


Program Fact Sheet

Self Study Year

 2022-2023

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Department of Political Science

3. Geographic Arrangement Program Delivery

Main Campus

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

Completely online (students never have to come to campus)

In Person Instruction with online coursework available

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

50

6. Ratio of Total Students to Full Time Nucleus Faculty

8.30

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

36

10. Mission Statement

Our mission is to impart public service values and knowledge so that graduates are prepared to enrich our communities by leading, managing, and solving public service-related problems with empathy, integrity, and excellence.

11. Indicate how the program defines its

Academic Year Calendar (for the purposes of the Self Study Year) Summer, Fall, Spring

12. Language of Instruction

English

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

Preconditions

Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Variations in nomenclature regarding degree title are typical in the field of public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

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

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

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

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

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

If Yes,

List year of most recent recognition. 2017

Provide name of accreditor. New England Association of Schools and Colleges

If no,

When was the degree program established? 1961

If the program is located outside the United States:

Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? No

Public Values

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

Primary Focus

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

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

Does Exec Ed exist as a track within the degree to be reviewed? No

Is the entire degree devoted to executive education? No

Mode of Program Delivery

Mode of Program Delivery

Completely online (students never have to come to campus)
In Person Instruction with online coursework available

Remote Sites and Locations

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

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 service,
- the population of students, employers, and professionals the program intends to serve, and
- the contributions it intends to produce to advance the knowledge, research and practice of public service.

Self-Study Instructions:

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

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

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

1.1.1 - 1.1.3

Provide Program Mission

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

1.1.1 Provide the current program mission statement and the date it was adopted. (Limit 500 words)

Our mission is to impart public service values and knowledge so that graduates are prepared to enrich our communities by leading, managing, and solving public service-related problems with empathy, integrity, and excellence.

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

Our mission statement above has been developed through feedback from faculty, our advisory board, and students. Under the leadership of then-MPA Director Bob Weygand, the MPA program formally adopted its first mission statement in Spring 2015: "Our goal is to instill public service values, knowledge and expertise that prepare the student to solve problems related to governance, administration and policy with integrity, professionalism, and excellence to improve our communities and society." The mission statement has since been revised with the addition of new faculty members during Fall 2021, feedback from the MPA Advisory Council during Spring 2022, and formal adoption by the faculty in Spring 2022. Our mission statement is reaffirmed during every meeting of faculty and the advisory board. Section 1.1.2 describes the processes by which our mission statement has been revised.

Developing our Mission Statement

The URI MPA program has existed since 1961. Prior to 2014, the MPA program did not have a mission statement nor did it have a system in place for program assessment. In 2015, MPA Director Bob Weygand and then-Assistant Director Aaron Ley began the process of creating an "initial partial assessment plan" for the MPA program. That required beginning the process of developing a mission statement that was adopted after receiving feedback from the then-Chair of the Political Science Department, Brian Krueger, MPA faculty member Skye Leedahl, and the Assessment Director in the Provost's Office of the Advancement of Teaching and Learning (Elaine Finan).

The process of revising our mission statement from its original formulation began during Fall 2021 after hiring Assistant Professor Karen Sweeting and Assistant Teaching Professor Perri Leviss. After reviewing the mission statement, the faculty reached a consensus that our mission statement should also reflect the program's commitment to integrating curricula and events relating to diversity and so we adjusted our mission by incorporating the term "cultural competence" into the statement: "Our mission is to instill public service values, knowledge, and expertise to prepare graduates to solve problems related to governance, nonprofit management, and policy with cultural competence, integrity, professionalism, and excellence to improve our communities and society."

After revising the mission statement, we assembled an advisory board of local employers and alumni during Fall 2021 and held a meeting during Spring 2022 to receive feedback on our mission statement and later that spring we sent our mission statement to all MPA students for feedback via Google Forms. During our advisory board meeting, the advisory board agreed that the portion of our mission statement relating to "professionalism" was incongruous with our program's mission to train our students to solve problems with skills relating to "cultural competence." Specifically, one advisory board member and MPA alumnus captured the widely shared sentiment of the board by stating that "The practices of professionalism tend to be exclusionary to people of color and other minoritized backgrounds." Additionally, our advisory board agreed that the mission statement was focused too heavily on solving problems and felt that another key purpose of the program is to cultivate leadership skills among our students. The feedback from our students was overwhelmingly positive with 66 percent of students "Very satisfied" with the mission statement, 17 percent of students "satisfied," and 17 percent of students "neutral." Qualitative feedback received from our students indicated that the mission statement relied too heavily on "solving problems," which supported the

conclusion that was made by our advisory board.

Our faculty reflected in response to this feedback, and agreed at a meeting during May 2022 that "professionalism" was difficult to define and did not represent a core part of the program's mission, especially after the Department of Political Science faculty committed with its Juneteenth Statement of 2020 to "investigate and address biases in...our instructional frameworks" (see full Juneteenth statement in the Standard 3 Appendix Strategic DEI Plan). Further, our faculty members also agreed that cultivating leadership skills represented a key purpose of our MPA program. Therefore, based on the prior feedback from all stakeholders, our program adopted the following mission statement in May 2022: "Our mission is to impart public service values and knowledge so that graduates are prepared to enrich our communities by leading, managing, and solving public service-related problems with empathy, integrity, and excellence."

Our program faculty have created several ongoing efforts and processes to ensure that decision-making and goal-setting emanate from our mission. For instance, a key foundation of our mission is to hold up the values of diversity, equity, and inclusion so that our graduates can lead, manage, and solve problems with empathy. To this end, we have structured processes into our program that have allowed us to make intentional and continuous improvements in this area. These processes, contained in the Standard 3 Appendix's Strategic DEI Plan, include ensuring that we are measuring the extent to which our students experience an inclusive MPA program. Our effort to measure inclusiveness comes in the form of an MPA Program Climate Survey (available in the Standard 3 Appendix Strategic DEI Plan) that is delivered to students at two points in the curriculum. The first survey is provided to students in our PSC 501 Seminar in Public Administration and Policy course near the beginning of a student's enrollment. Students are also asked to complete the climate survey as they are exiting the program during the capstone course. Our faculty have pursued a variety of different strategies for engaging our students as part of our DEI initiatives. These efforts include sharing syllabus resources that compile public administration and policy work of underrepresented authors, creating a required course called Diversity and Inclusion in Public Administration and Policy, ensuring that online courses meet accessibility standards, inviting guest speakers to provide diverse perspectives about course content, hosting webinars on topics related to DEI and Justice topics, holding faculty workshops on DEI topics, and hiring faculty members who conduct DEI-based research.

Our faculty also center our mission statement during faculty meetings and advisory board meetings. The mission statement is prominently displayed on meeting agendas and is verbally shared by the program director prior to both faculty and advisory board meetings. Faculty members and advisory board members are encouraged to use this time to suggest modifications to the mission statement.

Dissemination of our Mission Statement

After the original mission statement was approved in Spring 2015, our program disseminated the mission statement in ways that continue to this day. These efforts include:

- Incorporating the mission statement into the program's website and brochures;
- Developing relationships with local municipal associations while sharing highlights about the program's mission;
- Including the mission statement into all program documents, as well as student recruitment and orientation events;
- Creating an advisory board to provide feedback on the mission statement;
- Hosting virtual webinars where the program director introduces the topic to the audience along with a reading of the program's mission statement;
- Featuring the mission statement on the agenda of both faculty meetings and advisory board meetings.

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

Embedded in our mission statement are public service values that include respect for human values, democratic values, and ethical values. Here are ways that our program seeks to promote public service values through our mission statement:

- Our program seeks to advance human values by developing skills relating to empathy, cultural competency, and treating people and natural resources with dignity. This means training our graduates to respect and advance diversity, inclusiveness, fairness, and justice while also making our students feel like they are respected, valued, and treated fairly.
- Our program seeks to advance democratic values relating to leading and serving the public interest transparently, with accountability, and with respect and fidelity to the rule of law.
- Our program seeks to advance serving the public interest with excellence, meaning that our graduates will strive to competently and effectively engage in governance systems so that our communities are enriched.

Standard 1.2

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

Self-Study Instructions:

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

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

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

Please link your program goals:

- **to your mission's purpose and public service values.**
- **to your mission's population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of service.**

Program goals and objectives linked with mission's purpose and public service values:

As visualized in our logic model (Appendix 1), our program's mission entails two primary goals that provide the foundation for our larger goal of enriching our communities. The two primary goals are to demonstrate successful student learning outcomes and to demonstrate faculty productivity and success. Our larger goal of enriching our communities is interrelated with the first two goals. In order to enrich our communities, our program is designed so that we recruit and retain faculty who contribute to the governance process through research/service and by identifying opportunities for

our students to engage with that world while in our program and after they graduate.

Program goals and objectives linked with mission's population of students, employers, and professionals the program intends to serve:

Our program is a mix of in-service and pre-service students. Most of our in-service students are local Rhode Islanders who are employed by Rhode Island State Government, non-profits, or in one of the 39 towns or municipalities of our state. With the transition of our program to a one-rate online tuition model, we are beginning to grow our out-of-state student body, and anticipate drawing more in-service students from local governments in southern New England. We provide our pre-service students with meaningful opportunities to participate in our communities through internships and experiential learning placements (see Standard 4.3.4a), and we provide all students with opportunities to engage with practitioners by bringing guest speakers into the classroom, by hosting virtual webinars, and by working with local stakeholders to solve public service-related problems (see Standard 5.4.1). We have designed a capstone course for all of our students to be able to participate in the experience of solving real world public problems (for all students we work with our advisory board and outside stakeholders to identify practical governance-related problems that need to be solved).

MPA Program Goal 1: The MPA program will prepare our students for careers or advancement in governance by delivering a curriculum that ensures that students will demonstrate public service values upon graduating.

Goal 1 relates to the key element of our mission that focuses on solving problems and cultivating leadership skills with the knowledge that is gained and the public service values that are learned through the curriculum (e.g., democratic values, human values, and serving the public interest with excellence). We serve both students who are pre-service, as well as in-service students who are primarily from Rhode Island and the surrounding region, though we expect to draw students from all over the country.

Objective 1.1: Students of the program will demonstrate universal competencies and appreciation for public service values upon completion of the program. We do this by:

- Assessing student learning outcomes (see Standard 5.1) and making adjustments based on data collected.

Objective 1.2: Students of the program are able to complete the MPA program in no more than three years. This objective is advanced by:

- Offering required classes on a regular basis so that students are able to graduate in the two years that students typically need to complete the program (1 class per seven week session allows a student to complete the program in two years; 2 classes per seven week session allow a student to graduate the program in one year).

- Monitoring progress of students and making early interventions when students begin falling below a 3.0 GPA. When the program director is informed that students fall below the 3.0 GPA, regular check-in meetings are scheduled between the director and the student to ensure success.

- Encouraging academically at-risk students to use the Graduate Writing Center and the Graduate Student Success Coaching program.

- Advocating for keeping student debt to a minimum so that students are not taking a leave of absence to save for tuition. Our program now offers a one-rate tuition model so that out-of-state and in-state students are treated equally. Our faculty also strives to use Open Educational Resources to keep textbook costs to a minimum.

- Working with students coming off of a leave of absence to ensure a smooth re-entry into the program and timely pathway to completion.

- Transitioning our program to an online, 7-week accelerated modality.

- Standard 4 also describes some of the ways that we aim to ensure that students are retained in our program. This can be found in Section 4.4.2b.

Objective 1.3: The MPA program provides internship and capstone experiences that are recognized as meaningful and beneficial by students, faculty, and the advisory board. This objective is advanced by:

- Inviting our advisory board to share ideas about potential capstone experiences that will allow our students to exercise leadership, management, and problem solving skills all while improving their communities;
- Maintaining relationships with towns, municipalities, state and federal agencies, and nonprofits to facilitate meaningful internship experiences.
- Developing a faculty capstone advising system during Fall 2022 that matches students with faculty members to begin identifying potential capstone projects soon after the student's first session in the program.
- Designating four courses as "pre-capstone" courses so that students can use those courses to create a capstone outline and identify a capstone advisor prior to entering the capstone course.
- Standard 4.3.4a goes into detail about the distribution of MPA internships, as well as our efforts to place students with internships.

Objective 1.4: The MPA program will create assessment reports that are designated by the university as "well-developed." This objective is advanced by:

- Working with URI's Office of the Advancement of Teaching and Learning to develop assessment reports on the basis of best practices.
- Standard 5 demonstrates our program's commitment to develop a system of assessment that will allow us to monitor progress on achievement of our student learning outcomes.

Objective 1.5: The MPA program will recruit a diverse student body and provide a program and climate where diverse students experience success. This objective is advanced by:

- Recruiting a diverse MPA faculty that is reflective of the population of students we serve.
- Offering courses that focus on developing awareness around diversity, equity, inclusion, and justice.
- Providing virtual roundtables to our students and the public that focus on topics relating to diversity, equity, inclusion, and justice.
- Developing syllabi and course content that relate to topics of diversity, equity, inclusion, and justice.
- Being intentional about measuring the extent to which our program is inclusive by executing a climate survey at two points in the curriculum.
- See our MPA DEI Strategic Plan in the Standard 3 Appendix for more detailed information regarding the previous points.

MPA Program Goal 2: The MPA program will recruit and retain a diverse faculty body that demonstrates success through research productivity, teaching excellence, and student advancement.

Goal 2 links to the part of our mission relating to imparting public service values and knowledge by virtue of assembling a faculty body that is capable of producing the knowledge and developing effective pedagogical strategies to transmit that knowledge.

Objective 2.1: The MPA faculty will demonstrate effective teaching strategies that are creative and engaging. This objective is advanced by:

- Requiring all faculty members to complete a 7-week long online pedagogy training that culminates in the creation of a 7-week MPA course.
- Requiring new courses to complete a course review via Quality Matters before launching. Quality Matters is an organization that coordinates the peer review of online courses to advance student learning in an online environment.
- Asking all faculty members to participate in teaching observations of their peers during the annual faculty review process.
- Asking all faculty members to participate in annual faculty review of teaching accomplishments.
- Faculty member participation in workshops on inclusive pedagogical strategies.
- Encouraging faculty adoption of Open Education Resources (OER) to facilitate student engagement with the material.

-Ensuring that all of our online courses meet ADA and university accessibility requirements.

Objective 2.2: The MPA faculty will generate scholarly impact through the publication of quality research. This objective is advanced by:

- Encouraging scholarly activity by funding travel and conference registration for presentations at conferences.
- Allowing course-load reductions for incoming tenure-track faculty members.
- Providing opportunities for faculty members to showcase research and attend research workshops at URI.
- Communicating with faculty members during the annual faculty review process about research expectations (see Standard 2.1.3).
- Providing research feedback and informal mentoring to junior faculty members.

Objective 2.3: The MPA faculty will deliver a curriculum and administer a program that respects diversity, equity, and inclusion. This objective is advanced by:

- Requiring all students to complete PSC 502 (Diversity and Inclusion in Public Administration and Policy) for graduation.
- Recruiting a diverse MPA faculty.
- Providing virtual roundtables to our students and the public that focus on topics relating to diversity, equity, inclusion, and justice.
- Faculty service credit for participation in university-wide DEI efforts.
- Developing syllabi and course content that relate to topics of diversity, equity, inclusion, and justice.
- Being intentional about measuring the extent to which our program is inclusive by executing a climate survey at two points in the curriculum.
- Our DEI Strategic Plan in Standard 3 Appendix goes into greater detail about our assessment efforts to deliver a curriculum and administer a program that respects DEI values.

Objective 2.4: The MPA faculty will assemble and retain a diverse faculty body. This objective is advanced by:

- Conducting outreach to HBCU's, HSI's, professional associations, and groups to advertise faculty positions.
- Requiring a diversity statement among the documents needed for a complete faculty employment application.
- Assembling diverse faculty search committees.
- Mobilizing university resources to support new faculty members.
- Cultivating a program, department, and university community that makes all faculty members feel welcome.

MPA Program Goal 3: The MPA program will provide service and expertise to regional governments, the United States, and beyond.

Goal 3 is linked to the part of our mission relating to enriching our communities.

Objective 3.1: Students of the program will enter into or advance within careers in local/regional/national government, the nonprofit sector, or in governance-related capacities. This objective is advanced by:

- MPA students having access to the Graduate School's Office of Career and Professional Development and the Graduate Writing Center.
- MPA alumni having access to URI's Office of Alumni Advancement for career advice, cover letter and resume feedback, and networking opportunities.
- Providing program events and networking opportunities for current alumni and students.
- Graduate student and alumni access to Handshake.
- Providing our graduate students access in the classroom to alumni, community members, and other guest speakers.
- Featuring our students' academic and professional achievements through social media.
- Nominating students and alumni for university-wide awards and scholarships.

Objective 3.2: The MPA faculty will deliver high quality service contributions and civic engagement

opportunities to local/regional/national governance-related stakeholders and media. This objective is advanced by:

- Providing faculty members service credit for service activities.
- Delivering virtual roundtables and webinars on topics that engage the community.
- Encouraging faculty members to invite guest speakers into our classrooms.
- Soliciting Capstone Project suggestions from our advisory board and local stakeholders.
- Overseeing MPA student capstone projects that engage governance-related stakeholders.

Objective 3.3: Our program will seek to identify formal and informal opportunities for students and graduates to exercise leadership, engagement, and problem-solving skills in our communities and society. This objective is advanced by:

- Facilitating high quality internships for our students.
- Creating roundtables and community events that engage the local community.
- Capstone projects that allow students to solve community problems and develop research that engages the communities.
- Engagement of the advisory board and local stakeholders to identify capstone topics that allow students to solve problems for the betterment of communities.
- Standard 5.4.1 contains a detailed description of our efforts to engage faculty and students with practitioners in the field.

Standard 1.3

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

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

Self-Study Instructions:

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

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

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

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

1.3.1 Please link your program performance outcomes

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

The program goals that are articulated in 1.2 are central to our MPA program's mission because they demonstrate our commitment to imparting public service values, producing and developing knowledge, and serving our communities.

Goal 1: Student Success

Our program uses a variety of measures to guide the evolution of our program's mission, the program's design, and continuous improvement. We summarize some of our key findings below, and integrate more specific information throughout standards 2-7.

Our program began developing a system of assessment review in 2015 and was prepared to submit its first assessment report in 2020. Due to delays caused by the pandemic, our program did not measure student learning outcomes until 2022. Now our program has developed regular assessment processes, which include assessment of student learning outcomes on the basis of our program's assessment plan and the execution of an alumni survey as an indirect measure of success. More specific details about these efforts can be found in Standard 5. During Summer 2023 our program completed an assessment review of two student learning outcomes. After completing our assessment review of one of our student learning outcomes we found that our students were, for the most part, meeting our expectations for student learning. However, our analysis of the data found that not all students were achieving our program's learning expectations and so we instituted interventions in our MPA capstone course during Summer 2023 aimed at improving student learning outcomes (see Standard 5 Appendix for more details). We will close the loop by measuring the success of these interventions in Summer 2023 and beyond. In Standard 5 of the SSR, we report the results of one of these learning outcomes.

This summer our program distributed an alumni survey to prior year's graduates that collects indirect assessment measurements on our universal competencies, employment data, contact information for maintaining relationships, and overall program satisfaction. The survey is used to generate data on strategic program management and to find opportunities to improve our ability to achieve the skills and competencies related to our student learning outcomes through our curriculum.

Goal 2: Faculty Recruitment, Retention, and Productivity

Our faculty did not believe that our program was doing enough to reflect DEI values and so our program became more intentional about creating a culture of inclusiveness for students and our faculty members. Therefore, we completely revised our curriculum so that students were required to take a course called Diversity and Inclusion in Public Administration and Policy. In order to offer this course, the Dean of Arts & Sciences granted our program a new faculty line to search for a faculty member to fulfill this need. Our program assembled a diverse search committee, developed a targeted faculty recruitment strategy to diversify our candidate pool, and completed a successful

search that diversified our faculty body.

In addition to diversifying our faculty body, our program engaged in other strategies to make our program more inclusive. These interventions included developing a climate survey to be administered to all MPA students twice during their time here in the program, assembling a diverse advisory board, developing a strategy to create virtual webinars on DEI topics, removing the GRE requirement from our admissions policy, encouraging faculty members to assign videos and readings that are authored by diverse voices, and having ongoing conversations with URI Online to develop targeted outreach advertisements to diversify recruitment leads. There has been anecdotal evidence that the package of these interventions has been successful. For instance, most of our courses now include reading assignments and multimedia content that are authored by diverse writers and we held several virtual webinars on DEI topics. During Fall 2022 our faculty developed targets and thresholds for our climate survey to track our performance in making our program more inclusive. After reviewing the results of our survey, the faculty determined that our program can improve in the area of building community among our students. That is why we instituted a targeted intervention of creating student-led discussion groups in several courses throughout our curriculum to provide students more opportunity to build relationships with one another. This September we will close the loop by analyzing the results of our DEI survey to determine if our interventions were effective at building community among our students, which we will share with COPRA and our site visit team.

Goal 3: Enriching our Communities

Prior to the MPA program's expansion, the faculty members comprising the MPA faculty body felt that its community impact was limited by the small size of the program. Our decision to transition the MPA program to an online model allowed us to hire one tenure-track faculty member and two teaching-track faculty members to expand our program's community impact. It also gave our program added resource capacity after having been assigned a student support specialist from URI Online. After expanding our faculty, our program went from sponsoring approximately one community event per academic year to producing a variety of virtual community webinars that included DEI-related topics and municipal financing of climate resilience projects. During our SSY, alone, our program held two widely-attended virtual webinars that were open to the community. Further, during our SSY several of our students completed capstone projects with the following organizations: The Town of Barrington Planning Department, the City of Cranston Planning Department, the University of Rhode Island, and Community College of Rhode Island. We will continue to measure the impact to our communities by engaging our advisory council and reviewing data from our annual alumni survey so that we can make informed adjustments to our program and its curriculum.

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

Assessment of student learning outcomes at the University of Rhode Island is supported by the Office of the Advancement of Teaching and Learning (ATL). The first assessment efforts for the URI MPA program began in 2015 under the leadership of Director Bob Weygand and Assistant Director Aaron Ley. When Aaron Ley became director of the program in 2018 the program began undergoing a series of revisions, which required formal adoption of assessment plan revisions. In Fall 2020, the assessment plan submitted by the program director was approved by the Office of ATL, but the program underwent a major revision since that time to move the program online and to create a new capstone requirement. Further, URI's Assessment Office delayed the requirement that programs submit assessment reports due to Covid-19. Our program used this time to develop its most substantial and rigorous revision of its program assessment plan, which culminated in a faculty retreat in June 2021. During this retreat the URI Faculty engaged in a comprehensive effort to

review program learning goals and outcomes with an instructional design team from the Office of ATL. At these meetings the faculty reviewed and updated our program's curriculum map and program learning outcomes, which led to a variety of changes that were supported and made by the faculty. During May 2022 the MPA Director submitted the program's first assessment report analyzing student learning in our blended program throughout 2020-2022. The blended program has now been completely phased out so that our program is now fully online. During Summer 2023 faculty members reviewed student learning outcomes from our first cohort of MPA students completing the capstone requirement and graduating under the new online modality, the results of which are contained in Standard 5.

Besides formal review of our program by the Office of ATL, there are a variety of other ways that we structure assessment into the MPA program. These instruments include the following: 1) evaluation of final seminar papers, final presentations, and capstone projects for all of our students, 2) the execution of a climate survey to students after completing PSC 501 and after completion of the PSC 592 capstone course, 3) Surveys delivered to students via Google Forms, 4) periodic reviews of full-time MPA Faculty members as articulated in the URI/AAUP Collective Bargaining Agreement, 5) review of course syllabi and online course shells, 6) annual meetings with the MPA Advisory Board, 7) qualitative feedback from faculty, students, and other stakeholders, 8) an exit interview with students at their final capstone presentation, and 9) an anonymous survey of recent program graduates.

Regarding strategic program management, our program has also made a variety of programmatic changes on the basis of data-driven feedback. Here are some examples of past efforts:

-After becoming director of the MPA program in 2018, Aaron Ley met with a variety of governance-related stakeholders in Rhode Island to learn more about hiring needs to adjust our curriculum to meet the needs of our surrounding communities. We learned during these meetings that there is a major need for public finance professionals in many of the local municipalities. Our response to learning about this need was to create a course called "Public Finance" and to create two tracks in our MPA program - a policy analysis track and a public management track. Prior to this time, our graduates had received a "general" MPA degree that consisted of completing seven "core" courses. The new design of the program allowed students to develop specific competencies in public management, policy analysis, or both. Public Finance belonged to the public management track to go along with the other core public management-related courses that were part of that track: Problems in Public Personnel Management, Seminar in Budgetary Politics, and Administrative Law. Our Policy Analysis track was created by adding an additional course called "Public Policy Analysis" to go along with our policy analysis-related courses that were part of that concentration: Public Program Evaluation, Seminar in Public Policy Problems, and a "Policy-Related" elective that can be used as part of the track.

-Creating the two new tracks in the MPA program proved to be a popular revision among our students (as evidenced by anecdotal conversations, increased flexibility, and better classroom attendance) and allowed our program to market ourselves better to prospective students, causing us to experience some growth. We also experienced the environmental shock of the COVID-19 pandemic, which required our classes to be delivered in an online format, which increased the flexibility of our program and brought in additional students to our program. We decided to build upon this success by transitioning all students to the online modality. This online program entailed splitting traditional semesters into two 7-week "accelerated" asynchronous online sessions. After fully transitioning to the online delivery of our courses, we gathered data through exit surveys and our recent alumni survey to assess our programmatic changes. Nine out of 15 of our exit surveys revealed that the flexibility afforded by the online delivery of our program was mentioned by our graduating students as a strength to retain. Our alumni survey provided further evidence that recent graduates appreciated the flexibility of the program (e.g., not having to drive to campus and being able to work at their own pace).

-Upon bringing the program online, we knew that the changed format of the program would cause our students and faculty to identify adjustments that needed to be made to our delivery of courses. On the basis of student feedback, we learned that some students were struggling to keep pace with the accelerated delivery of the online course content. We, therefore, met as a faculty to share this feedback and adjusted courses accordingly so that the workload between classes was scheduled more equitably. By ensuring that the workload was distributed more equitably, it allowed our in-service students to better manage their work-life balance and perhaps lower the time to degree completion and increase our persistence to graduation rates.

-In a prior part of this section we discussed how our MPA program used our advisory board and a survey to students to solicit feedback about our mission statement. We generated feedback about our mission statement that allowed us to make adjustments to it so that it accurately reflects and aligns with our vision for the MPA program.

-Our program regularly holds faculty meetings to generate feedback about materials and resources that are created by MPA leadership. These materials include: Our logic model, our climate survey, curriculum advising sheets for our students, our MPA Internship policy, our MPA alumni survey, and capstone prospectus requirements. These documents are regularly modified on the basis of student experience and faculty feedback.

-Our program created a Diversity, Equity, and Inclusion plan that uses a climate survey to form the basis of our data collection strategy. This climate survey is delivered to students at the beginning of the program (after taking PSC 501) and at the end of their program (after taking PSC 592). During Fall 2022, our program's Diversity, Equity, and Inclusion Committee met to discuss "Targets" and "Thresholds" so that we have a priori indicators that will allow us to determine if we are meeting our goals as a program. When we analyzed these indicators on the basis of our survey, we found some areas for improvement. We specifically found that we needed to build more community among our online students and so we created opportunities for students to form student-led discussion groups as part of the PSC 501 (Seminar in Public Administration and Policy), PSC 502 (Diversity and Inclusion in Public Administration and Policy), and PSC 504 (Ethics in Public Administration and Policy). We also agreed that we should incorporate some additional questions in our climate survey relating to people with disabilities since it is possible that our asynchronous online program may attract students seeking the accessibility that our program offers.

-Fall 2022 graduates of our program were the first to complete the required capstone course. After taking that course, these students were asked to complete an exit interview about their time in the program. During those exit interviews we learned that the Fall 2022 capstone cohort struggled to complete the capstone project in the seven weeks that are provided by the capstone course. Through these conversations with the first capstone cohort, we learned that a potential strategy for improving the capstone experience would be finding ways to incorporate assignments from other courses into the capstone. On the basis of this feedback, our faculty met and developed a new two-fold strategy for improving the capstone experience. One part of the intervention entailed discussing and demystifying the capstone process with students during regular academic advising sessions and providing a module on our MPA Home Brightspace page that features recently completed capstones, capstone prospectus guidance, and a syllabus for the capstone course. The other intervention entailed designating four of our regular courses as "pre-capstone" courses - PSC 503, PSC 505, PSC 507, and PSC 583. Students completing the pre-capstone courses (offered twice per semester) would have the opportunity to complete either a) a conventional assignment that can be folded into the student's final capstone project or b) a capstone prospectus that forms the basis of a capstone outline that can be shared with prospective capstone advisors. During Summer 2023 our program piloted the first pre-capstone course (PSC 583), allowing seven students to exit the course with a capstone prospectus.

-During Summer 2023 our faculty completed a full assessment cycle of students graduating from our newly developed online program. Our faculty reviewed eighteen capstone projects and we found that not all students were meeting our expectations for one of our student learning outcomes - Apply appropriately tailored analytical and methodological tools to interpret and solve real policy or management-related problems. Specifically, students were not justifying their choice of methodology by reference to the appropriate disciplinary literature. That is why during Summer 2023 the PSC 592 capstone instructor developed a short-term strategy to work individually with the four students completing their capstone projects that summer to provide them opportunities to justify their choice of methodology by reference to the appropriate academic literature. The long-term strategy for improving our students' ability to apply appropriately tailored methodological tools is to ask faculty teaching our pre-capstone courses to integrate a module or exercise into the course that allows students to develop skills in supporting their methodological choices by reference to the foundational academic literature.

-During Summer 2023 our faculty received results from our survey of recent graduates to learn about their overall satisfaction with the MPA program. The following are some highlights from this survey:

*We also asked graduates to rate the quality of our program on a five point scale (Excellent, Good, Average, Poor, and Very Poor). Of the graduates responding to this question, 66.67% rated the program as "Excellent" and 33.33% rated the program as "Good." We also asked graduates about their overall level of satisfaction with the program where 66.67% were "Very Satisfied" with the program, while 33.33% were "Satisfied."

*All graduates reported that our program offered required courses on a regular basis to facilitate a timely graduation.

*When asked whether they were able to afford textbooks without financial hardship, 77% of students answered "Yes" and 23% of students answered "No."

*When asked whether they considered taking a leave of absence to reduce financial burdens, 92% answered "No" and 8% answered "Yes."

*All graduates participating in the capstone and internship described their experiences as "beneficial" and "meaningful."

*When asked to rate the overall quality of instruction, 50% responded "Excellent," 33% "Very Good," and 17% "Good."

*Overall, graduates reported experiencing improvement in writing, oral communication, and critical thinking skills upon exiting the program.

*Graduates were satisfied with the quality of the advising received (75% strongly agreed; 25% agreed) and access to their advisor (83% strongly agreed; 17% agreed). When asked whether the advisor was responsive to requests for assistance and advice, 92% of students strongly agreed and 8% of students agreed.

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

Completely online (students never have to come to campus)

In Person Instruction with online coursework available

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

When the MPA program began in 1961, it existed as an in-person program until 2020. On April 22, 2019 our MPA faculty approved changes to our program transitioning our in-person (100% face to face) program to a blended program (25-75% of content made available online; the remainder in person). We transitioned to this model after learning that our students were needing additional flexibility in the evenings to be able to continue participating in the program. Our faculty believed that a blended model created the flexibility needed to maximize student retention and to ensure timely student graduation. During Spring 2020 our program experienced the environmental shock of the coronavirus pandemic, which caused our faculty to rethink the modalities by which we delivered courses. After having an opportunity to deliver courses online during the pandemic, our faculty realized that the flexibility of an online model made our program available to a much wider pool of students.

Our program has now transitioned to a fully online program. When the online program was launched during Spring 2022, students had the option of either opting into the online program and its revised curriculum or remaining in the blended program where students were allowed to finish their program of study under the previous curriculum (our teach-out cohort). Multiple advising sessions were held with students to identify the best pathway to graduation with 25% of students opting to remain in the blended program (mainly due to being close to graduation) and 75% of students opting into the online program. The online and the blended program are administratively governed by the same faculty, but the tuition structures differed in that blended students paid standard rates for graduate tuition based on their residency status (in-state, regional, or out-of-state), while the online students pay one-rate tuition, regardless of their residency status (this university policy applies across all 7-week accelerated online programs). All of the policies governing internships and graduation requirements (GPA, credit requirements, etc.) are overseen by the same administrative governance structure regardless of modality. Our program delivery characteristics are described below.

Our transition from a blended program to an asynchronous online program:

During the transition to a fully online format, we began to phase out the MPA blended program, but we wanted to honor our commitment to students entering the program up until Fall 2021 that they would be able to complete the program in the blended format over a three semester teach-out phase. That is why students entering the program prior to Spring 2022 were given the option of completing the program in the blended format or in the fully asynchronous online program. The last of our students completing the program in the blended format graduated during Spring 2023.

Our fully online MPA Program:

During Summer 2020, we redesigned our curriculum to create a fully online program in which students earn their MPA degree by completing 36 credits. These courses are delivered as 7-week accelerated online courses that are offered two sessions per semester. Whereas before our MPA program did not offer summer courses for students, we are now delivering courses in the summer in order to facilitate a timely graduation. The core courses of our program are Seminar in Public

Administration and Policy (PSC 501), Diversity and Inclusion in Public Administration and Policy (PSC 502), Ethics in Public Administration and Policy (PSC 504), and Capstone in Public Administration and Policy (PSC 592). MPA students must also choose between one of two tracks: Policy Analysis and/or Public Management. The Policy Analysis track consists of the following four courses: Public Program Evaluation (PSC 505), Critical Topics in Public Policy (PSC 510), Seminar in Public Policy Problems (PSC 524), and Public Policy Analysis (PSC 583). The Public Management track consists of the following four courses: Problems in Public Personnel Administration (PSC 503), Seminar in Budgetary Politics (PSC 506), Public Finance (PSC 507), and Administrative Law (PSC 573).

Our program also offers three certificates that students inside and outside of our program can pursue. By creating three certificate programs, we aimed to provide our graduating MPA students with credentials that, along with their MPA degree, will convey to employers the possession of skill sets that are in high demand. Despite having all of these certificate options available to MPA students, it has not been our experience that students cease coursework after the completion of a certificate. That is because our program has a robust advising system in place where students are encouraged to use certificates to augment their MPA degree, and not to supplant it.

Students completing the Graduate Certificate in Public Administration and Policy learn about public service values through courses that emphasize the historical and theoretical foundations of public administration and policy (PSC 501: Seminar in Public Administration & Policy), ethics (PSC 504: Ethics in Public Administration & Policy), diversity and inclusion in the public and non-profit sector (PSC 502: Diversity and Inclusion in Public Administration & Policy), and an elective course focused on developing core skills or experience for a career in government, non-profits, or policy (either the PSC 592 capstone or the PSC 508 Policy and Grant Writing course).

The second certificate we offer is one in Public Management. The coursework required to complete this certificate will help students become competitive applicants for positions requiring financial and budgetary expertise (PSC 506: Seminar in Budgetary Politics & PSC 507: Public Finance), leadership skills, knowledge of administrative law and procedure (PSC 573: Administrative Law), the management of agency personnel (PSC 503: Problems in Public Personnel Administration), and/or writing (PSC 508: Policy and Grant Writing). We learned from our discussions with local employers of an acute need in many cities and towns for Finance Director positions - which can be a town or city's highest paid municipal position. Additionally, finance skills are increasingly sought by nonprofit organizations.

The third certificate we offer is the Policy Analysis certificate. The coursework required for this certificate will help students develop research and analytical capabilities (PSC 583: Policy Analysis & PSC 510: Critical Topics in Public Policy), evaluate public programs (PSC 505: Public Program Evaluation), navigate the public policy process (PSC 524: Seminar in Public Policy Problems), and/or develop grant and/or policy writing skills (PSC 508: Policy and Grant Writing). These skills will allow students to become effective at shaping public policy either within public agencies or as part of a broader policymaking process. Students pursuing this certificate will develop skills that will allow them to be policy advocates, policy researchers, and/or communication specialists.

While the curriculum and its design, course modality (online 7-week sessions vs. 14-week in-person sessions), and completion expectations (comprehensive exam vs. capstone project) have changed as the program has transitioned to a fully online model, the expected competencies (see Standard 5), governance of the program, students and faculty remain the same. In other words, all faculty members participated in the delivery of both course modalities, all faculty members participated in the grading and evaluation of comprehensive exams and capstone projects, and all students regardless of modality are governed under policies that are equally applied and overseen by our faculty members.

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 URI MPA faculty constitute the primary decision making body of the URI MPA program. The Director of the MPA program is responsible for executing decisions that are made by the MPA faculty and overseeing the day-to-day operations of the program, including program budgeting and course scheduling, which is done in concert with the Chair of the Political Science Department (an ex officio member of the MPA Faculty). The MPA Director also participates in Director-Level meetings with the Chair of Political Science, the International Studies and Diplomacy Director, and the Political Science M.A. Director. The MPA Director serves at the pleasure of the Political Science Department Chair, who consults with the MPA faculty (pursuant to our model of shared governance) when appointing the MPA Director to three year terms (not term-limited). The MPA Director receives one course release per year and a stipend for duties performed during the summer. Curricular changes are developed by the MPA program faculty and presented to the Political Science Department for approval. The Department of Political Science has primary authority over approval of Political Science courses, along with the A&S Dean's Curriculum Committee, the Graduate Council, and the URI Faculty Senate.

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.

Our MPA program operates on a shared governance structure where MPA faculty members conduct business via monthly meetings that are facilitated by the MPA Director. The shared governance structure was instrumental in the creation of the mission statement, which underwent significant revisions and now receives substantial buy-in from the faculty. Our governance structure has also included the creation of ad hoc work committees that develop planning documents for the MPA program. One example of this was the MPA DEI Strategic Plan effort that was spearheaded by the Karen Sweeting-led MPA DEI Committee, which is essential for building inclusivity into our program so that we can fulfill our mission of training our students to lead, manage, and solve problems with "empathy." Our shared governance structure allowed this important work to be shared amongst faculty members without the burden being placed on any one person in the program.

The Department of Political Science employs one full-time administrative support specialist who frequently works with the MPA Director on issues relating to reimbursement for faculty searches, summer teaching contracts, adjunct faculty pay, equipment purchasing, the distribution of supplies for faculty members, and submitting work orders for building repairs.

Standard 2.2

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

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

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

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

the delivery and governance of the program.

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

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year. 6.00

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. 9

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.

Section 2.1.3 describes how the shared governance structure of the MPA program facilitates the program's ability to fulfill its mission.

Consistent with our mission, we believe that personnel within public organizations should work collaboratively to lead, manage, and solve problems and so the governance structure of our program reflects these ideals. That is why our program operates on the basis of a shared governance structure which allows all faculty members to participate in planning, curricular development, and review. Most of the work of the MPA faculty is done in MPA Faculty Meetings and ad hoc committees while faculty members are on academic contract. As a general rule, any faculty member can have new business that is added to the agenda of meetings. The sections below describe the faculty's role in program and policy planning, faculty recruitment and promotion, and student achievement through advising and evaluation.

Program and Policy Planning:

The MPA Director works with faculty members to assign responsibilities for program and policy planning for the program. One of the most important planning documents produced by our faculty was our logic model (see Standard 1 Appendix), which was spearheaded by a committee led by Skye Leedah. Professor Leedah developed the model in consultation with the MPA Director to present to our MPA faculty at a meeting. At that meeting Professor Leedah received feedback from the faculty and adjusted the logic model on the basis of that feedback. Another key document that was developed was our DEI Strategic Plan (see Standard 3 Appendix), which was spearheaded by Karen Sweeting, who developed the plan in consultation with the MPA Director, solicited feedback from the faculty during faculty meetings, and made adjustments to that plan on the basis of feedback. During Summer 2021, our faculty participated together in a workshop to design our program and to develop course learning outcomes for all of the courses. The outcome of this workshop was formalized as our MPA Assessment Plan (see Standard 5 Appendix).

Curriculum Development and Review:

The MPA curriculum is developed under a system of shared governance at the program-level

and at the university level. Any changes to the MPA curriculum are initiated by the MPA faculty and require subsequent approval through the Department of Political Science, the College of Arts & Sciences Curriculum Committee, and the Graduate School's Graduate Council. The MPA Director has primary responsibility for leading curriculum planning efforts (e.g., completing paperwork, coordinating MPA faculty, etc.) and curricular matters are commonly raised at all faculty meetings. Our program will continue our practice of soliciting input about curriculum changes by soliciting feedback from outside stakeholders and students as we did during our most recent program revision. With our advisory board now firmly in place, our program will solicit their input as we develop and review our curriculum.

Faculty Recruitment and Promotion

Most of our nucleus faculty members have been involved in the recent recruitment of faculty members, which begins with the development of a position description that is formulated by the Chair of the Political Science Department and the MPA Director. The Spring 2021 searches for one Assistant Professor and one Assistant Teaching Professor were both chaired by MPA Director Aaron Ley. For the Assistant Professor position our search committee members included former MPA nucleus member Ping Xu and non-nucleus member Skip Mark, while the Spring 2021 Assistant Teaching Professor hire included two non-nucleus faculty members, Emily Lynch (a PSC Associate Teaching Professor) and Ashlea Rundlett (a PSC Assistant Professor). After hiring two new faculty members to begin Fall 2021 our recently hired nucleus faculty members participated on our Spring 2022 Assistant Teaching Professor search, which included Search Chair Marc Hutchison, former Assistant Director Perri Leviss, Assistant Professor Karen Sweeting, and PSC Assistant Teaching Professor Emily Lynch. This search led to the hiring of Assistant Teaching Professor Raymond Cox III. Our faculty search committee is responsible for conducting an initial round of virtual interviews and being present during all stages of the candidate's visit for meals, tours, and escorts to office visits. Additionally, our search committee members help identify outlets for advertising our faculty positions. During the Spring 2021 Assistant Professor search, for instance, the search committee of Ley, Xu, and Mark developed an excel spreadsheet containing graduate directors and deans that oversee HBCU and HSI institutions that grant public administration and policy-related Ph.D.'s (see Appendix B of the URI MPA Strategic DEI Plan). Our efforts also included developing a list of professional groups and associations where advertising our position would diversify our applicant pool. Because of the pandemic we were not able to physically bring candidates to campus and so our search committees tried compensating for that by developing a list of cultural and lifestyle opportunities that are offered in close proximity to our location in the Atlantic Northeast.

The procedures for faculty promotion and evaluation at the University of Rhode Island are governed under the Collective Bargaining Agreement between the Rhode Island Council on Postsecondary Education and the URI Chapter of the American Association of University Professors. Under this framework, tenure track faculty members are reviewed annually until they receive tenure. Tenured Assistant and Associate professors are reviewed every third year, while tenured full professors are reviewed every four years. In October 2022, all faculty members of the Department of Political Science adopted a document entitled "URI Department of Political Science Standards for Review," which includes guidance for promoting tenure-track and tenured professors (See Standard 2 Appendix). The review of tenured professors has no bearing on the professor's tenure status. By October 1 each year, all tenure track faculty members scheduled for review are required to submit a "dossier" that contains a list of teaching, research, and service accomplishments, which is reviewed by all tenure-track faculty members. At that time we also ask tenure track faculty members under review to provide times and dates where colleagues can participate in a classroom visit. All faculty members are strongly encouraged to participate in the classroom visits so that our teaching evaluations are supported by observation. By November 1, all tenure track faculty members are asked to evaluate each colleague under review and provide written feedback to support the evaluation. After all faculty members have submitted their

evaluation, the Chair of the Political Science Department (ex officio member of the MPA faculty) compiles their feedback and prepares a written evaluation that includes a tenure and/or promotion recommendation to the Chair and Dean. All tenure track faculty members are allowed to vote "yes," "no," or "abstain" in response to the Chair's recommendation.

The procedures for faculty promotion of Assistant Teaching Professors, Associate Teaching Professors, and Teaching Professors are also governed under the CBA, described above. Assistant Teaching Professors are appointed for one year positions with the possibility of renewal following an annual evaluation, Associate Teaching Professors are appointed for four year periods with the possibility of renewal for additional four year periods following an annual evaluation, and Teaching Professors are appointed for six year periods with the possibility of renewal for additional six year periods following an annual evaluation. The annual evaluation begins when an Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor submits a dossier by February 1 that contains accomplishments relating to teaching and student advising. A teaching assessment for the candidate is made by either the Department Chair or a designee of the Department Chair before December 1. A copy of this teaching assessment is provided to the candidates for comments by December 15th and a final version of the assessment is added to the dossier by the Chair of the Political Science Department by February 1. Tenure-track faculty, tenured faculty, Associate Teaching Professors, and Teaching Professors participate in the evaluation of Assistant Teaching Professors by February 15, followed by submission of the Department Chair's evaluation to the Arts & Sciences Dean. Tenure-track faculty and tenured faculty participate in the evaluation of Teaching Professors by February 15, followed by submission of the Department Chair's evaluation to the Arts & Sciences Dean.

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.

While the MPA Faculty are responsible for policy changes relating to the MPA program, the MPA Director is responsible for the day-to-day operations of the MPA program. These responsibilities include:

- Attending weekly meetings with URI Online support staff to discuss issues relating to the applicant admissions process.
- Meeting with faculty members to determine meeting agendas.
- Working with the URI Online marketing team to develop marketing strategies.
- Student Advising.
- Coordinating faculty searches and chairing MPA faculty search committees.
- Developing and maintaining relationships with employers, the MPA advisory board, and other external stakeholders.
- Participating in info sessions for prospective students and orientations for incoming students.
- Representing the MPA faculty at URI Graduate School Graduate Director's Meetings and other Graduate School functions.
- Maintaining the URI Careers, Events, and Networking Opportunities Listserv.
- Coordinating MPA Program Assessment efforts.
- Meeting with academically at-risk students to develop courses of action.
- Determination of the MPA program budget.
- Recommending Admissions Decisions.
- Recruiting and training adjunct faculty members.
- Attending NASPAA conferences.
- Coordinating faculty workshops to revise curriculum, assessment plans, and other planning efforts.
- Coordinating the program's accreditation efforts.

-Coordinating curriculum changes.

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

Members of our MPA faculty who are part of our faculty nucleus who exert substantial determining influence in our program will attend our monthly MPA faculty meetings, advise students on capstone projects, participate on MPA planning and curriculum committees, and contribute to MPA program assessment.

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

On September 9, 2022 our faculty codified our definition of "academically qualified" and "professionally qualified" faculty. Academically Qualified (AQ) faculty members of the URI MPA program meet the following conditions:

- All faculty members, with the exception of newly hired ABD's, having earned a doctorate in Public Administration, Public Policy, Political Science, or related field in the last five years shall be deemed Academically Qualified.
- For faculty members not having completed a Ph.D. in the last five years, AQ faculty members will demonstrate currency in one's area of teaching responsibilities through academic publishing, presenting at academic and pedagogy conferences, and/or presenting applied research.

Faculty members of the URI MPA program will be considered Professionally Qualified (PQ) if they meet the following conditions:

-All faculty members deemed professionally qualified must possess at least a master's or JD degree related to their area of teaching responsibilities and five years of professional experience working in the field related to their teaching responsibilities; AND

-Professionally Qualified faculty members will demonstrate their continued expertise by either a) remaining employed in public or non-profit fields related to their teaching responsibilities, b) engaging in substantial community service activities that relate to their teaching responsibilities, c) engaging in substantial professional service activities relating to their teaching responsibilities, or d) publishing in their area of teaching responsibilities.

Our faculty believe that our mission of imparting knowledge is served when we have academically qualified faculty members who are productive researchers capable of conveying new knowledge through high quality instruction. Tenure-track professors are required to have earned doctorates as their terminal degrees and are expected to maintain scholarship that supports their teaching responsibilities. It is also our program's longstanding policy that teaching-track professors have earned a doctorate as a terminal degree and that their focus is on delivering high quality instruction. All of our full-time tenure-track and teaching-track professors all meet our definition of being academically qualified. As described in Standard 2.1.3, our program has a system of annual review to ensure that non-tenured Assistant Professors are remaining current in the field, which provides for a full departmental evaluation of the faculty member, a written review that is developed by the departmental chairperson, and submission of the annual review to the A&S Dean. The departmental standards for promotion from Assistant to Associate Professor are contained in the Standard 2 Appendix. Associate Professors and Full Professors respectively undergo this review process triennially and quadrennially. The review process has no bearing on a tenured faculty member's tenure status. The departmental standards for promotion from Associate to Full Professor are contained in the Standard 2 Appendix. As part of the review process, faculty members submit a "dossier," which is a full record of the candidate's professional accomplishments, along with a summary of accomplishments since the last review period. All MPA faculty members are asked to peer review the dossier, participate in a teaching observation, and provide feedback on each faculty member's dossier and teaching observation. A core part of our program's mission is to impart knowledge and so high expectations are placed on tenure-track faculty members to produce a combination of high quality teaching, peer-reviewed research, and service activities. Tenure-track faculty members are typically on a 2-2 teaching load in order to facilitate high quality scholarship activities.

Our teaching-track faculty members also play a key role in allowing us to advance our mission of imparting knowledge because they occupy positions that have been created to ensure that high quality instruction is emphasized and delivered to our students. Standard 2.1.3 describes how teaching-track positions are non-tenure-track positions that are renewed on an annual basis and their primary function in the MPA program is to deliver high quality instruction and cutting edge pedagogical practices. Our vision is for these instructors to develop pedagogical practices that facilitate the development of student skills relating to leading, managing, and problem solving. A typical teaching load for teaching track professors is a 4-4, although workloads have been reduced for some faculty members who are responsible for providing administrative support for the program. There are no research criteria for teaching-track professors, though to be academically qualified to teach in our program teaching-track professors are expected to have earned a doctorate as their terminal degree. Teaching-track professors are reviewed on an annual basis and teaching performance is factored into the evaluation of these faculty members. All MPA faculty members are asked to peer review the teaching track professor's dossier, participate in a teaching observation, and provide feedback on each faculty member's dossier and teaching observation.

Part-time Adjunct faculty members may teach in the MPA program on a per-course basis if they meet our program's definition of "professionally qualified." Their role as practitioners in government and technical experts in their fields allow part-time faculty members to bring special insights and current practices into our classrooms so that students are able to connect theory to practice. They have also been active partners in facilitating internships and career opportunities for our students. A key part of our mission is to prepare students to lead, manage, and solve public problems and we have found our adjunct faculty members to be critical partners in the delivery of our curriculum because they bring their own leadership and management experiences into the classroom, which provides our students with a practical understanding of public service and the challenges associated with it. Further, our program's mission is to "impart knowledge" and our adjunct faculty members possess a lifetime of practical experience to convey to our students. One of our longtime adjunct faculty members who exemplifies bringing current practice into our classrooms is Jacqueline Kelley, who holds a law degree from Boston University and has served at the highest level of Rhode Island government for over thirty years. She is an example of a part-time faculty member who brings a broad-range of skills and institutional knowledge to the classroom relating to budgeting, administrative law, and public personnel management. She also regularly participates in the governance of our program by attending MPA faculty meetings and employs cutting edge pedagogical strategies through her courses.

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	81%	27	81%	81%
Courses delivering required Competencies	76%	21	76%	76%

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)

We believe that our program is stronger when faculty members are successful and when there is clear communication about the steps that are needed to ensure that faculty members remain current in the field. This allows our program to continue our mission of imparting knowledge and expertise so that our students can succeed in public service. To this end, all of our faculty members currently receive \$300 annually in professional development funds from the AAUP and are eligible for requesting up to \$1,500 for professional development funds from the dean and provost's office. In addition, faculty members will begin receiving professional development funds that are tied to the revenue share that is generated by the URI MPA program as it matures. This

will allow us to ensure that faculty members can sustain and improve their academic and professional qualifications beyond what is already offered through our traditional professional development resources and represents another systematic resource for ensuring that career development is structured into our program. This revenue share distributed to MPA faculty members currently ranges between \$350-500 per year and is projected to range from \$500-1000 per year as the program matures. Professional development money can be used for attending research and teaching conferences, conducting research, purchasing software and books, attending ICPSR symposia, attending professional development workshops, and NASPAA events.

Our program also seeks to ensure that incoming tenure-track faculty members receive generous start-up packages in order to engage in professional development and teaching enhancement activities. The standard for start-up packages is a two courseload reduction for the first 1-2 years of employment and professional development funds that vary depending on the faculty member. URI has also provided a variety of teaching workshops to help new faculty members adjust to their new teaching and research responsibilities. New faculty members in the MPA program have participated in the following programs designed to enhance research and teaching:

- Brightspace Training, which covers how to teach in Brightspace (our course learning management system) through seminars, consultations, and web-based instruction. This training is required for our faculty members to be able to deliver courses online.

- Faculty Success Program through the National Center for Faculty Development and Diversity. This program provides our faculty members an opportunity to participate in a semester-long mentoring community that focuses on topics relating to time management, conducting research, writing, and team building.

- University of New Hampshire Summer Institute in Public Humanities. This program allows participants to collaborate in a one week seminar to investigate the intellectual rationale, history, foundational skills and prospects for doing engaged work in the humanities.

Our efforts to support faculty to remain current in the field are also structured into our processes for annual review which is described in detail in 2.1.3, where each non-tenured faculty member is annually provided a full department peer review (from all tenure-track faculty members) and is provided feedback on steps that are needed for promotion and tenure. All teaching-track and tenure-track faculty members are encouraged to participate in teaching observations when faculty members are being reviewed. Teaching observations allow our faculty members to observe best teaching practices by other faculty members and are crucial for supporting assessments of teaching that are made during the annual review process. Frequent feedback on teaching allows early interventions to be made so that instructors can demonstrate continuous improvement in the delivery of teaching practices. As stated in section 3.1.2, Associate and Full Professors respectively undergo the annual review process triennially and quadrennially.

Our faculty members also regularly participate as peer reviewers and authors in the Faculty Working Paper Series that is sponsored by the Social Science Institute for Research, Education, and Policy. During our SSY, Dan Carrigg, Karen Sweeting, and Raymond Cox III have also participated in research talks sponsored by the Department of Political Science.

Standard 3.2

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

Self-Study Instructions

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

Programs should be able to demonstrate how they "promote diversity and a climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity planning document on the Self Study Appendices page.

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

3.2.1

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

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

Please check one: US Based Program

3.2.1a

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic		1			1
White, non-Hispanic/Latino	4	2		2	8
Total	4	3		2	9

3.2.1b

Non U.S. based

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

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

3.2.2

Describe how your current faculty diversity efforts support the program mission. Include any additional faculty diversity categories that your program tracks in addition to those included in 3.2.1a (US-based), including the name and description of the additional diversity categories and how they relate to your program's mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's distinct mission and environment, for how the program promotes diversity, equity, and a climate of inclusiveness. Describe your program's retention and support strategies for underrepresented faculty.

One of the core features of our mission is to train our graduates to lead, manage, and solve problems with empathy. Our faculty believes that empathy plays a critical role in advancing diversity, equity, and inclusion because it helps our graduates to become listeners and creates opportunities for more meaningful dialogue. If more meaningful dialogue among all stakeholders can inform policymaking and administration in equitable ways, then we believe that communities will be enriched and will experience better policy and administrative outcomes.

Our program has found many ways to bring diverse perspectives into our curriculum. Our efforts included the following strategies:

- Voluntary syllabus review and distribution of databases that include academic work written by authors that have a diversity of viewpoints, identities, and backgrounds.
- Using racial equity lenses to examine intersectional policy issues and incorporating these issues into course syllabi, weekly resources, and assignments.
- Faculty recruitment efforts with outreach to HBCU's, HSI's, and academic associations that represented potential faculty members from diverse backgrounds (see Standard 2.1.3). See Appendix B of the DEI Strategic Plan to review a list of organizations and institutions we targeted for outreach.
- A successful search for a faculty member with a teaching and research agenda focusing on diversity, equity, and inclusion.
- Hour-long "Engaged Faculty" workshops on "inclusive pedagogy," "implicit bias," and a curriculum review workshop.
- MPA faculty participated in an Equity Workshop for Faculty through the Office for the Advancement of Teaching and Learning, which consisted of 6 hours of core workshops over 4 weeks where faculty learned the basic tenets of course design for equity and inclusion to recognize and combat exclusion in our curricula.
- Creation of a required course, PSC 502 Diversity and Inclusion in Public Administration and Policy.
- College-level and program-level financial support for honoraria to sponsor guest speakers from underrepresented backgrounds (e.g., Spring 2021's Grassroots Policy Advocacy in Rhode Island Roundtable, Spring 2022's -Community-Centered Fundraising and Racial Justice Roundtable, and Spring 2023's Avoiding Burnout in the Public Service Workplace).

As a program and a department we all work with intentionality to integrate diverse perspectives and foster a climate of inclusiveness in the MPA program. Our program has undertaken the following strategies to promote diversity, equity, and a climate of inclusiveness:

- During Fall 2019 the MPA program and Arts & Sciences Dean sponsored a beginning of the semester event to stimulate meaningful dialogue about the role of women in governance called, "Women in Politics, Policy, and Administration." Our event was open to the public.
- Our program believes that diverse speakers should be compensated for their labor when they are invited to share their perspectives at our roundtables. That is why we worked with the Arts & Sciences Dean Jen Riley to secure funding to reimburse four speakers at a Spring 2021 panel called, "Grassroots Policy Advocacy in Rhode Island." Each speaker was reimbursed \$250 for participating. This roundtable event was open to the public.
- During Spring 2023 we assembled a diverse group of speakers from academic and practitioner

backgrounds for a virtual roundtable called "Avoiding Burnout in the Public Service Workplace." Our speakers were provided an honorarium of \$250 for participating. This roundtable event was open to the public.

-During Fall 2021 we assembled a panel of two alumni (Melissa Husband and Alex Jimenez) and Assistant Professor Karen Sweeting to share their perspectives on the question, "What does Diversity, Equity, and Inclusion Mean in Government?" This roundtable event was open to the public.

-During Spring 2022 our faculty members participated in a book club about Bandwidth Recovery where the aim was to help students reclaim cognitive resources lost to poverty, racism, and social marginalization.

-Assistant Teaching Professor Perri Leviss held a virtual roundtable event for her PSC 508 Policy and Grant Writing Course in Spring 2022 called "Community-Centered Fundraising and Racial Justice." The event, which was open to the public, featured Angela Bannerman Ankoma, the Vice President, Executive Director of Equity Leadership for the Rhode Island Foundation. The speaker for this event was paid \$500 through the URI MPA Event Fund.

-Our online courses are reviewed to optimize accessibility for students with disabilities.

-Our program created a virtual handbook for our students through our course management system (Brightspace) that includes a module called "Student Resources." In Fall 2022 we updated the "Resources" module in our MPA Home Brightspace page to include all DEI-related resources that are available to students.

-Our program developed a climate survey that is completed by students after their first and last classes in the MPA program (See Appendix). During our self-study year our faculty reviewed the responses from the climate survey, applied our targets and thresholds to it, and made program changes to support our efforts to build more community among students and faculty in our online program.

-Our program provides a virtual New Student Orientation and a beginning of the semester social event to welcome our MPA students to our campus community.

-Our faculty recognizes that the extent to which our student body is representative of the population at-large will impact the perceptions underrepresented students have about the value we place on diversity, equity, and inclusion. Therefore, we consider it absolutely critical to have an intentional plan for outreach to diverse internal and external audiences. That is why we created a list of organizations that is contained in the Appendix of our DEI Strategic Plan. During Spring 2023 we worked with the marketing team at URI Online to advertise our free virtual roundtable entitled "Avoiding Burnout in the Public Service Workplace."

-Some faculty members have taken advantage of teaching brownbags from the Office of Advancement of Teaching and Learning that focus on facilitating healthy learning strategies and environments for diverse learners. Two of the programs include: "Strategies and Tools for Teaching at URI" and "Introduction to Equity."

-At the beginning of each 7-week course, professors encourage students to create introductory discussion forum posts and videos introducing themselves and discussing issues of identity, family, and belonging.

-Faculty member Karen Sweeting serves as the Committee Co-Chair for the College of Arts & Sciences Equity & Anti Racism Committee where during the self-study year the committee held an A&S Equity and Anti-Racism Dialogue Series.

As a program we aim to demonstrate good practice in recruitment, retention, and support of underrepresented faculty through program specific goals, steps, and strategies. These include:

-The creation of a DEI strategic plan that articulates specific MPA program goals of diversifying our faculty body. To this end, our program has requested an additional tenure track faculty line, which our dean is supporting as part of her strategic hiring priorities for the FY26 budget. Once our request for this faculty line is formally approved, our program will institute outreach, marketing, and recruitment strategies that diversify our applicant pool.

-Our program also recognizes that our ability to retain underrepresented faculty members is influenced by the extent to which we honor our commitment to diversify our faculty and create space to foster inclusion and belonging. We recognize that demographic representation is only the step,

and that is why our program continually seeks to ensure that diverse faculty members are represented on hiring committees- also factoring in and conscious of the burden this places on underrepresented faculty. These efforts convey to prospective faculty members that our program respects and celebrates the diversity of our program, while also ensuring that underrepresented faculty members can shape the demographic make-up of our program's faculty.

-At the same time, our program recognizes that faculty members from underrepresented groups take on an added burden for having to participate in service activities relating to hiring and as part of JEDI initiatives. Our program provides special consideration for faculty working in JEDI areas as part of their service contributions to the program, department, and university. During Spring 2022, we specifically added stronger language to our department tenure guidelines to give special consideration for faculty working in JEDI areas as part of their service contributions.

-Our program strives to ensure that faculty members from underrepresented groups feel supported, their contributions are valued, and their voices are integrated in program goals. From a recruitment and retention standpoint, early career scholars are provided generous start-up packages and resources as formal support for future success. These resources include multi-year course releases to support research, participation in the Faculty Success Program through the National Center for Faculty Development and Diversity, and professional development funding.

-Our program also strives to provide faculty members from underrepresented groups informal support that comes in a variety of forms. These efforts include one-on-one mentoring and research feedback from tenured faculty members, facilitating connections across departments and centers so that early career scholars are engaged in the life of the university, and being intentional about efforts to create a culture of inclusiveness and respect for diversity in our program (e.g., creation of a climate survey and DEI Strategic Plan, hosting virtual webinars about DEI topics, financially compensating DEI panelists, etc.).

-Beyond our program, our department fosters a very collegial and collaborative environment to support faculty. We are intentional in the efforts we undertake and in the 2022 and 2023 year, the faculty voted to examine curriculum and identify ways we can be more inclusive in pedagogical practices. We continue to educate ourselves on ways to work consciously and provide support for underrepresented faculty.

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)

2018: Victor Profughi (adjunct), Skye Leedah, Shanna Pearson-Merkowitz, Jacqueline Kelley (adjunct), Aaron Ley

2019: Victor Profughi (adjunct), Jacqueline Fede (adjunct), Aaron Ley, Jacqueline Kelley (adjunct), Bob Weygand (adjunct)

2020: Skye Leedah, Aaron Ley, Jacqueline Kelley (adjunct), Brian Daniels (adjunct)

2021: Jacqueline Kelley (adjunct), Skye Leedah, Aaron Ley, Karen Sweeting, Perri Leviss, Brian Daniels (adjunct), Ping Xu

2022: Jacqueline Kelley (adjunct), Marc Hutchison, Skye Leedah, Aaron Ley, Karen Sweeting, Perri Leviss (left Fall 2022), Patricia Casey (adjunct), Raymond Cox (joined Fall 2022)

2023: Jacqueline Kelley (adjunct), Marc Hutchison, Skye Leedah, Aaron Ley, Karen Sweeting, Patricia Casey (adjunct), Raymond Cox III, Daniel Carrigg

During the academic year of 2018 our program consisted of three white full-time faculty members, one of whom is a military veteran (Aaron Ley), and two white per-course faculty members. The following academic year former MPA Director Bob Weygand retired and was replaced by Shanna Pearson-Merkowitz, a white female. In 2019, Shanna Pearson-Merkowitz became director of the

university's Social Science Institute for Research, Education, and Policy and no longer taught for the MPA program and Skye Leedah (a full-time faculty member) did not teach due to being on maternity leave. That year the program consisted of four adjuncts and one full-time faculty member, MPA Director Aaron Ley. During Academic Year 2020 Skye Leedah returned from maternity leave and an LGBTQ+ adjunct faculty member taught for the program. That year we had two white faculty members (one male and one female), and two white adjunct faculty members (one male and one female).

It was during the Academic Year of 2021 that our program underwent the most dramatic change with respect to diversity. The program continued to be led by MPA Director Aaron Ley, and Skye Leedah continued to serve in her capacity as an MPA faculty member. Ping Xu (an Asian female), joined the MPA program in Summer 2021 and Fall 2021 to oversee Capstone experiences. Overall, during 2021 our full-time faculty members included three white faculty members (two females and one male), one Asian female faculty member, and one African-Caribbean female faculty member. We also continued having two white adjunct faculty members teaching for our program (one male and one female), one of whom identified as LGBTQ+.

During 2022, Marc Hutchison (a white male) joined the program to fulfill Aaron Ley's duties while on sabbatical leave and became responsible for overseeing MPA internships and participating in MPA faculty meetings. Professor Xu departed in Spring 2022 to become director of the Political Science M.A. program. After accepting a tenure-track position at Rhode Island College, Perri Leviss informed us of her impending departure and Raymond Cox III, a white male, was hired to begin in Fall 2022. For the academic year of 2022-23 we added Daniel Carrigg, a white male, to our faculty. Our faculty now consists of seven white professors (four males and three females) and one African-Caribbean female.

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)

Skye Leedahll's research on the Cyber Seniors reverse mentoring program led to the creation of an interdisciplinary intergenerational program called "Cyber Seniors," which helps older adults learn digital skills through intergenerational interactions with URI student mentors. Professor Leedahll's stewardship of this program has led to many large and small grants. Recently she was awarded two grants with the State of Rhode Island's Office of Healthy Aging, a 2020-2021 grant in the amount of \$199,301 and a 2022-2023 grant in the amount of \$281,888. It is a program that allows the MPA program to improve our communities by engaging with the State of Rhode Island's Office of Health Aging and to make our communities better by cultivating intergenerational interaction and dialogue.

The RJRI Evaluation Report, co-authored by Aaron Ley and Skye Leedahll, was used to make adjustments to the Rhode Island Department of Labor and Training's (DLT) signature workforce development program. While completing this report, the evaluation team conducted interviews with 26 DLT grant recipients who were based in the State of Rhode Island. The geographical distribution of these grant recipients allowed the MPA faculty to form relationships with entities across the state and increase our community service footprint. The completed report was then used by policymakers to make adjustments to the RJRI program and to ensure its continued funding. The lead investigator of the report was invited to testify before the Rhode Island General Assembly about the findings of our report.

Karen Sweeting has used her recently published research in impactful ways to enhance her teaching and to prepare our students to lead, manage, and solve problems with empathy. She has used it to enhance her teaching by understanding, articulating, and reenvisioning organizational systems and structures. The research forms the basis of a pedagogical approach in PSC 502 Diversity and Inclusion in Public Administration and Policy that encourages students to use different lenses in examining pervasive topics in our society and use the classroom as a safe space to explore the implications of different social and political issues. The impact of Professor Sweeting's exploration of the value of "empathy" in her research became further evident when our program decided to include "empathy" in our mission statement when referring to the qualities we wanted our students to have when leading, managing, and solving problems.

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

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)

A core part of our mission is to prepare students for leading, managing, and solving problems with empathy. Our faculty believe that empathy forms the basis for meaningful dialogues and understanding that allow our graduates to advance DEI values. It is, therefore, our view that our program recruitment efforts should seek to create a student body that is representative of our communities so that students can celebrate one another's differences and begin to work and collaborate with one another to solve problems in our communities. This also supports our regional stakeholders in public and non-profit organizations who are seeking to add talent to their workforce. A key partner in supporting our mission is URI Online, which is an office that is part of the University's Office of the Advancement of Teaching and Learning. URI Online provides student support for helping applicants navigate the admissions process so that our MPA faculty members can focus on fulfilling the teaching, research, and service-related mission of our program. The MPA Director regularly meets with the URI Online Student Support Specialist to discuss student support issues, as well as overcoming barriers to success (e.g., removing holds, navigating financing aid, admissions, etc.). Jessica Spragg, the student support specialist for the MPA program, also attends all MPA faculty meetings.

Our recruitment efforts focus on targeting internal audiences at URI and external audiences throughout the region so as to draw a diverse mix of pre-service and in-service students who will be exposed to public service values and knowledge to enrich our communities. These efforts include the following activities:

Internal Audience Outreach:

- Our program targets current URI students who are Political Science majors, as well as Criminology and Criminal Justice majors. Every semester we hold short, in-person information sessions to students enrolled in the PSC 310 methods course.
- Our program has attended Graduate School fairs and information sessions that are held on the URI campus.
- Our program has participated in an online career readiness workshop that is held for social science majors at URI.
- Our information sessions and recruitment events are shared through our Department of Political Science listserv.

External Audience Outreach:

- Our program also has a longstanding partnership with Rhode Island College (RIC), a public university in Providence that offers a bachelor's degree in Public Administration and has a diverse study body. In order to diversify our student body, it is important to cultivate partnerships with institutions that have built a diverse student body. That is why during our self-study year the MPA program director held an in-person information session attended by approximately twenty RIC students, some of whom decided to apply to the MPA program as part of the Fall 2023 cohort.
- During Spring 2023 the program director attended a Graduate School fair that was held at Roger Williams University in Bristol, RI.
- Every year our program holds six virtual information sessions with the MPA Director about one month before the Fall, Spring, and Summer application deadlines.
- Our information sessions, recruitment events, and application deadlines are communicated to our MPA Advisory Board and our MPA Events, Career Opportunities, and Networking listserv.
- We hold virtual roundtable events that focus on diversity, equity, and inclusion topics. Our aim is to draw a diverse external audience to these events about 1.5 months prior to application deadlines and to announce opportunities after the event to learn more about the program through our virtual information sessions. During our SSY our virtual roundtable event was entitled, "Avoiding Burnout in the Public Service Workplace."
- During Spring 2022, the MPA Director met with the marketing team at URI Online to begin identifying internal and external audiences for recruitment to the MPA program. After that meeting the MPA Director compiled a list of audiences that is included in the Appendix of the Diversity, Equity, and Inclusion plan. During Spring 2023 the marketing team engaged audiences from this list to steer them to our virtual roundtable on "Avoiding Burnout in the Public Service Workplace."
- During Fall 2019, MPA Director Aaron Ley created a "Policy Fellows" program. The Policy Fellows program was used to provide exceptional students opportunities to work to solve public policy problems identified by state and local stakeholders in Rhode Island government. These relationships offered our program opportunities to create deliverables that were distributed to towns and municipalities across Rhode Island, which highlighted the work of our students and shed a positive light on our program for in-service professionals who were exposed to our work. Policy fellows created deliverables in 2019 (short-term rentals report for Rhode Island League of Towns & Cities), 2020 (housing and education funding report for Rhode Island Housing), and 2022 (climate resilience financing report for US EPA Southern New England Program).
- Our program developed three certificate programs on the basis of hiring needs in Rhode Island: A core certificate in public administration and policy, a policy analysis certificate, and a public management certificate. When students opt to pursue a standalone certificate, we expect that they may choose to fully matriculate into the MPA program to finish the 36 credit degree.
- During our SSY, the program director was featured as one of the speakers at the Rhode Island League of Towns and Cities (RILTC) orientation for newly elected officials, as well as the RILTC Leadership Institute for municipal employees where information about the MPA program was shared.

When prospective students have been identified, their contact information is shared with URI Online's student support specialist and an automatic email is sent to the student with information about the program. This initial contact begins the 40 day cycle of information to the student where an email is sent out again and the student is contacted via phone by the student support specialist and added to a "tracker." During a certain period of the recruitment process the student support specialist will go through the tracker to follow-up with prospective applicants. Once prospective applicants have committed to the application process, the student support specialist aids the applicant in navigating the application process. In doing so, the student support specialist answers questions for students about personal statements, GPA requirements, and any issues relating to transcripts. Once the student has completed the application process, the student support specialist will immediately send an email to the program director to review a student's application file where a decision is forwarded to the Graduate School to either recommend or to not recommend admission. After a recommendation has been made to the Graduate School, then a representative from that

office emails the student with its decision and instructions for enrolling in the MPA program. The Graduate School has always deferred to the admissions recommendations made by the MPA Director.

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)

The Master of Public Administration program is open to students of all educational and professional backgrounds. A four-year college degree from an accredited institution is required for admission into the program. Applicants to the MPA program are asked to submit two letters of recommendation and a personal statement that describes the applicant's professional aspirations for a career in public service or how a graduate degree will further career advancement. Applicants admitted to the MPA program typically have at least a 3.0 undergraduate GPA, though entry into our program through conditional admission is possible (see Section 4.2.1b). Courses are offered in 7-week sessions, with two sessions in each semester (Spring, Summer, Fall).

In order to prepare our students to "lead, manage, and solve problems to enrich our communities," our faculty believes it is of paramount importance to recruit a student body that reflects our communities (as articulated in our mission statement) so that our students have opportunities to collaborate with people of all backgrounds while fulfilling program requirements. Further, our program seeks to impart public service values relating to respect for diversity and inclusion and that is why our program no longer requires the GRE exam for admission. Our experience as a faculty was that the GRE was a poor indicator of future success, that it created a barrier for many qualified applicants, and that it kept our program from being more inclusive. Thus the GRE admissions requirement was inconsistent with our mission of recruiting a diverse student body that has the capacity of enriching our communities with empathy and excellence.

It has been the practice of our program to use grade history, personal statements, and letters of recommendation as alternative methods of gauging student potential for success. Our faculty believe that we have been effective in doing so provided our documented history of students graduating from our program within 2-3 years. The recommended GPA required for admission to the MPA program is 3.0, but we understand that students with a track record of professional public service experience are prepared for success in our program even if they fall short of a 3.0 GPA. Further, turning away in-service students because of a low undergraduate GPA would eliminate opportunities for pre-service students to learn from the professional experiences of in-service students in the classroom. Professional students falling within the range of 2.5 and 3.0 have opportunities to enter the program through our conditional admissions process. Under this process, applicants with at least one year of professional public service experience are offered conditional admission into the program (requiring Associate Dean approval; fully admitted after earning two or more B's), while applicants with five or more years of professional public service experience are offered provisional admission into the program (requiring MPA Director approval; fully admitted after earning two or more B's). Our MPA program uses GradCAS as its central application system, which

requires a resume, payment of an application fee (waived for those demonstrating financial need), two letters of recommendation, official transcripts, a personal statement, and the TOEFL exam, if applicable.

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)

We recognize that many in-service applicants may have below a 3.0 GPA but nevertheless have a wealth of relevant professional experience and have demonstrated achievements that will translate into success in our graduate program. Our program believes that students experiencing continued professional success have the capacity to fulfill our mission's aim to prepare our graduates to lead, manage, and solve problems with "excellence." Many of our in-service students have overcome past challenges and are seeking training so that they can advance in their careers and support our mission of enriching our communities. Our faculty also believe that these students allow our program to impart values relating to diversity, inclusion, empathy, and other public service values. That is because these students have special insights, experiences, and are part of networks that can be shared with our pre-service students. Therefore, students falling between a 2.5 - 3.0 GPA, but with at least five years of relevant professional experience, are provided "provisional admission" into the MPA program. Provisional admission means that provisionally admitted students will be offered non-probationary entry into the program after receiving two B's or better in MPA courses. We also have the option of providing our students "conditional admission" to the MPA program. This is designated for those students between 2.5-3.0 GPAs and having between one and five years of relevant professional experience. Students who are offered "conditional admission" are offered provisional admission to the program only after a review and approval by the Associate Dean of the Graduate School.

Our program believes that we have a moral imperative to position all of our students for success. We have been very successful in working with students who are offered conditional and provisional admission to finish the program and have ensured that these students are successful by checking in with them midway through the semester and ensuring that they have all of the support that is needed to successfully complete their courses (e.g., referral to the Graduate Writing Center, the Graduate School's Graduate Student Success Coaching program, the Office of Disability and Inclusion, meetings with the MPA Director and/or student support specialist, etc.). Additional discussion of student-centered resources can be found in 4.4.2.b and 4.3, as well as the institutional student-centered resources detailed throughout our discussion in Standard 6.

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	N/A
GMAT	No
GRE	No
LSAT	No
Other Standardized Test	No
TOEFL	No

GRE

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA	Required
Minimum Required	2.50
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Number of years of Professional Experience	1
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

32

4.2.2a Admission Numbers

Self Study Year (SSY)

Total SSY Admits	32
Total SSY Enrollments	26
Fall SSY Total Full Admissions	24
Fall SSY Total Conditional Admissions	8
Fall SSY Total Full Enrollments	18
Fall SSY Total Conditional Enrollments	8
Fall SSY Total Pre-Service Enrollments	3
Fall SSY Total In-Service Enrollments	15

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.

6

*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)

There are three core elements of our program's mission statement and how it relates to our pool of admitted and enrolled students. The first part of our mission relates to imparting public service values and knowledge to our students. Our review of application materials seeks to ensure that the students admitted into our program have the capacity to reach their full potential to articulate public service values and to acquire knowledge, which is why our program requires pre-service students to have no less than a 3.0 GPA upon entering the program. We believe that a key element of this mission statement relates to teaching our students to have respect for human values such as diversity and inclusion. Our program's respect for these values means that we strive to create a pathway into our program for in-service students with less than a 3.0 GPA. The table in 4.2.2a demonstrates that the vast majority of students come into our program with prior professional experience. These in-service students share their professional and practical experience so that they are able to learn from one another, which also provides our pre-service students special insight about the real public service experiences of our in-service students. The numbers contained in 4.2.2a also represent our program's efforts to maximize the diversity of our applicant pool through the recruitment efforts that are articulated in our DEI Plan (See Appendix) and the practices that are described in part 4.1.1. The reason why our program undertakes these efforts is that we firmly believe that a diverse student body is critical for imparting public service values and preparing students to lead, manage, and solve problems with empathy.

Our program's mission is also to prepare our graduates to enrich communities by leading,

managing, and solving public service-related problems. Our holistic review of application materials is comprised of examining personal statements for evidence that pre-service students are preparing to enter a public service career. Meanwhile, we also review the personal statements of in-service students for evidence of their intention to use the MPA degree to advance in their careers.

Lastly, our program's mission is to train our students to accomplish their responsibilities with excellence. Our program operates from the perspective that pre-service students entering the program with over a 3.0 GPA and strong letters of recommendation have the capacity for excellence in a public service related field due to their strong undergraduate academic performance. We also expect that in-service students with a 3.0 GPA and strong letters of recommendation will similarly have the capacity for excellence. For in-service students between a 2.5 - 3.0 GPA our program scrutinizes letters of recommendation closer to ensure that there is evidence that in-service students demonstrate the capacity to reflect our mission of preparing graduates to execute public service work with excellence

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)

Our program communicates academic continuance and graduation standards to students in the following ways:

-For prospective students, our program holds six virtual information sessions to convey academic continuance and graduation standards to students. These information sessions are typically held one month before the program's application deadlines.

-Once students are admitted to the program, our program provides incoming students with a New Student Orientation that is held via Zoom. At that orientation the MPA Director explains to students the requirements for filling out "Program of Study" forms, "Nomination to Graduate" forms, and "Leave of Absence" forms.

-Admitted students also have access to the MPA Program Homepage that can be accessed via our Brightspace course learning management system. The MPA Program Homepage is used to post announcements and serves as a virtual handbook for the program where students can access program advising sheets, step-by-step instructions for filling out all Graduate School forms, support resources, the internship policy, and information about the Capstone Project. Our program homepage also links to the Graduate School Manual, which contains URI's official policies for academic continuation and graduation standards.

-The Director of the MPA program sends out regular communications to students in the MPA program via email. These emails are usually sent out at the beginning of the semester and include program updates, paperwork deadlines, reminders about Leave of Absence from the program, and

other important dates. The Graduate School also sends out a regular email that includes important dates and deadlines.

-Students are asked to attend advising sessions with the MPA Director at least once per year via Zoom. This is a chance for the program director to ensure that students are making satisfactory progress toward their degrees. Prior to every course registration period, the MPA Director sends out an email to students announcing an "advising week" where students are able to schedule Zoom meetings with the director. These advising appointments are 30 minutes in length.

-When students fall below the minimum GPA requirements for graduation, the Graduate School automatically emails the MPA Director and the student to inform he, she, or they to arrange a meeting with the MPA Director to devise a plan for academic success. The MPA Director develops regular check-in meetings with the student to ensure that satisfactory academic progress is being made in the student's courses.

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)

The MPA Director and the Graduate School are notified any time an MPA student falls below a 3.0 cumulative GPA while enrolled in the MPA program. With this notification the student is formally placed on academic probation and the student is asked to initiate an appointment with the Graduate Director to discuss a plan for improving the student's GPA. After students have initiated this meeting, the MPA Director is responsible for informing the student of the support systems that are available through the university and at the Graduate School (e.g., the Graduate Writing Center, the Office of Disability and Inclusion, Graduate Student Success Coaching, etc.). Given our MPA faculty's strong commitment to inclusion in the classroom we have committed to making interventions when it is clear to us that students are falling behind on coursework and to encourage students to seek support through the Graduate Writing Center or via other academic support services. Other support services at URI for graduate students include the Graduate Student Success Coaching Program, the Office of Disability, Access, and Inclusion, Health Services, and Student Support and Advocacy Services.

There are also times where it can be difficult for the MPA director or faculty members to reach a student. During those times we ask our student support specialist to initiate contact with the student using the contact information that is on file for the student. In exceptional cases of academic risk or student crisis our program has worked with students by allowing them to submit Leave of Absence requests, withdraw from the program, seek a tuition refund, or to make other arrangements. Our program has also worked with students to re-enter into the program when they are ready. We occasionally receive leads from the Graduate School about students seeking to re-enter the MPA program after a long absence and our program has reduced barriers to facilitate re-entry. For instance, when former students express a desire to re-enter after a prolonged absence, our program will support the student's reinstatement without requiring the student to reapply for admission into the program. On occasion, the Graduate School will also waive reinstatement fees for these students.

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	18.00	12.00	14.00	15.00	16

4.3.3b

Please define your program design length: Semesters

6

4.3.3c Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as full-time or part-time students, pre-service vs. in-service students, or other limitations that impede progress towards graduation). (Limit 250 words)

During our SSY, our MPA program had two modalities, an online and in-person modality. Our in-person modality offers courses in the traditional 14-week semester-based model, while our online courses are delivered during asynchronous 7-week sessions. The online modality provides two sessions per academic semester and students taking online courses will typically take no less than one course per session, which allows them to graduate in two years. Students taking two courses per session in the online modality are able to complete the requirements for the program in as little as one year.

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.

Career counseling and job placement assistance are facilitated through the Graduate School's Office of Professional Development. Through our MPA alumni survey of recent graduates, we learned that 42 percent of our graduates used this office between 1-2 times. This office provides career placement services, cover letter and resume workshops, and a variety of other professional development support through the Director of Professional Development, Cara Mitnick. Cara is invited to classrooms, new student orientations, and her services are advertised to students through faculty syllabi and our MPA Community Brightspace page. Graduate students have access to URI's Handshake platform, which is URI's online career platform for connecting URI students and alumni with employers, jobs, internships, and volunteer opportunities.

Our faculty also facilitate job and career advising, which usually occurs during academic advising sessions and through informal conversations with students. In 2021, the MPA Director advised one particular student about career opportunities which led to the placement of a student into a part-time

position with an environmental firm that turned into a full-time career as a policy analyst with that firm. Our advisory board is also an instrumental resource for career advising. When students describe their career interests with the faculty we can arrange opportunities for our students to meet with specific advisory board members who can use their career networks to facilitate opportunities within that career space. Our program also manages a listserv of current MPA students, alumni, and friends of the program that allows us to disseminate information about career opportunities that are within our program's network. During our self-study year an alumnus used the MPA listserv to announce a state-level budget analyst position that was filled by one of our graduating MPA students. That same year a local municipality announced an open planning position on our listserv that was later filled by an MPA alumnus.

Every year the URI Graduate School provides Professional Development opportunities for students that are regularly announced through the Graduate School's newsletter. These opportunities include learning about computer programming systems, LinkedIn training, Individual Development Plan (IDP) workshops, Salary Negotiation Seminar, and more. These professional development opportunities are communicated to students through the monthly Grad School News & Info email-blast that is sent to all Graduate Students and Graduate Faculty.

Current students are also allowed to acquire a microcredential through the Graduate School's Diversity and Inclusion Badge (DIBP) program. This professional development program was designed to prepare students for a competitive job market where skills needed for cultural competence are in high demand. Students participating in this program can choose to attend no fewer than five professional development workshops on topics related to diversity, equity, and inclusion. During the Spring 2023 semester students had sixteen workshops to choose from. Topics included: "Writing Diversity Statements," "Writing Land Acknowledgement Statements," "Racism and Anti-Racism in Social Media," and more. Our program regularly announces opportunities to participate in the DIBP Badge program through emails and through our MPA Brightspace Homepage.

URI also provides career placement services through the URI Office of Alumni Engagement's Alumni Career Services, where alumni are provided with career advice and other career placement services, such as mock interviews, cover letter and resume feedback, and access to URI's Handshake platform. These services are communicated to students through our MPA Community Brightspace page, during the capstone exit survey, and in the program director's emails to recent graduates (e.g., email to graduates requesting employment info six months after graduation). Through our survey of recent graduates we learned that 25 percent of recent graduates used this office between 1-2 times.

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)

Our mission is to impart knowledge and expertise to our students in order for them to enhance their communities and so it furthers our mission to require our pre-service students to engage in an internship so that they are able to apply the skills that they are learning in the classroom while participating in an experiential learning environment. Therefore, students without at least one year of full-time professional public service experience are required to complete an internship experience through our PSC 590 course that combines a supervised traditional practical experience with a rigorous academic 'classroom' component. The PSC Department Chair and MPA Director are responsible for overseeing graduate internships (a more detailed discussion can be found in 4.3.4.a(4)) and we have cultivated an ongoing relationship with the State of Rhode Island internship program and other entities to identify placements for our students. Students participating in the State of Rhode

Island Internship program are assigned to agencies, towns, or municipalities in Rhode Island in order to engage in real world problem solving.

The prerequisite for enrolling in the internship course is approval by the MPA Director. This process requires the student to develop a Proposal that indicates the agency, supervisor, proposed learning objectives (goals), proposed work and hours of work (inputs and outputs) and anticipated outcomes. The Proposal must be reviewed and approved by the MPA director prior to the student registering for the course and prior to the student's work as an intern. The student's supervisor shall submit a letter or email indicating concurrence with the student's proposal, summary of student's duties and responsibilities, and proposed total hours of work. The supervisor's confirmation is due at the time of the student's submission of the proposal and prior to the student's work as an intern.

We recognize that it may be impractical for some of our in-service students to pursue an internship if they are completing an advanced degree while being employed full-time in a public service-related position. Our concern for these students is that an internship requirement would interfere with their execution of valuable public service responsibilities. That is why the MPA faculty voted to provide the MPA Director discretion to waive the internship requirement when students are currently employed full-time in a public service-related profession or have at least one year of full-time public service-related experience to petition our faculty to waive the 3-credit internship. In cases where it is not clear whether the student is employed by a "public service-related profession," then the student is asked to request a waiver by petition where it is discussed as new business during MPA faculty meetings. The student's petition should include a description of the job duties that were fulfilled as part of the student's employment and a statement of how the position facilitates the development of skills relating to public service values, knowledge, and expertise. Further, the applicant is required to describe how the duties related to the student's employment allow he, she, or they to solve problems related to a public service-related field. Lastly, the applicant is required to describe how the current petition generates opportunities to apply skills related to empathy, integrity, and excellence.

Our program provides information to our students about the internship policy through our MPA Brightspace Homepage. Further information is provided by the MPA Director during advising sessions with students.

4.3.4a(2)

4.3.4a(2) How many internship placements did the program have during the Self Study 8 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.)

RI Secretary of State
State of Rhode Island Internship Program (2)
City of Cranston Planning Department
CCRI Workforce Development
Town of Barrington Planning Department
State of Rhode Island Internship Program
Rhode Island Attorney General's Office
Town of Westerly Planning Department

4.3.4a(4)

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

Whenever possible, we seek to place our students in paid internships so that they are able to receive financial support for their participation. The MPA Director has traditionally worked in consultation with the student or the Graduate School's Director of Professional Development to identify placements for students. The Graduate School uses "Handshake" as its career and internship placement database, though many internship opportunities are generated through alumni, the advisory board, our MPA Career Opportunities listserv, and through relationships cultivated with towns, municipalities, and other organizations by the MPA Director and faculty. During Spring 2022, Marc Hutchison became the internship supervisor for the MPA program and supervises students. Our internship consists of a rigorous 7-week internship that requires students to complete a variety of writing reflections about their internship experience that is shared with other students who are also engaged in internships. This allows students to "close the loop" on their internship experience by identifying and writing about concepts that are contained in the MPA curriculum.

Our program aims to place students in internships that are beneficial and meaningful to them. All eight of the recent graduates having completed the internship requirement and our MPA alumni survey rated the internship experience as beneficial.

4.3.4a(5)

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

Our internship requirement is designed to prepare students to solve problems that are related to governance in the public service careers that they will be entering. The distribution of internships completed by MPA students are reflective of the governing sectors in the Atlantic Northeast, which include agencies engaged in governance at all levels of government (local, state, and federal) and non-profit agencies. Further, our internships throughout the years are also reflective of the different types of organizations that are engaged in governance, including public and non-profit organizations.

4.3.4b

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

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

4.3.4b Employment Statistics

Self-Study Year Minus 1

National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	5
City, county, or other local government in the same country as the program	4
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	8
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	2

4.3.4b Employment Statistics

Self-Study Year Minus 1

Private sector (not research/consulting)	0
Military Service	1
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	2
Total Number of Graduates	23

4.4.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Main Campus
Secondary Delivery Modality Name	In-Person

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	1	1	0	0	2
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	1	1	0	0	2
White, non-Hispanic/Latino	4	11	0	0	15
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	1	0	0	1
Total	6	14	0	0	20
Disabled	0	1	0	0	1

4.4.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Online Modality

Secondary Delivery Modality Name

Online Asynchronous

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	1	0	2	1	4
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	1	2	4	7
White, non-Hispanic/Latino	4	3	10	8	25
Two or more races, non Hispanic/Latino	1	0	0	0	1
Nonresident Alien	0	0	0	1	1
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	6	4	14	14	38
Disabled	0	0	1	1	2

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

Our program has undertaken several explicit activities to ensure that we are promoting diversity and a climate of inclusiveness. These activities included:

-In 4.3.4 we described our efforts to encourage students to participate in the Graduate School's Diversity and Inclusion Badge Program, which allows students to receive a microcredential after having successfully completed five workshops that focus on issues relating to justice, equity, diversity, and inclusion. When students in our program complete the DIBP microcredential, we believe that it promotes a climate of inclusiveness in our program and supports our mission of teaching students to lead, manage, and solve problems with empathy.

-In 3.2.2 we described our efforts to bring diverse perspectives into our curriculum by having our faculty members participate in workshops that promote diversity and a climate of inclusiveness. Our faculty have participated in hour-long workshops on "inclusive pedagogy," "implicit bias," and a curriculum review workshop. We also participated in a faculty retreat focusing on DEI issues in September 2021 and a workshop on pronoun usage in December 2021.

-In 3.2.2 we described efforts to bring diverse speakers into our classrooms and we encourage our faculty members to identify honoraria to compensate these speakers for their contribution to our program. The events that we have held include "Grassroots Policy Advocacy in Rhode Island," "Community-Centered Fundraising and Racial Justice," "What does Diversity, Equity, and Inclusion Mean in Government?," and "Avoiding Burnout in the Public Service Workplace." By bringing in diverse speakers we are being intentional about conveying to our students that we value diversity.

-We created a required course called PSC 502: Diversity and Inclusion in Public Administration and Policy. It was created so that a) our students will be prepared to interact productively with a diverse citizenry, and b) we can ensure that our students leave our program with skills that will allow them to further our program's mission to serve our communities with empathy.

-Faculty members commonly incorporate the work of diverse scholars into the curriculum and provide videos and podcasts that feature diverse voices.

-Our program administers a climate survey to measure the degree to which students perceive that we promote diversity and a climate of inclusiveness. During the SSY our faculty analyzed the results of this survey and instituted program changes that were designed to build more community among our online students.

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

Our program has implemented several approaches to ensure that we are recruiting students from historically underrepresented populations. These efforts include:

-Creating outreach events that are open to the public and feature our alumni of color. Prior to our Spring 2022 admissions deadline we held a zoom panel called "What does Diversity, Equity, and Inclusion Mean in Government?" and used university social media to advertise the event. We expected

that this event would draw a diverse internal and external audience. After the event we shared information about the application deadline for the MPA program as well as two virtual information sessions that would be held so that prospective applicants could learn more about the program. During Spring 2023 we held an event called "Avoiding Burnout in the Public Service Workplace" featuring a diverse group of panelists. We shared information about the MPA program, including upcoming information sessions, upon completion of the event.

-Our program has developed an outreach strategy with the marketing team at URI Online to execute a marketing and outreach campaign that engages HBCUs, HSIs, and public/nonprofit organizations. When marketing virtual roundtables the URI Online marketing team targets these organizations with an outreach email. This list can be found in Appendix E of the MPA DEI Strategic Plan.

-We redesigned our website so that prospective applicants will land on a webpage that reflects the demographic characteristics of the students currently in our program and in the university community in general.

-We assembled a diverse advisory board and encourage members of the board to steer prospective applicants to our program.

-The URI Online marketing team includes underrepresented groups in all imagery across paid digital as well as internal marketing efforts like email distribution and their own media accounts. During FY23 the marketing team will be working to increase targeting to these audiences.

4.4.3a

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

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

Please Check One: US Based Program

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

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

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

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	2	1	2	1	6
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	0	0

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
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	1	2	2	4	9
White, non-Hispanic/Latino	8	14	10	8	40
Two or more races, non Hispanic/Latino	1	0	0	0	1
Nonresident Alien	0	0	0	1	1
Race and/or Ethnicity Unknown	0	1	0	0	58
Total	12	18	14	14	1
Disabled	0	1	1	1	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)

Our MPA program seeks a student body that is reflective of the communities that we serve. The following demographic information is provided by the US Census population estimate statistics for Rhode Island in 2022: White (82.8%), Black (9.1%), American Indian and Alaska Native (1.2%), Asian (3.7%), Native Hawaiian or Other Pacific Islander (0.2%), Two or More Races (3.1%). According to the US Census Bureau, "Hispanics may be of any race, so also are included in

applicable race categories." Residents of Hispanic or Latino origin comprise 17.6% of the RI population.

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

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

Self-Study Instructions:

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

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

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

The program's answers to questions in these three areas will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that the program submit within its Self-Study Report, a written plan or planning template that addresses how it plans to assess each competency, when it will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan should be uploaded as a PDF to the Self-Study Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in the public interest

-Describe and analyze the theoretical, legal, economic, fiscal, and/or conceptual foundations of the fields of public administration and public policy.

-Gather and aggregate information or data to analyze the internal and external environments surrounding public and nonprofit agencies and develop leadership or policy strategies.

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

-Identify and diagnose real policy or management-related problems to policymakers and convey to them solutions that shape public management practices or public policy outcomes.

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

-Apply appropriately tailored analytical and methodological tools to interpret and solve real policy or management-related problems.

To articulate, apply, and advance a public service perspective

-Develop policy or management-related advice that advances the public interest, respects the rule of law, promotes democratic participation, and treats people fairly.

-Demonstrate personal integrity and inspire public confidence and trust in public service by developing, individually or in teams, work products that adhere to the highest standards of professional conduct.

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

-Effectively communicate with multiple audiences in policy or public management related settings.

-Collaborate with a diverse collection of stakeholders to solve public policy and public management-related problems.

Standard 5.2 Part A: Mission Specific Required Competencies

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

Standard 5.3 Part A

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

concentrations and specializations.

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

Standard 5.1-5.3 Part B

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

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

Standard 5.1 Part C

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

Universal Required Competencies: One Assessment Cycle

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

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

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

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

Student Learning Outcome 2.1: Identify and diagnose real policy or management-related problems to policymakers and convey to them solutions that shape public management practices or public policy outcomes.

2. Evidence of learning that was gathered:

Direct Evidence:

Capstone projects were evaluated for learning achievement: 16 projects from 16 students completing the PSC 592 capstone course across 3 semesters: Summer 2022, Fall 2022, and Spring 2023. This represents all students in the courses.

Indirect Evidence:

Survey of recent graduates sent to 21 students who graduated from the program between 2022-2023.

Response rate: 57%

Survey addressed overarching program Goal 2 within which outcome 2.1 exists.

(Likert scale responses)

GOAL 2: Graduates of our program will be able to participate and contribute to the policy process.

1) Students felt competent to participate in the policy process due to the knowledge they gained from our program.

55% of graduates strongly agreed
45% of graduates agreed
90%

2) The program helped graduates understand the policy process.
83% of graduates strongly agreed
17% of graduates agreed
100%

3) The coursework provided students with the requisite knowledge needed to address public policy issues.
75% of graduates strongly agreed
25% of graduates agreed
100%

3. How evidence of learning was analyzed:

Direct Evidence:

To determine whether students met these outcomes faculty created a shared rubric with four criteria by which to evaluate the level of achievement. Rubrics for Learning Outcome 2.1 are provided.

The rubrics were reviewed by the Assessment Office within URI's Office for the Advancement of Teaching and Learning and then finalized with MPA faculty member's input. Four (4) faculty members used the rubrics to judge the final capstone projects. Faculty were put into two groups, with each group receiving eight (8) capstone projects to judge. In each group, the faculty members were asked to independently apply the rubric against the eight (8) capstone projects. If the faculty members within each group reached different conclusions while applying the rubric to specific capstone projects, the disparity was resolved by review of the MPA Director.

Faculty also created the following two sub learning outcomes/criteria:

- 1) The capstone project identifies and diagnoses a public policy or management-related problem (2.1.1)
- 2) The capstone project presents a range of solutions that can be used to solve a public policy or management-related problem (2.1.2).

Indirect Evidence:

Survey results are informing an ongoing faculty discussion about whether to consider programmatic adjustments.

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

After applying the rubric, our faculty determined the following:

- 16/16 exceeded (n=13) or met (n=3) the standard for 2.1.1,
- 14/16 students either exceeded (n=5) or met (n=9) the standard for 2.1.2
- 2/16 students did not meet the standard of sub learning outcome 2.1.2

Overall, it was rewarding to discover that most of our students performed well on Outcome 2.1, identifying public policy and management-related problems, while also being able to identify a range of solutions to address them: 81% of students exceeded expectations on learning outcome 2.1.1, which is a strength that our program will strive to maintain.

Outcome 2.1: Faculty were pleased with the results for this outcome and will maintain our current practices.

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

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

Standard 5.4.1 Professional Competencies

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

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

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

Because the mission of our program is to impart public service values and knowledge to our graduates, our adjunct faculty members play a key role in ensuring that our students are exposed to the practical knowledge that is required to serve our communities. During our SSY two professionally qualified adjunct faculty members were hired to teach three different courses (Public Finance, Public Budgeting, and Administrative Law). Offering these courses with our adjunct faculty members allows our students to interact with, and develop relationships with, practitioners and to develop career advising and mentoring relationships. Our adjunct faculty members have been instrumental in steering our pre-service students toward internship opportunities and facilitating career opportunities.

MPA faculty are also encouraged to bring a diverse range of guest speakers into the classroom so that students can interact with practitioners across the broad range of the public service profession. Bringing in guest speakers has become more convenient now that we have platforms such as Zoom to facilitate guest speaker presentations. A key part of our mission is to impart public service values and so for ethics courses we have hosted a guest speaker from Common Cause to discuss government transparency laws and good government with our students, as well as a guest speaker from the Rhode Island Ethics Commission to share information about its role as an arbiter of ethics complaints. In Spring 2021, guest speakers representing the energy sector, environmental sector, planning sector, and the State Legislature spoke to students about different aspects of environmental planning and policymaking. During the summer of 2020, students in a course called Critical Topics in Public Policy hosted a guest speaker from an environmental firm to share how to create podcasts that can be used to convey complex information to community audiences. This same group of students also produced a webinar featuring towns and municipalities in Rhode Island that have participated in the Municipal Resiliency program. During Spring 2023, Daniel Carrigg drew upon his professional network to sponsor a series of speakers to discuss energy issues. These panelists included: Doug Sabetti (Owner and Founder of Newport Solar), Chris Kearns (Interim Administrator, RI Office of Energy Resources), Hannah Morini (VP of Policy and Business Development, Green Development), and Abigail Anthony (Commissioner, Rhode Island Public Utilities Commission).

In addition to in-class events our students also have opportunities to participate in virtual MPA-sponsored events that feature practitioners. As described in Standards 2-4, our program regularly provides opportunities for our students to participate in events that feature practitioners, including

the following events: Grassroots Policy Advocacy in Rhode Island (featuring 4 practitioners), What does Diversity, Equity, and Inclusion Mean in Government? (featuring 2 practitioners), Community-Focused Fundraising and Racial Justice (featuring 1 practitioner), and Avoiding Burnout in the Public Service (featuring 1 practitioner). All of the practitioners from these events came from underrepresented backgrounds.

Our program will also sponsor occasional mixers that allow students to engage with practitioners across a range of fields. During Fall 2019, for instance, our program held an event called "Women in Politics, Policy, and Administration." This event was open to current students, alumni, and professionals in the field and featured a roundtable of two of our alumni, Rhode Island Board of Elections Chairwoman Diane Mederos and Alliance of Rhode Island Southeast Asians (ARISE) Executive Director Chanda Womack. In addition to sponsoring theme-based mixers, our program has also held beginning and end of the semester events for students, alumni, and practitioners at local establishments in Providence during the SSY.

Individual professors in our program have also spearheaded efforts to include students with opportunities to engage in rigorous research that is conveyed to large practitioner audiences. For instance, MPA Director Aaron Ley worked with two graduate students as part of the MPA Policy Fellows program to produce a climate resilience financing report for states and municipalities in Rhode Island. This report culminated in two invited public presentations, one academic conference, and a webinar presentation that drew a national audience.

Standard 4 of our report goes into detail about the internships that have been completed by URI students. During our SSY students in our program completed eight internships across a broad range of public service-related professions and sectors.

Lastly, students have been extensively engaging with practitioners while completing their capstone projects. Capstone students have completed projects in collaboration with the following agencies and organizations: Cranston Planning Department, the Town of Barrington, the Rhode Island Attorney General's Office, The Women's Fund of Rhode Island, the RI Executive Office of Health and Human Services, the Rhode Island Coalition to End Homelessness, and GrowSmartRI.

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 \$145,050

6.1a Overall budget for program Increasing

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.

Budget

FY23 will be the second year our MPA program will have its own budget. Prior to FY22, the MPA program did not have a standalone budget. Following the budget transfer (operating costs and revenue) of the program from the College of Education and Professional Studies to the College of Arts & Sciences in FY19, operating costs for MPA program were primarily paid for using the Department of Political Science's operating budget while the salaries of the MPA teaching faculty (full and part-time) and summer recontracting for the MPA director were paid for by the College of Arts & Sciences. All revenue from the program was directed to the University's general fund (Fund 100) and subsequently dispersed throughout the University normally. Under this arrangement, the MPA program did not have its own budget that was separate from the operating budget of the Department of Political Science. Financial support for events, honoraria, conference travel, and equipment were secured through the normal channels available to departments and faculty through funding sources provided by the College of Arts & Sciences (event funding, travel funding, equipment) and the Provost's Office (travel funding, equipment). Annual membership fees to NASPAA and additional travel and event funds were supported through the Department of Political Science's operating budget. For FY22, the teach-out of the seven remaining MPA students in the blended program continued under the URI's 100 fund, while all MPA Online courses and operations are funded through a combination of URI's 106 fund, which is the dedicated fund for URI Online, and URI's 100 fund.

Our MPA budget allows our program to sponsor events that allow students to engage with one another and with practitioners in the field. Now that the MPA program has its own fiscal year budget, there is much more clarity as to the amount of funding that is available for social networking events and NASPAA conferences. Our operating budget has undergone moderate growth from FY 23 to FY 24, increasing from \$5,660 to \$6,950. While in previous years our program had to request funds through the A&S Dean's Event Fund to host networking events, our FY 23 and FY 24 budget provided funding of \$2000 for events to be held during the Fall and Spring semester. In previous years our MPA Director relied on professional development funds to attend NASPAA accreditation institutes and the annual NASPAA conference, whereas in FY 23 and FY 24 we budgeted \$2000

and \$4000 for the NASPAA conference, respectively.

After transitioning our program to an online modality, we are anticipating that our program will experience some added growth. Under our revenue sharing agreement with the Provost's Office, added growth means that our program will be able to use revenues for the hiring of new faculty and staff, as well as the distribution of professional development funds to our faculty members. Therefore, we anticipate continuous growth in our budget as enrollment in our program increases.

Program Administration

Our budget also provides our program with a sufficient number of faculty to support our mission throughout the academic year and in the summer. To support the governance of the MPA program through the 9-month academic year, the MPA Director is provided one course release so that the director is able to execute the day-to-day operations of the MPA program. A stipend of \$10,000 is also provided in the budget to support the MPA Director's stewardship of the program during the summer months. This allows the program to continue fulfilling its mission by hosting information sessions for prospective applicants, making admissions decisions, managing student forms, meeting with the student support specialist, and marketing the program.

Our program receives additional support from the Office for the Advancement of Teaching and Learning's Student Learning Outcomes and Assessment (SLOAA) group. SLOAA works closely with our program to support our assessment of student learning.

Supporting Personnel

Our program also contains support staff not articulated in our budget. As part of the revenue share agreement between URI Online and the MPA program, the URI Online program provides course marketing services and a part-time online student support specialist that supports students during the application and onboarding process. The student support specialist allows the MPA program to fulfill its mission of recruiting and retaining students by providing capacity to work with applicants during the application process, onboarding, and to work with students to have university holds lifted.

The MPA program is also housed in URI's Department of Political Science, which employs a full-time administrative assistant that allows our program to fulfill our mission by supporting faculty members with administrative tasks. Our full-time administrative assistant works with our MPA faculty members on purchasing, conference and professional development reimbursement, issues with facilities, recordkeeping, contracts, onboarding new faculty members, and a variety of other time-intensive administrative tasks.

Teaching Loads, Class Sizes, and Frequency of Class Offerings

The in-load teaching of five of our faculty members is funded through general Fund 100 (Aaron Ley, Karen Sweeting, Skye Leedah, Daniel Carrigg, and Marc Hutchison), while Raymond Cox III and our adjunct faculty members are funded through the MPA's Fund 106. The teaching loads for the MPA program are as follows: MPA Director (1-2 Load), Tenure-Track Professor (2-2 Load), Teaching-Track Professor (4-4 Load), and adjunct faculty members are assigned to classes on a per-course basis.

All MPA courses have an enrollment capacity of 25 students per class. During our SSY we offered students six accelerated online courses in Summer 2022, seven accelerated online courses in Fall 2022, and seven accelerated online courses in Spring 2023. Prior to the creation of our accelerated online modality, our program had not traditionally made MPA courses available during the summers. Summer 2022 became our first semester offering MPA courses during the summer. Our mission of having students graduate on a timely basis is supported when more courses are made available to

our students in the summer. Indeed, we found that 100% of the recent graduates that we surveyed through our alumni survey answered "Yes" when survey participants were asked "Did the MPA program offer required courses on a regular basis to facilitate graduation on a timely basis?" Our planning document for future MPA Online courses, called a course carousel, anticipates that we will offer seven courses during Fall 2023, seven courses during Spring 2024, and seven courses during Summer 2024 (not including internships and directed studies).

Information Technology

Our program is very well-resourced from an information technology standpoint. All new faculty members participating in our program, with the exception of adjunct faculty members, are provided start-up packages that allow the purchase of computer software and hardware. In addition to our start-up packages all faculty members and students have access to applications and enterprise software provided by the university. These programs include:

Microsoft Office 365 (Word, Excel, Teams, etc.)

Zoom

Webex

Google Suite (Docs, Sheets, Forms, etc.)

Adobe Creative Cloud

ArcGIS Online

Interfolio

Panopto (For Multimedia Creation)

Qualtrics

And More.

Library

All students, faculty and researchers have access to all library facilities and services. Our Library resources continue to grow and support research, teaching, professional development, and student success. There are three libraries that serve our community in different ways. The central library on our Kingston, Rhode Island campus (Robert L. Carothers Library and Learning Commons); a branch library in our capital city of Providence Rhode Island (Alan Shawn Feinstein Providence Campus Library); and a branch library on our Narragansett campus (Pell Marine Sciences Library). The Robert L. Carothers Library and Learning Commons serves as the main library for the University. Located on the Kingston campus, the Carothers library has undergone major renovations over the past several years, to become the hub of research, learning and growth. We offer a 24-hour accessible study space, graduate research and study carrels, group study room, interactive classrooms, and multiple meeting spaces.

During the 2022-23 academic year the library building hours were:

Monday through Thursday - 7:30am - 2:00am

Fridays - 7:30am - 8:00pm

Saturday 10:00am - 8:00pm

Sundays 1:00pm - 2:00am

Our 24-hour room is always available for students and faculty as well.

Our Branch libraries are open on more limited hours.

Library Resources

The University Libraries collection consists of over 1.7 million physical volumes. Our largest growth over the years has been our digital collection, which includes e-books and journals. As of the 2022-23 fiscal year, Library patrons had access to over 131,000 individual electronic journal titles alone. This allows our students, faculty and researchers to access what they need, when they need it, from anywhere in the world. In fact, 96.8% of the library's collection budget is spent on online materials (e-journals, e-books, and databases.)

The Library Collection contains many resources that would have a direct impact on the success of any public administration program, including the following small sample of resources:

Journals:

Administration and Society
American Review of Public Administration
Environment & Planning C: Government and Policy
International Journal of Public Administration
International Public Management Journal
International Review of Administrative Sciences
Journal of Public Administration Research and Theory
Local Government Studies
Policy and Politics
Policy and Society
Policy Sciences
Review of Public Personnel Administration
Science and Public Policy
Social Policy Administration
Voluntas: International Journal of Voluntary and Nonprofit Organizations

Databases

Inter-university Consortium for Political and Social Research (ICPSR)
Nexis Uni (LexisNexis)
Proquest Congressional
Academic Search Complete
Public Health Archives
PAIS Index
JSTOR
Project Muse
US. Congressional Serial Set
UNdata

Acquisition of Public Administration Resources

There is a direct contact person in the library that provide faculty and researchers with assistance in acquiring the materials they need. Once a public administration faculty member identifies a resource that our library collection is missing, they will call or email a request to purchase access. The library liaison will then order the book in the requested format, if available.

Government Publications

The Government Publications collection consists of publications produced by both the federal government and the State of Rhode Island. Although the University of Rhode Island is a selective depository for U.S. government documents, our collection of federal documents is the largest in the state. Our Rhode Island State Publications collection is one of three permanent depositories. The library is recognized as a preservation steward for all NOAA (National Oceanic and Atmospheric Administration) publications.

Distinctive Collections

The Library's Distinctive Collections unit houses many important documents including:

- Rhode Island Political Papers of Sen Pell, Sen. Chaffee, Gov. Sundlun, Rep. Schneider and more.
- Oral Histories
- Rare book collection

Library Collaboration

The University Libraries utilizes our resources to provide the most access to research materials including our affiliation with other consortia and organizations. These include:

- Association of Public Data Users (APDU) - a national network that links users, producers, and disseminators of government statistical data. APDU members share a vital concern about the collection, dissemination, preservation, and interpretation of public data.
- Boston Library Consortium (BLC) - a library consortium serving public and private universities, liberal arts colleges, state libraries, special research libraries, and public libraries in the northeastern United States.
- Consortium of Rhode Island Academic and Research Libraries (CRIARL)- a consortium of 21 academic and research libraries in Rhode Island.
- HATHITRUST - a not-for-profit collaborative of academic and research libraries preserving 17+ million digitized items.
- Eastern Academic Scholars' Trust (EAST) - collaborative effort of a large group of academic and research libraries to document, protect, and provide long-term access to their print collections
- Inter-university Consortium for Political and Social Research (ICPSR) - provides leadership and training in data access, curation, and methods of analysis for the social science research community.

Additional Support for Public Administration

- The library continues to offer basic and advanced reference service at the reference desk, and has added an online chat service for more immediate assistance. Reference provides instruction formally and informally, to individuals and to classes, in person and online.
- Our Inter-Library Loan office will track down any requested materials that are needed by our community.
- The Reserves collection contains material designated by university faculty as high-use or required readings for specific courses. Items on reserve for a course may include books, and special items loaned by faculty. A number of high-use items unrelated to specific courses are also located on reserve.

Classrooms, Offices, and Meeting Spaces

During our SSY, our classes were held via accelerated online formats. Now that our program has created an online modality, our classroom space has become virtual, which requires a whole set of additional resources. Our faculty are provided training to effectively deliver courses in our virtual classroom environment. When our program onboarded new faculty members during Summer 2021 all MPA faculty members (Ping Xu, Aaron Ley, Karen Sweeting, Perri Leviss, Skye Leedahl, and Jacqueline Kelley) were compensated to participate in a 7-week Online Design seminar that prepared our faculty to deliver our entire program in an online format. As part of this effort, our faculty participated in a backward design process where we reviewed and adjusted our program learning objectives, MPA Online Assessment plan, and online courses. We also have instructional designers assigned to our program from the Office of Advancement of Teaching and Learning. Personnel from this office work with faculty to ensure that all online course material is properly uploaded to course shells and that our courses meet all ADA accessibility requirements. Now that our program is fully online we also have access to training resources that are required to be taken by faculty members prior to delivering online courses: Basic Brightspace Training (to learn the Brightspace Learning Management System) and Online Pedagogy (to learn best online teaching practices).

Our faculty members' offices are located at the main Kingston Campus in Tucker House, which is located across the street from the Department of Political Science's location in Washburn Hall. After hiring two new faculty members to begin in Fall 2021, Department of Political Science faculty members teaching for the MPA program moved their offices to Tucker House so that all MPA faculty

members would be combined in one location (except for the Chair's office, which is located in Washburn Hall). Each MPA faculty member has been assigned his or her own personal office. Though our faculty members prefer to hold meetings via Zoom to facilitate broad participation, Tucker House contains a common area and meeting table where faculty members frequently gather to discuss the program. Additional meeting space can be found on the second floor of Washburn Hall in the Conference Room and the Pre-Law Room.

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	PSC 501 Seminar in Public Administration and Policy	More than one semester, session, or quarter per year
Course 2	PSC 502 Diversity and Inclusion in Public Administration and Policy	One semester, session, or quarter per year
Course 3	PSC 504 Ethics in Public Administration and Policy	More than one semester, session, or quarter per year
Course 4	PSC 592 Capstone in Public Administration and Policy	Every semester, session, or quarter
Course 5	PSC 503 Problems in Public Personnel Management	One semester, session, or quarter per year
Course 6	PSC 506 Budgetary Politics and Policy	One semester, session, or quarter per year
Course 7	PSC 507 Public Finance	One semester, session, or quarter per year
Course 8	PSC 573 Administrative Law	One semester, session, or quarter per year
Course 9	PSC 505 Public Program Evaluation	One semester, session, or quarter per year
Course 10	PSC 524 Seminar in Public Policy Problems	One semester, session, or quarter per year
Course 11	PSC 510 Critical Topics in Public Policy	One semester, session, or quarter per year
Course 12	PSC 583 Public Policy Analysis	One semester, session, or quarter per year
Course 13	PSC 590 Internship	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).

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 table above demonstrates that core MPA courses are offered at least once a year. Though the PSC 592 Capstone course had not been offered until Fall 2022, it is now available during the second session of every semester. Our program budget allows our program to offer our catalog of courses at least once a year, with the exception of the capstone and internship, which are offered in higher frequency. This arrangement allows the MPA faculty to fulfill our program's goal of ensuring that students graduate our program in a timely fashion so that they can begin their public service careers or continue to advance in their in-service careers to make our communities better. We found that 100% of the recent graduates that we surveyed through our alumni survey answered "Yes" when survey participants were asked "Did the MPA program offer required courses on a regular basis to facilitate graduation on a timely basis?"

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

In preparing its Self-Study Report for Standards 1-6, the program will provide information and data to COPRA. Some of these data will be made public by NASPAA to provide public accountability about public service education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

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

Data and Information Requirements

The information listed below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. The program is expected to ensure ongoing accuracy in all external media on an annual basis.

General Information about the Degree - From Eligibility Section

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

a) Degree Title	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
b) Organizational Relationship between program and university	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
c) Modes of Program Delivery	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
d) Number of Credit Hours	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
e) Length of Degree	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
f) List of Dual Degrees (if applicable)	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
g) List of Specializations (if applicable)	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
h) Fast-track Info	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
i) Number of Students	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf

Mission of the Program (Standard 1)

j) Mission Statement	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
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Faculty (Standard 3)

k) Number of Faculty Teaching in the Program	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
l) Program Faculty identified including credentials	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf

Cost of Degree (Standard 4.1)

m) Tuition Cost (in state and out-of-state)	https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf
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n) Description of Financial Aid Availability, including assistantships

<https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf>

Admission (Standard 4.2)

o) Admission Criteria

<https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf>

Career Services (Standard 4.3)

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

<https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf>

Current Student (Standard 4.3)

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

<https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf>

Graduates (Standard 4.3)

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

<https://web.uri.edu/online/wp-content/uploads/sites/1614/MPA-Fact-Sheet-2023.pdf>

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Online Modality

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	27	81	81	81
Courses delivering required Competencies	21	76	76	76