indirect Assessment Findings

The exit survey results from 30 graduating MPA students provide valuable insights into their perceptions of the program’s impact on key areas of public administration knowledge. The majority of students reported high levels of competency across all assessed areas, with particularly strong ratings in governance structures, sectoral relationships, and policy processes.

- **Governance Structures & Sectoral Relationships:** Nearly 80% of students rated their knowledge as “Extremely” or “Very” in these areas, demonstrating confidence in understanding public administration frameworks.
- **Public Policy Processes & Stakeholder Identification:** Over 83% of students reported that the program significantly enhanced their ability to navigate policy processes and identify relevant stakeholders.
- **Jurisdictional Relationships:** While still strong, 73.3% of students rated their knowledge as “Extremely” or “Very,” suggesting room for additional focus on intergovernmental dynamics.

These findings align with direct assessment results, reinforcing the program’s effectiveness while highlighting opportunities for further curricular refinement—particularly in strengthening inter-jurisdictional analysis and stakeholder engagement. The detailed breakdown of responses is provided in the table below.

Assessment Area	Extremely (%)	Very (%)	Moderately (%)	Slightly (%)	No Response (%)
Knowledge of Governance Structures	46.7	33.3	13.3	3.3	3.3
Knowledge of Relationships Between Jurisdictions	33.3	40.0	20.0	6.7	0.0
Knowledge of Relationships Between Sectors	46.7	33.3	20.0	0.0	0.0
Knowledge of Public Policy Processes	43.3	40.0	10.0	6.7	0.0
Ability to Identify Stakeholders	40.0	43.3	16.7	0.0	0.0

Analysis

Direct Assessment Analysis The direct assessment reveals that MPA students demonstrate strong ability to articulate and apply a public service perspective, with approximately 80% achieving either Distinguished or Proficient performance. Students show particular strength in:

1. **Understanding Public-Private Distinctions:** Students effectively identified the unique characteristics of public sector organizations and how they differ from private sector entities.

The privatization synthesis papers showed strong comprehension of Jos & Tompkins' framework for understanding the distinct relationships in public service beyond simple customer service models.

2. **Articulating Public Service Values:** Students demonstrated clear understanding of core public service values including accountability, transparency, equity, and democratic governance. The Gooden book reports particularly highlighted students' grasp of equity considerations in public service.
3. **Recognizing Structural Influences:** Students identified how organizational structures in the public sector influence service delivery outcomes, policy implementation, and administrative decision-making.

Areas for potential improvement include:

1. **Application to Complex Scenarios:** Some students demonstrated theoretical understanding but struggled to apply concepts to complex administrative situations, particularly regarding the practical trade-offs between efficiency and public values.
2. **Inter-Jurisdictional Analysis:** Fewer papers demonstrated sophisticated understanding of the relationships between different levels of government and how these structural elements influence public service delivery.
3. **Cross-Sector Partnerships:** While students understood contracting decisions, fewer papers demonstrated advanced understanding of the complex relationships between public, private, and nonprofit sectors in contemporary governance.

Indirect Assessment Analysis The indirect assessment data generally supports the direct assessment findings, with the majority of students reporting that the MPA program significantly enhanced their knowledge of public sector structures, components, goals, and objectives:

1. **Governance Structures:** 80% of students reported that the program "Extremely" or "Very" contributed to their knowledge of governance structures, aligning with the direct assessment's finding of strong student understanding of public sector organizational elements.
2. **Jurisdictional Relationships:** 73.3% reported "Extremely" or "Very" enhanced knowledge of relationships between jurisdictions, which was relatively lower than other areas, corresponding with the direct assessment finding that this was an area for potential improvement.
3. **Sectoral Relationships:** 80% reported "Extremely" or "Very" enhanced knowledge of relationships between sectors, demonstrating alignment with students' performance in understanding public-private distinctions.
4. **Policy Processes:** 83.3% reported "Extremely" or "Very" enhanced knowledge of public policy processes, reflecting students' strong grasp of how public organizations operate.
5. **Stakeholder Identification:** 83.3% reported "Extremely" or "Very" enhanced ability to identify stakeholders, indicating strong understanding of the multiple constituencies served by public organizations.

Alignment Between Direct and Indirect Measures The direct and indirect assessments show strong alignment in several areas:

1. Both measures indicate strong student performance in understanding core public service concepts, with approximately 80% of students demonstrating either Distinguished/Proficient performance or reporting “Extremely”/“Very” enhanced knowledge.
2. Both measures suggest that understanding jurisdictional relationships and applying concepts to complex scenarios may be areas for further development, with slightly lower performance indicators in these areas.
3. The indirect measure’s strong results regarding knowledge of public policy processes (83.3% “Extremely”/“Very”) corresponds with direct evidence of students’ ability to articulate public service perspectives in their written work.

Recommendations for Improvement

Based on the assessment findings, the following programmatic recommendations are proposed to strengthen student achievement of SLO 2:

1. **Enhanced Inter-jurisdictional Content:** Strengthen curriculum elements that address relationships between different levels of government and how these structures influence public service delivery, responding to both direct and indirect assessment findings.
2. **Reflective Practice:** Incorporate more reflective assignments that require students to articulate their own public service perspectives and how these relate to the structural components of government organizations.

The assessment indicates that the MPA program is successfully developing students’ ability to articulate and apply a public service perspective, with specific opportunities to strengthen the curriculum’s focus on inter-jurisdictional relationships and complex governance scenarios. Overall, the results demonstrate that students are meeting the expected learning outcomes for SLO 2, with targeted areas identified for programmatic enhancement.

Next Steps and Programmatic Improvements

The findings from the 2023–2024 assessment cycle were reviewed and discussed by faculty in early Fall 2024, coinciding with the launch of the MPA Strategic Planning Process. Faculty identified key areas for program improvement based on assessment results, leading to discussions on:

- Expanding guest lectures and practitioner panels to enhance students’ exposure to real-world governance challenges.
- Increasing the use of diverse policy literature to deepen engagement with multiple governance perspectives.

- Developing a Policy Research Database to strengthen students' ability to identify and apply high-quality sources in policy analysis.
- Implementing a Resource Evaluation Framework in the Foundations course to improve students' research and analytical skills.
- Refining assessment methodologies to better distinguish between students' ability to identify versus apply research resources effectively.

As a next step, these findings and recommendations are being incorporated into ongoing strategic planning efforts as programmatic goals and curricular enhancements. The MPA Strategic Plan, developed during Fall 2024 and early 2025, will integrate these priorities into long-term program improvements. Future assessments will track the impact of these changes to ensure continuous improvement and alignment with NASPAA accreditation standards.

Conclusion

The 2023–2024 MPA program assessment has provided critical insights into student learning and program effectiveness across key NASPAA competencies and student learning outcomes (SLOs). The results demonstrate that students are achieving expected outcomes, particularly in ethical reasoning, policy research, and the articulation of a public service perspective. Both direct and indirect assessments confirm that the program successfully cultivates foundational public administration skills while identifying opportunities for further enhancement.

Faculty discussions in early Fall 2024 focused on translating these findings into actionable program improvements. As a result, the program is taking deliberate steps to strengthen curriculum elements such as case study integration, expanded practitioner engagement, enhanced resource evaluation frameworks, and refined assessment methodologies. These enhancements will not only reinforce student competencies but also align with NASPAA accreditation expectations and broader programmatic goals.

Moving forward, these assessment findings will continue to inform the MPA Strategic Planning Process, ensuring that curriculum improvements are systematically incorporated into long-term program development. By embedding assessment-driven enhancements into its strategic direction, the MPA program reaffirms its commitment to continuous improvement, student success, and the advancement of public service education.

Diversity, Equity, Inclusion, and Belonging (DEI+B) Plan

Master of Public Administration (MPA) Program California State University, Fullerton

Adopted February 28, 2025

Executive Summary

The CSUF MPA Program is committed to fostering an inclusive environment that prepares leaders to address complex social issues and uphold democratic values. This streamlined DEI+B Plan focuses on three core areas: Student Success and Inclusion, Curriculum Integration, and Program Climate and Assessment. The plan prioritizes high-impact, resource-conscious initiatives that align with NASPAA standards while furthering our mission of preparing ethical, equitable, and inclusive public service leaders. This plan emphasizes support for faculty to engage in DEI+B work without mandating specific actions or individual evaluations based on DEI efforts.

I. Introduction

Program Foundation

Mission: We prepare leaders to address complex social issues, uphold democratic values, and foster a commitment to ethical, equitable, and inclusive public service in Orange County and beyond.

Vision: Our vision is to be a program recognized for excellence in value-driven public service and community engagement.

Values: The values of the CSUF MPA Program are Accountability, Ethics, Collaboration, and Life-long Learning.

Purpose and Framework

This plan articulates our commitment to diversity, equity, inclusion, and belonging while acknowledging resource constraints and the need for sustainable implementation. It provides a focused framework for advancing these principles through existing program structures and faculty capacity. This plan emphasizes support for faculty to engage in DEI+B work without mandating specific actions or individual evaluations based on DEI efforts.

Our approach is grounded in the understanding that DEI+B work is fundamental to developing effective public service leaders who can serve diverse communities and address complex social challenges. This commitment aligns directly with our program values and NASPAA standards.

Core Definitions and Principles

Our work is guided by the following definitions:

- **Diversity:** The variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. This includes differences in race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region, and more.
- **Equity:** The fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.
- **Inclusion:** The active, intentional, and ongoing engagement with diversity to increase awareness, knowledge, understanding, and respect in ways that promote a supportive and collaborative environment.
- **Belonging:** An internal emotional sense of comfort by which students exhibit their authentic selves and evolve through self-reflection and awareness within a diverse community.

These principles are interconnected and build upon each other:

- Diversity provides the foundation of different perspectives and experiences.
- Equity ensures fair access and opportunity.
- Inclusion actively engages these differences.
- Belonging creates an environment where all members can authentically participate and thrive.

Core Goals and Action Steps

Goal 1: Student Success and Inclusion

Objective: Enhance recruitment, retention, and support of diverse students within existing program structures.

Action Steps:

1. Welcome and Orientation Event (Fall and Spring Semesters)

- Continue to coordinate the New Student Orientation and Welcome Event by the Program Director and MPA Advisor.
- Encourage new students to bring a family member or friend who will support them through their academic journey.
- Utilize existing department meeting space.
- Involve current students and alumni as volunteers, to enhance discussion with new students and guests.
- Use feedback from the Fall 2024 and Spring 2025 Welcome Events to improve future events.

2. Student and Alumni Mixer Events

- Organize informal "mixer" events each spring and fall, in partnership with Pi Alpha Alpha (the MPA honor society), at a local restaurant, brewery, or other suitable location.
- Invite alumni, students, advisory board members, and local professionals to encourage socializing and networking.

3. Work with Advisory Board to Create an Alumni Mentorship Program

- Coordinate with alumni to establish structured mentorship opportunities.
- Focus on connecting alumni with shared lived experiences to students for career and academic guidance.
- Offer both in-person and virtual meeting formats to maximize flexibility and participation.
- Focus on career guidance and networking.

4. Track essential demographic data

- Utilize existing university data systems.
- Report annually to faculty.
- Use for NASPAA reporting.

Goal 2: Foster Faculty Inclusion and Collaboration

Objective 2.1: Build a supportive and transparent departmental culture.

Action Steps:

1. Recognition of Faculty Achievements

- Dedicate a segment in department meetings to celebrating individual and collective faculty successes in teaching, research, and service.
- Highlight faculty accomplishments in a department newsletter, website, and at the annual awards banquet.
- Recognize faculty who engage in DEI-related activities.

2. Faculty Development

- Share information about campus workshops on DEI topics with faculty.
- Encourage faculty to attend DEI-related conferences and training on a voluntary basis.

Objective 2.2: Strengthen collaboration and teamwork.

Action Steps:

1. Collaborative Initiatives

- Dedicate a portion of a faculty meeting each semester to brainstorming or planning team projects (e.g., co-teaching, joint research, or service activities).
- Showcase examples of successful collaborations in similar programs.

2. Annual Faculty Goal Reflection

- Dedicate a portion of a faculty meeting each fall to reflect on the past year's goals and set new goals for the upcoming year.
- Include activities to reinforce teamwork and collective purpose.

Objective 2.3: Inclusive Recruitment and Retention Practices

Action Steps:

1. Inclusive Hiring Practices

- As mandated by the university, all search committee members complete CSUF's implicit bias training. Additional program efforts will focus on promoting gender diversity and representation in job postings and recruitment.
- Standardize job posting language to emphasize commitment to DEI.
- Advertise positions through networks that reach underrepresented groups. Partner with minority-serving institutions and professional networks to ensure outreach to a diverse candidate pool, emphasizing gender and racial diversity in public service education.

2. Retention Support

- Pair new faculty with senior colleagues for onboarding mentorship.
- Share information about DEI-related topics in faculty development opportunities for voluntary participation.
- Add specific strategies to attract and retain diverse faculty, including gender diversity goals.

Goal 3: Curriculum Integration

Objective: Support faculty to integrate DEI principles into core courses while respecting their pedagogical autonomy.

Action Steps:

1. Enhance curriculum (Year 1)

- Develop a case studies and examples repository from diverse communities for faculty use, as they see fit.
- Develop a speaker list of alumni and community leaders to diversify perspectives in classroom discussions that faculty can use.

2. Provide faculty resources

- Create shared digital folder of DEI teaching materials.
- Share best practices in faculty meetings as information and ideas.

3. Assessment integration

- Regularly discuss DEI-related Student Learning Outcome (SLO) results from annual programmatic assessment data at faculty meetings, to inform program improvements as appropriate.
- Review all assessment data annually during program assessment in the aggregate, and report to faculty and the DEI committee.

Goal 4: Program Climate and Assessment

Objective: Monitor and improve program climate through regular assessment.

Action Steps:

1. Annual climate survey

- Integrate with existing program surveys.
- Focus on key NASPAA metrics, including:
 - ◇ Student demographics (e.g., race, ethnicity, gender, age).

- ◇ Aggregate faculty participation in professional development.
- ◇ Retention and graduation rates disaggregated by demographic categories.
- ◇ Climate survey results assessing inclusiveness and equity.
- ◇ Curriculum audit findings for DEI content in aggregate.
- ◇ Job placement and career advancement outcomes for graduates.
- Report results in annual program meeting.

2. **Advisory Board Involvement**

- Engage the diverse 12-member Advisory Board (including alumni, non-alumni, faculty, and student representation) as advocates for DEI and as a resource for program planning and student support.
- Seek feedback from the Advisory Board on DEI initiatives, including recruitment and curriculum development, during their regular meetings.
- Share assessment data with the Advisory Board annually.

3. **DEI events (one per year)**

- Integrate into existing course activities, such as workshops on cultural competency or guest speakers addressing public policy challenges related to diversity.
- Partner with alumni to coordinate events such as panel discussions, community engagement activities, or networking events that highlight and address issues of diversity, equity, and inclusion. Examples include hosting annual alumni panels featuring underrepresented groups in public service leadership and facilitating community-based service-learning projects.

4. **Basic metric tracking**

- Focus on NASPAA requirements.
- Use existing data collection methods.
- Annual review by DEI Committee.

5. **Annual Public Accountability Report**

- Compile and publish an annual report highlighting both success and challenges in meeting DEI+B goals.
- Include quantitative metrics and qualitative outcomes.
- Share report with program stakeholders, including students, faculty, advisory board, and other relevant constituents.
- Make report publicly available on program website.
- Use report findings to inform next year's initiatives.

III. Implementation Timeline

- **Year 1 (2025)**

- ◇ **Spring:**

- Initiate DEI SLO Mapping and Course Identification.
- Develop climate survey.
- Host spring Mixer Event.
- Host Sprign DEI event.
- Plan Fall Welcome Event (building off past events).

- ◇ **Fall:**

- Host Welcome Event.
- Begin mentorship program planning.
- Implement climate survey.
- Host fall mixer event.

- **Year 2 (2026)**

- ◇ **Spring:**

- Launch mentorship program (both in-person and virtual options).
- Review curriculum audit findings.
- Host spring DEI event.
- Host second mixer event.

- ◇ **Fall:**

- Second Welcome Event.
- Full implementation review.
- Publish first annual report.
- Update plan based on findings.

IV. Roles and Responsibilities

- **DEI Committee**

- ◇ Oversee plan implementation.
- ◇ Coordinate assessment efforts.
- ◇ Report progress to faculty and Advisory Board.

- **Program Faculty**

- ◇ Are encouraged to integrate DEI content into courses at their own discretion.
- ◇ Are encouraged to participate in DEI professional development.

- ◇ Are encouraged and invited to attend the Welcome and Mixer events.
- ◇ Are encouraged and invited to attend panel discussions and other DEI events.
- ◇ Support data collection efforts.
- **Advisory Board**
 - ◇ Provide input on DEI initiatives.
 - ◇ Coordinate alumni mentorship program.
 - ◇ Serve as a resource for students.
 - ◇ Review assessment data.
 - ◇ Assist with recruitment and retention efforts.
 - ◇ Participate in DEI events.
 - ◇ Assist with organizing and planning mixer events.
- **Program Director**
 - ◇ Ensure NASPAA compliance.
 - ◇ Support resource allocation.
 - ◇ Review progress reports.
 - ◇ Coordinate with DEI Committee.
 - ◇ Oversee assessment efforts.
 - ◇ Engage with Advisory Board.

V. Assessment

Focus on key metrics required by NASPAA:

- Student demographics.
- Retention/graduation rates.
- Climate survey results.
- Course evaluation DEI feedback in the aggregate.
- Job placement and career advancement outcomes.
- Annual Public Accountability Report findings and feedback.

VI. Resource Allocation

This plan utilizes existing resources:

- Regular faculty time.
- DEI Committee meetings.
- Existing classroom space.
- Current technology platforms.
- University DEI resources.

VII. Alignment with Program Values

Our DEI+B initiatives align with and support our core values:

- **Accountability:**
 - ◇ Regular assessment and reporting of DEI+B metrics.
 - ◇ Transparent communication of progress and challenges.
 - ◇ Responsive adjustment of initiatives based on feedback.
- **Ethics:**
 - ◇ Commitment to fair and equitable treatment.
 - ◇ Promotion of social justice in public service.
 - ◇ Integration of ethical decision-making in DEI+B initiatives.
- **Collaboration:**
 - ◇ Partnership with university DEI resources.
 - ◇ Engagement with alumni and community partners.
 - ◇ Collective faculty responsibility for implementation.
 - ◇ Involving the Advisory Board in program development.
- **Life-long Learning:**
 - ◇ Continuous development of cultural competency through voluntary professional development opportunities.
 - ◇ Regular updates to DEI+B knowledge and practices.
 - ◇ Integration of diverse perspectives in curriculum through readily available resources.

VIII. NASPAA Standards Alignment

This plan directly supports NASPAA Standard 3.2 (Diversity and Cultural Competency) and Standard 5.1 (Universal Required Competencies), particularly in preparing students to:

- Lead and manage in a diverse and inclusive public service.
- Communicate and interact productively with a diverse workforce and citizenry.
- Articulate and apply principles of diversity, equity, and inclusion.

Contact Information

Program Director: David P. Adams, Ph.D
DEI Committee Chair: David P. Adams, Ph.D
Email: dpadams@fullerton.edu
Phone: 657-278-4770