


Program Fact Sheet

With the October 2019 approval of the 2019 NASPAA Standards, COPRA is giving programs the option to submit Self-Study Reports following either the 2017 or 2019 Self-Study Instructions. Please indicate against which NASPAA Standards you would like COPRA to review your self-study report.

2019 Standards and November 12, 2019 Self-Study Instructions

Self Study Year

 2019-2020

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)

Primarily online (students have to come to campus at least once)

In Person Instruction

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

65

6. Ratio of Total Students to Full Time Nucleus Faculty

8.00

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

33

8. List of Dual Degrees

Master of Environmental Studies

9. List of Specializations

Urban

10. Mission Statement

Our mission is to prepare public service leaders. Upon graduation our students will have the ability to think critically and creatively about public issues, the dedication and capacity to serve a diverse community and the skills to enter a professional position in a public organization. To accomplish our mission, our program provides the following:

A rigorous core curriculum that examines the theoretical underpinnings of public service and provides concentrated areas of study in arts management, environmental policy, nonprofit management, and urban and regional planning;

An environment that nurtures a commitment to service;

Opportunities to support collaboration and the creation of partnerships among communities and public service organizations.

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.

Is the program at an institution accredited by a U.S. national or regional accrediting body?	Yes
Please verify this program is a member of NASPAA	Yes

If Yes,	
List year of most recent recognition.	2017
Provide name of accreditor.	Southern Association of Colleges and Schools (SACS)

If no,	
When was the degree program established?	1978

If the program is located outside the United States:

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? Yes

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

There are no policy differences between the traditional on-campus format and the new Executive MPA format.

Is the entire degree devoted to executive education? No

Mode of Program Delivery

Mode of Program Delivery

Primarily online (students have to come to campus at least once)
In Person Instruction

Remote Sites and Locations

Does the program offer courses at remote sites and locations? Yes

Site	Name of Site	Site Location	Course Completion
	College of Charleston's North Campus	3800 Paramount Drive, North Charleston	The entire program can be completed at this site

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

When the Executive MPA was started (Spring 2020), the plan was to offer in-person sessions at the College of Charleston's Lowcountry Graduate Center, located on North Campus, which we did for the spring term (and planned to do for the summer term, but then switched to an entirely online format due to COVID-19). There were many reasons to host the Executive MPA on the North Campus: it was conveniently located and easily accessible; there was free parking; it was a conference-like facility; and the College was eager for graduate programs to make use of the facility (in fact, we received a grant from the Lowcountry Graduate Center to launch the program). On May 12, 2020 we were notified that the College of Charleston was closing the North Campus and relocating the Lowcountry Graduate Center. We acted quickly and moved the in-person sessions to The Joseph P. Riley, Jr. Center for Sustainable Communities. Although The Riley Center is a short distance (1.7 miles) from the main campus classrooms, it is not considered a remote site or location; in fact, several of our traditional format MPA classes have been taught at the Center. When courses resume in fall 2020, all in-person Executive MPA courses will be taught at The Riley Center.

COPRA Approval

Standard 1.1 COPRA Approval No

Standard 1.2 COPRA Approval No

Standard 1.3 COPRA Approval

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 affairs, administration, and policy
- the population of students, employers, and professionals the Program intends to serve, and
- the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

Self-Study Instructions:

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

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)

Our mission is to prepare public service leaders. Upon graduation our students will have the ability to think critically and creatively about public issues, the dedication and capacity to serve a diverse community and the skills to enter a professional position in a public organization. To accomplish our mission, our program provides the following:

- A rigorous core curriculum that examines the theoretical underpinnings of public service and provides concentrated areas of study in arts management, environmental policy, nonprofit management, and urban and regional planning;
- An environment that nurtures a commitment to service;
- Opportunities to support collaboration and the creation of partnerships among communities and public service organizations.

The current mission was adopted in spring of 2010 and reviewed with the faculty, students, and advisory committee members in spring 2018 when the new MPA Director, Judy Millesen, was hired. There was a collective consensus that the mission still accurately reflected the program's purpose and all agreed that we should make no substantive changes at least until the program underwent a comprehensive strategic planning process, which has been further complicated by changes in College leadership over the past three years.

We recognize that the current mission statement does not specifically identify the population of

students, employers, and professionals the Program intends to serve (beyond "public service leaders"). Moreover, it will be important for the program to consider how its mission will adequately recognize not only the number of students who express an interest in local government, but also the number of alumni who work in this capacity. Both of these observations will be addressed as the program continues work on updating the strategic plan.

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

As part of the review process, focus groups were conducted with students and with alumni in fall and spring of 2009 and the program subsequently adopted the mission in spring 2010. It was reviewed with students and the Advisory Committee in fall 2011. In spring of 2012 the MPA faculty held a retreat with the program's Advisory Committee and reviewed the mission again as part of a strategic planning effort that resulted in the program's 2011-2016 Strategic Plan. One minor change to the mission was suggested by the Advisory Committee at the retreat, which ultimately was not incorporated into the final version. Program faculty adopted the current mission at a faculty retreat in August 2013 as part of the program's ongoing strategic planning efforts and sought feedback from students during the first week of the fall semester. The current mission statement was formally adopted at the November 2013 Advisory Committee meeting.

Over the past five years both the College and the MPA program have been in the midst of leadership transitions, which arguably have influenced any comprehensive planning efforts both at the programmatic and College levels. At the College, President Glenn McConnell, retired in spring 2018. Steve Osborne, who had previously served as executive vice president and chief financial officer, served as interim president until President Andrew Hsu began his tenure in May 2019 at the start of the 2019-2020 academic year. Moreover, the offices of the Provost and the Dean of the Graduate College have had interim leadership for the past two years (although a new Provost is starting in the July 2020), and the School of Humanities and Social Sciences (the School in which the MPA is located), is currently under the leadership of an interim dean.

At the program level, Dr. Jo Ann Ewalt retired in spring 2017, leaving a void in leadership which was filled on an interim basis by Dr. Philip Jos, a beloved political science faculty member and previous MPA Director, until Judy Millesen arrived on campus in January 2018. While updating the strategic plan was a priority when Millesen arrived, the faculty and Advisory Committee agreed that any substantive planning efforts should wait at least until a new president was appointed.

Shortly after President Hsu arrived on campus, he led the College through a comprehensive, inclusive planning process, seeking feedback from students, faculty, staff, alumni, members of the community, and other stakeholders. As details of the plan were shared with the campus community, MPA program leadership felt confident that we could begin our own strategic planning process. In the spring 2020 semester, Dr. Jerry Gordon was scheduled to teach a strategic planning course and agreed to lead students in the class through a comprehensive review of the program mission, values, and goals as well as the development of an updated strategic plan for the MPA program.

Rather than describe the process that was used to develop existing statements of mission, values, and goals (which would arguably replicate what was submitted with our previous accreditation application), what follows is a description of how students in Dr. Gordon's class gathered the data and information that we will reference in AY 2020-2021 when deciding if changes should be made to the mission statement or program values, and as we finalize our strategic plan. Should we proceed to a site visit, we expect to have any updated statements and the new plan ready for review by the site visit team.

How Stakeholders were Involved in the Planning Process

Students: Students in Dr. Gordon's class were deeply involved with all aspects of the process. They engaged in online research to identify trends in the broader field of Public Administration as well as examples of innovation and creativity at other Public Administration programs. They created, administered, and analyzed a survey of all currently enrolled MPA students. They conducted interviews with College administrators, the MPA Director, program faculty (including affiliated faculty). And they held focus groups with community members, Advisory Committee members, and faculty. Then, under Dr. Gordon's guidance, the students synthesized the information and presented (using Zoom, due to COVID-19 restrictions) their recommendations to a group of faculty, staff, students, and Advisory Committee members on April 20, 2020.

Students not enrolled in Dr. Gordon's class were invited to provide their perspective through a survey that was sent to all current students and yielded an 88% response rate. We attribute at least some of the high response rate to the fact that students in Dr. Gordon's class visited the core courses being taught in the spring and encouraged students to complete the survey. Additionally, two faculty members allowed class time for students to complete the survey. As we move to finalize the plan, there will be additional opportunities for students to provide feedback, all of which we will document.

Faculty: MPA nucleus, adjunct, and affiliated faculty (e.g., faculty from the College of Business; Arts Management; Community Planning, Preservation, and Development) participated in one of two ways, they were either interviewed, or they participated in a focus group.

College Administrators: As previously mentioned, students interviewed several College administrators including President Andrew Hsu; Interim Provost, Dr. Frances Welch; Interim Dean of the Graduate School, Dr. Godfrey Gibbison; Interim Dean College of Humanities and Social Sciences, Dr. Gibbs Knotts; MPA Program Director Dr. Judy Millesen; Director of the Joseph P. Riley, Jr. Center for Livable Communities, Dr. Kendra Stewart; MPA Program Coordinator, and CAP director, Marla Robertson; and Deputy Director SNAP, Anne Osowski.

Advisory Committee Members & Other External Stakeholders: Three Advisory Committee members, who are also government practitioners (e.g., City Manager, Assistant City Manager, Transit & Transportation Planning) participated in interviews and several others were members of a focus group. And seven of the fourteen members were on the Zoom call for the April presentation. The students also invited internship supervisors to be part of the focus groups.

Alumni: Unfortunately, the mandatory closures associated with the COVID-19 pandemic interfered with the outreach plans targeted to program alumni. That said, we have made minor adjustments to the alumni survey so that our graduates have an opportunity to provide input into the review and planning process. The alumni survey is typically administered every three years and is not scheduled for distribution until July 2021, but given the current pandemic-related environment (seizing on the moment) and the realities of where we are in the planning process, we decided to administer the survey in the fall.

How the Mission Influences Decision Making

There are three illustrative examples of how the mission has influenced decision making since the arrival of the program's current MPA Director, Judy Millesen. The first is the additional of an Executive MPA format; the second is a curriculum change that reduced the number of credit hours required to earn the degree; and the third is a complete revision of the student learning assessment process.

Executive MPA

With a desire to increase enrollments and provide additional educational opportunities for working professionals, in fall 2018 the program began investigating the possibility of starting an Executive

MPA. The review process included an analysis of NASPAA accredited Executive MPA programs that considered the various different curricular formats, class structures, meeting times, and admission requirements. We also surveyed public and nonprofit sector employees in the Lowcountry region and throughout the state to learn whether there might be demand for an Executive MPA as well as to gather information that would help us structure course offerings and identify electives. We also discussed the idea with Advisory Committee members, institutional leaders, and the Board of Trustees.

Armed with data that supported the launch of an Executive MPA format, we put forth a proposal for an Executive MPA at the College of Charleston characterized by the following features:

- The same MPA curriculum currently offered in our traditional on-campus format with each individual class designed to work in a weekend hybrid format
- An equivalent cost structure for the student, which meant that unlike some Executive MPA programs, the College of Charleston would not charge a premium for the hybrid format
- A curriculum that honors work experience in two ways. First, by waiving the GRE requirement for those students with three or more years of experience and second, by officially trading the internship requirement for an additional elective
- In-person class sessions that meet every third or fourth Saturday through the semester on the College's North Campus which is easily accessible and where there is ample parking for commuting students [Due to the closure of the North Campus in June, the Executive MPA has moved to the Joseph P. Riley, Jr. Center for Livable Communities]
- Additional support services such as automatic registration, assistance in obtaining reading materials, along with the various support services offered to traditional on-campus students (e.g. Center for Student Learning)
- Conference-like amenities such as the professional-style classrooms found at the North Campus as well as meals and snacks provided by the program [these same amenities exist at the Riley Center].

The program welcomed its first class of eight students in January 2020 and will be enrolling eight students in the second cohort in fall 2020.

Curriculum Change

Prior to the curriculum change, which was approved in fall 2018, in order for students to earn an MPA degree from the College of Charleston, they needed to complete 13 courses or 39 credit hours. The new curriculum reduced the total number of credit hours required to complete the degree by six. This means that students seeking an MPA degree from the College of Charleston will earn their degree after successfully completing 33 credit hours of required and approved elected courses. The change was in response to four interrelated data points and observations.

1. Feedback from students and alumni consistently reflected frustration with the current 39 credit hour requirement. Full-time students were unable to complete the MPA degree with a standard full-time course load (three courses per semester) spanning over two years without taking a course in the summer or overloading in one semester. In addition to the cost, students complained about the lack of courses offered of the summer as well as the fact that summer classes interfered with their ability to work.

2. At the request of students who shared concerns about repetitive and redundant content in core courses with faculty advisors, as well as in response to constructive feedback received from students on course evaluations, the MPA faculty closely examined the content of PUBA 600 Public Sector Roles, PUBA 603 Managing Public Organizations, and PUBA 604 Managing Human Resources to determine where there was content overlap. As a result of this review, three substantive course modifications were made. PUBA 600 was renamed and restructured to include foundational information about the discipline as well as how that foundational knowledge has shaped and influenced contemporary public sector leadership and management practice. PUBA 603

was eliminated. PUBA 604 continued with a primary focus on human resource management and was updated to include foundational knowledge relevant to managing people and volunteers in ways that explicitly consider issues of racism, bias, and cultural competency.

3. Reducing the number of courses required to complete the degree not only provided an opportunity to focus core courses in ways that reduced overlap and redundancy, it also allowed for a curricular structure that seamlessly transferred to a nontraditional executive hybrid format without sacrificing program quality or academic rigor. Moreover, the 33-credit hour structure requires students to take six core courses, an internship, and four elective courses (five if the internship is waived). The new structure did not limit a student's ability to focus their academic study by earning a graduate certificate, since graduate certificates at the College of Charleston typically consist of four courses. It is however important to note that, as the program was making its curricular changes, the Arts & Cultural Management Certificate was being redesigned and transferred to the College of Art. Today, in order for students to earn a graduate certificate in Arts & Cultural Management, students must complete five classes. Fortunately, even with these changes, students who are earning an MPA and an Arts & Cultural Management certificate are still able to complete the degree in two years, without a summer course.

4. The proposed credit hour reduction brought the MPA program in line with other College of Charleston graduate programs (e.g. MBA 36 credit hours; Accountancy 30 credit hours; Computer and Information Sciences 33 credit hours; History 33 credit hours; Mathematical Science 30 credit hours; Marine Biology 30 credit hours; Teaching Learning & Advocacy 36 credit hours). It was essential that students selected the degree program that was both right for them and aligned with their personal values as well as their professional career goals rather than selecting a degree program based on costs related to the number of credit hours (i.e., choosing the MBA over the MPA for reasons related to costs).

Student Learning Outcome Assessment

The MPA program conducted a massive review of its assessment practices and made significant revisions so that it could better document student learning in a way that was consistent with the program's mission-related goals and student learning objectives as well as the expectations of the College and of NASPAA. Prior to beginning this fairly significant overhaul in the assessment process, we sought and received valuable feedback from the College's assessment office, NASPAA, and from program directors at peer institutions. And finally, throughout each step of the process, we received valuable feedback from students, faculty, Advisory Committee members, internship supervisors, alumni, and others to inform the process and improve the program.

Using data received from our students as part of the portfolio pilot project that took place in the fall and spring of the 2018-2019 academic year, along with the feedback described above, we made the following changes to our data collection and assessment process:

- Revised the operational definitions of all five NASPAA competencies so that the related learning outcomes were more closely aligned with our mission and also accurately reflected the expectations of our faculty, students, and employers
- Updated course-level learning objectives so that they matched program-level objectives
- Revised course assignments to assure that learning took place in all three learning domains (cognitive, psychomotor, and affective) and was properly scaffolded in ways that built the knowledge, skills, and attitudes required for mastery
- Developed a new curriculum map that visually depicted where course-level assessment took place throughout the core curriculum (this map is updated annually to reflect new assignments that may be the result of having different instructors or integrating feedback from students or peers)
- Created assessment reports for each of the core courses so that faculty could easily report on student learning
- Implemented a final reflection assignment for each of the core courses that served both as a way for students to reflect on their learning and as a professional development tool for faculty

- Formally replaced the research capstone with a capstone portfolio that engaged the students in reflective practice focused on documenting the learning that took place throughout their time in the program

Program Dissemination of Mission

Students: Prospective students will find the program mission and goals prominently displayed on the program website. When we interact with prospective students, we emphasize elements of mission relative to their interests from the balance of theory and practice; to our focus on public and nonprofit governance at the local, state, and regional level; to our commitment to specialized learning in arts management or urban and regional planning; and our commitment to providing students with hands-on, applied, real-world applications. Current students see the mission, values and goals in the student handbook received at orientation. The mission is also included on all syllabi for core courses and specifically linked to student learning outcomes in the Capstone.

Prospective employers/internship sponsors: Indeed, those agencies and organizations that are appropriate for internship opportunities are also prospective employers, so we discuss both in tandem. Although we have not recently surveyed prospective employers, the program has reached out in the past (with a disappointingly abysmal response rate) to learn more about the knowledge, skills, and attitudes needed to be successful in the workplace. These past surveys have clearly articulated the MPA mission and goals as part of the information provided about the program. We do however communicate the mission to employers/internship supervisors through the Advisory Committee and through the MPA Director's personal meetings with several internship sponsors in spring 2019. She met with supervisors primarily to thank them for their support of the program, but also to gather feedback and share our goals.

Alumni: Along with employers, prospective employers, and internship supervisors, we include alumni on our Advisory Committee, and we rely on this group to review and assess our mission, goals, values, and strategy. In addition, as previously noted, we survey alumni every three years to inquire about their experiences in the program, seek information about trends in the field, and to gather feedback to inform planning processes. Our mission and goals are included as part of the survey information.

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

The public service values emphasized by our program are reflected in our mission, goals, curriculum, and program activities. The MPA Program advances:

1. Democratic Institutional Values: public administration professionals must contribute to the institutional efforts that serve the public interest and the expectations of the public and its representatives.
2. Professional Values: public administration professionals must serve with competence, excellence, efficiency, objectivity, and impartiality.
- 3 Ethical Values: public administration professionals must act at all times in ways that uphold the public trust.
4. Social Justice Values: public administration professionals' exercise of authority and responsibility must be dictated by respect for human dignity, fairness, and social equity.

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:

1.2.1 Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.3.

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.**

Please see the attachment uploaded as an appendix

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:

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

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

1.3.1 Please link your program performance outcomes

- **To your mission's purpose and public service values.**
- **To your mission's population of students, employers, and professionals the program intends to serve.**

- **To the contributions your program intends to produce to advance the knowledge, research, and practice of public service.**

Please see the attachment uploaded as an appendix

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

Please see the attachment uploaded as an appendix

COPRA Approval

Standard 2.1 COPRA Approval No

Standard 2.2 COPRA Approval No

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

In Person Instruction

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)

The College of Charleston MPA program is offered in two modalities: traditional and executive. Students completing the degree in a traditional format meet at the College's downtown campus and courses are primarily delivered through in-person instruction, though a limited number are offered online or in a hybrid-blended format. Courses delivered in the traditional format follow the College's 14-week semester and are offered from 5:30pm-8:15pm, one evening per week. Four core courses and at least four elective courses are offered every semester. Due to high demand, the capstone and public policy classes are offered every semester.

The Executive format is new at the College of Charleston; the inaugural class of eight students was admitted in January 2020, and eight additional students will enroll in the fall. All courses are scheduled in an express semester. Students take one course every eight weeks. And all classes follow a hybrid format, combining online and face-to-face instruction. When the program began, in-person classes met on periodic Saturday's throughout each eight-week semester at the College of Charleston's North Campus/Lowcountry Graduate Center located in North Charleston. The Lowcountry Graduate Center (LGC) was created through a partnership of the College of Charleston, The Citadel, and the Medical University of South Carolina to expand the opportunities for graduate

education in the Lowcountry. Clemson University and the University of South Carolina have joined the local institutions in providing a growing number of graduate programs at the LGC.

Unfortunately, a decision was made to close the LGC in spring 2020, which required us to relocate the Executive MPA to the Joseph P. Riley, Jr. Center for Livable Communities on Lockwood Drive in Charleston. The Center boasts the same conference-like amenities as the LGC; has ample free parking for students, faculty, and invited guests; is easily accessible; and is located adjacent to a Marriott hotel.

The Executive format follows a prescribed curriculum, which arguably limits the elective choices for students enrolled in this modality. That said, because there is no substantive difference between modalities, students are permitted to take courses in either modality. Moreover, students in the Executive format were (and will continue to be) polled regarding their elective preferences and every effort will be made to accommodate those requests.

Like our peer institutions across the country, the COVID-19 pandemic forced all MPA classes into an online environment immediately following spring break. The College offered training, colleagues offered assistance, and students were amazingly flexible as faculty worked hard to maintain the integrity of the learning experiences. While it is true that some special events and a field experience were canceled, the creativity and ingenuity of our faculty was nothing short of incredible. Course evaluations and a post-COVID survey offered high praise to faculty (both roster and adjunct) for the seamless transition to an online environment.

All students admitted to the MPA program at the College of Charleston, whether they choose the traditional or executive format, have identical admission and graduation requirements; are required to complete the same core curriculum; and are expected to demonstrate mastery of the five universal competencies, regardless of the modality. This is also true of students in the dual MPA-MES program. Moreover, the same instructor, course, and program assessment data are collected throughout the program regardless of modality; and all elements of the program are governed by core faculty who actively and regularly participate in decision making and oversight. It is worth noting however, that students applying to the Executive MPA will not typically need to take the GRE (admission standards exempt students with three or more years of professional experience) and are likely to qualify for an internship waiver (due to employment status).

Even though the Executive format is new at the College of Charleston (the inaugural class of eight students was admitted in January 2020), all nucleus faculty who teach in the traditional program have agreed to teach in the Executive format, which means that students across modalities will receive the same quality instruction regardless of format. Our adjunct faculty have also expressed interest in teaching in the Executive format and we are working with these instructors to assure they meet College requirements for teaching in an online or hybrid environment.

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 Director is a full-time, tenured professor in the department of Political Science and is responsible for the direct administration of the MPA Program. The current program director, Judith Millesen, was hired in the 2017-2018 academic year, and started in January 2018. Consistent with College of Charleston policy, the director's appointment is an annually renewable contract issued by the School of Humanities and Social Sciences (HSS). For all matters related to program administration, the MPA Director reports to the HSS Dean. The Political Science Chair is responsible for conducting the annual academic review of all faculty in the department, including the MPA Director.

Although all graduate programs must adhere to institutional rules and procedures, the program director has considerable decision-making autonomy, which she shares with members of the

nucleus faculty and CAP Director in ways that are consistent with a core commitment to co-creation. These collective decisions have recently resulted in changes to the curriculum, admission guidelines, grading policies, and budget allocations, as well as the drafting of a new diversity plan, and developing a framework for a new strategic plan. Worthy of mention is that the development of both plans was coordinated by someone other than the director and engaged students as key contributors to and creators of the process. Formal adoption of the Diversity Plan took place after students, members of the Advisory Committee, and faculty had an opportunity to provide comments on a final draft.

The specific duties and responsibilities of the MPA Director are spelled out in the appointment letter and annually reviewed with the HSS Dean. In general, the MPA Director is responsible for overseeing admissions, student recruitment, orientation, advising, and retention; course scheduling; program planning and assessment; professional development for faculty, staff, and students; hiring and evaluating adjuncts; and faculty recruitment (when necessary). Additionally, the MPA Director is expected to be an internal representative on College committees (e.g., graduate council) and external professional associations (e.g., NASPAA, ASPA Lowcountry Chapter).

Regarding program governance, the MPA Director establishes the monthly faculty meeting schedule, drafts the initial agenda, and records minutes. She does the same for the semi-annual MPA Advisory Committee Meetings. Most importantly, when necessary, she lobbies the administration for policy and program changes that are responsive to various stakeholder expectations (e.g., students, alumni, internship supervisors, employers).

Administrative support for the MPA Program includes a Program Coordinator who also serves as the director of the Community Assistance Program (CAP) and one graduate assistant. Marla Robertson, hired in August 2019, currently serves as the Program Coordinator/CAP Director. Programmatically, Marla oversees the budget; administers student records; coordinates the course scheduling process; maintains the website; and supervises 4-5 graduate assistants. As the CAP Director, she identifies community projects; interacts with community partners, faculty, and staff; and assures graduate assistants have what they need to be successful in their work. In addition to providing general office support, the graduate assistant helps with recruiting (e.g., class visits, prospective student follow-up); marketing and outreach; maintains all social media accounts; and is on-site for Executive MPA Saturday sessions.

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 organizational chart and reporting structure is fairly typical for MPA programs embedded within a political science department. All full-time tenured and tenure-track MPA nucleus faculty, including the MPA Director, hold faculty lines in the Department of Political Science and are thus accountable to the Chair of Political Science for all faculty matters (annual reviews, post-tenure review, merit, department service, etc.). Full-time nucleus faculty teach in both the MPA program and at the undergraduate level in political science. For programmatic considerations such as budgeting, planning, and strategic initiatives, the MPA Director reports to the Dean of the School of Humanities and Social Sciences. She also serves as the program's representative on graduate council, which is administered by the Dean of the Graduate College.

MPA nucleus faculty, which include roster faculty in the department of political science as well as two Riley Center Faculty Fellows exercise substantial determining influence over all mission-related program goals and objectives. All nucleus faculty teach in the program at least one course per year; regularly attend faculty meetings, Advisory Committee meetings, and program-related events and activities; serve on the student admissions committee; engage in program and curriculum development; and participate in the ongoing assessment of both student learning and program goals. As previously noted, all decisions are made collectively by the nucleus faculty and CAP

Director with input from those likely to be affected by the outcomes of the decision.

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

When completing the Self Study Report in the online system programs will enter a sample of five faculty members and their corresponding data individually (under Standard 3). This 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.

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

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year. 8.00

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. 23

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.

Although NASPAA defines nucleus faculty as "full time academically/professionally qualified faculty members or their equivalent," at the College of Charleston we include two contract faculty as part of our nucleus. Dr. Gerald (Jerry) Gordon and Mr. Robert (Bob) O'Neill are Fellows at the Joseph P. Riley Jr. Center for Livable Communities and are employed at the College of Charleston on annually renewing contracts. Both men teach in the MPA program; actively

participate in faculty meetings and annual retreats; provide important guidance on policy decisions and curriculum development; attend new student orientation and advisory committee meetings; serve on portfolio review and thesis committees; advise students; attend professional association conferences; and contribute to the scholarly and applied literature informing the profession of Public Administration.

While operating within the policy and procedure parameters established by the College of Charleston, the following examples demonstrate how the nucleus faculty have exerted substantial determining influence over the program.

Program and Policy Planning - Nucleus faculty are responsible for the development and implementation of all program-specific planning and policy development. All program and policy decisions are discussed at faculty meetings, which include the nucleus faculty and the Program Coordinator/CAP Director. If a decision requires institutional approval, the MPA Director is responsible for shepherding the proposal through the process, which could include securing approvals from the political science faculty, Graduate Curriculum Committee, Graduate Council, and Faculty Senate. In the past two years, the faculty have recommended and made changes to the admissions policy (relaxing the GRE requirement); replaced the research capstone with a portfolio that requires students to reflect on the totality of their MPA-related academic experience and demonstrate mastery of all five NASPAA competencies; and voted to launch an Executive MPA designed with the intent to increase enrollments from working professionals.

Curricular Development and Review - In 2019, the MPA faculty voted to change the number of credit hours to complete the degree from 39 to 33. The change was proposed in response to four interrelated data points. First, feedback from students and alumni reflected frustration with the 39-credit hour requirement, particularly because full-time students are unable to complete the MPA degree with a standard full-time course load (three courses per semester) spanning over two years without taking a course in the summer or overloading in one semester. A second closely related consideration was that the credit hour reduction provided a curricular structure that would not only seamlessly transfer to the nontraditional executive MPA hybrid format, but also assure that students in either program could complete their degree in two years. Third, the change brought the MPA program in line with other College of Charleston applied graduate programs; thereby ensuring students select the degree program that is both right for them and aligns with their personal values as well as their professional career goals rather than selecting a degree program based on costs related to the number of credit hours (i.e., choosing the MBA over the MPA for reasons related to costs). And finally, at the request of students who shared concerns about repetitive and redundant content in core courses with faculty advisors, as well as in response to constructive feedback received on course evaluations, the MPA faculty voted to eliminate one core course and reduce the number of electives from five to four.

Faculty Recruiting and Promoting - Faculty recruitment, promotion, and tenure are carried out at the department level. In the past two years, there have been four searches for faculty who would have teaching responsibilities in the MPA program (three tenure lines and one temporary position). The MPA Director chaired two of the tenure-track searches and served as a member of the search committee for the temporary position. At least one additional nucleus faculty member served on all four search committees. These search committees are responsible for making recommendations to the full department for candidate selection and hiring in ways that are consistent with departmental and university policy. MPA nucleus faculty participate, along with other departmental faculty in promotion and tenure decisions according to departmental and university policies.

Student Achievement through Advising and Evaluation - All nucleus faculty provide both formal and informal advising to MPA students. Moreover, all nucleus faculty are involved in the regular evaluation of student learning through the portfolio process. Students completing the portfolio are

required to select two faculty members (at least one of whom must be a nucleus faculty member) to serve as reviewers of the portfolio. These faculty members assess mastery of the competencies using a rubric and report their findings to the MPA Director. The overall assessment results are discussed annually at a faculty meeting and used to address learning gaps and other curriculum issues. The nucleus faculty have suggested minor adjustments over the past two years, which have resulted in course-level modifications, and rubric updates

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.

As previously mentioned, the College of Charleston MPA program adheres to a collective, shared decision-making process that routinely involves faculty, staff, students, alumni, advisory committee members, and relevant community stakeholders. The following serve of examples of how the MPA Director has exerted substantial determining influence over the program:

Program and Policy Planning and Budgeting - Although all programmatic decisions are collectively made by nucleus faculty, the MPA Director often takes the lead in proposing or reviewing changes to existing policy. One change recently implemented was to restructure the budget so that we could align our expenditures in ways that reflected a commitment to the professional development of our students, staff, and faculty. In the past two years we have provided funding for faculty and staff to attend professional development conferences; sent nine students to academic conferences (three additional students were slated to attend ASPA prior to cancellation); supported student events, underwritten the costs of field experiences; funded students awards; and purchased technology and equipment used to complement the learning or applied work experiences for our students. The MPA Director has significant discretion over the MPA budget and the MPA foundation account.

Curricular Development and Review - As previously mentioned, when decisions made at the departmental level require institutional approval, the MPA Director is responsible for shepherding the proposal through the appropriate university processes. In the past two years, the MPA Director has successfully advocated for curricular changes that replaced the research capstone with a capstone portfolio; completely overhauled the student learning outcome assessment process; modified admission standards to improve accessibility; changed the number of credit hours needed to complete the degree; launched an Executive MPA; and started a process of cross-listing MPA elective courses with undergraduate political science classes as one of many efforts to increase the visibility of the program and grow enrollments.

Faculty Recruitment and Promoting - Because the MPA program at the College of Charleston resides in the political science department, the MPA Director does not necessarily exert substantial determining influence in the hiring of new faculty or in tenure and promotion decisions. That said, during our last search (November 2019), the MPA Director was able to successfully advocate for changes to the recruitment process in ways that would further advance program goals related to attracting a diverse candidate pool and integrating themes of diversity, race, and justice throughout the curriculum. Specifically, she was able to write the position announcement in ways that would appeal to candidates with this kind of professional expertise and research interests and proposed a way to include students and staff as part of the search team. The MPA Director recruits and hires all adjunct faculty.

Student Achievement through Advising and Evaluation - The MPA Director is responsible for advising and overall student success. To that end, she reaches out to every enrolled student during fall and spring advising times to offer consultation and assistance in selecting classes or degree planning. When necessary, she also contacts individual students who may be struggling or who have experienced changes to the academic performance.

2.2.3

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

2.2.3 Faculty Governance Comments

The MPA program at the College of Charleston defines "substantial determining influence" as the actual power and responsibility the program director and nucleus faculty have in managing all major areas of program operation, including but not limited to program design and degree requirements; curricular changes; admission procedures, student advising, and learning assessment; and the awarding of degrees. The examples provided in section 2.2.2a & b demonstrate the relative autonomy the program has to initiate and carry forth program changes that are both consistent with our mission and goals and responsive to our various stakeholder groups.

It is worth noting, that as a program within a larger academic department (political science), the MPA program lacks the final authority on faculty appointment, promotion, and performance review, and must operate according to established policy not only in the department, but also in the broader College and University environment. That said, while it is true that the Political Science faculty as a whole vote on all faculty matters, in practice, our colleagues actively seek the opinions and perspectives of MPA faculty when making decisions regarding nucleus faculty and the MPA program more generally.

COPRA Approval

Standard 3.1 COPRA Approval	No
Standard 3.2 COPRA Approval	No
Standard 3.3 COPRA Approval	No

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

The MPA program follows the College of Charleston's credentialing policy regarding acceptable academic and professional qualifications of our faculty. Academically qualified tenure-track faculty teaching at the graduate level are required to have an earned doctorate or terminal degree in the teaching discipline. Additionally, full-time tenured and tenure-track faculty who teach courses in the MPA program are expected to have career experience and/or interests appropriate to the areas in which they will be expected to teach, including appropriate focus in professional research and work experience. New faculty may be hired ABD, but are put under contract to complete the doctorate during their first contract year. If the individual does not complete the Ph.D. degree by the time agreed to by contract, the College reserves the right to reduce the salary, change the rank to Instructor, and make renewal of the appointment contingent on the award of the Ph.D. by a specified date.

In considering alternative qualifications (what NASPAA would refer to as professionally qualified), the College considers competence, effectiveness, and capacity to contribute to effective teaching and student learning outcomes in the teaching discipline, including as appropriate, relevant undergraduate degrees, additional graduate degrees beyond the teaching discipline, a documented scholarly record in the teaching discipline or a closely related discipline, related work experiences in the field (including successfully securing and executing grants or professional contracts), professional licensure and certifications, continuous documented excellence in teaching within the discipline, or other demonstrated competencies and achievements (including honors and awards) that contribute to effective teaching and student learning outcomes in the discipline. The College requires a fairly onerous Statement of Alternative Faculty Qualifications form, to be presented as a narrative justification for the appointment of any professionally qualified faculty member (adjunct or permanent). All alternative qualification forms are reviewed and approved by the provost.

Adjunct faculty (both academically qualified and professionally qualified) teach MPA courses when they can bring particularly useful specialized knowledge and experience to the classroom, or on rare occasions, to substitute for a tenure-track faculty member who is on leave or has left the program and is being replaced.

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	74%	23	74%	0%
Courses delivering required Competencies	73%	11	91%	0%

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality Main Campus

Secondary Delivery Modality Name Traditional

4.2.2a Self Study Year (SSY)

Total SSY Applicants	18
Total SSY Admits	18
Total SSY Enrollments	13
Fall SSY Total Full Admissions	17
Fall SSY Total Conditional Admissions	1
Fall SSY Total Full Enrollments	12
Fall SSY Total Conditional Enrollments	1
Fall SSY Total Pre-Service Enrollments	9
Fall SSY Total In-Service Enrollments	4

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality Executive Cohort

Secondary Delivery Modality Name Executive

4.2.2a Self Study Year (SSY)

Total SSY Applicants	10
Total SSY Admits	10
Total SSY Enrollments	8
Fall SSY Total Full Admissions	9
Fall SSY Total Conditional Admissions	1
Fall SSY Total Full Enrollments	7
Fall SSY Total Conditional Enrollments	1
Fall SSY Total Pre-Service Enrollments	0
Fall SSY Total In-Service Enrollments	8

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)

Newly hired faculty are given a reduced teaching load in the first year and a professional development budget (\$1,000.00) to encourage a research program. New faculty are also

assigned a mentor in the department and can request research support from one of the departmental graduate assistants. Dr. Nowlin & Dr. Chaffin-DeHaan both received research support from a graduate assistant.

In addition to what might be referred to as standard support including things such as adequate library resources and extensive interlibrary loan programs; an Office of Research and Sponsored Programs; a sabbatical program; and study abroad opportunities the College also offers a number of programs designed to support faculty research, teaching, and service including:

- There are several different small grants programs administered by the college aimed at supporting research as well as developing innovative teaching at the College of Charleston. There are additional funds to encourage faculty/student research and pre-tenure faculty members are eligible to apply for Junior Faculty Summer Research Awards, which provide up to \$4,500 per awardee in summer compensation.
- Three annual Faculty Writer's Retreats sponsored by the Office of the Provost to support faculty research. Participants receive a private room in the library; reference staff for assistance; and a supportive peer network to encourage writing. Snacks, beverages, and lunch are also provided.
- The Teaching, Learning, & Technology (TLT) offers a wide variety of professional development programs and services to all faculty at the College including one-on-one consultation; online tutorials; trainings and workshops; an annual conference that spotlights teaching excellence; and specialized equipment, computers, and software.

Departmentally and programmatically, professional development for faculty in general is further supported in the following ways:

- The Department of Political Science provides professional development funds for travel, supplies, and equipment.
- The School of Humanities and Social Sciences provides professional development funds through a grant process (awards are typically \$1,000 or less)
- The MPA Program provides funds (both in the budget and through a foundation account) to assist nucleus faculty in their research efforts or for travel to professional meetings.

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

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
Black or African American, non-Hispanic		1	1		2
Asian, non Hispanic/Latino		1			1
Hispanic/Latino			1		1
White, non-Hispanic/Latino	7	4	6	2	19
Total	7	6	8	2	23

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
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.

The College of Charleston MPA program and its faculty works to bring diverse perspectives into the curriculum for each class. Many of our faculty members include readings from diverse voices and perspectives from women, people of color, and scholars who use critical theory, feminist and intersectional lenses. They invite diverse speakers and presenters to their classes to bring in new perspectives. Each faculty member includes diversity differently. Below are a few examples:

In Public Services Roles and Responsibilities (PUBA 600) and Managing Public Organizations (PUBA 603), there is a strong focus on diversity and inclusion through course assignments, readings, and exam questions. For example, in PUBA 603 the class read Camilla Stivers' Gender Images and wrote a reflective book review to incorporate this perspective into what they have learned in the MPA program. Case studies are also assigned and designed to discuss issues of social equity. In one case study, students explored ethical public responses to contaminated drinking water in rural, underprivileged communities in SC. In another case study on bureaucratic discretion, students are asked to question their own assumptions about the citizen in the story (race, class, etc.).

In Public Policy (PUBA 6020), the class spends a good deal of time discussing the literature on social constructions and how these constructions impact the distribution of costs and benefits within policy designs as well as how policy designs feed-forward into views about target populations. Also, in the fall of 2019 students completed a short blog post about Feminist Institutionalism that discussed how gender roles are often defined and reinforced through institutions. In-class students are often put into groups to discuss and apply concepts from the readings. This process is intentionally designed to place students into groups that are diverse in terms of degree program, gender identities, and ethnicities. And finally, in the Spring 2020 class, a diverse group of speakers was invited to talk about policy making from diverse perspectives (including an African American male, an African American female, and a Hispanic female) and to speak on issues that affect vulnerable populations (prisoner reentry, addiction, etc.). In addition, all students are encouraged to consider the impact of the proposed policy solutions they make on diverse populations when they prepare their final policy report.

In Managing Human Resources (PUBA 604) students complete peer case studies that examine topics ranging from nonprofit volunteer recruitment to diversity management and legal issues. These peer-led in class presentations and discussions generate healthy debate around complexities in HRM as they relate to diverse and changing workforces. The final paper assignment for the course requires students to engage with managers in different public sector organizations and ask questions about how Human Resources Management factors into their own jobs. Using this assignment, students are able to explore their own field of interest and engage with diverse voices throughout the community and nation who are doing the work of public sector leadership.

In the Public Administration Capstone class, students are required to reflect on the learning that has taken place throughout the program. A focus of the capstone is for students to consider public administration's core values of not only efficiency and economy, but also respect for human dignity, responsiveness, equity, fairness, and justice. Weekly conversations focus on the interplay of these core values, curricular and co-curricular activities, and the programs operational definitions of the

five NASPA competencies. Students are required to reflect on their learning and to explicitly share (both in written and oral form) the ways in which they have come to embody the democratic, professional, ethical, and social justice values emphasized in our program. Additionally, a diverse group of speakers (gender, race/ethnicity, employment, and age) is invited to class to talk about job readiness. While it is true that many of our students are already working in the field, they still like to hear from practitioners about the kinds of things they look for when hiring. Panelists offer tips about how the students might polish their resumes, what employers look for in a cover letter, interview tips, etc.

Conversations about diversity extend beyond the familiar concepts of race, gender and social status, some professors also teach about diversity in terms of abilities and mobilities. Accessibility throughout the urban environment is an overlooked and vitally important concern for any person looking to serve a community. Our cities need to allow all people at all levels of mobility the opportunity to freely move around and enjoy local amenities. Dr. Rivet incorporates this idea into every aspect of his teaching from site plan development to land use by-laws to transportation development.

And finally, as noted elsewhere in the self-study, conversations about diversity take place not only in the classroom, but also programmatically as a demonstration of our commitment to providing a safe and inclusive environment for our students, staff, and faculty. Perhaps our most notable example is the series of Community Conversations that have engaged students, faculty, staff, and College administrators in focused discussions about diversity. These conversations have resulted in tangible changes to our recruitment practices; an updated Diversity Plan that was co-created with students; and new programs designed to foster inclusion; and the naming of elements of identity that are important to recognize when discussing diversity in the MPA program. These elements of identity were used to revised faculty bios for inclusion in the 2020-21 Student Handbooks and on the our website.

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)

In 2015, the College of Charleston MPA program reported eight nucleus faculty members (five white male, two white females, and one African-American female). The program has experienced faculty turnover in the past two years. Dr. Joann Ewalt, the previous MPA Director retired; Dr. Philip Jos, the interim MPA Director retired; Dr. Kevin Keenan resigned to accept a faculty position that was closer to his aging parents; and Dr. LaTasha Chafin-DeHaan, relocated to Michigan following her summer 2019 marriage. In January 2018, the program hired Dr. Judith Millesen, to serve as the MPA Director. Dr. Maren Trochmann and Dr. Douglas Rivet joined the faculty in fall 2019 and Dr. Hyokung Kwak will start in fall 2020. The demographic diversity of our nucleus faculty today consists of three white males (five, when we include Gordon and O'Neill), three white females, and one Asian female. Yet, consistent with the elements of identity the program has named as important when discussing diversity, our faculty have professional work experience in state and local government, nonprofit administration, environmental protection, economic development, and federal policy administration. Faculty have lived, worked, volunteered, and trained across the US and internationally. They have varied career paths, some with military experience, some who have worked in the field before obtaining their PhDs, and others who followed a linear academic career trajectory. And the personal lives of our faculty are very different, we identify as parents, dog-people, cat-people, married, partnered, divorced, parents, old, young, young-at heart, first-generation college students, along with a host of other characteristics that make up the complexity of us all.

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)

Our faculty work hard to inspire future leaders in the field of public administration and to serve the communities in which they work. Notably, Dr. Judy Millsesn, the director of the MPA program has been appointed to NASPAA's Commission on Peer Review and Accreditation. Additionally, Kendra Stewart is honored to be the President of American Society of Public Administration.

Along with these outstanding recognitions, our faculty contributes to publications in the field. Dr. Matt Nowlin recently published his book Environmental Policymaking in an Era of Climate Change. This work focuses on his research and topics of instruction through the MPA program. Dr Jerry Gordon has published a series of four books relating to how local communities can reverse trends of economic decline and job loss. These books focus on being proactive instead of reactive by having leadership with foresight to plan for potential changes in the job market. Dr. Gibbs Knotts and Dr. Jordan Ragusa worked together to publish First in the South, a book that has received national attention during this Presidential primary.

In the area of community service, Bob O'Neill, a senior lecturer and Executive in Residence at

the Riley Center for Livable Communities hosted a week-long Leadership Academy for the Government Finance Officers Association, which has resulted in a partnership with other universities across the country to provide leadership training for local and state government workers.

We are also pleased that our most recent faculty hires are already contributing to the field of Public Administration. Dr. Maren Trochmann has been invited to speak at three conferences in the past year on topics related to services for homeless youth and federal rulemaking. Similarly, in the short time Dr. Doug Rivet has been at the College, he has joined forces with the College of Charleston Historic Preservation and Community Planning program and Lowcountry LowLine to develop a multi-use parkway running north to south down the Charleston peninsula to provide users a safe and desirable opportunity to navigate the city using active transportation.

COPRA Approval

Standard 4.1 COPRA Approval	No
Standard 4.2 COPRA Approval	No
Standard 4.3 COPRA Approval	No
Standard 4.4 COPRA Approval	No

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.

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

The mission of the MPA program at the College of Charleston is to prepare public service leaders. The mission is inclusive of both pre-service and in-service students who have interests in local government, environmental policy, urban and regional planning, nonprofit administration, and art and cultural management. The MPA program actively plans its recruitment activities around a mission of service seeking applicants who can enrich the classroom and program through the integration of diverse perspectives, lived experiences, and professional work.

Specific recruitment activities include participation in the Graduate School's state and regional recruitment efforts; classroom visits at the College of Charleston and at regional colleges and

universities; attendance at local information sessions; social media blasts; and regular outreach to alumni, local governments, and nonprofit organizations. Central to all recruitment efforts is the involvement of current students. Our students visit classrooms, serve as representatives at recruitment events, and follow-up with prospective students. Our students even created a recruitment video that introduced prospective students to the various different ways the MPA program at the College of Charleston works for them.

The cost of obtaining the MPA can be found here: <http://puba.cofc.edu/overview/faqs/index.php>. We also provide prospective (and current) students with information on assistantships and funding here: <http://puba.cofc.edu/prospective-students/Assistantships%20and%20Funding/index.php>.

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)

At the College of Charleston, MPA admission policies are focused on assuring those with a desire to serve the public interest do not encounter barriers to graduate education. While the Graduate College requires every student to meet minimum academic standards as a condition of funding, individual graduate programs have autonomy in establishing admissions policies. For the MPA, if a student expresses an interest in serving the public good, we will do whatever we can to make sure that student has an opportunity to earn an MPA from the College of Charleston. We have learned from our applicants that the GRE requirement is a significant barrier, especially for prospective students of color and in-service students who have been out of the academic environment for some time. In AY2019-2020, we voted to change the GRE requirement; and armed with new information we learned from fall 2020 applicants, it is likely we will again revisit our admissions policies.

As of this writing, all incoming students (regardless of format) are required to submit an online application, resume, letter of intent, undergraduate transcripts, letters of recommendation, GRE scores (unless qualified for a waiver), and an optional writing sample. If a student submits the required documentation and has an undergraduate GPA above 3.0, the MPA Director has discretion to admit the student outside of the committee review process. Files for applicants who do not meet the minimum admission criteria are reviewed by the MPA Admissions Committee who then makes a decision on admission.

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)

All graduate programs at the College of Charleston have the ability to accept students either as full admissions (i.e. 'unconditionally') or as conditionally-admitted students. The MPA uses the conditional admission status for students we believe are likely to be successful in the program, but who do not meet the minimum published requirements. Typically, a conditionally admitted student will not have the required minimum undergraduate GPA and/or low GRE scores. When a student who does not meet the minimum requirements for a full (unconditional) admission comes to us seeking consideration, we encourage the student to explain their performance in their Letter of Intent, but more importantly to share with us why it is they are interested in earning their MPA from the College of Charleston. We are most interested in removing barriers for, and creating the conditions under which, students who know they will be successful in an MPA program have the encouragement, support, and confidence they need to be academically and professionally successful.

We have found that this flexibility contributes to increased diversity in our student body and allows us to attract more in-service students. These mid-career professionals provide an additional opportunity for us to integrate the practical experience of our students as part of the overall learning experience. Our conditionally admitted students all have strong letters of intent, a history of public sector employment, and letters of reference that indicate a high likelihood of success in the program.

Students who are admitted conditionally are required to take at least three core classes in their first 12 hours, and to earn at least a B in these classes.

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	Required
GMAT	No
GRE	Yes
LSAT	No
Other Standardized Test	No
TOEFL	No

GRE

Minimum Total Score* 295

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA	Required
Minimum Required	3.00
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	Optional
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)
Total SSY Applicants	30
Total SSY Admits	30
Total SSY Enrollments	21
Fall SSY Total Full Admissions	28
Fall SSY Total Conditional Admissions	2
Fall SSY Total Full Enrollments	19
Fall SSY Total Conditional Enrollments	2
Fall SSY Total Pre-Service Enrollments	9
Fall SSY Total In-Service Enrollments	12

4.3.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Main Campus
Secondary Delivery Modality Name	Traditional

	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	10.00	3.00	7.00	8.00	8

4.3.3a: Delivery Modality Breakdown

Delivery Modality					
Delivery Modality	Executive Cohort				
Secondary Delivery Modality Name	Executive				
	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	0.00	0.00	0.00	0.00	0

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. 32

*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)

To explain the FTE reported in 4.2.2b, the College of Charleston calculates their Full Time Equivalency number by taking the number of credit hours attempted by students in the semester and dividing this number by the 12 credit hours that indicate a full-time student. If we were to calculate the FTE for the Fall 2019 student population given the equation provided above, the FTE would be 37.7.

In response to 4.2.2c, the pool of admitted students reflects our mission to serve both pre-service and in-service students interested in earning an MPA degree. We are curious to see what our enrollment numbers will look like once the Executive format becomes more widely known in the region. We are anticipating that our in-service students will gravitate toward that format, while our on-campus program will enroll primarily pre-service students. We have already started conversations with our EMPA students about how they might both formally and informally serve as mentors, career counselors, and general colleagues to students who have little professional work experience.

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)

Prospective and current students are informed of the program's academic continuance and graduation standards in at least four ways. First, our website spells out these standards in a clear, straight-forward, and easily accessible fashion. You can find this information here: <http://puba.cofc.edu/overview/faqs/index.php#complete> Second, the MPA Director and/or the Program Coordinator communicate these standards to all prospective students during the application process and the orientation process. Third, all incoming graduate students are required to participate in an orientation hosted by the Graduate College where they become familiar with the academic regulations applicable to graduate students. And finally, students can self-monitor degree progression through a College software system called Degree Works.

The MPA Director advises students on course selection as requested. She reaches out to all continuing students via email when registration opens offering assistance in selecting courses or planning a course of study. Students who are conditionally admitted or who are on academic probation are required to meet with the MPA Director prior to registering for classes.

The Graduate School monitors the academic progress of all graduate students and notifies students (and the MPA Director) of any academic deficiencies and the implications of those shortcomings.

The MPA Director then works with the student to develop a remediation plan. The Graduate School also verifies degree and College requirements prior to clearing a student for graduation.

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)

Student academic performance is reviewed each term. As mentioned above, all students who are on probation or who have been admitted conditionally must meet with the program director prior to registering for courses (she must sign-off on a registration form that is then processed by the Graduate College). The MPA Director meets regularly with students who want additional help selecting courses or determining a plan of study; who are interested in discussing career options; or who would like to voice concerns about or recommendations for the program. The Program Coordinator also meets regularly with students and has encouraged students to take advantage of campus resources including writing labs, the career center, student counseling services, and SNAP (the accessibility office). It is also useful to note that many of our students meet informally with faculty who are quite willing to provide advice on courses, career options, internships, research projects, and several other topics.

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	10.00	3.00	7.00	8.00	8

4.3.4b: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

Secondary Delivery Modality Name

Traditional

4.3.4b	Self-Study Year Minus 1
State, provincial or regional government in the same country as the program	5
City, county or other local government in the same country as the program	4
Nonprofit domestic-oriented	8
Private Sector - research/consulting	1
Obtaining further education	2
Total Number of Graduates	20

4.3.4b: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Executive Cohort
----- Secondary Delivery Modality Name	Executive

4.3.4b	Self-Study Year Minus 1
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	0
City, county or other local government in the same country as the program	0
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	0
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	0
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	0
Total Number of Graduates	0

4.3.3b

Please define your program design length: Semesters

4

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)

Of the ten students who entered the program in AY 2014-2015, eight students persisted to graduation. The four students who graduated within three years actually finished their degree within five semesters, which is what would have been expected in a 39-credit hour degree program. The student who graduated in four years was working full time and took classes as her work and personal life allowed. One of the students who did not persist to graduation, changed degree programs and earned an MBA, the other was dismissed for academic reasons.

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.

MPA program faculty and staff provide students with career counseling and professional development services on a regular, albeit often informal basis. These meetings provide students with advice about how to improve their resumes, prepare for a job interview, or search for potential areas of employment. The College of Charleston Career Center also offers a comprehensive suite of services and reference materials related to career readiness (e.g., resume writing, professionalism, interview skills), career counseling (e.g., finding the "right" job), and internship opportunities. In the Capstone class, students receive direct feedback on their resumes and professional statement and hear from a panel of employers who share information about the job search. Our MPA Advisory Committee members are also available to talk with students and have been a valuable source of internship placements, graduate assistantships, and employment opportunities.

The program also regularly distributes job opportunities and internship placements to all currently enrolled students as they are made known to program faculty and staff and through a bi-weekly newsletter. Moreover, the program sends out regular newsletters to alumni (respectively) that includes a list of current job postings. We also maintain active LinkedIn, Instagram, Twitter, and Facebook pages that are used for career development and networking.

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)

Information about the internship requirement can be found at this link: <http://puba.cofc.edu/current-students/mpa-internship-/index.php>

The MPA program requires all pre-service students to complete a 150-hour internship. Students who are working fulltime or who have more than three years of professional work experience may apply for an internship waiver. To obtain the waiver, the student must submit a recent resume along with a formal written request to the MPA director that explains how their employment experience qualifies for a waiver. Students who are granted a waiver will take an additional elective course (3 hours) in order to satisfy the 33 credit hours required for the degree.

Before completing an internship, students must have completed fifteen (15) credit hours. To enroll in an internship, students must complete the Individual Graduate Enrollment form, which must be signed by

the student and the MPA Director, and then submitted to the Graduate School office. Prior to beginning an internship, the student, the internship supervisor, and the MPA director sign a contract that outlines the scope of the internship and the requirements that must be completed in order for the student to receive academic credit. In addition to whatever work-related expectations that must be met, students must also submit several short papers that require explicit connection of their work experiences to their coursework, as well as thoughtful reflection on their experiences.

4.3.4a(2)

4.3.4a(2) How many internship placements did the program have during the Self Study 1 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 Charleston Mayor's Office for Children, Youth, and Families

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)

While the MPA Director and Program Coordinator are available to assist students in identifying internship placements, many of our students locate internships on their own. For those students unable to locate an internship, the program relies on a dense network of supporters to secure a placement. Our students have always been able to secure an internship.

All questions, concerns, or accolades from students or internship supervisors are fielded by the MPA Director. The MPA director serves as the official instructor of record for the internship and stays in close contact with the student throughout the internship experience via email and also as the student submits required assignments (which include reflective essays that link their internship experiences with coursework as well as the knowledge, skills, and attitudes required to demonstrate mastery of the competencies). The MPA Director also reaches out to internship supervisors via email, telephone, and personal visits. All internship supervisors are asked to complete an assessment of student performance and provide feedback to the program about the internship experience.

The program does not offer financial assistance for unpaid internships, yet just over 50% of our internships are paid positions.

4.3.4a(5)

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

While it is true that we had only one internship placement in the self-study year, in the year prior to the self-study year, eleven students completed internships. The breadth of student internships reflect not only the diverse interests of our students but also the mission-related focus areas of our program. For example, three of those eleven internships were in local government, two in arts and cultural management, three in nonprofits, and one in urban planning. Additionally, internships provide students with an opportunity to apply technical and managerial skills as well as interpersonal and problem-solving skills taught in the classroom to real-world complex administrative and policy problems. These

experiences also provide students with an opportunity to demonstrate professional competency; develop a close working relationship with practitioners in their field of interest; and think critically about ethical decision making as well as the use of discretion in public service.

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
State, provincial or regional government in the same country as the program	5
City, county, or other local government in the same country as the program	4
Nonprofit domestic-oriented	8
Private Sector - research/consulting	1
Obtaining further education	2
Total Number of Graduates	20

4.4.3a: Delivery Modality Breakdown

Delivery Modality	
Delivery Modality	Main Campus
Secondary Delivery Modality Name	Traditional

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	4	4	3	3	14
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	1	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	1	2	0	1	4

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
White, non-Hispanic/Latino	22	32	18	28	100
Two or more races, non Hispanic/Latino	1	1	1	1	4
Nonresident Alien	0	1	0	0	1
Race and/or Ethnicity Unknown	0	2	0	0	2
Total	28	42	22	34	126
Disabled	0	3	0	0	3

4.4.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Executive Cohort
Secondary Delivery Modality Name	Executive

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	0	0	1	0	1
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	0	0
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	0	0	0	0
White, non-Hispanic/Latino	0	0	4	3	7
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	0	0	5	3	8
Disabled	0	0	0	0	0

No apparent concerns

No

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

Students and faculty explicitly acknowledge that Charleston is a city with a deep history of racial disparity and segregation that continues to define public education, transportation, housing, and policing. In the classroom, our students are continually exposed and asked to carefully consider how decisions are made and authority is exercised, as well as to assure that any administrative or policy recommendations are dictated by a respect for human dignity, fairness, and equity.

Programmatically, we have done a number of things to promote diversity and a climate of inclusion including:

- Adding a diversity-related topic to faculty meetings
- Hosting community conversations on diversity
- Altered the faculty position announcement in ways that would further advance program goals related to attracting a diverse candidate pool and integrating themes of diversity, race, and justice throughout the curriculum
- Included students and staff as part of the faculty search team
- Specifically naming the elements of identity that should be considered when discussing program diversity
- Prioritized inviting people of color to serve as guest speakers in classes
- Identifying reference and course materials authored by people from marginalized identity groups
- Integrating concepts such as unconscious and implicit bias throughout the core, particularly when discussing administrative decision making, human resources, bureaucratic discretion, and public

policy

- Requiring graduate assistants to participate in SafeZone training and other diversity-related professional development activities
- Focusing CAP projects on addressing issues of racial equity, social justice, and livable communities
- Summer book club

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

The MPA recruitment efforts are both separate from and integrated within a broader institutional recruitment strategy designed to attract and retain students from historically underrepresented groups. The program is an active participant in recruitment events hosted by the Graduate College including the annual career fair; state and regional outreach efforts to HBCUs; and tabling events at the College and at local wellness fairs.

The MPA program also conducts independent recruitment efforts in the hopes of attracting students from marginalized identity groups. Some of these activities include:

- Classroom visits (often done by a current graduate student) in CofC courses that regularly attract African American students or that have engaged topics such as Black queerness, race & gender, and women studies
- The MPA Director together with a current student visited two classes at Charleston Southern University (38% minority student populations)
- Visits with and outreach to student organizations (e.g. Black Student Union and Political Science Club)
- Working with the Alumni Affairs office to target College alumni who may be interested to return to the College for an MPA

Additionally, the MPA Program Coordinator regularly serves as a program spokesperson within her professional network and through her various CAP-related affiliations often promoting the MPA as part of that service. We are also fortunate that our affiliation with the Riley Center provides access to lists of mid-career professionals who may be interested in pursuing a graduate degree.

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	4	4	4	3	15
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	1	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	1	2	0	1	4
White, non-Hispanic/Latino	22	32	22	31	107
Two or more races, non Hispanic/Latino	1	1	1	1	4
Nonresident Alien	0	1	0	0	3
Race and/or Ethnicity Unknown	0	2	0	0	0
Total	28	42	27	37	134
Disabled	0	3	0	0	3

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

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

We are very pleased to see this addition to the self-study report. Over the past 18 months, we have been doing quite a bit of work focused on diversity and inclusion. During our second community conversation (March 2, 2020), "Continuing the Conversation on Diversity" we specifically engaged students in a discussion about the characteristics of identity that we should use to define diversity in the MPA program. The students had three observations: 1) no list could be comprehensive enough, 2) diversity is more than what can be seen, and 3) it is important to recognize diversity as multifaceted and evolving. Even so, those in attendance offered suggestions about the kinds of characteristics they felt needed to be included when discussing identity. Specifically they named experience (e.g., professional background, work histories, career path) and geography (e.g., where people have lived, worked, studied). While this information has not yet been collected from our students (partly because the categories are still under-developed), all MPA faculty have updated their faculty bios to include this information, along with information about family status and gender identity (two other categories that were mentioned during the conversation). Our intention is to host another community conversation in the 2020-2021 academic year so that we have the information we need to both specifically name and report on the program-defined diversity categories when we complete our next annual report.

COPRA Approval

Standard 5.1 COPRA Approval	No
Standard 5.2 COPRA Approval	No
Standard 5.3 COPRA Approval	No
Standard 5.4 COPRA Approval	No

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 related to its mission and to public service values. The required competencies will include five domains: the ability

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

Self-Study Instructions:

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

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

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- 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 these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below 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 defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

The mission of the MPA Program at the College of Charleston is to prepare public service leaders. This requires program graduates to have the ability to think critically and creatively about public issues; the dedication and capacity to serve a diverse community; and the skills to enter a professional position in a public organization. Additionally, our program is dedicated to cultivating the democratic, professional, ethical, and social justice values required of those who work in public and nonprofit organizations.

To that end, the program has operationalized each of the five NASPAA competencies in ways that reflect the program mission and values. Each operational definition details the knowledge, skills, and attitudes required for mastery.

Lead and Manage in the Public Interest

Our mission requires that mastery begins with a value system that shapes behavior, and then relies on vision, leadership, and technical skills to affect positive change. Upon graduation students will be able to:

- Describe approaches to and context of public sector leadership
- Demonstrate proficiency in executing administrative functions and motivating people
- Value people and display effective leadership qualities

To participate in and contribute to the public policy process

The mission of the MPA Program at the College of Charleston is to prepare public service leaders. This requires program graduates to have the ability to think critically and creatively about public issues; the dedication and capacity to serve a diverse community; and the skills to enter a professional position in a public organization. Additionally, our program is dedicated to cultivating the democratic, professional, ethical, and social justice values required of those who work in public and nonprofit organizations.

To that end, the program has operationalized each of the five NASPAA competencies in ways that reflect the program mission and values. Each operational definition details the knowledge, skills, and attitudes required for mastery.

Participate in, and Contribute to, the Policy Process

Our mission requires that mastery develops a strong sense of civic duty coupled with the technical skills to tackle complex social problems and an overarching respect for policy as a useful tool for change. Upon graduation students will be able to:

- Explain various policy frameworks, the policy process, and democratic systems
- Analyze policy problems; conduct and evaluate policy research
- Demonstrate an appreciation for how the past and present affects policy development and direction as well as the importance of including people affected by policy to participate in the process

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

The mission of the MPA Program at the College of Charleston is to prepare public service leaders. This requires program graduates to have the ability to think critically and creatively about public issues; the dedication and capacity to serve a diverse community; and the skills to enter a professional position in a public organization. Additionally, our program is dedicated to cultivating the democratic, professional, ethical, and social justice values required of those who work in public and nonprofit organizations.

To that end, the program has operationalized each of the five NASPAA competencies in ways that reflect the program mission and values. Each operational definition details the knowledge, skills, and attitudes required for mastery.

Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment

Our mission requires that mastery assure graduates have an ability to make difficult decisions alongside of those affected by the decisions in ways that are informed by logic, research, and reason with the ultimate goal of advancing the common good. Upon graduation students will be able to:

- Describe the scientific method/evidence-based methods and identify reliable data sources to inform decision making
- Employ appropriate qualitative or quantitative data collection and analysis methodologies to aid in decision making or problem solving
- Demonstrate a spirit of inquiry that values diverse perspectives, reflection, and transparency

To articulate and apply a public service perspective

The mission of the MPA Program at the College of Charleston is to prepare public service leaders. This requires program graduates to have the ability to think critically and creatively about public issues; the dedication and capacity to serve a diverse community; and the skills to enter a professional position in a public organization. Additionally, our program is dedicated to cultivating the democratic, professional, ethical, and social justice values required of those who work in public and nonprofit organizations.

To that end, the program has operationalized each of the five NASPAA competencies in ways that reflect the program mission and values. Each operational definition details the knowledge, skills, and attitudes required for mastery.

Articulate, Apply, and Advance a Public Service Perspective

Our mission requires that mastery demands a commitment to justice when considering solutions to systemic inequalities that threaten the common good. Upon graduation students will be able to:

- Define the role of the public sector in creating public value

- Explain how the reconciliation of competing values, expectations, and goals build public trust and strengthen individual and institutional relationships
- Practice the values of fairness, justice, equity, responsiveness, empathy, and co-creation

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

The mission of the MPA Program at the College of Charleston is to prepare public service leaders. This requires program graduates to have the ability to think critically and creatively about public issues; the dedication and capacity to serve a diverse community; and the skills to enter a professional position in a public organization. Additionally, our program is dedicated to cultivating the democratic, professional, ethical, and social justice values required of those who work in public and nonprofit organizations.

To that end, the program has operationalized each of the five NASPAA competencies in ways that reflect the program mission and values. Each operational definition details the knowledge, skills, and attitudes required for mastery.

Communicate and Interact Productively and in Culturally Responsive Ways, with a Diverse and Changing Workforce and Society At-Large

Our mission requires that mastery considers the biases that may influence understanding, action, and decision making as well as a commitment to remedy barriers to active participation. Upon graduation students will be able to:

- Recognize bias and the ways privilege and power have shaped public sector institutions and outcomes
- Incorporate various communication tools and strategies (e.g., written reports, social media, oral presentations) that are appropriate to the context and audience in the management of public service organizations
- Demonstrate curiosity about and respect for individual and group differences; seek to engage diverse perspectives

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 that are 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 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)

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

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 Mission Statement of the College of Charleston MPA program states that the program provides rigorous core curriculum that examines the theoretical underpinnings of public service and provides four concentrated areas of study (Nonprofit Administration, Arts & Cultural Management, Municipal Government and Urban Planning, Environmental Policy and Administration). While, these concentrated areas of study reflect the interests of our students, no student is required to declare a specialization. Students are encouraged to select from a range of electives that are designed to help each student accomplish his or her academic and professional goals. There are however, two exceptions. MPA students may elect to concentrate their electives in ways that would allow them to earn a certificate in Urban and Regional Planning or a certificate in Arts and Cultural Management. The Arts and Cultural Management Certificate is offered through and administered by the College of the Arts, while the MPA program oversees the administration and assessment of the Urban and Regional Planning Certificate.

Urban and Regional Planning

This certificate program is designed to give master's level students and working professionals an introduction to urban planning as an academic discipline and as a professional field. The program provides an overview of the theories and practices used to identify, analyze and solve urban and regional planning problems. In the Lowcountry of South Carolina, such problems often pertain to economic development, mobility and accessibility, sustainability, housing, community and civic engagement as well as the preservation of quality of life.

Students completing the Urban and Regional Planning Certificate must complete a total of four courses. There are two required courses, PUBA 518 History and Theory of Urban Planning and EVSS 549/PUBA 514 Geographic Information Systems, and two additional elective classes. Electives fall into two categories, the first is "Policy and Management" and the other is "Legal Issues." To fulfill the Policy and Management requirements students select one of the following courses: PUBA 511 Urban Policy; PUBA 516 Local and Regional Economic Development: Policy and Practice; PUBA 517 Urban Transportation: Problems and Prospects; or PUBA 520 Local Government Politics and Administration. To fulfill the Legal Issues requirements, students select one of the following courses: EVSS 534 Environmental Law and Regulatory Policy; PUBA 513 Planning Law; PUBA 531 Administrative Law; PUBA 534 Environmental Law and Regulatory Policy; or PUBA 535 Land Use Law.

The Urban and Regional Planning Certificate prepares students for public service careers across multiple sectors and addresses topics relevant to the communities in which they will work. The Certificate has three program level learning outcomes:

1. Identify and summarize the major theoretical traditions and practical tools of American Urban Planning

- a. Explain the processes and benefits of land use regulation, preservation, and comprehensive planning.
2. Demonstrate proficiency in the professional skills required for the job (e.g., GIS application; legal analysis; economics of development; public design; engineering; written & oral communication) and for interacting with a diverse workforce and community (e.g., public speaking; community engagement; relationship-building).
 - a. Demonstrate oral and written skills that combines comprehensive knowledge of American Planning
 - b. Participate in peer discussions regarding urbanization.
 - c. Apply and critique the ArcGIS software to explore real-world urban problems
3. Explain how public policy affects urban municipal administration, particularly in ways that recognize complex legacies that have produced systemic challenges to urban planning and design
 - a. Describe how planning practices in our study city have been influenced by the development of the urban environment in North America.

These learning objectives are assessed every academic year.

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

The College of Charleston MPA program prepares qualified individuals, both entry-level and mid-career, for professional positions in public and nonprofit organizations. The program is also appropriate for individuals in the private sector who have responsibility for public sector contracts, regulatory compliance, or other liaison and oversight activities.

Students in the MPA program come from a variety of undergraduate degree programs. Coursework is 33 hours and includes 18 hours of core classes, 12 hours of electives, and 3 internship hours. The internship is waived for those students who are currently employed or who have three or more years of professional work experience. When the internship is waived, students must take one additional class to replace credits that would have been earned through the internship. Students are encouraged to tailor their electives in ways that align with their interests or through specialized tracks or a certificate program that meets their needs.

The core curriculum for the MPA program ensures that students who graduate from the program have built mastery of each of the five universal competencies. Students have three options when selecting their electives: 1) they may choose to tailor their elective credits in ways that reflect their specific interests; 2) they may choose to earn a graduate certificate in Urban and Regional Planning or Arts and Cultural Management; or 3) they may choose to take a sequence of classes that would allow them to concentrate their elective credits in the area of nonprofit management or environmental policy and administration. Classes within the specialized area of Urban Planning provide training and skill development reflective of our public sector values and consistent with our operational definitions of the universal competencies. Additionally, this concentration area provides the necessary specialty-specific content required to prepare public sector leaders for a future as a regional planner.

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).

As noted in Standard 3.1.2, College of Charleston policy states that "Faculty teaching graduate and post-baccalaureate coursework should have an earned doctorate or terminal degree in the teaching discipline or a closely related discipline. Effective with the 2016 Fall Semester, faculty teaching any graduate coursework, including service on graduate theses committees, should be certified as graduate faculty of Type I or Type II in accordance with the graduate faculty definition provided in the Faculty/Administration Manual."

All six nucleus MPA faculty are certified as Type I faculty; and with one exception, all have doctoral degrees in either public administration or political science with a subfield concentration in public

administration. The exception, Dr. Douglas Rivet, holds a PhD in Geography and came to the College of Charleston with seven years of professional work experience in municipal government as a GIS technician and property tax assessor. Dr. Rivet's academic credentials and professional work experience are wholly aligned with his primary responsibility to teach courses offered through the MPA program's Urban and Regional Planning Certificate.

All tenured and tenure-track faculty who teach in the MPA program fill out their assigned teaching loads with undergraduate courses in the department of political science.

Adjunct faculty who teach graduate courses are required to possess at least a Master's degree in a relevant field, and their professional qualifications for teaching must be reviewed and approved by the chair of Political Science, the Dean of the College of Humanities and Social Science, the department of Academic Affairs, and the Provost.

The Riley Center Faculty Fellows have also been credentialed by the College to teach in MPA program. Dr. Gerald Gordon has been credentialed to teach any core course in the program, as well as elective courses that reflect either his academic training or his professional work experience. A copy of Dr. Gordon's credential packet is attached. Mr. Robert (Bob) O'Neill has been credentialed to teach any course in city management and local and regional governance. Both Dr. Gordon and Mr. O'Neill regularly attend faculty meetings, advise students, serve on thesis and/or portfolio review committees, and participate in program governance.

Five of the nucleus MPA faculty have either, or are scheduled to, teach for both the traditional on-campus MPA and the newly launched Executive MPA programs. The teaching load for College of Charleston faculty, with the exception of the MPA Director who has a reduced teaching load, is three courses per semester. Teaching in the Executive MPA is done on an overload basis (by design), which provides benefits to the program (allowing us to assure that core courses in both formats are taught by roster faculty) and to the faculty (provides additional income for those who are teaching in the Executive format).

The MPA program regularly relies on full-time tenured College of Charleston faculty outside the department/program to offer elective courses and occasionally relies on full-time, tenured faculty in the political science department to cover core courses. For example, Dr. Barry Stiefel from the department of Art and Architectural History, regularly teaches PUBA 519 Community Development, an elective class in the MPA curriculum; as does Dr. Wes Burnett from the department of Economics who regularly teaches PUBA 706 Economic Theory for Policy Analysis. Most recently, Dr. Jordan Ragusa from the political science department taught the PUBA 601 Research and Quantitative Methods for Public Administration for both the on-campus program and the MPA Executive format. Dr. Ragusa regularly teaches research methods at the undergraduate level and has expressed interest in continuing to teach in research methods in the Executive MPA format.

As previously noted, due to a number of faculty vacancies, sabbaticals, and study abroad teaching opportunities, the program did not have the capacity to cover all required and elective courses in AY 2018-2019 and 2019-2020. One of the benefits of being housed in a department of political science is that we do have full-time faculty expertise from which to pull if we find ourselves in a time of diminished capacity. The political science department has been able to easily navigate MPA teaching schedule accommodations and recognizes the professional development opportunities for political science faculty who wish to teach at the graduate level as well as the potential for continued growth of both political science undergraduate enrollments and the MPA program. For example, in fall 2020 we will offer our first cross-listed elective MPA course with upper-level undergraduate political science courses. In doing so we will not only expand the course offerings for political science undergraduate students (without placing an additional teaching burden on the department), we will also make the MPA program more visible to our undergraduate students (which could potentially grow the applicant pool).

5.3.4 Optional: If the program would like to add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.) please do so here.

NONE

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. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf in the appendices tab.

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,
- 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 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:

Participate in, and Contribute to, the Policy Process

Our mission requires that mastery develops a strong sense of civic duty coupled with the technical skills to tackle complex social problems and an overarching respect for policy as a useful tool for change. Upon graduation students will be able to:

- Explain various policy frameworks, the policy process, and democratic systems
- Analyze policy problems; conduct and evaluate policy research
- Demonstrate an appreciation for how the past and present affects policy development and direction as well as the importance of including people affected by policy to participate in the process

2. Evidence of learning that was gathered:

Student Learning Outcome #1 - Explain various policy frameworks, the policy process, and democratic systems

Measure #1: An Issue Paper prepared in PUBA 602 was evaluated to assess whether students understands democratic institutions, systems and the policy process as well as whether students can explain how specific policy frameworks can be used as a vehicle for change

Performance target: 95% rated as experienced or proficient

Fall Result: 100% Spring Result: 100% Cumulative Result: 100%
 Stretch target: 80% rated as proficient
 Fall Result: 93% Spring Result: 75% Cumulative Result: 84%

Measure #2: A Book Review and Presentation in PUBA 600 (in the traditional on-campus format) or the Historical Legacy Reflection Paper (in the Executive MPA format) was evaluated to assess whether students understand democratic institutions, systems and the policy process as well as whether students can explain how specific policy frameworks can be used as a vehicle for change
 Performance target: 95% rated as experienced or proficient
 Results: Traditional: 100% Executive: 100% Cumulative: 100%
 Stretch target: 80% rated as proficient
 Results: Traditional: 50% Executive: 86% Cumulative: 63%

Student Learning Outcome #2 - Analyze policy problems; conduct and evaluate policy research
 Measure #1: Students were assessed using a Research Project prepared in PUBA 601 to determine if they could employ sophisticated analytical techniques to render a policy analysis or evaluation that provided new insights, actionable items, and strategies to avoid unintended consequences for policy makers
 Performance target: 95% rated as experienced or proficient
 Results: Traditional: 100% Executive: 100% Cumulative: 100%
 Stretch target: 80% rated as proficient
 Results: Traditional: 100% Executive: 63% Cumulative: 88%

Measure #2: Surveys of 2019-2020 graduating students distributed in the summer of 2020 assessed the extent to which graduates believed they had been prepared to effectively participate in and contribute to the policy process.
 Performance target: 100% say they feel prepared or very prepared
 Stretch target: 50% say they feel very prepared
 Results:
 100% say they feel prepared or very prepared
 29% say they feel very prepared

Student Learning Outcome #3 - Demonstrate an appreciation for how the past and present affects policy development and direction as well as the importance of including people affected by policy to participate in the process
 Measure #1: A Policy Report prepared in PUBA 602 assessed student learning in terms of their ability to demonstrate a keen awareness of the potential for disproportionate effects of public policy and whether they argued persuasively for participatory policy-making processes; the elimination of barriers to community engagement; decision-making practices that are informed by the very people expected to benefit; or policy that accurately reflects community needs and expectations
 Performance target: 95% rated as experienced or proficient
 Fall Result: 100% Spring Result: 100% Cumulative Result: 100%
 Stretch target: 80% rated as proficient
 Fall Result: 100% Spring Result: 100% Cumulative Result: 100%

Measure #2: Capstone Portfolio Chapter Two Narratives were assessed to assure students demonstrated a keen awareness of the potential for disproportionate effects of public policy and argue persuasively for participatory policy-making processes; the elimination of barriers to community engagement; decision-making practices that are informed by the very people expected to benefit; and policy that accurately reflects community needs and expectations
 Performance target: 100% rated as experienced or proficient
 Fall Result: 100% Spring Result: 100% Cumulative Result: 100%
 Stretch target: 80% rated as proficient
 Fall Result: 87% Spring Result: 82% Cumulative Result: 85%

3. How evidence of learning was analyzed:

Overall student learning assessment was done in three interrelated ways.

1. Student learning outcome data were collected at the course-level for all core courses. Faculty created an assessment report developed in conjunction with syllabus development so that they could properly align assignments with the learning outcomes that were expected to be met in their classes. The assessment report was completed throughout the semester as the faculty graded assignments and otherwise assessed student learning. At the end of the semester, these assessment reports were submitted to the MPA Director who then documented student performance.

2. All students in core classes were required to write a final guided reflection that asked them to assess the degree to which each of the learning objectives for the course were met and to name specific artifacts that could be used as evidence to document their learning. Individually, faculty used these essays as a way to gather feedback from students about what worked well in the class and where there might be room for improvement. Additionally, these essays were also shared with the full faculty who were asked to provide feedback (both positive, and in areas where there may be a need for modification) with the explicit intention to improve faculty performance in the classroom.

3. The final capstone portfolio is a way for students to reflect on the learning that has taken place throughout their time in the program. In the capstone class, students focus on metacognition, peer review, and documenting their learning in ways that are consistent with familiar learning taxonomies. Students are encouraged to not only to consider learning that has taken place as part of the MPA curriculum, but also learning that has been achieved through co-curricular (e.g., student government) and extra-curricular (e.g., internships, applied learning) activities. Students must present their portfolios using an Ignite format (five-minute presentation using 20 slides that advance automatically every 15 seconds). The final portfolio is then assessed by two faculty members using a rubric.

Additionally, student learning assessment data is collected through teaching evaluations, internship supervisors, and by way of a graduate survey that is administered each summer to students who graduated in the preceding academic year.

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

Given that only two of our nucleus faculty have been at the College of Charleston for more than two years, and that we spent considerable time last year focused on making mission-focused, student informed curricular changes; deciding the programmatic and policy-related adjustments required to implement those changes; and overhauling the assessment process to capture student learning, our collective attention was focused using the information gained through our assessment process as a faculty development tool.

While faculty were also attentive to whether the capstone rubric could be applied to each of the assignments used to assess knowledge, skill, and attitude development in each of the core courses, our analytical attention was focused on improving faculty performance. This focus was not only consistent with one of the MPA program's strategic priorities (Goal 3 Faculty Excellence in Teaching), it is also an essential component of the College mission. The College of Charleston takes its teaching mission very seriously and expects all faculty to demonstrate excellence in the classroom.

It is important to note, that with only a few minor editorial modifications, the faculty endorsed the use of the rubrics for the 2020-2021 academic/assessment year.

Assessment Results

The ways in which feedback from students, alumni, advisory committee members, and faculty have been used to inform curricular changes has been documented elsewhere in this self-study. Below,

we provide information about ongoing annual assessment efforts focused on improving course content, student learning, and faculty performance.

Course-Level Assessments

In general, while it may be true that we do not always hit our stretch goals of 80% proficiency, faculty feel confident that course assignments adequately capture student learning and that all students meet the expectations for an "experienced" assessment score in their ability to demonstrate the knowledge, skills, and attitudes required for mastery of the NASPAA competencies before the end of the semester.

This year, the faculty collectively completed an in-depth review of three of the six core courses using guided reflections, teaching evaluations, and faculty observations. Additionally, the MPA Director met with the instructor, Steve Bedard, of PUBA 605 Managing Financial Resources (a core course) prior to the start of the spring semester. Steve was frustrated by the teaching evaluations he received last academic year and asked for guidance in building a better course. Judy and Steve reviewed his spring 2019 teaching evaluations and the learning outcomes expected to be achieved in the financial management class. They restructured and contextualized existing assignments, added new assignments including several reflective essays, and considered alternatives to assigned readings (e.g., podcasts, TedTalks, videos, news reports). Although Steve was still not enamored with his teaching evaluations, they were much better than they had been last year, and the new class structure made for a fairly seamless transition to the online environment when the institution closed as a result of the pandemic.

As a result of this experience with Steve (and the transition to the online format in particular), the MPA Director has been meeting with adjunct faculty who are scheduled to teach in the fall to be sure their classes are set up in the College's course management system in ways that can easily be converted to an online format should there be additional COVID-related closures in the fall.

One of the things Dr. Jerry Gordon heard when he first started attending faculty meetings was the value students placed on real world applications of their classwork, including internships and in-class practices. Although not entirely due to faculty meeting conversations, both the Economic Development and the Strategic Planning (both taught by Dr. Gordon) courses took that approach. Of course, the Departmental strategic plan represents one such application. Also, in the Economic Development course, students are asked to write a plan for the economic development of a selected city or county. Many wrote about their home-towns and several indicated that they intended to deliver them to local officials for use or consideration.

Insights from Guided Reflections

As previously noted, the MPA faculty reviewed the reflective essays and teaching evaluations for three of the six core courses. As a result of this review, the following recommendations were made:

PUBA 600 Public Sector Roles and Responsibilities taught by Dr. Maren Trochmann. Specifically, Dr. Trochmann noticed:

- o students were not coming to class prepared and was curious about how to better encourage students to take responsibility for their learning
- o student responses to reflection assignments varied greatly, even with the guided questions
- o critically assessing reflection was challenging

Suggestions offered through peer feedback included:

- o Improving class preparation by providing questions to focus readings; asking students to lead or guide a session; inviting students to submit questions they had while reading; requiring summaries of readings; and exploring Persuall, an online annotation platform.
- o Focusing reflection assignments by assuring the guiding questions are aligned with learning objectives; limiting page length; and considering alternative submission format (e.g., audio recordings, presentations)

- o Strategies for assessing reflection included clarifying the type of reflection expected (e.g., descriptive, dialogic, critical); and providing alternative guidelines. That is, asking students to respond to four specific questions - what did I learn; how specifically did I learn it, why does it matter, and in what ways will I use this learning.

Changes as a result of the feedback

- o Dr. Trochmann experimented with reading prompts and exit tickets as ways to encourage students to not only prepare for class discussions, but also to learn more about where students might be struggling with important concepts.

- o Dr. Millesen will be developing reading guides for the classes she is teaching in the fall.

Additionally, at the end of each class session in the fall, she will ask the students to reflect on the material that was presented and think about how they might apply the information in the future. She will then assess those responses both as a way to identify exemplars and as a way to learn more about where students might be missing key concepts or ideas (consistent with a metacognition approach).

- PUBA 602 Public Policy taught by Dr. Matt Nowlin. Specifically, Dr. Nowlin noticed:

- o students complained about the amount of reading

- o students seem to be focusing on a value of efficiency over any other value

Suggestions offered through peer feedback included:

- o Addressing complaints about readings by critically assessing what the instructor wants the student to learn through reading and then selecting readings that accomplish those goals; providing an overview reading of policy theories and inviting students to locate practical applications of the theory; and prepare a reading guide that help students to focus on key concepts while reading

- o Encouraging students to consider values other than efficiency by asking students to present an alternative to efficiency as a decision-making criteria; and asking students to predict a particular course of action is a certain value guided decision making

Review of the reflections from Dr. Nowlin's class also revealed the value students place on in-class discussions (e.g., clarifying personal opinions and points of view, considering alternative perspectives, deeper understanding of course concepts). The faculty had robust discussion about how we might capture the learning that takes place through these discussions. Suggestions included things like requiring students to reflect on the discussion and clearly specify the value add in terms of learning; assigning a class scribe to capture class discussions; and continuing the conversation in a discussion board (perhaps asking students to post one additional thing they might have said if there had been time).

Changes as a result of the feedback

- o Dr. Nowlin is responding to complaints about the heavy reading load by sharing the responsibility of identifying readings with the students. For example, he provides an overview reading that describes a particular theory and then invites students to identify an article that applies that theory to a policy problem.

- PUBA 701 Capstone taught by Dr. Judy Millesen. Specifically, Dr. Millesen noticed:

- o challenges related to grading, particularly since assignments are scaffolded and expected to improve over time through peer review, instructor feedback, and critical reflection

- o students not keeping up with the required submission deadlines

Suggestions offered through peer feedback included:

- o Considering an alternative grading format such as mastery grading, standards-based grading, or criteria-based grading. All of these alternative grading processes assess the final product, not necessarily what happened "along the route."

- o While an alternative grading format such as standards-based learning would assess the final product (e.g., the capstone portfolio), that does not mean that students could not be held accountable when class rules and expectations are violated. Penalizing students for failure to do the

work (not necessarily for doing the work poorly along the way), is consistent with all three of the alternative grading approaches.

- o Bob O'Neill offered to co-teach the portfolio class in the fall. This will serve two important benefits. First, Bob will be in a position to offer real-time feedback throughout the fall semester. And second, once he co-teaches the class, Bob will be in a better position to teach the class.

Changes as a result of the feedback

- o Drs. Trochmann and Millesen co-taught a summer class on storytelling and adopted a mastery grading approach to assessing student learning.

Insights from the Portfolio Process

Review of the Portfolio Process also produced six important observations and potential topics for future discussion:

1. It may be helpful to ask students to outline the basics of various policy frameworks in the knowledge section of the Chapter Two Narrative so that faculty can better assess mastery.
2. Maren mentioned that for Chapter Three (analyzing, synthesize, et. al), it may be important for the faculty to really think about what is to be accomplished with the Research Methods class. Do we want to assess the student's ability to execute or the student's ability to decide on an appropriate strategy, including both quantitative and qualitative approaches?
3. General feedback regarding articulating a public service perspective points to the need to provide a bit more knowledge about how best to define "public value perspective." Additionally, there was a question regarding whether we are hoping to advance a specific set of values or are we simply trying to help students to understand there are multiple competing value-laden expectations in public sector work.
4. Perhaps change the language in Chapter 5, Learning Objective #2 to "limited ability so that it matches the language in Learning Objective #1. (this was updated for the 2020-2021 academic year)
5. Chapter 5, Learning Objective #3, is "resident" the right word?
6. One of our affiliated faculty members suggested we specifically ask students to comment on whether "they found their voice." Specifically, he said, "I am assuming that most students in the PUBA program have not signed up for it because they are strictly interested in adding more red tape to bureaucracy, paper pushing, or collecting a paycheck. That MPA students have enrolled in the program because they have some form of mission or [thoughts about]...how they want to make their community, or the world, a better place to live in. I think that the student should explicitly state this up front in the Professional Statement...for someone who has invested two years or more of their life in this program (not to mention student loan debt) I think it should be imperative that they come out much stronger as to why they give a darn about this. Do Public Administration like you mean it."

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, 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 learn to apply their education, such as through

experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

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

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.

The College of Charleston MPA program provides students with ample opportunities to interact with practitioners in the public and nonprofit sectors. Some of these activities include:

Internships - All students, unless they meet the waiver criteria, are required to secure an internship or conduct field related research as part of the program requirements. Students are placed in a supervised public or nonprofit work setting consistent with the interests of the student. The skills, duties, and requirements of the internship are determined by the supervising agency. Students demonstrate their experiences through 1) a series of journal entries; and 2) a final paper that asks the students to reflect on knowledge, skills, and attitudes, acquired through their work experiences in ways that are reflective of our program mission and competencies. The internship is conducted as an independent study and is offered whenever a student secures an internship placement (typically every semester, including summer).

Applied Learning Experiences - Through our Community Assistance Program (CAP), an applied learning program for MPA graduate assistants pursuing careers in the nonprofit and municipal sectors, faculty, students, and staff participate in the collective design and implementation of both research and capacity-building projects with the dual goals of contributing to student learning and skill development as well as strengthening public and nonprofit organizations in our local community. Additionally, The Joseph P. Riley, Jr. Center for Livable Communities is an interdisciplinary initiative of the College of Charleston whose mission is to leverage the intellectual resources of the College to support the economic and cultural vibrancy. The Center regularly employs MPA students who work with community partners alongside affiliated faculty and staff to offer a variety of professional services or conduct research on issues of importance to the City of Charleston and other communities throughout South Carolina.

Riley Fellows - We are fortunate to have Mr. Bob O'Neill and Dr. Jerry Gordon working as Riley Fellows. Both men bring a wealth of experience in local government O'Neill is the former executive director of ICMA (2002-2018); president of the National Academy of Public Administration (2000-2002); Fairfax County executive (1997 to 2000); and a city manager of Hampton, Virginia (1984-1997). Dr. Gordon served as president and chief executive officer of the Fairfax County Economic Development Authority (1983-2018); and before that held positions with Arlington County, VA and the United States Department of Labor. Both O'Neill and Gordon interact regularly with our students through the MPA electives they teach that are directly related to their experiences. Both O'Neill and Gordon also serve as faculty advisors, serve on portfolio and thesis committees, and participate in the governance of the MPA program.

Adjunct Faculty - The program currently uses an adjunct instructor for PUBA 605 (the financial management core course) who is the current President & CEO of the Gaillard Management Corporation, but before that he was named the City of Charleston's first ever Chief Financial Officer. Under his leadership, financial rating agencies ranked Charleston the number one city in South Carolina and recognized the City with eight bond rating increases. The financial management course is taught every year in the spring. We also rely on adjuncts to teach elective classes including Land Use Law (Barhight, an attorney specializing in Land Use Law); Local Government Politics and Administration (Budds, who has a diverse public sector background including City

Manager, City Administrator, Executive Assistant to the Mayor of Charleston, and a senior fellow at the Southern Center for International Studies as a consultant and trainer for local governments, mostly in Eastern Europe and the former Soviet Union); Urban Transportation (Luna, a Senior Transit Planner with HDR); and most recently, History and Theory of Urban Planning (Barrett, Executive Director of the Urban Land Institute).

Guest Speakers

- In classes - Many faculty members invite practitioners into classes as guest speakers or to serve on panels to discuss real world applications of course content. For example, in the foundations class (PUBA 600) former Mayor Riley spoke to students about his experiences executing his vision for the City of Charleston. In the Managing Human Resources (PUBA 604) class, the Director for the Office of Institutional Diversity led a class on implicit bias; and two guest speakers with HR and management experience in local and federal government also spoke to students. Similarly, in the capstone course, a panel of four practitioners were invited to share their experiences and offer advice for graduates entering the workforce. We estimate that there is at least one guest speaker in 70% of the classes we offer. While no formal record of these talks have historically been kept regarding guest speakers, we have pledged to keep accurate records of this information going forward. Interestingly, these kinds of records was also a suggestion we received from students who participated in our community conversations.
- Sponsored talks - the department of political science hosts a number (approximately five per year) of invited talks. These events are open to the campus community and promoted in our classes, where we encourage graduate students to attend.

Interviewing or Interacting with Practitioners as Part of a Class Project - Several different classes require interviews or conversations with a practitioner in order to complete independent projects. For example, students in PUBA 604 Managing Human Resources are required to interact with HR professionals as part of the course. Once, students were required to interview a practitioner to learn about employee motivation tactics used in the public sector. At another time, students were required to gather information about a public or nonprofit organization of their choosing and conduct an interview with a member of the management team. Students in both the Managing Public Organizations class and the Leadership and Decision Making course are asked to interview a person in public sector leadership. Students ask about a difficult choice confronted in the workplace to analyze the complexity of value-laden decisions. And finally, students in the Strategic Planning class were responsible for working with the instructor and the program director to develop a revised strategic plan that will be finalized in the 2020-2021 academic year. The students conducted every interview and focus group used to inform the strategic plan.

Attending Professional Conferences & Local Professional Association Meetings - The Riley Center hosts and/or sponsors a number of different events including two annual conferences for the South Carolina City and County Management Association (SCCCMA), the Riley Mayors' Design Conference, and the Local Government Leadership Institute; MPA students are always invited to attend. Incidentally, SCCCMA provides two \$2,500 scholarships for students pursuing careers in local government. Additionally, the MPA program provides financial support to underwrite the costs of sending students to professional association conferences (e.g., ASPA, COMPA, NASPAA, & SECoPA).

Attending Public Meetings, Hearings, or Advocacy Meetings - The MPA program provides financial support and encourages students to be actively engaged in the policy work that affects their lives and that reflects the personal or professional interests. To that end, in response to a Pulitzer Prize winning series on the state of public education in the State of South Carolina, a number of our students attended the Quality Education Speakers Series and participated in discussion about education policy in the Lowcountry. Students in PUBA 560 (Contemporary Perspectives in Arts Management) also participated in Arts Advocacy Day in Columbia.

Alumni Gatherings - Every year we invite alumni back to campus for the Charleston Affair, a garden party celebrating alumni and the graduating class.

COPRA Approval

Standard 6.1 COPRA Approval No

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 192,390

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.

Overall, the resources available to the MPA program have been fairly stable and adequate, providing us with the finances needed to deliver on our mission and programmatic goals. We feel confident that our budget is secure for the foreseeable future. The program budget has two components. The first is the actual budget for operating the MPA (\$192,390). This budget includes the MPA Program

Coordinator/CAP Director salary, the MPA Director stipend, funding for five Graduate Assistants, money to contribute to salaries of our two Riley Fellows, and an operating budget of \$18,287. The second part of the budget belongs to political science and includes the salary lines for all nucleus faculty. Salaries for adjunct faculty are not included in either budget, but rather paid through a line item in the Academic Affairs budget. The budget for the MPA program has remained stable over the past few years and we have no indication that the budget will change. Additionally, the MPA Director also has complete discretion over a foundation account. In general, the account includes money received from charitable contributions and fees for services (occasionally a CAP partner will pay for services).

In the past two years, we have focused on aligning our expenditures in ways that reflect a commitment to the professional development of our students, staff, and faculty. In addition to the funds provided by the political science department so that every MPA nucleus faculty member can attend one professional development conference, the MPA program budget has supported at least one additional conference for nucleus faculty. Moreover, in the past two years we have provided funding for staff to attend professional development conferences, and sent nine students to academic conferences (three more students were slated to attend ASPA prior to cancellation). We have also used program funds to support student events, pay honorariums, underwrite the costs of field experiences, fund students awards, and purchase technology and equipment used to enhance the learning or applied work experiences for our students. It is important to note MPA students have also received travel support through the Graduate Student Association (GSA). The GSA makes travel funds available to support graduate students in scholarly and research endeavors, MPA students have been very successful in applying for these funds.

The MPA Director receives an administrative stipend, is granted two course releases (one each semester), and employed on a ten-month contract. These arrangements provide adequate time to administer the program, work with students, and support a variety of initiatives, as well as to maintain an active research agenda. Additionally, the full-time Program Coordinator/CAP Director is essential to maintaining student services and supporting student engaged learning through the CAP Program. As a result, and as summarized in Standard 6.1.c below, our administrative capacity is adequate or more than adequate to carry out our mission.

Program Administration and Supporting Personnel

The MPA program has historically received institutional support to fund a full-time program assistant who also acts as the Community Assistance Program (CAP) director. Marla Robertson is currently employed in this position and assists with general program administration including record management, recruitment, communication, reporting, alumni outreach, and special projects. The program does not employ a clerical support person, but rather both the program director and the CAP director manage their individual clerical responsibilities with the help of graduate assistants.

With the addition of the Executive MPA in January, the program increased its administrative capacity by adding one graduate assistant, bringing the total number of funded GAs to six. The institutional support received for program administration allows us to perform the required administrative functions (recruitment, admission of students, curricular development and review, program data collection and analysis, program review). Additionally, Marla, who is an African American woman, has been especially effective in working with minorities and women. She has been a tremendous asset in leading the effort to revise the program's diversity plan as well as helping us to think through the programmatic supports that are required to create a more welcoming and inclusive environment for our students.

Teaching Loads and Course Offerings

As a public regional comprehensive institution the standard teaching load for most faculty members in the department of political science is three courses per semester. As full-time faculty in the department, MPA nucleus faculty generally teach one graduate-level course in the fall and one in the

spring, and the remaining four courses are taught at the undergraduate level. There are two exceptions. The MPA Program Director (Millesen), receives two course releases and teaches a four-course load--three graduate and one undergraduate class each year; and the Director of the Riley Center (Stewart) receives four course releases and teaches one graduate and one undergraduate course each year. Newly hired nontenured, assistant professors are given one course release in their first year to assist in making the transition to the College. Typically, the release for MPA nucleus faculty is at the undergraduate level.

Faculty Overloads

With the addition of the Executive MPA, the agreement reached with the university was that any full-time faculty member who wanted to teach in the Executive format, would do so on an overload contract. And, the overload contract compensates faculty at a much higher rate (\$6,000/course) than the standard additional pay contract (\$2,800). This was done for two reasons. First, because we are currently "piloting" the Executive format, we did not want to place a burden on the department by allowing tenured or tenure-track political science/MPA faculty to teach in the Executive format on load. Additionally, the substantially higher overload rate was established in the hopes that we would be able to incentivize full-time faculty to teach in the program; thus providing students enrolled in both formats access to the same faculty while minimizing the need for adjunct faculty. To date this strategy has been effective.

The second reason we are relying solely on overload contracts to staff the Executive format is to demonstrate to the institution that the Executive format has the capacity to generate enough revenue to self fund, and if we manage our resources wisely, we may even be able to underwrite the costs of adding additional faculty. While we recognize the importance of an institutional commitment to all programmatic modalities, we are also aware that institutional budget constraints require innovative program development to seek creative funding models.

Information Technology

Information technology at the College of Charleston is adequate for faculty and administrative use, basic student computing needs, and a wide-range of instructional purposes. Members of the nucleus faculty and the MPA Program Coordinator all have a computer with internet and email capabilities, which are provided by the university. Computers come with a variety of software necessary for administrative work as well as faculty teaching and research needs, such as the Microsoft Office Suite (including Microsoft Word, PowerPoint, and Excel) and Google Apps for Education. In addition, the university provides licenses for discipline-specific software (e.g., SPSS, ArcGIS) as needed. Moreover, in response to the COVID-19 pandemic, the College was quick to respond by purchasing an institutional membership to Zoom, assuring all faculty and students had what was needed to access and use Microsoft Teams, and providing loaner wifi hotspots and laptops for students and faculty with limited access.

MPA students can use University computer labs, which are available around campus. These labs are generally adequate, but they can become overcrowded at times, especially towards the end of a semester. The MPA program maintains five computers and a printer, which are primarily used by CAP graduate assistants, but are also available for student use. The university also provides downloadable Microsoft products free to students for use on personal devices. Through the campus library students have access to printing services and other software as needed such as statistical programs and design software.

In terms of teaching support, most classrooms on the main campus and at the Riley Center are electronically locked/secured, and are equipped with smart technology which is extremely useful for instructional purposes. Additionally, The Lowcountry Graduate Center (also known as the College of Charleston North Campus) maintains sophisticated and up-to-date classroom technology. The Executive MPA met at the North Campus until it closed in May 2020. In-person meetings of the Executive MPA now meet at the Riley Center.

The university also maintains a responsive helpdesk for general computing needs and problems. There is also a repository of useful how-to videos to assist faculty in accessing the College of Charleston network, building courses in OAKS (the university's course management system), and integrating educational technology with pedagogy and assessment. The support received from members of the Division of Information Technology during the COVID-19 transition to online learning was outstanding.

Even with these resources, the MPA program would benefit from a dedicated computer lab, or perhaps when the political science faculty offices are relocated to the new building, the planned computer lab can be outfitted with the necessary equipment and software to meet the growing demand for Geographic Information Systems (GIS). GIS has become an essential part of municipal government as municipalities have universally integrated GIS into zoning, site plan review, land assessment, infrastructure development, and land description. Consequently, graduates entering a career focused on urban environments require a skill set that includes GIS. The industry standard software is ESRI's ArcGIS Pro. This software is expensive and requires high-end computer hardware that is prohibitive to most student's budgets.

To overcome this challenge the MPA program is given support and access to the one capable computer lab on campus. However, due to the cost of these systems and the demands from other on campus programs finding time to schedule class is difficult. This limits the availability for the students to complete assignments and receive support from the instructor. Instructor support is critical due to the complexity of the software and the development of new methodologies. Classroom time represents the bare minimum of time needed to understand the software and not enough to gain a skill set that the student can confidently use once they have graduated. Limited access to the computer lab also creates administrative concerns for the instructor who needs to lobby for access each semester, confirm and request routine maintenance and updates to the software, and request that each student has access to the secure facility.

A dedicated computer lab for political science, which could then be reserved for use by the MPA program as well as for undergraduate geography minors, would alleviate many of these challenges and allow most of the administrative portion of the facility to be completed internally within the department. Current enrollment and growth suggest that the lab would need to contain 10 computer stations for students. An instructor computer with a standard projector setup would also be required.

Library

The Public Administration faculty are uniformly satisfied with the professionalism and helpfulness of library staff. At a university where appropriate professional training and experience for staff is uneven, the library stands out for its high level of skill and commitment to serving faculty and students. At the request of faculty, the library will not only provide general tours to incoming students but construct specialized tours and class sessions along with fully linked research guides tailored to the particular needs of the student.

The current library facility has ample access to study carrels and rooms, as well as computer workstations. Online databases meet the needs of faculty and students, with access to Public Administration Abstracts, as well as Academic Search Complete, JSTOR, and Lexis-Nexus. The library also offers IPOLL, a comprehensive resource for public opinion data. Library holdings are substantial. ILL works quite well but expanding the volumes available on campus is a priority and will require the newly hired urban planner to work with the MPA director and the program's library liaison to assure students and faculty have access to required reference material. Given there is a dedicated budget for political science/MPA, we feel confident that we will be able to acquire the resources needed to sustain anticipated program growth and development.

Classrooms, Offices and Meeting Spaces

Overall, classroom space is adequate. Classes are typically held in three university buildings: Maybank Hall, the Education Center, and Robert Scott Small. Robert Scott Small has smart boards, dry erase whiteboard paint on the walls, and new desks. Maybank Hall offers "smart" classrooms appropriate for seminar classes. Computer classrooms are available in the Education Center and in the Bell Building (this is typically where the GIS classes are taught).

Meeting space for the MPA program (located at 14 Coming Street) is not adequate. The building is an old house with four rooms/offices. One of the offices is occupied by the Program Coordinator/CAP Director, one by the MPA Director, another by the four CAP graduate assistants, and the remaining office is used as a conference room/kitchen. The copy machine is also housed in the conference room/kitchen. MPA faculty meetings are often held in the Political Science conference room or in the Jewish Studies Center. While there is space for the program director and CAP Director, as well as for students, the 14 Coming Street location isolates both Millesen and Robertson from the rest of the political science faculty. Additionally, the MPA office lacks adequate meeting space for larger groups of faculty and/or students to collaborate. Recently, due to the nature of their work, some of the CAP Graduate Assistants have been using space at the Riley Center.

Faculty offices are inadequate due to deterioration, flood damage, and mold; this is not a problem unique to political science and the MPA program. This is a problem all across campus and just one of the challenges of being at an institution that is mostly housed in historic buildings without adequate maintenance funding. The university is aware of problems specifically related to the deterioration of the political science office space and is planning to relocate faculty to a new location once renovations are complete (fall 2020). Nucleus faculty who will be affected by the move (Nowlin, Rivet, and Trochmann) are located in 114 Wentworth or 26 Coming. Kendra Stewart's office is in the Riley Center on King Street, and as mentioned, Judy Millesen and Marla Robertson's offices are in 14 Coming Street. All faculty and staff have a private office and office furniture was recently purchased. However, some buildings show signs of deterioration and would benefit from renovations.

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 PUBA 600 Public Service Roles and Responsibilities	One semester, session, or quarter per year
Course 2 PUBA 601 Research Methods for Public Administration	One semester, session, or quarter per year
Course 3 PUBA 602 Public Policy	More than one semester, session, or quarter per year
Course 4 PUBA 603 Managing Public Organizations	One semester, session, or quarter per year
Course 5 PUBA 604 Managing Human Resources	One semester, session, or quarter per year
Course 6 PUBA 605 Managing Financial Resources	One semester, session, or quarter per year
Course 7 PUBA 701 Public Administration Capstone	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
Urban and Regional Planning		4	5	3

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 Urban and Regional Planning Certificate requires four classes. One core class that is offered on an annual basis in the fall semester (PUBA 518 History & Theory of Urban Planning). Additionally, all students must take one course in three different focus areas (Policy & Management, Legal Issues, and Geographic Information Systems) Students can select from a list of two to five courses depending on the focus area, most of which are offered on an annual basis. Because a student typically completes the MPA in two years, the frequency of course offerings is adequate to complete the certificate in tandem with the MPA degree.

COPRA Approval

Standard 7.1 COPRA Approval No

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 affairs education data and information by programs 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 Standard 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 affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

Other data will have to 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 - Provide URLs

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. Programs are 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.

Degree Title	http://puba.cofc.edu/
Organizational Relationship between Program and University	http://puba.cofc.edu/overview/index.php
Modes of Program Delivery	http://puba.cofc.edu/overview/index.php
Number of Credit Hours	http://puba.cofc.edu/prospective-students/degree-requirements/index.php
Length of Degree	http://puba.cofc.edu/overview/faqs/index.php#complete
List of Dual Degrees	http://puba.cofc.edu/overview/mpames-concurrent-program/index.php
List of Specializations	http://puba.cofc.edu/overview/MPA-Curriculum/index.php
Number of Students	http://puba.cofc.edu/overview/faqs/index.php#enrolled

Mission of the Program - From Standard 1

Mission Statement	http://puba.cofc.edu/overview/index.php
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Faculty - From Standard 3

Number of Faculty Teaching in the Program	http://puba.cofc.edu/overview/faculty-and-staff/index.php
Program Faculty identified including credentials	http://puba.cofc.edu/overview/faculty-and-staff/index.php

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state) <http://puba.cofc.edu/overview/faqs/index.php#tuition>

Description of Financial Aid Availability, including Assistantships <http://puba.cofc.edu/prospective-students/Assistantships%20and%20Funding/index.php>

Admission - From Standard 4.2

Admission Criteria <http://puba.cofc.edu/prospective-students/application-procedures-and-admissions-requirements/index.php>

Career Services - From Standard 4.3

Distribution of Placement of Graduates Graduating from the Year Prior to the Data Year (number) <http://puba.cofc.edu/overview/faqs/index.php#work>

Current Student - From Standard 4.3

Internship Placement List <http://puba.cofc.edu/current-students/mpa-internship-/index.php>

Graduates - From Standard 4.3

Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years) <http://puba.cofc.edu/overview/faqs/index.php#enrolled-complete>

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

We do not offer a fast-track option

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality Main Campus

Secondary Delivery Modality Name Traditional

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	19	74	68	0
Courses delivering required Competencies	8	75	88	0

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Executive Cohort
Secondary Delivery Modality Name	Executive

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	4	75	75	0
Courses delivering required Competencies	3	67	100	0