


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 School of Public Policy/Affairs/Administration/Public Service

3. Geographic Arrangement Program Delivery

Main Campus

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

In Person Instruction with online coursework available
In Person Instruction

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

83

6. Ratio of Total Students to Full Time Nucleus Faculty

12.00

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

39

8. List of Dual Degrees

Law (JD)

9. List of Specializations

None

10. Mission Statement

The mission of the MPA program is to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions, and are equipped with skills in program management and policy analysis. Applying theory and practice, the program addresses complex social problems while advancing collaborative, effective, equitable, and ethical democratic governance.

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

Other Academic Calendar Year

Fall, Spring.

We offer summer courses, which are extra pay for faculty who teach during the summer.

12. Language of Instruction English

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

Preconditions

Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

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

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

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

the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

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

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

If Yes,	
List year of most recent recognition.	2015
Provide name of accreditor.	Southern Association of Colleges and Schools (SACS)

If no,	
When was the degree program established?	1975

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
<p>Special Note for Programs with Multiple Modalities within a single degree:</p> <p>Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. <u>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.</u> A recommended way to do this is to use the <i>+Add new Delivery Modality Breakdown</i> 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.</p>

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
In Person Instruction

Remote Sites and Locations

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

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

In our last Annual Report, we described our plan for offering online courses so that new students who choose to enter our MPA program as online students in the fall of 2022 can complete their degree program completely online. COPRA Chair, Dr. Hartley, requested that we further explain the implementation of the different modalities that students are offered to complete the program and report the comparability of its modalities and offerings, including providing data disaggregated by each modality (in-person vs. completely online vs. in-person with online courses available). We were also asked to report information on faculty data (who is teaching in each modality and student data (applications, admissions, enrollment, diversity, attrition, and employment outcomes).

Although we will provide additional tables, data, and/or narrative in relevant Standards, we think this is a good place where we provide some narrative regarding delivery modalities. Below are details of faculty data and student data by modality (in-person vs. online).

For further clarity, our "online-modality" component for the MPA program started in the fall semester of 2022. As with any school or program starting a new program/initiative, it was difficult to predict exactly how many applicants we would receive in the first semester. To assist with careful planning for the first semester (Fall, 2022), only the three introductory courses that all our new full-time students are scheduled to take in their first semester (601, 607, and 623) were offered both online and in-person, except for PADM 607. The reason for offering PADM 607 in the online modality in fall 2022 was that we wanted to ensure that the introductory courses were available for online students. To balance the enrollment demand, 607 was offered in the online modality only as we allowed in-person students to take the online component. As reported earlier, the reason for offering only three courses online was that since our online option started in the fall, of 2022, these were the first introductory classes that all students needed to take.

In our second semester, since we began to offer the "Online MPA" in fall 2022, we were able to offer all of our core required courses in both modalities (online and in-person), except for PADM 689 (the Capstone course). The decision to offer the capstone course in-person only in the fall of 2022 (the first semester the "online MPA" was offered) and again in the current semester (spring of 2023) was a strategic one: MPA students (online and in-person) must successfully complete all core courses to be eligible for taking the capstone course. Therefore, online students will not be eligible to take the

capstone course until the fall of 2023 at the earliest.

Faculty Data (Course number, name, required/elective, instructor name, and status, course modality)

PADM 601: Principles of Public Administration, Required, Dr. Richard Huff (Core MPA Faculty), In-person

PADM 601: Principles of Public Administration, Required, Dr. Richard Huff (Core MPA Faculty), Online

PADM 607: Public Human Resource Management, Required, Dr. Salta Liebert (Core MPA Faculty), Online

PADM 623: Research Methods for Government and Public Affairs, Required, Dr. Lindsey Evans (Core MPA Faculty), In-person

PADM 623: Research Methods for Government and Public Affairs, Required, Dr. Salta Liebert (Core MPA Faculty), Online

PADM 601: Principles of Public Administration, Required, Dr. Grant Rissler (Affiliate Faculty), In-person

PADM 601: Principles of Public Administration, Required, Dr. Richard Huff (Core MPA Faculty), Online

PADM 602: Public Administration Theory, Required, Dr. Anthony Starke (Core MPA Faculty), In-person

PADM 602: Public Administration Theory, Required, Dr. Richard Huff (Core MPA Faculty), Online

PADM 607: Public Human Resource Management, Required, Dr. Salta Liebert (Core MPA Faculty), In-person

PADM 607: Public Human Resource Management, Required, Dr. Salta Liebert (Core MPA Faculty), Online

PADM 609: Financial Management in Government, Required, Dr. Wenli Yan (Core MPA Faculty), In-person

PADM 609: Financial Management in Government, Required, Dr. Wenli Yan (Core MPA Faculty), Online

PADM 623: Research Methods in Government and Public Affairs, Required, Dr. James Ellis (Wilder School full-time faculty), In-person

PADM 623: Research Methods in Government and Public Affairs, Required, Dr. Brittany Keegans (Wilder School full-time faculty), Online

PADM 624: Quantitative Methods, Required, Dr. Myung Jin (Core MPA Faculty), In-person

PADM 624: Quantitative Methods, Required, Dr. Myung Jin (Core MPA Faculty), Online

PADM 625: Public Policy Analysis, Required, Mr. William Leigh (Wilder School full-time faculty), In-person

PADM 625: Public Policy Analysis, Required, Dr. Richard Huff (Core MPA Faculty), Online

PADM 689: Capstone, Required, Mr. Eric Campbell (Core MPA Faculty. Technical/official status is UAP), In-person

Additional Qualitative information

(1) Mission-based rationale for any modality

Our mission is consistent regardless of the course modality. Our mission is to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions, and are equipped with skills in program management and policy analysis. Applying theory and practice, the program addresses complex social problems while advancing collaborative, effective, equitable, and ethical democratic governance.

Virginia is home to roughly 190,000 state and local government employees and approximately 150,000 federal employees, who may not be able to further their education due to location or

scheduling conflicts. Given that more than half of our students have historically been in-service professionals, increasing the target audience to those outside of central Virginia meant that every current and future public servant in Virginia and beyond could have the option of completing our MPA program online, and this was the major motivation and rationale for offering our MPA courses fully online.

(2) Any differences between modalities (e.g., potential limited emphasis option for online students)

If there are any differences between modalities, it is the volume of discussion. Contrary to popular belief, there is a greater emphasis on discussions for online students. In online courses, the entire week is used for students to post their responses to the weekly discussion question and exchange feedback throughout the week. Opportunities to exchange feedback and provide constructive comments on classmates' work on an assignment throughout the week are considered a major added benefit for students taking online courses. For in-person courses, discussions take place primarily in the classroom where not everyone feels they are required to speak up.

Below are several examples of the differences and similarities as described by our core MPA faculty members for their courses that were presented in both online and in-person modalities during the self-study year, followed by the explanation of how their perspectives are connected to strengthening our program's mission-based competencies:

Richard Huff (Principles of Public Administration & Public Administration Theory):

Each mode of instruction brings its own set of instructional approaches, methods, and considerations. I will discuss the online models concerning in-person, my transition to online, and a list of pros and cons from my perspective.

Asynchronous learning is not my preferred method. However, allowing students to access course materials and complete assignments at their own pace has certain advantages. This approach promotes self-directed learning enabling students to review materials as needed and fostering individualized learning experiences. They are also more convenient, reducing travel time for both instructor and student, as well as other unique expenses (childcare). Asynchronous classes often utilize multimedia resources, such as pre-recorded lectures, interactive modules, and online discussion forums, to facilitate engagement and provide access to a wide range of learning materials. A great advantage to asynchronous models is their reach. Students in different time zones, students with disabilities preventing classroom instruction, and students with childcare responsibilities can pursue their college education online. This is a benefit for all involved as it can also increase student enrollment. Overall, the asynchronous online modality enables us to reach Virginia's estimated more easily 190,000 state and local government employees, who may not further their education due to location or scheduling conflicts. This modality helps us reach more people in Virginia and beyond for the development of creative, principled leaders.

My preferred online format, however, is synchronous with live online sessions. In both face-to-face and online synchronous classes I prefer a "flipped" classroom model at the graduate level, where students do readings before class, and come to class for discussion, engaging in collaborative activities, and problem-solving. The flipped classroom approach encourages active learning, critical thinking, and the application of knowledge. Lectures are minimized other than to provide context. Using breakout rooms as a tool for facilitating the discussion is easier than in-person classes in terms of relationship development and practically finding space for small groups to meet. Overall, the synchronous online model is my choice as the most productive, or maybe more so than face-to-face. The only difference is personal. To sum up, the synchronous modality of online classes is particularly effective for enhancing students' theoretical competency and applied competency, two of the mission-based competencies emphasized in our MPA program, as the modality encourages active learning, critical thinking, and application of knowledge ahead of the class lecture.

For synchronous and face-to-face models, live lectures are an available and common instructional method, where instructors can deliver content face-to-face, supplemented by visual aids, classroom discussions, and opportunities for questions and clarifications. Lectures can provide a structured framework for content delivery and serve as a foundation for in-depth exploration. Active learning is another pedagogical approach for online synchronous and in-person classes. Group discussions, debates, case studies, and collaborative projects are employed to engage students, promote critical thinking, and analytical reasoning, and encourage peer-to-peer learning to promote a deeper understanding of course concepts. Face-to-face and synchronous classes also offer immediate feedback, allowing instructors to assess student understanding, address misconceptions, and guide further learning.

Transitioning from in-person to online.

Overall, both online and face-to-face classes can use a variety of pedagogical approaches to promote student learning. The choice of approach will depend on the course content, learning objectives, and the needs and preferences of the instructor and students.

Like most VCU faculty I was thoroughly introduced to online teaching because of the pandemic. I had experience developing one online course with AltLab prior and then moved all my face-to-face classes to online with little preparation. Since then, I have found face-to-face and synchronous courses most favorable to my style, hybrid least favorable, and asynchronous in between. I have experience in all formats, and I rate them in the following table.

Category	In class	Synchronous	Asynchronous	Hybrid
Flexibility	C	A	A	C
Convenience	C	B	A	D
Geographical reach	F	A	A	F
Discussion groups	B	A	F	C
Practical Application	A	A	C	B
Case Studies	B	A	C	B
Live lectures	A	A	F	B
Immediate feedback	A	A	D	B
Flipped classroom	A	A	F	C
Group projects	A	A	D	C
Simulation	A	A	A	B
Project-based	A	A	C	B

Wenli Yan (Financial Management in Government):

The below comparison is based on PADM-609-901-SP2023 (in-person/hybrid) and PADM-609-C01-SP2023 (online asynchronous) which were offered in the same semester-spring 2023.

Learning Objectives: Identical in all dimensions and the specific skills are listed as follows:

1. Explain the basic concepts and nomenclature of government finance.
2. Discuss the nature of the budget process, capital budgets, the sources, and uses of public revenues as well as capital market and debt financing.
3. Apply the above government budgeting and finance concepts and knowledge; and,
4. Conduct some fundamental fiscal analyses.

Both modalities emphasize the NASPAA-required core competency in "analyze, synthesize, think critically, solve problems and make decisions" as well.

Course Materials: Both modalities adopt the same teaching materials, including textbooks and

supplementary readings.

Course schedule: Consistent throughout the semester. There are two invited speaker series scheduled for the hybrid/in-person section. The students in the online section were also invited and participated to achieve an identical learning experience.

Course Delivery Methods: In PADM-609-901-SP2023 (in-person/hybrid), lectures were delivered 50% in person and 50% via Zoom live meetings. PADM-609-C01-SP2023 was delivered 100% online via pe-recorded lectures. The course participation such as case presentation discussions were conducted in person for PADM-609-901-SP2023 while for PADM-609-C01-SP2023, they were conducted with VoiceThread recorded presentation and discussion boards.

Course Assignments: 90% consistent. There are a few differences:

- 1) the self-learning surveys designed for the online section (PADM-609-C01-SP2023) are substituted by a learning poll via Zoom live meetings in the hybrid/in-person section (PADM-609-901-SP2023).
- 2) The final course project has an in-person presentation component for the hybrid/in-person section while this component is absent from the online version.
- 3) The Hybrid/in-person section has one more case discussion compared to the online section mainly due to the small enrollment of the hybrid/in-person section and scheduling needs.

Learning Outcome: both are meeting the 90% target based on the WEAVE report [Note: WEAVE is a learning-assessment reporting tool that the MPA program uses to report to the university. A detailed explanation of how WEAVE operates is provided in Standard 4.

Hybrid/In Person (PADM-609-901-SP2023): 92%

Online (PADM-609-C01-SP2023): 93%

Brittany Keegan (Research Methods - Online):

I taught the class using an online synchronous modality. Each week, we met on Zoom and began with a traditional lecture; this included a discussion of the readings, examples, and demonstrations. Sometimes I'd also include videos or show them helpful websites. Then, the class broke into small groups to work on assignments (e.g., developing research questions, discussing the pros and cons of different research designs, drafting survey questions, or running simple analyses). We'd then come back as a class and discuss, which allowed each group to share their work and for everyone to ask additional questions. There was also a group project component for the course, so on some evenings they'd have a little time at the end of class to meet with their group. I don't think the actual course content changed at all due to the modality. While there were times when it would have been nice to have a whiteboard where I could easily write examples and demonstrate how to solve problems, it was easy enough to use Excel or other types of software. One of the things that I did like about it being online was that it was easy to record parts of some lectures; at times students requested this when we were talking about more difficult concepts. This was a needed feature, particularly for students who require more time to process the information and thus fulfills the equity issue as not everyone has the same learning capacity.

(3) Advising and student services for all modalities

One of the distinct features of the Wilder School of Government and Public Affairs is that it has a full-time professional team for Student Services and Advising and another for the Office for Student Services. The organizational chart (uploaded separately as part of the additional materials for Standard 4) shows the responsibilities of each team. For example, the Office for Student Services consists of four unique positions led by Adrienne Jones who serves as the Assistant Director for Student Services, Rhonda Snead as the Program Coordinator, Tammy Martin as Senior Program Coordinator, and Ross Losapio as the Director of Recruitment.

As the importance of recruitment grew over the last several years, the role of the Director of Recruitment was particularly important for our program. To further demonstrate and signify our efforts in recruitment, we uploaded a copy of our "Strategic Recruitment: Outlining the Goals and Strategies for Graduate and Undergraduate Recruitment", in Standard 4, which was prepared by Ross Losapio, who was originally hired as recruitment coordinator and was recently promoted to the director of recruitment. Prepared in 2021, the strategic recruitment report explains the Wilder School's overall evolving approach to recruitment, its goals and objectives, strategic priorities, action plan, strategic communications, recruitment roles, and evaluation and costs.

Key goals included promoting racial equity in student recruitment, increasing recruitment channels among state and local government agencies, and other target populations, and strengthening scholarship and fellowship opportunities for first-year students. The report placed significant emphasis on achieving sustainable balance - through growing our recruitment pool and efficient applicant yield; automation of outreach campaigns and multi-channel, individualized engagements; and commitment to growth and equity.

Back in 2018, the Wilder School embarked upon a plan for a direct and strategic focus on recruitment at the school level, which involved defining a recruitment coordinator position within the Student Services unit, hiring an individual to serve in that inaugural role, and creating a culture defined by a shared commitment to student recruitment, which led to the development and practices of a dynamic portfolio of recruitment initiatives to provide prospective students with a consistent and high-quality welcome to the Wilder School. This allowed the Wilder School to better adapt to pandemic conditions in 2020 and 2021 that could not have been anticipated. During the pandemic, the Wilder School's recruitment communications have developed significantly beyond the drip campaigns and email blasts that were utilized heavily in the early years (pre-pandemic). Virtual one-on-ones with the recruitment coordinator have had a direct impact on admissions. In addition, by utilizing mail merge programs, developing varied call campaigns, and piloting welcome letter and collateral (swag) mailing campaigns, the Wilder School has embraced individualized and multi-channel approaches to enrich engagement and improve yield.

Regarding student services and advising, we have a team consisting of seven full-time and one part-time employee dedicated to serving our current students. Led by Nicholas Garcia as the Director of Academic Advising and Student Services, three (Erin Carr, Nicolette Zbell, and Kai Rogers) are dedicated to advising undergraduate students on a full-time basis, while three (Stefan Wolder, Catherine Crump, and Matthew Smith) are dedicated to advising both undergraduate and graduate students.

Although the Wilder School does not have an undergraduate degree program in public administration, it is important to mention our undergraduate academic advisors for two important reasons. First, the MPA program is responsible for providing a GVPA 100 course (Course Name: Making Policy Real), which is a required course for all Wilder School undergraduate students, which includes the Criminal Justice Program, Homeland Security and Emergency Preparedness Program, and Urban and Regional Analysis and Planning Program. This course is designed to introduce students to public affairs, expose them to the intersections among Wilder School disciplines through current issues, and provide them with placement and career opportunities available through the school. The course explores current social problems, crises, challenges, and policy solutions and expands the student's knowledge and scope of the process and impact of public decision-making by tackling social problems as a key framework to discuss public policy, civic engagement, policy analysis, and the influence of politics and the media on public affairs. Topics in this course include, but are not limited to, intergovernmental relations, politics and public administration dichotomy, public performance, program evaluation, public sector leadership, ethics, technology, human resources management, and the future of public administration. This course is a great recruiting tool for undergraduate Wilder School students to learn about careers in public service and to learn about

the Master of Public Administration program in the Wilder School as they begin to think about graduate school. The second reason our academic advisors for undergraduate students have an important role in the MPA program is that the MPA program has recently partnered with several undergraduate degree programs known as the "4+1 Accelerated Program" available for eligible students in Criminal Justice Program, Homeland Security and Emergency Preparedness Program, Urban and Regional Analysis and Planning Program, Department of African American Studies, and the Department of Political Science. Detailed information regarding the accelerated program is found in Standard 4.1.

The expertise and contact information of everyone in the Student Services and Advising organizational chart can be found on our website (<https://wilder.vcu.edu/people/>).

The website for Graduate Advising can be found here: <https://wilder.vcu.edu/students/grad-advise/>

The L. Douglas Wilder School of Government and Public Affairs also has its own unit called the "Office of Student Success (OSS)" (Link: <https://wilder.vcu.edu./students/student-success/>). The OSS' primary responsibility is to connect students from day one with all the resources that the Wilder School offers including opportunities for student engagement and experiential learning. They provide and support internships, fellowships, scholarships, career opportunities, and outreach for partnerships within the government and public affairs professional community. Detailed information regarding how the MPA program supported our students through internships, fellowships, scholarships, and career opportunities can be found in Standard 4.2. The OSS also provides a "one-stop resource page" for multiple student resources and documents specific to Wilder School's graduate and prospective students (<https://sites.google.com/vcu.edu/wilderstudentresources>). These advising activities are for students of all modalities.

(4) Administrative capacity to offer the program in all modalities

Since our accreditation seven years ago, the size of our full-time MPA program faculty has increased from seven to nine. All our core courses are provided in both online and in-person modalities every semester (both fall and spring). The MPA program has a program chair (Dr. Myung Jin) and an assistant program chair (Dr. Richard Huff). Having two chairs helps coordinate the management arrangements more efficiently. As evidenced in our professional team of full-time staff in student services and academic advising above, the MPA program collaborates with them to ensure fast response time, for example, to student admissions, student advising, and library and research support.

(5) Evidence of accurate public communication of program offerings

Our MPA program website clearly shows curriculum requirements listing program offerings for the degree program. The curriculum requirements can be found here: <http://bulletin.vcu.edu/graduate/school-government-public-affairs/public-administration-mpa-generalist-curriculum/#degreerequirementstext>

*Further information regarding the assessment of students in all modalities is provided under Standards in detail.

Student Data

As we began to offer the "Online MPA" in the fall semester of 2022, we were asked to report student data, which includes applications, admissions, enrollment, diversity, attrition, and employment outcomes. For fall 2022, nine online students were enrolled. Four students (44%) were African American. Among those enrolled five students (56%) were female. For the in-person modality, 16 students were enrolled. Nine students were white, followed by African American/Hispanic (n=5), and

two who identified as "two or more races" and "others." Among those who identified their gender, eight students were female (57%). Although the volume of applications and new enrollment is traditionally lower for spring, the trend in terms of demographic representation was similar.

In terms of employment outcomes, they are not applicable this year as our "Online MPA" students started their first semester in the fall of 2022. Each year, we follow up on our graduates six months after graduation to report their employment status. The first employment outcome survey on our online MPA students will be conducted in the summer of 2024.

The table containing the statistics for student data reported above is available upon request as the website doesn't allow a jpeg file to be copied and pasted in this space.

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)

The mission of the Master of Public Administration Program is to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions, and are equipped with skills in program management and policy analysis. Applying theory and practice, the program addresses complex social problems while advancing collaborative, effective, equitable, and ethical democratic governance. Our mission statement was adopted on September 9, 2014, and has been used as the foundation and guideline for all our activities ever since.

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)

Processes used for review of mission statement:

Since our mission statement was comprehensively revamped and adopted with a unanimous vote in September 2014 during a faculty meeting, it has been used as a foundation and basis for all our MPA program activities. The process through which our mission statement was revised and adopted in the fall of 2014 is documented in detail in our 2016 accreditation report.

How the mission statement influences goal-setting and decision-making:

The MPA program's mission statement serves as a reference point and foundation upon which all MPA program's activities take place in terms of how we use our resources for continuing improvement. One of the dimensions emphasized in our mission statement is to develop leaders who understand the demands placed upon local government and nonprofit institutions in addition to national and global public institutions.

To stay true to this dimension of our mission, we held an in-person event in Scherer Hall room 301 in the spring of 2019 to discuss the current state of our MPA program as well as the future with our MPA students. The primary goal of the event was to solicit feedback and suggestions on what the students felt they would like to see more of. Leadership members of PASA (Public Administration Student Association) and other MPA students were invited for the open discussion. Two major takeaways came out of the discussion: The first was that students expressed more interest in nonprofits and social equity. During our next hiring opportunity, we intentionally focused on filling positions in these two areas. This led to the hiring of Dr. Lindsey Evans from the University of Louisville in 2020, who conducts research in social equity and nonprofits.

The second request was that students wanted more exposure to the local government context in both theory and practice. The faculty also agreed that this was an important need, particularly given our intentional focus on expanding access to our MPA degree to local government employees beyond the City of Richmond and the adjacent localities. The discussion led to the hiring of Mr. Eric Campbell who was a career city manager for more than 20 years before joining our MPA program as a full-time faculty member in 2022 (Note: Eric Campbell's official title is a Senior Practitioner in Residence. This position is technically not a faculty position at VCU. It falls under UAP (University and Administrative Professional) positions. However, he is viewed and counted as a nucleus faculty member in our self-study report because his position meets the NASPAA definition of a "nucleus

faculty member." He participates in the MPA program's 1) governance by participating in all faculty meetings, curriculum planning, and overall program administration; 2) instruction by teaching an average of at least one or more courses per semester in the program; advising students and supervising them on analytical papers, or applied and public service projects, and 3) research or professional and community service activities significantly related to public administration).

He worked as an assistant city manager of Petersburg from September 2000 to August 2003. He was a deputy city manager of Portsmouth from August 2003 to May 2005; assistant city manager of Petersburg again from June 2005 to April 2008; assistant city manager of Charlotte from April 2008 to September 2014; and assistant city manager of Dallas from September 2014 to August 2017. The last position before joining the Wilder School's MPA program faculty was a city manager of Harrisonburg. His career accomplishments in leadership included (1) leading the response to the coronavirus pandemic by collaborating with community partners and addressing financial impacts of the pandemic on the city budget; (2) facilitating the distribution of \$9.2 million of CARES Act funding and the distribution of relevant messaging in multiple languages to vulnerable segments of the community; (3) assisting with development and implementation of a designated National Special Security Event, the 2012 Democratic National Convention; (4) leading the effort to receive an upgrade of the city general obligation bond rating from AA to AA+, the second highest rating a municipality can receive; (5) managing administrative and financial responsibilities for department and divisions that consisted of nearly 7,000 employees and a nearly \$800 million total operating budget; and (6) facilitating national recruitment and hiring of multiple high-profile positions, including Dallas Fire Chief, hiring Harrisonburg's first African-American Chief of Police in addition to Harrisonburg's first women Chief of Police. It was a win-win scenario as we sought someone who could not only "talk the talk" but also "walk the walk" of local government based on real-world expertise.

The retirement of a long-time professor, Dr. Blue Wooldridge, allowed the MPA program to continue its legacy as a champion of social equity in MPA education and strengthen our core mission even more. Our search led to the hiring of Dr. Anthony Starke, a rising star in social equity research, who was a tenure-track faculty member at the University of Colorado Denver.

Lastly, our mission emphasizes the right balance of theory and practice in our curriculum so that our students can be leaders who can address complex social problems. One of the ways we examine if we are providing the right balance in our MPA curriculum is an assessment of our program, which is completed by our capstone students. Specifically, each capstone student is invited to fill out an assessment matrix where they evaluate our MPA program, using a 5-point Likert scale ranging from 1 (Poor) to 5 (Outstanding) in terms of the (1) NASPAA-required core competencies, (2) Mission-based competencies, and (3) general items (e.g., written skills, oral skills, team-building, emerging trends in the field). Our program conducts this student-led assessment each semester and provides empirical evidence on the extent to which a proper balance is being struck between theory and practice.

How and to whom the program disseminates its mission (how often relevant internal and external stakeholders are involved in the review process along with their explicit responsibilities):

Our mission statement is featured in a call-out box on the program's web page (<https://wilder.vcu.edu/programs/public-administration/>), to make it available to any interested person.

Our mission statement is also included in our recruitment/informational flyers that are shared with prospective students, alumni, and other potential partners. Note: Several examples (i.e., brochures, public announcements, email communications for MPA Advisory Board meetings, and an MPA networking reception announcement) are uploaded as one file and will be available in appendices for Standard 1. The file contains an additional description for each image/file uploaded.

Process for future reviews:

One of the reasons that the MPA program launched an "MPA Advisory Board" was to provide an assessment of the MPA program curriculum and provide ways in which we can improve our education based on our mission statement. As mentioned above, the first official MPA Advisory Board meeting was held on October 1st, 2021 (The unofficial meeting with friends and supporters of the MPA program, alums, and other nonprofit, state, and local government administrators were held on April 22nd, 2021). The second official MPA Advisory Board meeting was held on April 15, 2022. Our third official MPA Advisory Board meeting was a networking event provided for our current MPA students. In each event, our friends, supporters, and stakeholders provided feedback on the extent to which we were adhering to the mission of our program. During the first MPA Advisory Board meeting in October 2021 when the MPA program chair specifically solicited feedback and advice regarding our current mission statement, there was a consensus that our existing mission statement was up to date and thus required no further revision.

As mentioned in the previous section, the comprehensive scope of our mission statement was used as a self-guiding document when making changes to our existing program curriculum. For example, although our MPA program was recognized as a leader in promoting social equity in public service education, the course titled "Social Equity and Public Policy" was still not a required course. Through much effort and discussion in the curriculum, our social equity course became a core, required course starting in the fall of 2022.

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

Our mission is to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions and are equipped with skills in program management and policy analysis. In doing so, we focus on advancing democratic governance in "collaborative, effective, equitable, and ethical" ways. These are the four public service values embedded in our program's mission. We understand the four values in the following way:

- **Collaboration:** A commitment to involving all impacted stakeholders in a transparent process leading to more creative and sustainable solutions to complex social problems.
- **Effectiveness:** A commitment to evidence-based inquiry into our society's complex social problems and to seeking sustainable solutions with professional competence and excellence.
- **Equity:** A commitment to exercising authority and shouldering responsibility in ways that respect human dignity and focus on fairness in multiple dimensions of social equity.
- **Ethics:** A commitment to fairness through impartiality and professional conduct that respects the rule of law in letter and spirit.

These four values, critical in advancing the concept of democratic governance, are instilled in our teaching to help our students develop to be creative, principled leaders. Our program also advances this concept of democratic governance through our program's overall performance, through such means as research and service focused on these values to enhance both theoretical and practical understanding of the complex social problems facing society.

Standard 1.2

Standard 1.2 Performance Expectations: The Program will establish observable program goals, objectives, and outcomes, including

expectations for student learning, consistent with its mission.

Self-Study Instructions:

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

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

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

Please link your program goals:

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

Our program goals directly derive from the five dimensions in our mission statement. These goals are inter-related and serve as starting points for identifying key relevant outcomes and measurements of our success as a program. They are:

- Developing creative, principled leaders
- Advancing democratic governance
- Advancing complex social problems
- Understanding the demands of governmental and nonprofit sectors
- Engaging with the community through research and service

To help understand how these goals relate to one another, we uploaded two figures: (1) the schematic model (located on the 7th page of the Standard 1 appendices document), and (2) the logic model (located on the 8th page of the Standard 1 appendices document). The goals are also listed in our logic model, but the visual presentation in the schematic model helps readers see the relationship between each component in fulfilling our program's purpose.

Linking Goals to Public Service Values

Our goals of developing creative, principled leaders and advancing democratic governance are linked to the defined four public service values, which are: Collaboration, Effectiveness, Equity, and Ethics.

We believe that creative leaders are both collaborative in addressing complex social problems and effective. Principled leaders are knowledgeable on various ethical considerations and seek to serve ethically and promote equity.

Our program is successful (1) when our students exhibit these values in their professional work. (Whether in the form of a capstone project for external clients or after graduation), (2) when faculty do the same in their professional and community service engagements, and (3) when research by

students and faculty helps build awareness of the importance of these values among a variety of leaders for advancing democratic governance.

Linking Goals to Population Implicit in Mission

These key goals are also implicitly linked by our location in the state capital of Richmond, Virginia, and our relationships with non-profit and public sector employers and leaders at both the local and state levels. Virginia is home to roughly 190,000 state and local government employees and approximately 150,000 federal employees. While the reach of our research and service to professional organizations are also national and global in scope, our geographic location provides key opportunities and shapes the community that is engaged as we fulfill our mission. We take great pride in the fact that we are contributing to the advancement of public service education to current and future public servants for Virginia, which has been consistently ranked among the best-managed states. Most recently, CNBC has ranked Virginia as the second-best state for business, a move up from third place last year (Richmond Times-Dispatch, Jul 11, 2023). While we benefit greatly from our geographical locality of Central Virginia as it meets a critical need given the number of state agencies and employees, we have recently begun to expand our reach beyond Virginia with our online option to complete our MPA degree fully online. This is directly in line with our mission that focuses on producing leaders who understand not just the immediate local institutions but at a global level, which is made even more possible as we recruit students nationwide and globally.

Linking Goals to Program Contributions

As mapped out in our logic model, our program's interrelated goals are linked to specifically envisioned program contributions that can be categorized under activities, outputs, and broader outcomes that we believe the outputs will create. We evaluate whether activities and outputs are consistently achieved through the outlined measures.

The following are non-exhaustive examples of the flow envisioned in the logic model - from activities that contribute to outputs which in turn lead to the outcomes or goals outlined above. Measurements are used to both track activities that we believe contribute to outputs and to evaluate whether the outputs are achieved.

Goal 1: Develop creative, principled leaders.

Envisioned Outcome in Logic Model: Creative and principled public and nonprofit leaders.

Related Outputs and Activities Contributing to the Output (tracking measurement):

- A high degree of completion/graduation rates for students. We uploaded the MPA program's graduation rates and retention rates over the last 14 years, which is also publicly shared on our website:

<https://wilder.vcu.edu/programs/public-administration/>

The table (located on the 9th page of the Standard 1 appendices document) shows that the percentage of students graduating within 3 years from 2007 to 2019 has been increasing and holding steady.

- o High-quality instruction (Assessment of student learning in individual courses; student evaluations of individual courses; capstone rubric assessment of student learning and competency (by capstone students); faculty's and external stakeholders' assessment of capstone students.

To show evidence of our high-quality instruction, we uploaded additional documents in appendices for Standard 1.2. They are:

- (1) Assessment of student learning in individual courses by MPA faculty (see appendices for Standard 1.2. Located on the 10th page of the Standard 1 appendices document, pp. 10-43).
- (2) Assessment of student learning by capstone students (see appendices for Standard 1.2. Located on the 44th page of the Standard 1 appendices document) - Capstone students rate their learning in terms of the five NASPAA-required core competencies. They also rate their learning in terms of eight mission-based competencies.
- (3) An additional comment made by a capstone student (see appendices for Standard 1.2. Located on the 45th page of the Standard 1 appendices document).
- (4) Summary of Learning Assessment by MPA Students also known as "Rodney the Ram" (see appendices for Standard 1.2. Located on the 46th page of the Standard 1 appendices document).
- (5) Figure showing MPA students' average assessment of NASPAA-required competencies since fall 2014 (see appendices for Standard 1.2. Located on the 47th page of the Standard 1 appendices document).
- (6) A multiple-line graph showing performance trend by each NASPAA-required core competency since fall 2014 (see appendices for Standard 1.2. Located on the 48th page of the Standard 1 appendices document) - The multiple-line graph shows the 8-year performance trend on the five NASPAA-required core competencies. There were wider variations (more up and down) between 2016 and 2017. This was a transition period right after our previous re-accreditation seven years ago as we started making adjustments. Overall, the blue line (To lead and manage in the public interest), the black line (To articulate and advance a public service perspective), and the orange line (To participate in, and contribute to, the public policy process) have shown a steady and slightly upward trend since our last accreditation in 2016. Similar patterns were reflected in the green line (To communicate and interact productively with a diverse and changing workforce and society at large). The gray line (To analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment) appears to show that we need to be more consistent. Given that our society was largely impacted by COVID-19 for the last three years, which influenced the learning environment to some extent (e.g., departments being ordered to change teaching modality from in-person to online in the middle of the semester), it remains to be seen if our program outperformed or underperformed during the COVID era.
- (7) A single line graph showing the trend in mission-based competencies since fall 2014 (see appendices for Standard 1.2. Located on the 49th page of the Standard 1 appendices document) - The single line graph shows the 8-year performance trend on our eight mission-based competencies. As can be seen, there was a jump in our overall mission-based competencies immediately following our re-accreditation in 2016, suggesting that our adjustments based on the last self-study report may have contributed to the boost. Similar to the trend shown for the last three years for NASPAA core competencies, the mission-based competencies were relatively steady with no major ups and downs during the COVID era. A positive takeaway from the trend during the COVID era is that our performance on mission-based competencies was relatively strong despite the unexpected circumstances in both teaching and learning in which both faculty and students had to make some drastic changes (e.g., changing course modality from in-person to online in the middle of the semester).
- (8) A multiple-line graph showing performance trends by each mission-based competency since the fall of 2014 (see appendices for Standard 1.2. Located on the 49th page of the Standard 1 appendices document) - The multiple-line graph shows the detailed trend line for each of the eight mission-based competencies from 2014 to 2022. Similar to the trend shown for NASPAA core competencies, most of the mission-based competencies held steady during the COVID era. The two

lines that underperformed relative to other competencies were the green (Applied competency) and gray (Program management skills) lines.

(9) Figure showing the average on General Items (Written, Oral, Technical, Team-Building Skills, and Emerging Trends in the Field) since the fall of 2014 (see appendices for Standard 1.2. Located on the 50th page of the Standard 1 appendices document) - The single line graph shows the 8-year performance trend on general items (written skills, oral skills, technical skills, team-building skills, and emerging trends in the field). Although the overall trend has been positive, there has been a slight decrease during the COVID era.

(10) A figure showing the performance trend on each general item since fall 2014 (see appendices for Standard 1.2. Located on the 51st page of the Standard 1 appendices document) - The multiple-line graph shows the details of each general item. While written skills (black line) and oral skills (orange line) steadily improved, more fluctuations are shown in team-building skills (purple line), emerging trends in the field (blue line), and technical skills (gray line).

(11) Snapshot of assessments of capstone project by an external stakeholder (client of our capstone projects) - Chesterfield Emergency Services (see appendices for Standard 1.2. Located on the 52nd page of the Standard 1 appendices document) - At the end of each semester, we ask the sponsoring agencies (i.e., our external stakeholders) for each capstone project to assess the presentation and final report prepared by our capstone students, which gives us another objective method for evaluating our program (i.e., how well the MPA program prepared the students to tackle these projects). Our stakeholders assess our capstone students in terms of three student learning outcomes: (1) To learn and manage in public governance, (2) To analyze, synthesize, think critically, solve problems, and make decisions, and (3) To communicate and interact productively with a diverse and changing workforce and citizenry. A score of 3 means that the corresponding performance area is "strongly evident" in their presentation and written report. A score of 2 means "moderately evident." A score of 1 means "weakly evident." Zero means "not evident".

(12) Snapshot of assessment of the same capstone project by MPA alum (see appendices for Standard 1.2. Located on the 52nd page of the Standard 1 appendices document)

(13) Snapshot of assessment of the same capstone project by another MPA alum (see appendices for Standard 1.2. Located on the 53rd page of the Standard 1 appendices document.)

(14) Snapshot of the same capstone project by an MPA core faculty member (see appendices for Standard 1.2. Located on the 53rd page of the Standard 1 appendices document.)

o Competent academic advising (exit survey of student satisfaction). Note: This survey is now called the "First Destination Survey Dashboard." A copy of the survey results reflected on November 9th, 2022 is uploaded. This survey provides a variety of information from where they are employed to understanding the extent to which the MPA program was relevant to their current job. The survey that took place on this specific date shows that 100% stated that the MPA program was "somewhat related" to their current occupation. The survey also showed that 100% of the students had co-curricular experiences defined as additional experiences completed by students while pursuing their degree, such as independent study, internship for academic credits, graduate assistantship, and service learning.

The "First Destination Survey Dashboard" is uploaded. (see appendices for Standard 1.2. Located on the 54th page of the Standard 1 appendices document.)

o Experiential learning opportunities such as internships, Wilder fellowships, and other fellowships/scholarships (e.g., # of Presidential Management Fellows, Wilder Fellows, Internships)

Uploaded in appendices:

(1) Table showing MPA students who received Wilder Fellowships between 2016 and 2022. (see appendices for Standard 1.2. Located on the 55th page of the Standard 1 appendices document.)

(2) Table showing MPA Wilder Fellowship Demographics (see appendices for Standard 1.2. Located on the 56th page of the Standard 1 appendices document.)

(3) Table showing MPA Wilder Scholarships, 2016-2022 (see appendices for Standard 1.2. Located on the 57th page of the Standard 1 appendices document.)

Also copied below (Note: The formatting is removed automatically when the data were copied and pasted here).

Fall 2016 MPA Student Scholarship Recipients Amount

Kafui Ayassou Jeffrey S. Cribbs Scholarship \$1,250

Brandon Hatcher Edward E. Willey Graduate Award for Excellence Scholarship \$4,000

Grant Rissler Phi Kappa Phi \$500

Total 3 Awards to MPA Students \$5,750

Fall 2017 MPA Student Scholarship Recipients Amount

Brianna Anderson VLGMA Temple Scholarship in Public Administration \$2,000

Michael Handwerker Excellence in VA Gov't Awards Scholarship \$2,500

Christopher Higgins Eva S. Hardy Scholarship in Public Administration \$1,000

Total 3 Awards to MPA Students \$5,500

Fall 2018 MPA Student Scholarship Recipients Amount

Hall Wingfield Leigh E. Grosenick Scholarship \$1,500

Natalie Taylor VLGMA Temple Scholarship in Public Administration \$2,000

Mitchell Smiley Wilder Merit Scholarship \$2,500

Total 3 Awards to MPA Students \$6,000

Fall 2019 MPA Student Scholarship Recipients Amount

Natalie Taylor Leigh E. Grosenick Scholarship \$1,500

Matthew Coffin Eva S. Hardy Scholarship in Public Administration \$1,000

Summer Ann Morris VLGMA Temple Scholarship in Public Administration \$2,000

Emily Williams Edward E. Willey Graduate Award for Excellence \$4,000

Total 4 Awards to MPA Students \$8,500

Fall 2020 MPA Student Scholarship Recipients Amount

Kaylee Pickinpaugh Leigh E. Grosenick Scholarship \$1,500

Summer Ann Morris Excellence in VA Gov't Awards Scholarship \$2,500

Keara Chambers Eva S. Hardy Scholarship in Public Administration \$1,000

Corey Nolan VLGMA Temple Scholarship in Public Administration \$2,000

Keara Chambers Jeffery S. Cribbs, Sr. Scholarship in Philanthropy \$1,500

Matthew Whibley Edward E. Willey Graduate Award for Excellence \$4,000

Jovan Burton Elizabeth Roderick Scholarship in Public Administration \$1,000

Total 7 Awards to MPA Students \$13,500

Fall 2021 MPA Student Scholarship Recipients Amount

Alexandria Valorose Leigh E. Grosenick Scholarship \$1,500

Jovan Burton Eva S. Hardy Scholarship in Public Administration \$2,000

Quinn Mathlin Eva S. Hardy Scholarship in Public Administration \$2,000

Cassandra Ardern VLGMA Temple Scholarship in Public Administration \$2,000

Victoria Ball Jeffrey S. Cribbs, Sr. Scholarship in Philanthropy \$2,000

Quinn Mathlin Jeffrey S. Cribbs, Sr. Scholarship in Philanthropy \$2,000
 Whitney Brown Edward E. Willey Graduate Award for Excellence \$4,000
 Victoria Ball Elizabeth Roderick Scholarship in Public Administration \$1,000
 Total 8 Awards to MPA Students \$16,500

Fall 2022 MPA Student Scholarship Recipients Amount

Victoria Ball Jeffrey S. Cribbs, Sr. Scholarship in Philanthropy \$2,000
 Diamoneek Green Edward E. Willey Graduate Award for Excellence \$4,000
 David Lansdell Eva S. Hardy Scholarship in Public Administration \$2,000
 David Lansdell Jeffrey S. Cribbs, Sr. Scholarship in Philanthropy \$2,000
 Quinn Mathlin Eva S. Hardy Scholarship in Public Administration \$2,000
 Sean Sukol Thomas C. and Cathleen C. Burke Scholarship \$1,000
 Lindsay Welch Elizabeth Roderick Scholarship in Public Administration \$1,000
 Total 7 Awards to MPA Students \$14,000

Fall 2023 MPA Student Scholarship Recipients Amount

Sean Sukol Excellence in VA Gov't Awards Scholarship 5,000.00
 Charles Miller Eva S. Hardy Scholarship in Public Administration 2,000.00
 Tyrrah Rock Eva S. Hardy Scholarship in Public Administration 2,000.00
 Stephanie Collins VLGMA Temple Scholarship in Public Administration 2,000.00
 Henry Bendon Edward E. Willey Graduate Award for Excellence 4,000.00
 Jessica Gonzalez Elizabeth Roderick Scholarship in Public Administration 1,000.00
 Katharine Hines Thomas C. and Cathleen C. Burke Scholarship 1,000.00
 Charles Miller Wilder School Racial Equity & Action Paper & Internship 5,000.00
 Total 9 Awards to MPA Students \$22,000

- Job placement of recent graduates in appropriate positions (exit surveys are conducted six months after graduation for job placement status)
 - o Networking opportunities for students
 - Examples include # of networking events hosted by the program or student organization (i.e., Public Administration Student Association) and professional association-hosted events that are promoted by the program and the school.

Uploaded in appendices: An email announcement for MPA Networking Reception & pictures taken during the reception (Located on the 60th page of the Standard 1 appendices document).

- o Relationship-building with public and non-profit employers
 - Capstone students work directly with external agencies who partner with us to provide the problem/research context to our students. Our capstone students' reports and presentations are then assessed by the agencies. These agencies have historically hired many of our students. Key figures in public and non-profit organizations have guest lecturers in our courses. Our alums are also invited for guest lecture opportunities and serve on our MPA Advisory Board.
- o Strong ethics and equity component in core courses
 - WEAVE assessment of student learning in individual courses; capstone rubric assessment of student competency over course of study
- o Increased professional expertise among policymakers
 - Sharing professional expertise with policymakers (# of presentations in forums designed for professionals; community-engaged work/research by faculty; # of faculty engaged with the public sector through board involvement, etc.)

Goal 2: Advance democratic governance

Envisioned Outcome in Logic Model: Improvement of governance in government and nonprofit sectors

Related Outputs (Measurements of output) and activities contributing to the output (tracking measurement):

- Advancing democratic governance is considered the end vision of our mission. We posit that we are contributing to the advancement of democratic governance when we develop leaders who understand and are equipped to solve complex social problems.

Several notable MPA alums established themselves as leaders in both the public and nonprofit spheres: Pictures uploaded in appendices for Standard 1.2. Located on the 61st page of the Standard 1 appendices document.

Lauren Katchuk: Associate Director of Finance, Student Affairs at Virginia Commonwealth University
 Jovan Burton: Executive Director of the Partnership for Housing Affordability (PHA)
 Joseph Casey, MPA. Chesterfield County Chief Administrator

Goal 3: Address complex social problems

Envisioned Outcome in Logic Model: Advancement of knowledge in public administration

Related Outputs (Measurements of output) and Activities contributing to the Output (tracking measurement):

- Publications in high-impact journals and reputable presses (# of publications; citations of scholarly work)
 - o Ongoing faculty research (annual performance reviews)
- Presentations at relevant professional conferences (# of presentations)
- Grant-funded research (\$ in grant funding)
- Sharing professional expertise (# of NAPA fellows on faculty)

It is also important that we note the receipt of honors and awards from professional associations involving the MPA faculty. Core MPA faculty or extended MPA faculty (e.g., adjuncts) are highlighted in yellow (Uploaded in appendices for Standard 1.2. Located on the 62nd page of the Standard 1 appendices document.).

Goal 4: Understand the demands of governmental and nonprofit sectors

Envisioned Outcome in Logic Model: Advancement of knowledge in public administration; High reputation of MPA program faculty

Related Outputs (Measurements of output) and Activities contributing to the Output (tracking measurement):

- Degree of student satisfaction with courses (student evaluation of courses and student exit surveys)
 - o High-quality instruction (assessment of student learning in individual courses; student evaluations of individual courses; capstone rubric assessment of student competency over course of study)
- Publications in high-impact journals and reputable presses (# of publications; citations of scholarly work)
 - o Ongoing faculty research (annual performance reviews)
- Presentations at relevant professional conferences (# of presentations)

- Grant-funded research (\$ in grant funding)
- Sharing professional expertise (# of NAPA fellows on faculty) as well as the number of NAPA-related activities by MPA faculty, such as Social Equity in Governance Standing Panel and Social Equity Leadership Conference.

Goal 5: Engage with the community through research and service

Envisioned Outcome in Logic Model: Advancement of knowledge in public administration

Related Outputs (Measurements of output) and Activities Contributing to the Output (tracking measurement):

- Sharing professional expertise with policymakers (# of presentations in forums designed for professionals community-engaged work/research by faculty; # of faculty engaged with the public sector through board involvement, etc.)
- Grant-funded research that engages the community (\$ in grant funding)
- Community-engaged instruction and student learning
 - o Experiential learning opportunities such as internships, Wilder fellowships, and other fellowships/scholarships (# of Presidential Management Fellows, Wilder Fellows, Internships)
 - o Relationship-building with public and non-profit employers (capstone rubric assessment of student competency; # of guest speakers and alumni presentations)

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.**

1) Linking our program performance outcomes to our mission's purpose and public service values.

The MPA Program in the Wilder School has numerous performance measures that derive from our Mission and our Public Service Values. The Program employs a diverse set of assessment tools and performance indicators to inform the management of the Program and the School, and many of these have been operationalized over time through the development of administrative systems at the School.

For example, at the School level, faculty productivity measures are monitored through the Annual Faculty Evaluations, which go through review by the MPA Program Chair first, and by the Senior Associate Dean of Faculty and Academic Affairs and the Dean of the Wilder School. The annual evaluation report includes detailed information on multiple indicators of performance including publications, conference and other presentations, teaching loads, grants and contracts, professional and committee service, and awards for teaching, scholarship, mentoring, professionalism, and public service.

Other teaching indicators are monitored collaboratively between the School and the University using the WEAVE-Assessment Tool, which records the detailed assessment of student learning outcome measures. This reporting is conducted annually. Upon collecting information from each faculty's courses, the MPA Program Chair is responsible for entering the information in the WEAVE-Assessment. It is important to note that the name of the technology that the University now uses to store the assessment information has changed in recent years from "WEAVE" to "Taskstream." All of the features are in place to ensure that the MPA faculty and the Program can offer a curriculum of the highest quality possible and successfully carry out the mission of the Program which is to develop principled leaders who can understand the demands placed upon local, national, and global public and nonprofit institutions, and are equipped with skills in all areas of public management and policy analysis. At VCU, the assessment of student learning outcomes matters to support student success, align curriculum with expected outcomes, and enrich student learning with curricular and co-curricular programs. This culture of assessment deeply resonates with the Wilder School and the MPA program as evidenced in Standard 1.2 in which our program is assessed by current students, alums, external stakeholders (e.g., capstone sponsoring agencies), and the faculty. In the MPA program, the assessment of student learning identifies how students learn, what students learn, and what changes the program needs to make to improve student learning. The MPA program intentionally evaluates the program using good practices. We provide descriptions of some of the performance measures in greater detail below that are related to student learning and serving mission-based goals.

Key performance outputs and outcomes based on our Program Logic Model relative to the MPA re-

accreditation include measures for faculty productivity and for student enrollment, graduation, and placement. Within these general categories, we have specific measures such as faculty report outputs and outcomes in each of their three main areas of responsibility - teaching, research, and service. These are reviewed by the Program Chair and the Dean's office (Dean and Associate Dean).

Our teaching workload and teaching-related performance guidelines for faculty have gone through a series of edits for revision which lasted for almost three years (along with performance criteria for scholarship and service) during the 2019-2021 period. Four courses per academic year are the same for junior faculty on the tenure track, while the teaching workload can vary between tenured senior faculty (up to five courses) and non-tenured senior faculty (eight courses per academic year).

We assess faculty teaching performance using student evaluations and other teaching-related indicators. These indicators vary in terms of quality, time commitment, and scope. For example, for a tenured or tenure-track faculty teaching a total of 4 courses during an academic year (fall and spring semester), to achieve the rating of Excellent, they must demonstrate teaching practices and course evaluations that meet or exceed expectations given the nature of the course. They must exhibit a superior pattern of pedagogical engagement via student mentoring, self-development, specialized teaching, and pedagogical contributions that enhance the school's explicit and implicit curriculum. An example of a faculty fulfilling the Excellent requirement is shown below:

Faculty members deliver the expected number of courses, per their annual faculty work plan, at an exceptionally high quality during the academic year. Faculty members also provide high-quality student mentoring per the expectations of the faculty member rank, responsibilities, program, and discipline. In addition, the faculty member contributes to teaching in at least three additional ways, such as curriculum development activities, self-development, service contributions in teaching, specialized teaching, awards and honors, pedagogical publications, or other general contributions as described in the Wilder School P&T guidelines.

Faculty deserving Excellent ratings on teaching are required to show the following documents:

- Material demonstrating the use of best practices of knowledge, skills, or innovative techniques integrated into the course.
- Examples of new teaching techniques or approaches to meet the student, program, or school needs.
- Course syllabi indicating current, systematic, and reflective of disciplinary advances on the topic. Evidence that the expectations of students are clear and appropriate assessments of student learning are utilized.
- Samples of student work, including but not limited to grading rubrics, and written feedback to students.
- Documentation of curricular or self-development activities combined with illustrations of integration into a course.
- Documentation of the effort and impact of teaching service contributions (e.g. curriculum committee or program assessment).
- References for teaching-related publications, presentations, and workshops the faculty member directed.

System-level performance measures are also tracked. We have been tracking graduation rates since 2007. Data (verified both internally by the Office of Graduate Studies in the Wilder School and externally by the Office of Planning and Decision Support at Virginia Commonwealth University) show that at least 62.5% of MPA students have graduated within 100% of program time (2 and ½ years) since 2009. The graduation rates have been relatively consistent and improving since 2008. Based on those who entered our program between 2016 and 2019), close to 80%, on average, have graduated in 2 and ½ years.

Equally impressive is the fact that the percentage of students graduating in less than 2 years has improved in recent years. For example, the graduation rate among those who entered our program between 2016 and 2018 rose to above 60%, while the graduation rates have varied around 50%, on average, during the 2009-2013 period. It needs to be noted that these graduation rates are based on both full-time and part-time students combined. Our graduation rate based only on full-time students is expected to be considerably higher than the national average.

Program performance measures directly related to student learning are discussed in detail in Standard 5. These are assessed through the annual MPA Program Curriculum Map (shown below) and the WEAVE Assessment (now known as Taskstream Assessment) tool. The Assessment tool as the primary source of data provides detailed information on student learning outcomes, objectives, related measures, targets, and action plans. The MPA Program Curriculum Map includes the faculty's assessment of each course offering based on the five universally required competencies.

At the program level, the MPA Nucleus Faculty also uses a program curriculum map to assess student performance and program learning outcomes. The MPA program curriculum map ensures that there is a strong alignment between the MPA core curriculum and the NASPAA student learning outcomes. In addition, the MPA program curriculum map can also be used to identify, if any, gaps between student performance and faculty assessment of student learning outcomes across the MPA curriculum. For example, we advise our graduate students to take PADM/GVPA 623 Research Methods for Government and Public Affairs in their first or second semester of the MPA program to ensure research methods are introduced to them early in their program of study and to reinforce and assess student competence in research methods throughout the MPA curriculum. As such, the essential skills are introduced to graduate students early in their program of study and reinforced as graduate students persist through the program of study to graduation and their public sector careers. Using the program curriculum map, our assessment process takes into account gaps between student learning and course instruction by assessing student learning outcomes across the curriculum to improve how engaged graduate learners master the MPA program of study.

- Introduced (I) - Skill levels associated with the MPA program outcome are presented in this course.
- Reinforced (R) - Skill levels associated with the MPA program are being applied above the introductory stage and the program expects students to apply these skills to demonstrate professional competency along the student learning continuum.
- Reinforced and Assessed (RA) - Skills associated with the MPA program outcomes are reinforced and assessed through program learning opportunities to make improvements in the curriculum.
- Assessed (A) - Opportunities to master program learning outcomes are sufficient to assess student performance and skill levels associated with the MPA program learning outcomes. The assessment of the MPA program learning outcome is examined and analyzed in the capstone project.

Uploaded in Standard 1 appendices document: Table summarizing MPA program student learning outcomes (SLOs). Located on the 164th page of the Standard 1 appendices document.

Our program has also historically surveyed our current students and alumni at various times to obtain information to inform program development and to strengthen program outcomes. For example, the MPA Program has been conducting graduating student exit surveys at the end of each semester since the 2011-2012 academic year. Copies (PDFs or Excel data after removing private information) of the data are included among the attachments in Standard 5. All of the performance measures that are tracked and reported link directly to our School and Program Mission and the values upon which the mission rests.

2) Linking our program performance outcomes to our mission's population of students, employers, and professionals the program intends to serve.

The MPA Program tracks specific outcomes related to the students, employers, and professionals served by the MPA program. As noted in Section 1.3.1, these include both outputs and outcomes. Programmatic measures include applications to the MPA, admissions, enrollment, and student fellowships.

Measures related to the quality of teaching, as described in the previous page, include student evaluations, the number of publications by faculty related to teaching, and the use of innovative approaches for course delivery that ultimately demonstrate a commitment to the needs of students. In addition, each course offered in the MPA program has its own assessment tool to rate students' competency levels (i.e., Taskstream Assessment). Performance measures also include results from periodic surveys of our current students and alumni, which are included in our attachment.

The MPA Program's contributions to serving its constituents are also measured by the number of community-based projects. First, these include internships and/or capstone projects, which involve working closely with local employers to solve critical organizational and policy problems.

Clear evidence can be found in our capstone course, which integrates public management and administration theory and practice as our capstone students partner with local institutions and provide solutions to the real-world problems that our local institutions are dealing with. Each semester in our capstone course, each capstone student is placed into a group of 3-5 students to work with a local and regional government or nonprofit organization. The partnering agencies, called the "clients", provide the context for research, and our students provide their expertise based on the knowledge and hands-on experience acquired through the MPA curriculum.

Every capstone project in our MPA program has been with various public and nonprofit organizations in Virginia. At the end of each semester, capstone students present their findings and real-world solutions to the partnering agencies where the partnering agencies' representatives get a chance to review and assess the report and presentation. Several examples of capstone project reports are attached.

Second, in keeping with our mission of serving and engaging the local and national institutions, both public and nonprofit, we began to offer our MPA courses online. Students entering our MPA program as online students in the fall of 2022 will be able to complete the program fully online. It is important to explain the brief history and the rationale behind deciding to offer our MPA program in dual modality beginning in the fall of 2022. After several years of offering some courses online or as hybrids, when the COVID-19 pandemic grew in the spring of 2020, the MPA program moved all courses online. The online course offerings continued for the fall semester. The result was a 30% increase in the number of applications received for the MPA program, not counting the enrollment due to non-degree-seeking students, which also recorded a substantial increase. This dramatic increase in enrollment prompted the MPA program to respond by hiring an additional adjunct to maintain the highest quality of course offerings, while some courses had to suffer from having unusually high numbers of students. This sudden increase was a testament to the importance of creating and adding a completely online MPA program to the current on-the-ground program.

It is important to reiterate that Virginia is home to roughly 190,000 state and local government employees and approximately 150,000 federal employees, who may not further their education due to location or scheduling conflicts. Given that roughly 75% of MPA students in the Wilder School have historically been in-service professionals, increasing the target audience to the hundreds of thousands of in-service professionals in the state and beyond was a socially equitable decision. Finally, the MPA Program holds several networking opportunities for both students and alumni each year.

We recognize that although employment placements can be a meaningful measure of performance in some ways, especially in terms of recruiting future students, we do not specifically focus on

student employment as part of our performance indicators. Instead, we focus on assessments of student preparation for various public service careers. We acknowledge that many of our students are already employed full-time and are part-time students. The detailed assessments of student preparation are reported through the WEAVE Assessment report (which is now called the "Taskstream AMS" which means Virginia Commonwealth University's Accountability Management System using a software called Taskstream). These are measured by faculty assessments of student knowledge, skills, and demonstrated competencies. In areas where we have identified weaknesses in the program's preparation of students, the faculty has sought and implemented changes to address those areas (discussed in detail in section 1.3.2).

3) Linking our program performance outcomes to the contributions our program intends to produce to advance the knowledge, research, and practice of public affairs, and administration.

The response to Section 1.3.1 provides a good overview of how our MPA program performance outcomes are intended to advance the fields of public affairs, administration, and policy. These measures derive from our mission and public service values (see the MPA Program Logic Model); address teaching and learning, research, and public engagement (e.g., networking events and capstone presentation for employers); and they are used to assess faculty performance and inform administrative and programmatic planning and decision-making.

Our idea is that through multiple procedures of annual review and assessment of outcomes for both faculty (i.e., productivity) and students (i.e., learning outcomes), the Program can change and strengthen its degree program. Examples include changes (i.e., additions) in our course modality (both online and in-person) to meet the demands of current and future students in Virginia and beyond. Another decision that we made and acted upon to meet the demands of our students includes the hiring of a local government practitioner to regularly offer local government administration courses.

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.

Description of Ongoing Program Evaluation Processes

At the end of each semester, the Program faculty inventories assessment processes (i.e., activities and outputs) and data sources to inform student learning, faculty productivity, mission achievement, and advancement of our field.

The primary ongoing assessment tool is the VCU's Accountability Management System (AMS) (previously called "WEAVE Assessment"). At the end of each semester, each program faculty member assesses their courses in terms of whether the course they taught met the target expectation in the relevant universal required competency area. If the findings do not meet the target expectation (e.g., below 80%), then the responsible faculty member provides an action plan to remedy the performance, which is to be implemented in the next semester. The MPA director then inputs the information collected from each faculty member into the Taskstream AMS.

Provide Examples of Evidence-Informed Decisions to Improve Programmatic Outcomes, Including Student Learning, Faculty Productivity, and Graduates' Careers

We provide several specific examples below of how assessments have been used to guide program improvements over the years.

1) Our review of 3-year graduation rates between 2011 and 2015 (the period right before our previous self-study report) have ranged from as low as 60% (2015) to as high as 78% (2013) for an

average of 70 percent during that time. Higher graduation rates signify at least two things: (1) That our program is responsive to students and has high support for our students, and (2) that students value the importance of the MPA degree in their current and future career development. Therefore, we implemented a few changes since our last reaccreditation 7 years ago. The first initiative was the addition of an Assistant Chair in the MPA program. Up until 2015, there was only an MPA program chair handling most administrative decisions. Adding an Assistant Chair reduced the amount of time needed to determine a variety of management issues and responsibilities, particularly with the turnaround time on admissions decisions. Although both the chair and the assistant chair collaborated on many decision-making activities, each also had a unique set of responsibilities for efficiency. For example, the assistant program chair oversaw reviewing and approving internship waiver requests for students who can document their progressive employment background, while the program chair led the efforts for recruitment. Overall, the amount of time it took to determine important matters involving students was reduced.

[Uploaded: Table listing the full duties of the MPA program chair and the assistant program chair. Located on the 165th page of the Standard 1 appendices document.]

Personnel changes in advising and student services during this period (since the last accreditation in 2016) were also helpful. For example, before 2016, there was only one full-time position dedicated to graduate advising and student services. Since then, we had at least two full-time positions dedicated to graduate advising and graduate student services (not counting the MPA program chair and assistant program chair). In addition, we implemented APA (academic performance agreement) for students falling behind in their program with low grades where they were given a second opportunity to raise their grades rather than dismissing them from the program.

Below is an example of the APA. More details involving APA are available in Standard 4.3 (Support for Students).

[Uploaded: Example of Academic Performance Agreement (APA). Located on the 168th page of the Standard 1 appendices document]

Ultimately, these efforts and changes were successful in terms of increasing our graduation rate. Among students who entered the MPA program in the fall of 2016, 87 percent graduated within 3 years. Among students who entered the program in 2017, 82.4 percent graduated within 3 years. For the 2018 cohort, it was 79 percent. Of students who entered the program in the fall of 2019, 74 percent graduated within 3 years. Given that our "fall 2019" cohort had to endure the COVID-19 era much of their time in the program, a 74 percent graduation rate is a testament to all our efforts provided by the MPA program faculty and the advising and student services team.

2) One of the MPA core courses, Research Methods (PADM623), was discussed in terms of how the course prepared students ready to take the second sequence, which was Quantitative Methods (PADM 624) in the fall of 2018 when Dr. Jin became the new MPA Program Chair. Issues arose when PADM 623 was taught by an adjunct (as evidenced by students' complaints that the way the research methods course was taught did not prepare students to take on the advanced quantitatively rigorous training in PADM 624. The complaints were evident in course teaching evaluations. For example, students described how their PADM 623 Research Methods course did not prepare them for the rigor of PADM 624 Quantitative Methods. Given that this course was a core course, we felt that a core faculty member should teach this course. Since then, a core MPA faculty member has taught the research methods course to make it more aligned with the next sequence (PADM 624). On the few occasions where a core MPA faculty member was not available, we relied upon other internal full-time faculty/staff within the Wilder School who understand the culture of the MPA program and the sequencing of the research methods courses). The resulting outcome was that students were better prepared for PADM 624. They were also better equipped to integrate theory and practice in terms of how to apply the knowledge in research methods and analyze real-

world problems.

3) Although the Wilder School's MPA program has a strong reputation nationally for being a leader in social equity, both MPA and doctoral students voiced opinions that the social equity class should be a required course in the Wilder School. Dr. Lindsey Evans, who teaches the social equity course conducted an informal survey in the fall of 2020 of both MPA and PhD students about the need for the social equity course to be a required course. The resulting evidence of the survey was clear. The Social Equity course has been approved as a required course by the Wilder School and the University in 2021, and we began to offer Social Equity as a required course starting with students in fall 2022.

4) Through both exit surveys and various discussions with student leadership groups, it was clear that the MPA program lacked expertise in local government administration. This led to the hiring of a full-time employee who was a career city manager for 20-plus years. A local government administration course is now a regularly provided course during the academic year which enhances our students' exposure to the ins and outs of local government administration and their success in the public sector job market. In addition, evidence (i.e., MPA Wilder Fellowships 2016-2022) shows that local government agencies sponsored several of our Wilder Fellows (e.g., County of Henrico).

[Uploaded: MPA Wilder Fellowships 2016-2022 Showing Funding by Local Government Agencies. Located on the 169th page of Standard 1 appendices document]

We also note that the hiring of a local government expert led to several efforts. For example, Mr. Campbell has been engaging with the local government working group to plan the Emergency Training for Local Elected and Appointed Officials workshop specifically planning how to introduce the workshop at the VLGMA conference. He is also working with Charles Hartgrove, Executive Director of the Virginia Institute of Government, to explore potential projects/partnerships with the MPA program. He also provided webinars for the city of Harrisonburg and Augusta County and visited York County in March 2023 for the recruitment of students.

Below is a memo prepared by Eric Campbell documenting the activities related to local government:

====Beginning of the Memo====
May 31, 2023

TO: Dean Susan Gooden, Ph.D.
Wilder School of Government and Public Affairs

Associate Dean Robyn D. McDougale, Ph.D.
Wilder School of Government and Public Affairs

Myung H. Jin, Ph.D., Chair
Department of Public Administration
Wilder School of Government and Public Affairs

FROM: Eric D. Campbell, Senior Practitioner in Residence
Department of Public Administration
Wilder School of Government and Public Affairs

SUBJECT: Update - Senior Practitioner in Residence, Public Administration

This memorandum will provide you with an update on my activities as the Senior Practitioner in Residence, Public Administration. In my previous memorandum, I mentioned bi-monthly updates

moving forward. I believe there is not enough significant information to report every two weeks. However, if you prefer bi-monthly updates let me know and I will proceed with that time frame.

The local government working group is continuing to move forward with planning its first professional development workshop, Emergency Management Training for Local Elected Officials, scheduled for October 20, 2023. Curtis Brown is in the process of finalizing a proposal to the Virginia Department of Emergency Management (VDEM) seeking funding for the workshop. We are hopeful that VDEM can fund a three-year program and partner with the Wilder School to create and deliver a set of training workshops requiring no cost to local governments. These proposed workshops will target and train local elected and appointed officials regarding their roles and responsibilities during emergencies and disasters within their communities. To promote the upcoming workshop as well as the Wilder School's local government initiative, the working group is preparing documents to distribute during the Virginia Local Government Management Association (VLGMA) summer conference in Virginia Beach, Virginia, June 7 - 9.

Additionally, I joined Bill Leighty in a meeting with staff in the Provost's Office regarding the University's community outreach and engagement efforts. My contribution to the discussion was the use of capstone teams to assist with potential community outreach activities. Potential capstone projects discussed were increasing the number of electric vehicle stations in the City of Richmond, converting commercial buildings to residential in the downtown area, and the optics of broad street from the medical campus to the Monroe campus. A key issue is how the University can engage the City of Richmond to measure their interest in pursuing any of those projects. The group agreed to a follow-up meeting in the coming weeks.

Ross Losapio is coordinating our efforts to maximize our recruitment opportunities during the VLGMA Conference. I also plan to reach out to the area's Historically Black Colleges and Universities (Hampton and Norfolk State Universities) to inquire about campus recruitment visits when students return to campus this fall. This will allow us to expand our recruitment net by exposing public service as a career option and highlighting the Wilder School as a graduate school option. I plan to reach out to Virginia State University and Virginia Union University as well. Academically, I had a successful end to the spring semester in both PADM 664 Local Government Administration and PADM 689 Seminar in Public Administration (Capstone). The 17 students in the capstone course completed four client presentations and submitted four comprehensive reports with recommendations for the clients. Several students conveyed to me their feeling of contribution to Chesterfield County and the community. Also, I am currently teaching PADM 664 Local Government Administration in an online modality this summer.

On July 26, 2023, I will be participating on a panel at the Weldon Cooper School's Senior Executive Institute addressing the topic of Council-Manager Relationships. Joining me on the panel will be Doug Walker, Deputy County Executive, of Albemarle County, and Doug Walker, City Manager, Poquoson. Our first planning meeting was held here at the Wilder School on Friday, May 19th. Also, I have begun scheduling meetings with our local government partners (VML, VACO, VIG) to inquire about additional ways we will be able to work together. Finally, I will be traveling to Syracuse University on June 28 to receive the Maxwell School's Master of Public Administration Alumni Award. Please let me know if you have questions or need additional information.
=====The End of the Memo=====

5) At the course level, we observed one rare instance where 50% of the students in PADM602 (Public Administration Theory) in the spring of 2023 did not meet the target goal (90%). The faculty member explained and provided an action plan in which additional criteria and specifications for assignments to ensure all students can submit portions of the assignments incrementally as an additional measure to track performance on their assignment.

6) Lastly (and most importantly), to provide more flexibility during the pandemic era and to reach a broader audience to those in other parts of Virginia and beyond who would not have the means to commute to take classes due to distance and/or disability, we have gone through extensive efforts to get our goal of providing the MPA degree fully online approved by the University and began to offer a fully online MPA program in the fall of 2022.

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 School of Public Policy/Affairs/Administration/Public Service

Indicate Modes of Program delivery

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

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

Students in our MPA program receive in-person as well as online instruction (online MPA began in the fall of 2022).

Because our classes are all scheduled in the late afternoon or evening, and our ability to offer the online option for our core courses, students have a great degree of flexibility in scheduling their coursework. To be clear, there is only one MPA program. The MPA program elements are the same for students who plan to take online or traditional face-to-face courses as they are governed by one faculty. Students can take courses in the traditional format or online. The curriculum, curriculum design, degree expectations, and expected competencies are the same for all students, whether they advance through the curriculum online or on campus. Our curriculum provides a strong conceptual, analytical, and ethical foundation for public service. Coursework is designed to provide an understanding of the system of institutions, processes, and values that make up the public and nonprofit sectors, and to encourage students to question the status quo by developing and refining their own frameworks of understanding. Students in both face-to-face and online courses are held to the same standards.

Course Guideline for MPA Students (Both Online and In-Person): [Uploaded in Standard 2 appendices document]

Specifically, the curriculum for online MPA students is the same as the curriculum for our in-person

students.

Our MPA program has recently made several "accelerated program" options for undergraduates. Specifically, we offer 4+1 options for undergraduates in Political Science, African American Studies, Homeland Security and Emergency Preparedness, and Criminal Justice. These options will be effective starting in fall, 2023.

Below is a document that explains how the 4+1 Accelerated Option works:

=== Beginning of the "4+1 Option" Description===

The accelerated B.A. and M.P.A. program allows qualified students to earn both the B.A. in Homeland Security and Emergency Preparedness and M.P.A. in Public Administration in a minimum of five years by completing approved graduate courses during the senior year of their undergraduate program. Students in the program may count up to 12 hours of graduate courses toward both the B.A. and M.P.A. degrees. Thus, the two degrees may be earned with a minimum of 144 or 147 credits rather than the 156 or 159 credits necessary if the two degrees are pursued separately.

Students holding these degrees will learn about the dual nature of Homeland Security and Emergency Preparedness as an adaptation of traditional policy responses to natural disasters to include those types of disasters caused by domestic or international terrorism. The program gives students both theoretical and practical knowledge in Homeland Security and Emergency Preparedness as well as the skills necessary to become professional public managers, public officials, and citizens who can meet the challenges of public service in both government and nonprofit sectors and serve the profession and local, state, federal and international communities in this expanding field.

Entrance to the accelerated program

Interested undergraduate students should consult with their adviser as early as possible to receive specific information about the accelerated program, determine academic eligibility, and submit an Accelerated Program Declaration Form to be approved by the graduate program director. Limited spaces may be available in the accelerated program. Academically qualified students may not receive approval if capacity has been reached.

Minimum qualifications for entrance to this accelerated program include completion of 90 undergraduate credit hours including five (5) of the six (6) required 300-level HSEP courses; an overall GPA of 3.5 and a GPA of 3.5 in Homeland Security and Emergency Preparedness course work.

Once enrolled in the accelerated program, students must meet the standards of performance applicable to graduate students as described in the "Satisfactory academic progress" section of the Bulletin, including maintaining a 3.0 GPA. Guidance to students in an accelerated program is provided by both the undergraduate Homeland Security and Emergency Preparedness adviser and the faculty adviser to the Master of Public Administration program.

Admission to the graduate program

Entrance to the accelerated program enables the student to take the approved shared courses that will apply to the undergraduate and graduate degrees. However, entry into an accelerated program via an approved Accelerated Program Declaration Form does not constitute application or admission into the graduate program. Admission to the graduate program requires a separate step that occurs through a formal application. To continue pursuing the master's degree after the baccalaureate degree is conferred, accelerated students must follow the admission to graduate study requirements outlined in the VCU Bulletin.

Candidates should submit applications for admission during the semester they would be completing their 90th credit, but no later than April 1 of that year. One of the required reference letters must be from a Homeland Security and Emergency Preparedness faculty member. Students who are interested in the accelerated program should consult with the Wilder School Graduate Student Services and Advising Office (GSSA).

Once admitted into the accelerated program, students must meet the standards of performance applicable to graduate students as described in the "Satisfactory academic progress" section of the Graduate Bulletin, including maintaining a 3.0 GPA. Students who do not maintain a 3.0 GPA in the graduate-level classes will no longer be eligible for the accelerated program and may not take any additional graduate-level classes while pursuing the bachelor's degree. Students will not begin their first semester of only graduate courses until the bachelor's degree has been conferred. Guidance to students admitted to the accelerated program is provided by both the Wilder School Undergraduate Academic Advisor and the Senior Academic Advisor from Graduate Student Services and Advising (GSSA).

Degree requirements

The Bachelor of Arts in Homeland Security and Emergency Preparedness degree will be awarded upon completion of a minimum of 120 credits and the satisfactory completion of all undergraduate degree requirements as stated in the Undergraduate Bulletin.

A maximum of 12 graduate credits may be taken before completion of the baccalaureate degree. These graduate credits substitute for open upper-level electives for the undergraduate degree. These courses are shared credits with the graduate program, meaning that they will be applied to both undergraduate and graduate degree requirements.

The graduate Public Administration courses that may be taken as an undergraduate, once a student is admitted to the program, are a choice of four from the following:

Course/Title/Hours

PADM 601 Principles of Public Administration 3

PADM 602 Public Administration Theory 3

PADM 607 Public Human Resource Management 3

PADM 623 Research Methods for Government and Public Affairs 3

PADM 650 Principles of Nonprofit Management 3

Recommended course sequence/plan of study

What follows is the recommended plan of study for students interested in the accelerated program beginning in the fall of the junior year before admission to the accelerated program in the senior year.

Course/Title/Hours

Junior year

Fall semester

HSEP 314 Cybersecurity Policy 3

HSEP 320 The Intelligence Community and the Intelligence Process 3

HSEP 3XX Homeland Security and Emergency Preparedness Elective 3

Course Open Electives 6

Term Hours: 15

Spring semester

HSEP 330 Legal and Constitutional Issues in Homeland Security and Emergency Preparedness 3

HSEP 3XX Homeland Security and Emergency Preparedness Elective 3

Course Open Electives 9

Term Hours: 15

Senior year

Fall semester

HSEP 490 Senior Seminar 3

PADM 601 Principles of Public Administration 3

PADM 602 Public Administration Theory 3

Course Open Electives 6

Term Hours: 15

Spring semester

PADM 607 Public Human Resource Management 3

PADM 623 Research Methods for Government and Public Affairs 3

Course Open Electives 9

Term Hours: 15

Fifth year (Optional but recommended to show the entire degree plan)

Fall semester

PADM 609 Financial Management in Government 3

PADM 624 Quantitative Methods for Public Administration 3

PADM 625 Public Policy Analysis 3

PADM 5/6XX Public Administration Graduate Elective (can choose from PADM, CRJS, GVPA, HSEP, URSP) 3

Term Hours: 12

Spring semester

PADM 689 Seminar in Public Administration: Integration of Theory and Practice 3

GVPA 693 Internship 0-3

PADM 5/6XX Public Administration Graduate Electives (can choose from PADM, CRJS, GVPA, HSEP, URSP) 9

Term Hours: 12 or 15

=== The End of the "4+1 Option" Description===

The curriculum, which is the same for both in-person and online students, is intended to provide a strong conceptual, analytical, and ethical foundation for public service. The coursework is designed to provide an understanding of the system of institutions, processes, and values that make up the public and nonprofit sectors, and to encourage students to question the status quo by developing and refining their own frameworks of understanding. All courses require substantial reading, critical thinking, and verbal communication about important issues and tools in the public sector.

Students in face-to-face and online courses are held to the same standards, although in online courses students are required to complete more written assignments (in lieu of verbal communications) than in traditional courses.

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)

All Wilder School programs are directed by a Chair. The Chair is elected by the MPA faculty and approved by the Wilder School Dean (Dr. Susan Gooden) and reports to the Wilder School Senior Associate Dean for Faculty and Academic Affairs (Dr. RaJade M. Berry-James). The MPA Program Chair is Dr. Myung Jin (from 1 August 2018 to the present; preceded by Dr. Richard Huff who served in this position until July 2018.).

The Chair presides over and prepares an agenda for each faculty meeting. If faculty are voting, anonymous votes are tallied by the Chair. The Chair, with the assistance of the Senior Associate Dean for Faculty and Academic Affairs, the Assistant Dean for Student Success, and the Director of Academic Advising, has primary authority and responsibility for course scheduling; professional development of faculty; recommendations concerning student admissions, appeals, and disciplinary actions; curriculum development; program assessment (student learning); evaluation of faculty performance; submission of an annual report to the Dean; and communicating with alumni groups in consultation with Wilder School and VCU alumni relations staff. The Chair, in coordination with the Director of Academic Advising (Nick Garcia) and Senior Academic Advisor (Stefan Wolder), manages prospective student advising, semester advising for first- and second-year students, and support for special cases.

The Chair assists with recommending and nominating students for graduate assistantships, manages program admissions for the school, certifies candidates for graduation, maintains program data, and is responsible for administrative matters affecting individual students per Wilder School, Graduate School, and University requirements.

Wilder School program chairs meet bimonthly, along with the Senior Associate Dean for Faculty and Academic Affairs of the Wilder School, who has overall Wilder School faculty administrative responsibility and reports to the Dean. Each program chair also meets individually with the Senior Associate Dean for Faculty and Academic Affairs (Dr. RaJade M. Berry-James) every two weeks to discuss any future or anticipated administrative issues.

The MPA Program consists of 9 core full-time faculty (including 7 nucleus faculty) with specialized administrative support provided by a part-time administrative assistant. General administrative support is centralized. As most faculty are located close to one another, coordination and collaboration occur with relative ease. Monthly faculty meetings and two retreats per year allow for participative decision-making in a collegial atmosphere where faculty participation and involvement are welcome. Collaboration with other program chairs is facilitated by their proximity and monthly chair meetings with the Senior Associate Dean for Faculty and Academic Affairs and the Wilder School Dean. In addition, the MPA Chair and one other MPA faculty member are standing members of the Wilder School Faculty Advisory Committee where faculty members and programs meet monthly and have the opportunity to provide input to School governance. Beyond this committee, monthly faculty-wide meetings are held to discuss policy and program issues and to provide Wilder School updates.

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.

VCU is governed by a Board of Visitors (Todd Haymore, Rector). Dr. Michael Rao is the President of VCU and VCU Health Systems. He oversees nine Vice Presidents. The Provost and Vice President for Academic Affairs (Dr. Fotis Sotiropoulos) supervises nine academic colleges and schools (College of Humanities and Sciences, School of the Arts, School of Education, School of Business, School of Engineering, L. Douglas Wilder School of Government and Public Affairs, School of Social Work, Life Sciences and the Honors College, two institutes (the Institute for Contemporary Art and the Institute for Inclusion, Inquiry, and Innovation), the Graduate School, and 13 other key

administrative activities and services.

The Wilder School is located on the VCU Monroe Park Campus in Richmond, Virginia, close to State government offices, as well as the State Capitol. The Wilder School is organized into five academic programs, Public Administration Criminal Justice, Urban and Regional Studies/Planning, Homeland Security and Emergency Preparedness, and the Ph.D. Program in Public Policy and Administration. The organizational structure of the Wilder School, close proximity to state government, and a two-hour drive from Washington, DC, provide an emphasis and interest among prospective students in the MPA. The separation of the Wilder School from the College of Humanities and Sciences in 2014 to form an independent school at VCU and the removal of a layer of hierarchy, helped create additional visibility. Relationships with alumni in state, county, and local governments provide many opportunities for collaboration.

The Wilder School's overall governance structure is unique in that it helps the MPA program thrive for improvement and excellence. For example, the "Chairs' Meeting" is held every two weeks with the chairs of other programs in the Wilder School led by the Dean and the Senior Associate Dean of Faculty and Academic Affairs. The structure promotes and encourages interdisciplinary collaboration among the programs where students are encouraged to take courses from other programs (e.g., electives) in the Wilder School. The interdisciplinary approach is signified by the "4+1" options among the five programs in the Wilder School. This interdisciplinary approach serves the mission of the MPA program in that it helps our students understand and manage complex social problems in such fields as criminal justice, emergency management, and urban planning.

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. 7.00

2.2.1b Please note the total number of instructional faculty members, including 19

both nucleus and non-nucleus faculty, in the program for the Self Study Year.

2.2.2

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

The MPA Program's seven nucleus faculty members include tenured, tenure-track, and non-tenure-track members. Except for the Dean (MPA faculty member) and the Senior Associate Dean for Faculty and Academic Affairs (MPA faculty member), tenure-track/tenured faculty are generally expected to have a 40% teaching, 40% research, and 20% service arrangement. Term faculty have higher teaching loads and do not have any research responsibilities.

Nucleus faculty with administrative responsibilities (e.g., MPA Program Chair & MPA Assistant Program Chair) or funded research (e.g., percentage buyouts) commitments have reduced loads in another area.

Program and policy planning is conducted by program faculty; significant changes are made after consultation with other Wilder School program chairs and the Senior Associate Dean of Faculty and Academic Affairs but may also require approval of the Graduate School or University bodies. Curriculum design, delivery, and review are the responsibility of MPA faculty, as is the assessment of student learning. Development and assessments are ongoing and conducted through the end of each semester as program faculty evaluates target achievement in their courses while also reviewing assessments conducted by capstone students.

Student success is monitored by the MPA Program, the Academic Advising & Student Success, and the Office of Student Success within the Wilder School, which carries out a variety of student success programming and outreach to support increased retention, and graduation efforts, and enhance students' professional development. Nucleus faculty, with rare exceptions, teaches at least one section of each core course each semester.

Student learning is assessed each semester and submitted to the University annually. Faculty meetings formally engage faculty in assessment at the end of each semester, plus topical feedback, discussion, and adaptation are ongoing, especially as they relate to student preparation for the final capstone seminar.

Program faculty assess their needs for additional faculty. Then, to initiate faculty recruitment, the program faculty makes a formal request to the Dean for approval. If approved, the dean appoints a search committee that reviews and vets all applications received.

Once the most highly qualified candidates are identified, they are sent to the dean unranked for review. Once the dean approves the list, the Search Committee Chair invites candidates to campus. The majority of the candidates' visits are spent with MPA faculty, school leadership, and students, but the entire Wilder School is invited to each candidate's presentation and can assess candidates. Following candidates' visits and evaluations, the dean negotiates with the candidates and makes a selection. If the dean disagrees with the committee's list or would like additional candidates, she asks for additional names. The search committee then identifies additional highly qualified candidates and submits the list to the dean for review and selection.

Degree requirements are essentially the prerogative of the program faculty within general guidelines established by the Graduate School and the University. The program faculty members

determine the criteria for receipt of the MPA within the University and Graduate School guidelines.

New courses and curriculum changes are initiated by the program faculty and then are reviewed and approved by the Wilder School Curriculum Committee. Upon their approval, changes are then considered by the Graduate Programs & Courses (P&C) Committee and the University Graduate Council (UGC), both convened by the School of Graduate Studies.

Admission decisions are made by program faculty within the policy guidelines of the School of Graduate Studies. Two MPA faculty members serve on the MPA Admissions Committee: Richard Huff and Anthony Starke. Students whose GPA is below the minimum 3.0 requirements are sometimes admitted based on a provisional status. Students admitted provisionally must obtain a minimum of 3.0 GPA in the first semester (specifically, they must successfully finish both PADM601 (Principles of Public Administration) and PADM623 (Research Methods).

The Wilder School Graduate Student Services and Advising Office (GSSA), in coordination with the MPA Program Chair, certifies degree requirements. Students submit graduation applications to the GSSO for audit early in the semester they plan to graduate. The GSSO coordinates with the Program Chair to confirm their qualification and to resolve any questions. Following approval by the Senior Associate Dean for Faculty and Academic Affairs, the applications are submitted to the Graduate School and Graduation Office. Course scheduling and teaching assignments are made jointly by the Program Chair in consultation with individual faculty members.

Appointment, promotion, and tenure process of MPA Program faculty

The Wilder School promotion and tenure committee is a substantive review committee comprised of six (6) members all of whom shall be tenured. This includes the following four (4) members elected by the eligible Wilder School faculty: With at least one (1) professor and two (2) associate professors. This committee also includes two (2) members appointed by the Dean to include at least one (1) professor. The committee will elect a chair.

All members of the Wilder School promotion and tenure committee can participate in and contribute to the discussion of other cases. If a member of the Wilder School promotion and tenure committee also serves on the candidate's peer review committee, he or she votes only at the peer committee level. Each member of the Wilder School promotion and tenure committee can participate in and contribute to the discussion on all cases, except those on which they have served on the peer review committee.

The election of faculty members to the school-wide promotion and tenure committee will occur in the Spring semester. The Dean will appoint two members of the committee following the elections. All members will serve three-year staggered terms. Any elected faculty member may be reelected but can serve a maximum of three consecutive years. Any vacancy on the Wilder School promotion and tenure committee will be filled through a special faculty election, if possible. Program chairs are not eligible to serve on the committee.

Peer Evaluation

1. In the Wilder School, each candidate will be reviewed by a peer committee at the program level. In each case, the composition of the committee will conform to University procedures. All faculty members of committees for tenured or tenure-eligible candidates shall be tenured. Peer committees for term faculty may include term Associate or Professors. For term (non-tenure track/tenured) faculty members, the peer committee must have at least one term (non-tenure track/tenured) faculty member. At the time of committee selection, the appointing authority (Dean or Dean's designee) shall consider diversity such as race, ethnicity, and gender.

a. Tenure-eligible assistant professors in their sixth year must be evaluated simultaneously for tenure and promotion to associate professor. The Dean or Dean's designee, in consultation with the program chair, will appoint a committee of five members, of which at least three will be members of the candidate's program. If three eligible faculty from the program are not available to serve, the Dean or Dean's designee will appoint the required number of faculty members from other related programs within the Wilder School. The fourth member must be another VCU-tenured faculty member who is external to the Wilder School.

The fifth member is a graduate student non-voting member. All faculty members of the peer-review committee for a candidate being considered for promotion to professor must hold the rank of professor. The Dean or Dean's designee will identify this committee in an email or letter to the candidate and will send copies to the committee members. The Dean or Dean's designee, in consultation with the program chair, will also name the chair of the review committee. Along with the email or letter, the Dean or Dean's designee will send copies of the University and Wilder School of Government and Public Affairs documents concerning tenure and promotion. The peer committee must be selected by May 1.

b. In cases where associates or professors are to be reviewed for promotion, tenure, or promotion and tenure, the same procedures shall be followed as in section 1.a (above). If tenure is proposed as a condition of the initial appointment of an associate professor or professor, the dean and the chair of the Wilder School Promotion and Tenure Committee must be informed as early in the process as possible. Ordinarily, the Search Committee will function as the peer committee with the addition of other members if necessary, in consultation with the home program. Evaluative reports should follow as closely as possible the guidelines for the review of candidates who have already served as tenure-eligible faculty at Virginia Commonwealth University.

c. A faculty member may be considered for promotion and tenure only once before the mandatory year for tenure review.

d. Candidates will have the right to challenge for cause any member of the committee evaluating and reviewing him or her for promotion, tenure, or promotion and tenure. Such a challenge must be presented in writing to the Dean or Dean's designee and the program chair within five working days of notification of the composition of the committee. After evaluating the challenge, the Dean or Dean's designee will respond in writing whether the person challenged is to remain on the committee. Such challenges and responses will become part of the file.

2. The program chair will request that each candidate for promotion, tenure, or promotion and tenure provide the following:

a. A current vita, which shall include all relevant information on the following items:

- Education (including appropriateness of education for the particular profession or discipline involved).
- Academic appointments and other significant work experience.
- Membership in professional organizations.
- Professional service to community organizations, continuing education activities, and consultations involving professional services with community groups.
- Special awards, fellowships, and other honors.
- Grants and contracts, indicating role (principal investigator, consultant, participant) and amount of award.
- Major University, School, and program committees.
- Significant teaching, research, professional, and administrative experience.

- Scholarly contributions. Books shall be identified as monographs, texts, bibliographies, edited volumes, etc. Articles shall be identified as refereed or non-refereed, review articles, semi-popular or popular magazine articles, etc. Authorship or co-authorship (in order) shall be identified. Other examples of scholarship include professional reports, journal editorships, proceedings or symposium editorships, invited lectures, conference paper presentations, participation as a panel chair or discussant, translations, creative writing, bibliographical research, etc.
- Exhibits, films, tapes, compositions, performances, etc.
- Brief narrative statement prepared by the candidate that includes a statement regarding teaching, research, and service. This statement will be sent to external reviewers.
- Annual evaluations (all annual evaluations required for consideration of promotion to associate professor; last 6 years required for consideration of promotion to professor)
- Interim review report (for candidates being considered for promotion to associate professor).

b. Documentation of involvement in teaching, teaching practices, university-generated teaching evaluations, and classroom performance.

c. Copies of all appropriate publications and, where available, published reviews of such materials.

d. Evidence of contribution to the body of knowledge and leadership in professional activities.

e. A list of names of persons, inside or outside the university, whom the committee may wish to contact for information on the candidate's scholarship, teaching, or service.

3. To address the specific criteria enumerated in Wilder School guidelines, the committee will seek the following:

a. External reviews

A central factor in evaluating candidates for promotion and tenure is the use of external reviewers who do not have a conflict of interest in serving in this role. The purpose of the external review is to provide an objective review by peers who are well-qualified to assess the candidate's work. Persons outside the University whose background and experience qualify them to assess the candidate's scholarship will be asked to critique the quality and significance of a representative selection of the candidate's research record. Knowledgeable and experienced external reviewers may also be called upon by the panel to assess the candidate's record in teaching and/or service. To establish the external review process, the steps described below shall be followed. There is no solicitation of external reviews for term faculty.

There shall be three or more external reviewers of the candidate's record compiled by the peer committee and the candidate. External reviewers must be individuals with expertise in the candidate's field or a related scholarly field, be from outside of VCU, and be an individual who can provide an independent review of the candidate's work.

External reviewers shall be qualified to evaluate the candidate's scholarship and professional growth and, for candidates for promotion to or tenure at the rank of professor, the extent to which the candidate has attained national recognition. Reviewers shall have a rank at least at the level being sought by the candidate and shall be from peer or higher-ranked programs or institutions. Reviewers shall disclose fully any relationship to the candidate, such as co-author, former colleague, student, or teacher. Persons who have co-authored publications, collaborated on research, or been institutional colleagues or academic mentors/advisors of the applicant normally should be excluded from consideration as external reviewers. The panel shall review the candidate's list and must constitute a larger list of external reviewers. This will ensure that the minimum number of reviews is received and preserve the confidentiality of the names of persons

who completed the review.

Candidates will be invited to provide names of external reviewers based on the above criteria. Reviewers for external evaluations must be solicited both from persons suggested by the candidate (if provided) and persons suggested by the committee. The peer committee must compile this list by May 15. The file shall list all persons solicited for external review letters, identify each reviewer as either named by the candidate or named by the committee, and identify the relationship of the external reviewer to the candidate.

The candidate will be informed of the names of potential outside reviewers before these individuals are contacted. The candidate will have the right to challenge the list of proposed reviewers. Such a challenge must be submitted in writing or by email to the committee chair within five working days of the candidate being notified of the names of those individuals. After five working days, a non-submission will be interpreted as a non-challenge by the candidate. The committee, having evaluated a challenge, will respond to the candidate in writing or email whether or not the individual challenged will still be used as an outside reviewer. Such challenges and responses will become part of the file.

The external reviewers will be contacted no later than June 15 by the chair of the peer committee (or another member of the peer committee if the chair is not available) and asked if they are willing to serve. If the reviewers agree, they will be sent a representative selection of the candidate's research, which is chosen by the candidate and the chair of the peer-review panel. If an external reviewer does not agree to serve, they will be asked to explain the reason for declining to offer a letter. If an external reviewer does not agree to serve, the chair of the peer committee will submit another name to the committee, which is reviewed by the candidate before the external reviewer is contacted.

In their letter, reviewers shall disclose fully any relationship to the candidate, such as co-author, former colleague, student, or teacher. Reviewers shall address the candidate's scholarship and professional growth and any other qualifications for which information is sought, that they are competent to assess. Reviewers should assess whether the candidate would be granted tenure and/or promotion at the reviewer's institution. Information sought from reviewers shall be specific, to assure that they understand what qualifications they are expected to evaluate and the criteria to use in the evaluation. At a minimum, reviewers shall be sent copies of University and School promotion and tenure guidelines, in addition to the candidate's vita and several of the candidate's scholarly works selected by the candidate. External reviewers will be strongly encouraged to submit their letters with a preferred deadline of August 15.

All letters from external reviewers will be confidential unless disclosure is required by law. This policy will be conveyed to external reviewers when letters are solicited.

The letters from the external reviewers, in their entirety, will become part of the peer committee's report. The peer committee's report should clearly describe how the external reviewers were chosen and their association with the candidate. A concise statement of the professional qualifications of each reviewer should also be included in the report. Ordinarily, the reviewers should be asked to submit a vita along with their external review. If a vita is not included an explanation should be included in the peer committee's report.

b. Information on teaching effectiveness, including documentation of involvement in teaching (data about courses taught and the number of advisees, etc.), quality of teaching practices (e.g., statement of educational philosophy, copies of material used in classes), and the quality of classroom performance (e.g. student evaluations).

c. Written evaluations by colleagues, with a summary included in the report. Such evaluation will come not only from colleagues within the program and Wilder School but also from faculty and administrators with whom the candidates have served on university committees or other

committees at the program, department, school, or program level throughout the university.

d. Other such documentary materials as necessary and useful in evaluating the candidate.

4. The candidate is invited to appear before the Peer Committee but is not required to do so. The chair of the peer committee must extend an offer to the candidate to appear before the committee via email and be given five working days to respond. Should the candidate wish to waive this right, a written or email response to this effect shall be provided by the candidate to all members of the peer committee and be included in the candidate's file. After five days, a non-response from the candidate will be interpreted as a waiver.

5. The peer committee chair will appoint a secretary to keep a record of its meetings and a list of data requested and received, people interviewed by the committee, etc. The committee will protect the confidentiality of students and peers providing information. The discussion and votes of the committee will be confidential. Records, documents, minutes, and other pertinent materials will be held in confidence by the committee until submitted to the chair of the Wilder School promotion and tenure committee.

6. At the end of its deliberations, the peer committee will take anonymous votes on each of the main categories of the evaluation, rating the candidate in each area as excellent, very good, satisfactory, or unsatisfactory. The committee will then take a separate anonymous vote on whether or not to recommend promotion, tenure, or promotion and tenure (yes or no vote). The committee's recommendation must be consistent with its evaluation of the individual areas. If a member of the peer committee also serves on the Wilder School promotion and tenure committee, he or she only votes at the peer committee level.

7. The peer committee's written report will include an evaluation of the candidate in the major categories, summaries of the information solicited, letters from outside references, and such other data as the committee deems important for further review. The results of the separate votes discussed in section 6 (above) will become part of the committee's report. Individual members of the peer committee have the right to file a minority report, which will be forwarded as part of the package. The peer committee report and supporting documents will be forwarded to the program chair. The peer committee report, in its entirety, must be included in the candidate's file.

Term Faculty:

Term faculty who request to be considered for promotion to Assistant, Associate, and Professor will be evaluated according to the same procedures and processes that apply to tenured/tenure-eligible faculty as specified in their faculty profile.

1. General Criteria: Both contractual and promotion reviews of Term Faculty are based on job descriptions and the specifically assigned duties of their appointments. Candidates will also have appropriate credentials and experience.

2. Promotion from the rank of Instructor to the rank of Assistant Professor for Term Faculty requires one of the following patterns: satisfactory credentials, and at least one year of excellence in the primary area of assessment (in either teaching or scholarship).

3. Promotions of Term Faculty who request to be considered for promotion from assistant to associate professor will normally take place during the candidate's sixth year of full-time appointment under contract with the Wilder School. (Note: Term faculty appointment periods are specified by individual contracts.) Exceptions may be made by faculty who are hired with substantial full-time college-level experience and who have held assistant-level (or higher) positions before their appointment. In such cases, promotion to associate professor could take

place during the spring semester of the third year of appointment or even upon hiring. Such arrangements must be made, in writing, as part of the Term Faculty contractual agreement by the close of that member's hiring process.

4. At all ranks, the primary criterion for the promotion of Term Faculty will be a rating of excellent in the major area of responsibility as defined in the faculty profile. If there is a mix of specialty areas, such as teaching, service, scholarship, administration, etc. Evaluation in other categories is not required and will have an NA in that area unless specifically identified in the faculty profile.

The program chair must prepare a separate evaluation of the candidate in all of the major categories, using the ratings excellent, very good, satisfactory, and unsatisfactory. The program chair will forward his or her evaluation and recommendation to the Wilder School promotion and tenure committee by November 1 for inclusion in the candidate's file. If the Chair is the candidate, Associate Dean writes the chair's letter.

[Uploaded: Promotion and Tenure Important Deadlines. Located on the 2nd page of the Standard 2 appendices document]

Note: 2.2.1a and 2.2.1b did not provide space where we can show who is the nucleus, extended, and has influence. So we uploaded a table that shows each individual's responsibilities. Located on the 3rd page of the Standard 2 appendices document.

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

The Wilder School academic programs are directed by chairs. The chair is the chief administrative officer of the program. The MPA Chair is elected by the faculty and represents the program in matters referred from the program to the Dean and in matters referred from the Dean to the program.

The Chair presides over and prepares an agenda for each faculty meeting; if faculty are voting, anonymous votes are tallied by the Chair. The Chair, with the assistance of the associate deans and the graduate director, has primary authority and responsibility for course scheduling; professional development of faculty; recommendations concerning student admissions, appeals, and disciplinary actions; curriculum development; program assessment (student learning); evaluation of faculty performance; submission of the annual report to the Dean; and communicating with alumni groups in consultation with Wilder School and VCU alumni relations staff.

The Chair, in coordination with the assistant chair and the Director of Graduate Studies (Note: Previously, there were two separate directors - one for undergraduate academic advising and the second for graduate academic advising. These positions were consolidated into one position as "Director of Academic Advising and Student Services)

We thought it would be helpful to upload the table, here again, showing the duties of the chair and the assistant chair

[Uploaded: Table showing the duties of the chair and assistant chair. Located on the 3rd page of the Standard 2 appendices document]

2.2.3

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

(Limit 250 words)

2.2.3 Faculty Governance Comments

The Program defines "substantial determining influence" as having primary responsibility for conducting the MPA Program within the guidelines of the University, the School of Graduate Studies, the Wilder School, the field of public administration, and NASPAA. The Program nucleus faculty elect a Chair for a term of three years and renewable for up to five years, subject to the Dean's approval. MPA faculty meet monthly to review, consider, and act upon, as appropriate: Wilder School policies and procedures; matters referred from the Dean; MPA membership; academic instruction and advising; student learning and assessment; program curriculum and course offerings; professional development of program faculty; admission of students to programs; disciplinary actions involving students consistent with applicable VCU and Wilder School policies and procedures; faculty grievances, consistent with applicable VCU and Wilder School policies and procedures; program and program planning, including sponsorship and promotion of events, meetings, conferences, faculty research, visiting scholars, and student engagement; program accreditation, if applicable; program mission and national reputation; and other matters which the Chair and the program faculty deem appropriate and necessary for the proper functioning of the academic program. All nucleus faculty have a voice and a vote in such matters. For sensitive issues, such as new faculty candidate recommendations, votes are submitted anonymously. It should be noted that faculty governance does not include program budget oversight, except for small allotments for faculty and program professional activities.

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

Before we list our academically and professionally qualified faculty information below, we first want to describe our policy and explain how people are academically qualified (AQ) and meet the NASPAA definition in the following ways:

- 1) Terminal degree will be a Ph.D. (or DPA) in Public Administration, Political Science, Public Policy, or a related professional public service discipline;
- 2) A faculty member who earned the terminal degree within 5 years will be deemed to be AQ by virtue of the NASPAA definition and is encouraged but not required to meet the expectations described below for AQ faculty who completed the degree more than 5 years ago.
- 3) AQ faculty who completed the degree more than 5 years ago, are expected to demonstrate continued qualifications in the following ways:
 - a. Production and Dissemination of Knowledge through published scholarship that may take the form of peer-reviewed journal articles, articles in practitioner-oriented publications with a national or international scope, book chapters, and editorial work of a book or journal symposium. Each AQ faculty member must have no less than one such publication every 3 years; faculty who have administrative responsibilities are permitted to have lower research productivity during the term of their administrative appointment.
 - b. Networking with Academic and Professional Peers through conference presentations. Each AQ faculty member is required to present at a conference with a national or international scope at least once every 3 years.
 - c. Engagement with the community through consulting with public or nonprofit organizations, preparation of issue briefs or technical reports, and supervision of class-based service learning projects (e.g., capstone projects). Each AQ faculty member is required to engage in at least one of these activities every year.

And here is how our policy for professionally qualified (PQ) faculty as those meeting the NASPAA definition in the following ways:

- 1) The terminal degree will be a professional master's degree, most often an MPA or MPP; and in some cases a doctorate.
- 2) Qualified practitioners will have a minimum of 5 years of administrative experience in the public or nonprofit sector, with a preference for 10 or more years of experience.
- 3) Teaching assignments and other program responsibilities will be based on specific areas of practitioner expertise and experience.
- 4) A practitioner who continues to work in an administrative capacity in a public or nonprofit will be presumed to maintain professional qualifications.
- 5) An individual who has not worked full-time in the public or nonprofit sector for more than 5 years and does not meet the requirements for AQ status, must demonstrate continued PQ status in the following ways:
 - Continued professional engagement through membership in a professional association in which the individual is actively involved (as demonstrated by holding a leadership position, presenting at a conference, or organizing or facilitating a webinar or training workshop) at least once every 3 years.
 - Engagement in the community every year as demonstrated by consulting activities, conducting training workshops, serving on a board, facilitating service-learning projects for classes, or participating in an applied community-based research project.
 - Creation and sharing of professional knowledge through the authorship of technical reports, monographs, trade association journal articles, webinars, or electronic resources for practitioners at least once every 3 years.

The online system did not provide space where we can enter faculty info. So, we uploaded the table showing each individual's name, rank, tenure status, full or part-time, type of qualification, highest degree earned, and demonstration of their academic or professional qualifications.

[The table is located on the first page of the Standard 3 appendices document]

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	68%	38	89%	63%
Courses delivering required Competencies	88%	26	100%	85%

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

4.2.2a

Self Study Year (SSY)

Total SSY Applicants	64
Total SSY Admits	48
Total SSY Enrollments	23
Fall SSY Total Full Admissions	32
Fall SSY Total Conditional Admissions	3
Fall SSY Total Full Enrollments	15
Fall SSY Total Conditional Enrollments	1

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality**Online Modality****4.2.2a****Self Study Year (SSY)**

Total SSY Applicants	23
Total SSY Admits	23
Total SSY Enrollments	14
Fall SSY Total Full Admissions	9
Fall SSY Total Conditional Admissions	5
Fall SSY Total Full Enrollments	5
Fall SSY Total Conditional Enrollments	4

3.1.4

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

The Wilder School, where the MPA program is housed, supports travel to academic and professional conferences for all faculty members (tenure-track and term) regularly. The MPA Program Chair is responsible for the equitable distribution of conference travel funds among faculty.

Tenure-track faculty are given enhanced support: they receive a start-up financial package upon joining the Wilder School, which includes a summer stipend and additional conference support for at least two years. There is also a formal mentoring program for tenure-track faculty, where they are matched with a more senior faculty member who shares career advice, research, and time-management strategies.

In addition, the Wilder School offers a small grant program designed to encourage and support faculty research annually. MPA faculty submit research proposals that meet the four conditions:

- (1) Identify outcomes that will have significant application to policy or practice
- (2) Demonstrate a clear research question, design, and analysis plan
- (3) Engage local communities
- (4) Demonstrate potential to lead to future proposals for external funding.

Each year, this program supports up to two awards with a maximum budget of \$10,000 per award. Below is an email announcement for the 2022-23 academic year:

[Uploaded: Announcement of internal research funding. Located on the 4th page of the Standard 3 appendices document]

All faculty members receive annual performance feedback from the Dean of the Wilder School based on their accomplishments in research, teaching, and service during the previous academic year. In totality, these mechanisms provide a solid support for faculty to succeed: for example, all three Assistant Professors in our program who applied for promotion in the last 5 years were granted promotion (and tenure in the case of two tenure-track faculty).

The University has other professional development resources available for faculty. The Academic Learning Transformation Lab (formerly Center for Teaching Excellence) provides various opportunities for faculty to enhance their pedagogy and instructional know-how. Several of our faculty members have taken advantage of workshops and courses, some of which are listed

below:

- 1) Canvas Online Training
- 2) Backgrounds and Behaviors of Massive Open Online Course (MOOC) participants and Implications for Faculty
- 3) Multiple Lessons Learned from Implementing MOOC Environments at San Jose State University
- 4) Web Conferencing Tools for Instruction
- 5) Engaging Online Learners, Faculty Learning Community
- 6) Screencasting with Camtasia
- 7) Blackboard Assessments, Respondus and StudyMate
- 8) Creating Podcasts for Instruction
- 9) Discussion Boards/Blogs/Wikis: How Do You Choose?
- 10) LessonBuilder: Create Interactive Course Content
- 11) Classroom Assessment Techniques (CATs)

The VCU Office of Research and Innovation offers support for research initiatives through its Grant Writing Institute, Research Quest Fund (up to \$50,000 available in internal funding), and ongoing research development technical support. One of our faculty members participated in a year-long Grant Writing Institute last year.

Standard 3.2

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

Self-Study Instructions

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

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

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

3.2.1

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

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

Please check one:

US Based Program

3.2.1a

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic	2	3			5
Asian, non-Hispanic/Latino	1	2			3
White, non-Hispanic/Latino	6	4			10
Total	9	9			18

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.

Social equity is a core value of Wilder School as it has been recognized as a leader nationally. The namesake of our School, L. Douglas Wilder is the first African American elected governor in the United States and is a distinguished faculty member in the Wilder School. Our focus on promoting social equity in public service education is proudly acknowledged by NASPAA as our MPA program received the NASPAA Social Equity Award in the fall of 2016. Social equity is a cornerstone of the public administration program and of the Wilder School.

NASPAA's Diversity and Social Equity Committee members specifically commended the MPA program faculty on their research focus on social justice, inequality, and equity saying, "There is hardly a single national social equity initiative where a VCU MPA faculty member was not central to." Social equity permeates every aspect of the program. The faculty publishes scholarly research around social equity and conducts applied funded social equity research. MPA faculty members are

leaders of national organizations and initiatives that focus on social equity. Our program faculty has continued this tradition of promoting social equity in our curriculum. At the School level, the Wilder School established the Research Institute for Social Equity (RISE) in 2019, which is the central hub for equity research at VCU.

With a history of more than 40 years of research expertise and policy influence, RISE unifies key research areas in Virginia public policy analysis and reporting, public outreach, and workforce development. In conjunction with the Wilder School Commonwealth Poll, RISE conducts public policy polling in areas like public safety, economic development, education, mental health, and housing. RISE also serves as an educational conduit to develop leaders who understand and advance social equity on behalf of their organizations, community groups, and fellow citizens.

Additional information about the Research Institute for Social Equity (RISE) can be found here: <https://wilder.vcu.edu/research-and-outreach/research-institute-for-social-equity-rise/>

Below is a list of 2023 project overviews by the Research Institute for Social Equity:

[Uploaded: 2023 Project Overview by the Wilder School's Research Institute for Social Equity. Located on the 40th page of the Standard 3 appendices document]

Assuring that the Wilder School MPA faculty bring diverse perspectives to the curriculum is a high program priority that is evidenced in four primary dimensions: 1) having a diverse MPA core faculty deliver the curriculum; 2) infusing diversity topics into our core, required courses; 3) offering diversity and equity expansion opportunities in our commonly offered elective courses and through faculty research and service projects; and 4) engaging a diverse group of alumni and stakeholders in our program. Below we provide the details for each dimension.

1) Having a diverse MPA core faculty deliver the curriculum

Among the MPA faculty members, 56 percent are female; 44 percent are black, 33 percent are Asian, and 50 percent are first-generation immigrants. Our success in keeping our program faculty diverse for such a long time ensures that our faculty can address complex social problems collaboratively and equitably, which directly aligns with our program's mission. For example, our student body is equally diverse and can relate more easily to representative faculty who serve as role models. Furthermore, on average, 80 percent or higher of our required MPA courses are taught by our diverse core MPA faculty.

It is also important to note some of the works and achievements of our faculty. The Wilder School's Dean, Susan Gooden had proposed the need for a journal that focuses on social equity scholarship in 2014 by beginning conversations with ASPA's executive director, William Shields. It was in 2017 when Dean Gooden and Richard Gregory Johnson, III, chair of ASPA's Section on Democracy and Social Justice, started more concrete efforts toward the establishment of the journal. Many others and institutions contributed to the establishment of the journal, but we are proud that our program faculty was part of the process as can be seen in our timeline below:

[Uploaded: Timeline of the JSEPA journal. Located on the 42nd page of the Standard 3 appendices document]

Another example comes from Dr. Anthony Starke. Dr. Starke employs his expertise in diversity and inclusion through his professional service as a member of the NASPAA Diversity, Equity and Inclusion Task Force (2020), District 4 Representative to the Conference of Minority Public Administrators (2020-2022), and officer of the ASPA Section on Democracy and Social Justice (2016-2018). At the School level, Dr. Starke serves as Co-Chair of the Wilder School's Racial Equity

Action Plan community and Alumni Engagement Committee (2022-present). Dr. Susan T. Gooden was also honored with the prestigious 2023 Rutledge Social Equity Award for her pioneering work in public administration. We are proud to also mention that Dr. Anthony Starke won the Social Justice Curriculum Award by NASPAA in 2020 and received the Best Dissertation Award by the ASPA Section on Democracy and Social Justice in 2020.

Additionally, nearly 40 percent of our faculty are first-generation college degree earners in their families. We have also successfully promoted and retained our diverse faculty. Two of our four African American faculty (Gooden and Berry-James) hold the rank of professor, both being promoted since they joined VCU. All three of our Asian-American faculty have been promoted to the rank of Associate professor with tenure since joining VCU. To sum it up, at least since 2011, all faculty (regardless of race, ethnicity, or gender) who joined the MPA program were 100 percent promoted and/or tenured. Our retention rate of non-white faculty members since 2011 remains at 100 percent.

2) Infusing diversity topics into our core, required courses

Wilder School requires that every syllabus has Wilder School Diversity Statement (see below):

The L. Douglas Wilder School of Government and Public Affairs places diversity, equity, and inclusion at the forefront of its work. In this class and throughout the school, every student is seen as an important and equal member of the group. The unique backgrounds and identities of each student - including race, ethnicity, sexual orientation, gender, physical and mental ability, socioeconomic status, age, national origin, religion, political affiliation, and other characteristics - all serve to strengthen and enrich the learning environment. In this class, you are encouraged to share your own experiences and point of view to the extent that you are comfortable; you are also expected to allow others to do the same. You are encouraged to speak freely, to ask questions, and to challenge assumptions while also ensuring that you remain respectful to and considerate of your classmates and, as your instructor, I will do the same. If you have any concerns, you are welcome to contact me to discuss them. You may also contact VCU's Equity and Access Services (equity.vcu.edu), the Dean of Students (dos.vcu.edu)/Title IX Office, and VCU's Office of Inclusive Excellence.

As our mission statement captures, "Applying theory and practice, we address complex social problems while advancing collaborative, effective, equitable, and ethical democratic governance." Topics of diversity, equity, fairness, and cultural competency are evidenced throughout our core curriculum as we support our mission.

For example, in PADM 601 (Principles of Public Administration) students examine the public sector against the changing demographics of the U.S. considering implications for public service. Also, students receive a presentation and exercise on how implicit bias can impact policy formulations and implementation. Additional readings on the importance of social equity in public administration are assigned.

In PADM 602 (Public Administration Theory) students examine diversity through a social justice lens. For example, students must write "reflection notes" that convey their application and understanding of social equity. Students are also required to write two seminar papers that reflect on the importance of social equity in public service.

In PADM 623 (Research Methods) students are taught about research ethics, and inequities in social research, including, for example, the Tuskegee Syphilis Study and the importance of implementing "respect for persons" and protecting vulnerable populations in social science research. They also learn about the importance of variable construction. For example, understanding why the coding of a variable as "non-white" is imprecise and of limited use in the analysis.

In PADM 607 (Public Human Resource Management) students examine the concept of representative bureaucracy and legal policies to promote diversity such as EEO/AA, Title IX, and ADA policies. In particular, this course explicitly covers the topic of workforce diversity and social equity in addressing fair and inclusive public service workplaces using texts authored by Guy and Sowa (e.g., Chapter 11 - Fair & Inclusive Public Service Workplaces) and Susan Gooden's "Social Equity and Evidence: Insights from Local Government" published in *Public Administration Review* in 2017.

In PADM 609 (Financial Management in Government) students complete a case study focused on equitable distribution of limited financial resources and examine how incremental budgeting practices may enforce historical inequities.

The PADM 689 (Capstone) projects commonly include a diversity or equity focus, including, for example, examining equity in 9-1-1 service provision for limited English speakers and the deaf community. Finally, all MPA course syllabi are required to include Wilder School's policy on diversity and inclusion along with the MPA mission statement.

3) Offering diversity and equity expansion opportunities in our commonly offered elective courses and through faculty research and service projects

While NASPAA accreditation standards are primarily appropriately focused on the curriculum core, it is important to note that Wilder School MPA students routinely have access to further develop their skills in this area. Frequently offered electives include: GVPA 672: Social Equity and Public Policy Analysis (this is now a required course); PADM 691: Immigration Policy and PADM 691: Workforce Diversity.

Additionally, members of our core faculty actively research diversity topics and assist in advising and mentoring our students.

Professor Liebert, for example, conducted a research project titled "Needs assessment: Identifying barriers to integration of immigrants in Virginia" which aimed to develop policy recommendations to fully include immigrants in Virginia's social, economic, and political life. Dr. Liebert also offers an elective titled "Immigration Policy" at least every two years. Another example is the work of Dr. Susan T. Gooden through her research grant in 2021 (\$630,575). Her research work is titled "Vaccine equity research, analysis & program design in the Commonwealth of Virginia."

Other examples include several publications related to social equity. For example, Dr. Anthony Starke published an article titled "Situating public management's contributions to social equity: Using decomposition analysis to examine U.S. child welfare outcome disparities" in *Public Management Review* (2023), and an article titled "Why eight minutes and forty-six seconds is worth reading from equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education" in the *Journal of Social Equity and Public Administration* (2023). He also pushed a book chapter titled "Social equity and public administration" in the *Handbook of Theories of Public Administration Management* (2021).

4) Engaging a diverse group of alumni and stakeholders in our program

We actively engage our MPA alumni and other local stakeholders in delivering on our program mission relative to diversity and equity. For example, the capstone course routinely includes a session that includes a diverse group of MPA alumni as they discuss their experiences in the public and nonprofit sectors. Recent presenters include, for example, Jay Brown, Director of Budgeting and City Planning, City of Richmond; Dietra Trent, White House Advisor on HBCU; Joe Casey, Chief Administrator of Chesterfield County; Charles Hartgrove, Director of the Virginia Institute of Government (VIG) at the University of Virginia's Weldon Cooper Center for Public Service; Tonya

Gonzalez, Executive Director at Sacred Heart Center; Ashley Hawkins, Executive Director and Founder of Studio Two Three; and Andrew Duggan, Senior Defense Analyst at Government Accountability Office (GAO).

We also connect with our MPA alumni and Ph.D. graduates to recruit from local HBCUs-Virginia State University and Virginia Union University. We also work closely with the recently re-established Central Virginia Chapter of ASPA, which was a co-sponsor of the VCU Black Education Association's hosting of the first African American, female transplant surgeon in the United States to VCU, who spoke on health disparities and the importance of minority organ donation to realize improved public health.

Most notably, after a year of drafting the bylaws and recruiting members, the MPA program revitalized an MPA Advisory Board which officially began its first board meeting on October 1st, 2021. Our MPA board consists of 11 members of diverse backgrounds both professionally and demographically. Four are females and five are Black/Hispanic. Dr. Myung Jin, the MPA program chair, serves as the coordinator of the board meetings. The meetings are held twice a year. In those meetings, the board members and the MPA faculty collaborate on advancing the mission of the program. Most importantly, discussions centered around how minority students can have equitable access to resources to be successful in the job market. In November 2022, we held a networking event that brought our MPA board members and our current students together where our board members shared their knowledge and experience in the real world with our current students. This event was a success, particularly for our underrepresented students in terms of the information on how to prepare for the job market.

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)

Our faculty diversity in the MPA program has been consistent. In the last five years, minority representation has increased. Of the seven MPA nucleus faculty, 71 percent are members of a minority group. Two are African Americans. Three are Asian Americans. Three are female. One faculty member is a veteran.

In terms of the timeline, we hired two African American faculty members in the past two years (Dr. RaJade Berry-James and Dr. Anthony Starke) and one UAP (University and Administrative Professional) in Mr. Eric Campbell.

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)

Note: Tab 3.3.1 in the online system did not provide a space where we can describe exemplary activities for 5 of our nuclei (and any additional faculty members we wish to highlight). We updated/edited the info under the "Add/View a Faculty Member". Also, we uploaded a table showing research, community service, and efforts to engage students by our faculty members in the appendix page. The "contributions to the practice of public service" info, whenever applicable, is provided in the "View/Add a Faculty Member" tab.

In keeping with our mission "...to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions", our MPA faculty continue to make exemplary progress. Our faculty not only engage students in the classroom, but they also mentor them in the pursuit of their goals, encourage their membership in professional organizations, and sponsor their presentations at national and international conferences where networking with practitioners, academics, and other professionals is possible, and co-author articles with them. Fully engaged faculty and students are our hallmarks.

In the classroom, whether online or in person, our well-connected faculty often invite representatives from various agencies to speak with the students. Often representatives are alumni of the MPA program. Direct knowledge from agency officials as guests in classes, and at sponsored events exposes students to the practicalities of leading in federal, state, and local government agencies, and nonprofits. employed by the Government Accountability Office (GAO), state agencies such as the Virginia Joint Legislative Audit and Review Commission (JLARC), and the State of Virginia Department of General Services (DGS). For example, currently, our graduates include the Executive Director of the Virginia Institute of Government, the White House Advisor on HBCU, and the County Attorney for Goochland, to name a few. We are particularly proud of our work in social equity a cornerstone of our School, which is named after the Honorable L. Douglas Wilder. Over the past five years, our faculty have authored or co-authored three books, 12 referred journal articles, and eight book chapters focusing on social equity during the pandemic, impacts on people living in poverty, administrative racism child

welfare, and cultural diversity. Our scholarship appears in many of the top-tier journals.

We offer a serious emphasis on social equity across many of our core courses including Principles of Public Administration; Public Human Resources Management; Financial Management in Government; Research Methods for Public Administration and Seminar in Public Administration (Capstone). Capstone projects include examining equity in 9-1-1, service provision for limited English speakers, and the deaf community.

Also, we developed a school-wide elective course, GVPA 672: Social Equity and Public Policy Analysis. This course became a required course for the MPA curriculum starting in the fall, 2023. Graduate students in this course have presented their papers at the National Academy of Public Administration's Social Equity Leadership Conference.

Our faculty actively develop and promote social equity at ASPA, the National Association of Schools of Public Affairs and Administration (NASPAA), the National Academy of Public Administration (NAPA), and the Association for Public Policy Analysis and Management (APPAM).

Our faculty consistently serve in leadership roles in advancing social equity within our field. For example, Dr. Susan Gooden has served as a former President of NASPAA (2021-22) (She was also the President of ASPA in 2016-17), while Dr. RaJade Berry-James served as the Vice President of NASPAA in 2022-23 and will serve as NASPAA president during 2023-24. Drs. Gooden, Berry-James, and Wooldridge (retired) are NAPA fellows. In addition, William Leighty and Governor L. Douglas Wilder are NAPA fellows.

COPRA Approval

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

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

To increase recruitment efforts, Wilder School created a full-time Recruitment Coordinator position. Ross Losapio was officially hired for the position in November 2018. This position worked closely with the Dean, Dr. Susan Gooden, and the MPA Program Chair, Dr. Myung Jin, to lead the recruiting efforts for the MPA program. Mr. Losapio's role is the "first point of contact" for potentially interested students.

In fall 2021, as a part of a series of recruiting efforts, the MPA program initiated what was known as the "three-application waves." Below is the policy we implemented:

Graduate Admissions Date consideration:

- Early Decision Application - February 1
 - o Application waiver to all students
 - o 10 business day review with decision emailed
 - o Full consideration for any available school graduate assistantships
 - o Ability to apply to Wilder School scholarships
 - o Ability to apply to Wilder School Graduate Fellows program
- Priority Deadlines - April 1
 - o 10 business day review with decision emailed in 5 business day
 - o Full consideration for any available school graduate assistantship
- Final Submission Deadline - May 1

After reviewing the enrollment status after the May 1 deadline, the final application deadline may be extended further to July 1st.

Over the past several years, the MPA program has held extensive recruiting events each academic year led by the MPA Program Chair and the Recruitment Coordinator. The MPA program chair, sometimes the MPA program assistant chair, has led a series of information sessions (Why Wilder?) for interested students both online and in-person. The overall recruitment strategies for the Wilder School are shown on page 131.

These events were held for different organizations and departments and throughout the SSY. For example, the MPA program has identified several local and state agencies that could benefit from the MPA degree. The MPA program also has held a series of both in-person and online information sessions targeted at undergraduate students at VCU. The departments or programs that participated in the information sessions at VCU include the School of Social Work, Department of Psychology, Department of Political Science, Homeland Security and Emergency Preparedness Program, and Criminal Justice Program.

Below is an extensive list of the recruitment events held over the last four years:

[Uploaded: Table showing the list of the recruitment events held over the last four years]

The majority of MPA Students are recruited from State, county, city government, and nonprofit agencies, entering as part-time students.

Key faculty and staff are provided with admission data on a regular weekly basis with comparisons to the previous year. Current trends are followed up on as appropriate. The entire Wilder School is

involved in recruitment. For example, the micro-strategy, throughout the recruitment process, is as follows:

- Yield from mailing campaigns - Recruitment Coordinator
- Academic Advising and Student Services (AA&SS) Director personalized outreach for new student orientation
- Graduate teaching assistant call campaign to "accepted to the program but offer not accepted applicants."
- Automated email campaigns in Slate reminding students to respond to their admission decisions.
- AA&SS outreach for new student orientation and registration (ongoing)
- Promotion of AA&SS virtual drop-in hours (ongoing)
- Personalized outreach from the program chairs (ongoing)
- Personalized emails from the recruitment coordinator with explicit instructions for completing their response form.
- Dean's call campaign to accept but offer not accepted applicants (3rd week in July)

One of the chief missions of the MPA Advisory Board was to assist with recruitment through their extensive networks. During the May 2021 and October 2021 MPA Advisory Board meetings, agenda items centered around recruitment, especially underrepresented students (African American and Hispanic students). Our MPA Advisory Board members are diverse as described previously. Several Hispanic board members led the effort in advertising our Online MPA initiative, which started in the Fall of 2022.

The "Fast track" option for undergraduate students at several departments at VCU, which was officially approved starting fall 2022, was another effort the MPA program explicitly worked on. The MPA program partnered with the Department of African American Studies, Department of Political Science, Homeland Security and Emergency Preparedness Program, and Criminal Justice Program in the Wilder School for the "4+1" option for undergraduate students. This option enables qualified undergraduate students to take MPA courses in their senior year. The graduate MPA courses they take in their senior year count also toward their bachelor's degree so that they can complete their bachelor's degree and the MPA degree in five years.

Lastly, one of the reasons behind the "Fully Online MPA" option, which started in the fall of 2022, was to reach out to more potential students. Richmond is the state's capital and its proximity to Washington DC, the home to 250,000 federal workers, made it fit that we reach out to this group. Our ability to offer the MPA curriculum fully online is directly in line with our mission, which is to produce more leaders who can address complex social problems while advancing collaborative, equitable, and ethical democratic governance.

Our MPA program website explicitly communicates the cost of attending VCU per semester. The link is provided here: <https://wilder.vcu.edu/programs/public-administration/>. On the same link, we provide information about graduate fellowships, scholarships, and internship opportunities.

Below is an Executive Summary of the Wilder School's Strategic Recruitment document (updated in 2021) outlining the goals and strategies for graduate and undergraduate recruitment (Note: The full Strategic Recruitment document is located in the Standard 4 appendices document):

==Start of Executive Summary==

EXECUTIVE SUMMARY

Mission, Goals, and Objectives

To further the vision and goals of the L. Douglas Wilder School of Government and Public Affairs to be the premier resource for public policy expertise and social justice in public safety, governance and economic and community development, the strategic recruitment plan is designed to

sustainably increase enrollment in graduate and undergraduate programs and increase the national awareness and prestige of the Wilder School.

Toward achieving these goals, this 2021 update proposes a multi-faceted and adaptive strategy that includes:

- Transitioning graduate recruitment and outreach practices to the Slate platform for increased engagement and efficiency;
- Increasing the Wilder School's agency in undergraduate recruitment through the development and implementation of yield activities;
- Promoting racial equity in student recruitment;
- Increasing recruitment channels among state and local government agencies, and other targeted populations; and
- Strengthening scholarship and fellowship opportunities for first-year students.

Evolving Priorities and Strategies

Implementation and analysis of the inaugural Strategic Recruitment plan resulted in many successes and a number of important lessons learned. These lessons, magnified through the lens of pandemic conditions, have pushed the Wilder School to be adaptable, purposeful, and data-driven in its recruitment practices.

In this plan update, emphasis will be placed on achieving sustainable balance-through growing our recruitment pool AND efficient applicant yield; through automation of outreach campaigns AND multi-channel, individualized engagements; through commitments to growth AND equity. In this way the Wilder School will enhance its recruitment strengths and pursue significant areas of opportunity.

Assessment

Data collected throughout the implementation of the 2021 Strategic Recruitment plan update will be used to gauge the effectiveness and revise tactics as necessary in real-time. Responsible investment and stewardship of Wilder School resources will be crucial as we plan for a post-pandemic transition in recruitment that will include the reintroduction of more conventional and costly practices. Evaluation of the updated plan will focus on its ability to achieve enrollment goals as well as the qualitative value of the processes and procedures put into place through its implementation.

==End of Executive Summary==

Moreover, one of the chief missions of the MPA Advisory Board was to assist with recruitment through their extensive networks. During May 2021 and October 2021 the MPA Advisory Board meetings', agenda items centered around recruitment, especially underrepresented students (African American and Hispanic students). Our MPA Advisory Board members are diverse as described previously. Several Hispanic board members led the effort in advertising our Online MPA initiative, which started in the Fall of 2022.

The "Fast track" option for undergraduate students at several departments at VCU, which was officially approved starting fall 2022, was another effort the MPA program explicitly worked on. The MPA program partnered with the Department of African American Studies, Department of Political Science, Homeland Security and Emergency Preparedness Program, and Criminal Justice Program in the Wilder School for the "4+1" option for undergraduate students. This option enables qualified undergraduate students to take MPA courses in their senior year. The graduate MPA courses they take in their senior year count also toward their bachelor's degree so that they can complete their bachelor's degree and the MPA degree in five years.

Lastly, one of the reasons behind the "Fully Online MPA" option, which started in the fall of 2022, was to reach out to more potential students. Richmond is the state's capital and its proximity to

Washington DC made it fitting that we reach out to this group. Our ability to offer the MPA curriculum fully online is directly in line with our mission, which is to produce more leaders who can address complex social problems while advancing collaborative, equitable, and ethical democratic governance.

Our MPA program website explicitly communicates the cost of attending VCU per semester on its website (<https://wilder.vcu.edu./programs/public-administration/>). On the same page, we provide a link about graduate fellowships, scholarships, and internship opportunities.

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 MPA Program seeks to provide high-quality graduate education for students pursuing or contemplating a public service career. Students are selected from a pool of applicants currently working in or aspiring to work in public and nonprofit services. In broad terms, two dimensions are viewed in the admission process: (1) match between individual applicant career interests and the program and (2) quality of applicant credentials. Both dimensions assist in linking the admission process to the program mission by bringing in individuals who are likely to pursue careers in public and nonprofit service and who have the potential to succeed by performing at a high level of competence. More specifically, the MPA Program's admission criteria are as follows:

- A minimum 3.0 undergraduate GPA,
- Three positive references,
- A competent personal statement with a clear indication of how an MPA contributes to their goals, displays enthusiasm for the field of public administration and is well-written and error-free, and
- Standardized examination scores are waived (optional).

International students must present a TOEFL score of at least 90+ or IELTS score of 6.5+. A history of progressively advancing professional experience and responsibility is a convincing element in the decision process. In evaluating application essays (personal statements), we pay particular attention to whether applicants convey a public service ethos in communicating their desire to pursue an MPA.

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)

A student with qualifications who do not meet some combination of these standards may be admitted provisionally at the Program Chair's discretion. A provisional admission generally requires that the new student receive a grade of "B" or better in certain designated core courses in the first and second semesters.

This procedure allows us to give students an opportunity to show their potential as we seek to equip our students with management and policy analysis skills along with leadership skills.

Students who are enrolled in one of the certificate programs we offer (Certificate in Nonprofit Management or Certificate in Public Management) and seek admission into the MPA program are exempted from standardized exam requirements providing they have a 3.6 GPA or higher in at least 6 - 9 credits of MPA coursework. These certificates provide an alternative method through which students can enter the MPA program. We also have a policy for non-degree-seeking students (NDS). Often, non-traditional students want to test the waters by taking courses to see if they have what it takes for graduate education. Non-degree-seeking students are allowed to take up to 6 credits, which can count toward their MPA Degree if they wish to continue.

4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

GRE

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA

Required

Minimum Required	3.00
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	Optional
Interview	N/A
Special Mission Based Criteria	N/A
Other	N/A

4.2.2a

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

For programs with multiple modalities, complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.2.2a Admission Numbers	Self Study Year (SSY)
Total SSY Applicants	87
Total SSY Admits	71
Total SSY Enrollments	37
Fall SSY Total Full Admissions	41
Fall SSY Total Conditional Admissions	8
Fall SSY Total Full Enrollments	20
Fall SSY Total Conditional Enrollments	5

4.3.3a: Delivery Modality Breakdown

Delivery Modality	
Delivery Modality	Main Campus
Secondary Delivery Modality Name	N/A as this requests SSY-5 Cohort data. So only the aggregate is available and provided here

	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	19.00	13.00	15.00	15.00	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.

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*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)

A large share (between 60 and 70 percent) of our admitted students are state or local government employees or work at nonprofit organizations. Many of our alumni obtain employment with federal agencies as well. This is due to our admission criteria, which focus on selecting qualified students who work or intend to pursue careers in the public and nonprofit sectors.

Such a student composition reflects our mission well, allowing us to cultivate creative and principled leaders for these sectors. Given the larger number of in-service and experienced students admitted, an understanding of the demands placed on public agencies at local, national, and global levels effectively supplements coursework. The in-service students provide excellent resources for pre-service students. Our students are recruited by the Joint Legislative Audit & Review Commission (JLARC), Government Accountability Office (GAO), Department of Taxation, Department of Corrections, and other state agencies. These alumni who are highly skilled program managers and policy analysts serve to recruit other students for the MPA and certificate programs. These demands are also reinforced by the abundant use of in-service guest speakers serving at all levels. For example, speakers are invited to speak to specific classes, orientations, and local events from the Government Accountability Office (GAO), county and city managers, and state-level analysts and leaders representing the Virginia Joint Legislative and Review Commission (JLARC) and other State agencies and non-profit organizations.

Once students are enrolled, they have access to a wide variety of career and professional

development opportunities regularly offered by the Wilder School and VCU in general (discussed in more detail below). As demonstrated by the job placement, fellowship, and doctoral education statistics, these support mechanisms yield positive results.

Standard 4.3 Support for Students

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

Self-Study Instructions

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

4.3.1 Academic Standards and Enforcement

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

The policies for academic continuance and graduation are outlined by the Graduate School. These standards are reinforced in writing by the Wilder School's Student Services and Advising and the MPA program. The MPA program chair is the primary spokesperson and leads all MPA information sessions for prospective students. Performance requirements are also outlined in the MPA program handbook given to both prospective students who attend MPA information sessions (e.g., "Why Wilder?") and incoming students. The chair meets with first-year students each semester to assess their progress in the program, and once per year for second-year students to ensure the coursework and performance meet our standard of a B or better grade in all core courses and an overall GPA meets or exceeds a 3.0 on a 4.0 scale. All students are evaluated to ensure grade and GPA standards are met before registering for the capstone course (PADM 689). Students with a grade below B in a core course must repeat the course before enrolling in Capstone. Each semester, the Sr. Academic Advisor for Graduate Students audits each student's performance to alert the MPA chair of any irregularities in registration and performance.

Working with the Wilder School's Academic Advising and Student Services, an audit sheet is used to evaluate each student's graduation application to ensure they meet degree standards. The Academic Advising and Student Services clears each graduation application before forwarding it to the Graduate School for summer, fall, and spring graduates. Requests for waiving the internship requirement of the program based on experience are approved individually by the MPA program chair and submitted as part of the graduation application process.

In terms of academic continuance and graduation standards, these are communicated to our students through public sharing of our graduation and retention rates on our MPA website. Graduation standards are also clearly explained on our website. This information is also included in our MPA Handbook, which is distributed to our incoming students during orientation. Academic sequencing is also provided as a template in our welcome letter to incoming students.

In terms of how we monitor and enforce our graduation standards, the Student Services and Advising unit works with underperforming students (Whose GPA falls below 3.0) and works with the students to sign a performance agreement. An example of such a performance agreement letter is

shown below again:

[Uploaded: A document showing an Academic Performance Agreement example, which is one of the ways we monitor and help our students in the program]

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)

Students with a GPA below 3.0 work with an academic advisor to create an academic performance agreement (APA), which details the classes needed and grades required to regain good academic standing. The academic advisor contacts the students three times throughout the semester to check on their progress and offer support.

Applicants to the MPA program can be assigned conditional admission status by the MPA chair after the admission committee review and recommendation. Factors influencing this determination include undergraduate GPA, standardized exam scores, quality of the statement of purpose in the admission packet, or a lack of quantitative indicators in transcripts. Admitted students may be assigned prerequisite coursework or be admitted conditionally on completing the Principles of Public Administration (PADM 601) course and research methods (PADM 623) course during the first semester with a cumulative GPA of 3.5 or higher. This performance is evaluated at the end of the first semester to ensure the standard is met. Students are also advised of the drop/add period and withdrawal policies of the Graduate School if they find themselves overwhelmed.

The PADM 623 online course is also offered during the summer after most admissions decisions are made to allow students to advance the opportunity to take this course as either a prerequisite or condition of admission. In the past, summer "boot camps" in research methods have been offered to help prepare new students for their graduate program. For students who fall below standards for continuous enrollment, or GPA, the School Graduate Services Office, in coordination with the program chair, develops a written contract outlining the conditions for continued enrollment. Students are made aware of and encouraged to pursue free online course resources by faculty, and routinely made aware of and referred to the VCU Writing Center, the main Library, and selected on-campus tutors for statistical assistance if necessary.

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	19.00	13.00	15.00	15.00	15

4.3.3b

Please define your program design length: Semesters

4

4.3.3c Completion Rate additional information / explain

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

The MPA degree is designed to be a two-year program (four semesters) for a full-time student (9 credits or 3 courses per semester). Our program is also tailored to accommodate working professionals. All core courses are offered in both online and face-to-face modalities. This flexibility in modality allows our students to take courses that best meet their scheduling needs. Of all students who entered the program in the 2019-2020 academic year, 52.6 percent of students completed the program in less than two years and 73.7 percent of students completed the program in less than three years.

[Uploaded: Table showing the graduation and retention rates]

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 development is an important component of initial meetings with applicants, in student advising, and in the introductory Principles of Public Administration course (PADM 601) which introduces students to the many different career paths available to public and nonprofit administrators.

The Wilder School has an in-house Office of Student Success that offers (sometimes in collaboration with the University Career Center) varied and regular programming, averaging 3-4 events each month. Examples of recent workshops and information sessions include 1) Federal Resume Writing Strategies, 2) Finding and Applying for Federal Jobs, 3) Wilder Fellow Information Session, 4) Interviewing Strategies for Federal Employment, 5) Internship Orientation Sessions, and 6) Employer on Campus Visits. The Office of Student Success also hosts brief Internship Orientation Sessions three times a week during the academic year. These sessions review the application process, where and how to find internships, the academic credit approval process, and guidelines

and expectations for completing a successful internship. Example event announcements are included in the Appendix.

In addition, the Public Administration Student Association (PASA) has sponsored annual resume-writing workshops as well as other career-oriented workshops based on student demand. The University Career Center sponsors several job fairs during the academic year. In addition, they also offer numerous other opportunities, such as Career and Professional Development Planning for Graduate Students, which focuses on professional development for graduate students.

The Graduate Only Regulations tab in the bulletin regarding Satisfactory Academic Progress has very specific parameters of what will happen after all the support systems and mechanisms we have set in place for all graduate programs within VCU to follow. Traditionally, our Academic Performance Agreements and Provisional Agreements have worked like this:

APAs: if a student does not meet the terms of their APA, they are typically dismissed. The only exception of a continuance is if they are part-time, or did not complete all the coursework needed in one semester. As a reminder, we do not typically offer multiple-semester APAs, it is meant to be completed in the subsequent semester. A standard APA includes meeting/exceeding a cumulative 3.0 GPA and achieving an A or B in the coursework they need to get to that GPA.

PAs: Same as APAs. However, some PAs and APAs also have a stipulation about no Withdrawals and/or Incompletes. The Provisional Admit requirements may be slightly different for each program.

Standard Provisional Admission Provisions for the MPA Program:
MPA - PADM 601 and PADM 623 in the first semester with B or better

Here are more extensive resources that our advising office provides to our students:

- Office of Student Success If you need more information regarding fellowships, scholarships, and internships, please don't hesitate to send them an email at wsinternship@vcu.edu. or contact Ms. Adrienne Jones at jonesak8@vcu.edu
- VCU Academic Calendar
- Degree Works (to view your academic progress)
- Student resources
- Writing Center (For 623 and APA help)
- Library Resources (for further APA help and resource-finding skills) Nia Rodgers is the personal librarian for MPA students
- Canvas. reference Guides: <https://blogs.vcu.edu/learning-systems/2021/08/23/canvas-support-resources-quick-reference-guide/>
- speaking with Professors/program chairs/peers/GTAs/doctoral students for assistance and support

Finally, below is a phrase that our senior academic advisor for graduate students (Stefan Wolders) has provided in terms of how far we go to help our students from the Graduate Only Regulations.

"Students who have completed all minimum degree requirements but who are out of compliance with minimum graduation requirements (i.e., graduate grade-point average, 50 percent 500-/600-level course work, etc.), may be allowed, with the permission of their graduate faculty advisers, program directors, academic deans/dean designees and the Graduate School to take additional course work to meet minimum University Graduate Council graduation requirements. Requests for such actions must be processed via the special action form according to the instructions articulated in the Exceptions policy in this section. Students will have a maximum of one calendar year to complete such additional requirements. At the end of that time, if students are still out of compliance, they must be dismissed from the program for lack of academic progress.

It is with these current mechanisms in place that it is best to allow only up to 12 months/1 Academic year for a student to be given the chance to complete/continue an APA or PA. This will not only help eliminate issues of how/when to continue an APA/PA but also assist with enrollment and retention issues while keeping equity at the forefront of our School. Announcements of job opportunities are posted on state, county, and university websites, and announcements are regularly routed to students through the public administration student listserv."

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)

MPA students who do not have at least one year of professional-level experience in the public sector or in a nonprofit agency are required to complete GVPA 693: Public Administration Practicum (3 credit hours). The determination of whether a student must complete the internship begins with a discussion with the program chair. The program chair requests a document that can support the student's waiver request. Based on the review of the document received, both the MPA program chair and the assistant program chair decide if the document submitted merits waiver eligibility.

If a student requests consideration of an internship waiver due to already accumulated relevant work experience, a formal, well-written rationale, addressed to the MPA program chair is required. The rationale should address the three purposes of the internship and MPA.

Student Learning Outcomes, stating specifically how the professional experience directly fulfills (fulfilled) the purposes of the internship: (1) explain how the knowledge gained as part of the job experience was integrated and applied to organization problems; (2) provide examples of engagement with others in mutual goal-directed activities; and (3) demonstrate an understanding, and provide examples, of work processes common to public and nonprofit agencies. A student's resume must accompany the waiver request. The rationale must justify how the work experience would qualify the student for this waiver. The program chair either approves or denies the request for a waiver. We have not provided an internship waiver of 1 year of professional-level experience to students who do not meet this criterion.

The public service internship provides the student with work experience to give him/her/they realistic exposure to an organizational-bureaucratic environment. This experience develops the student's awareness of the internal dynamics of an organization and the value and attitudes of public employees to both their clientele and their administrative-political superiors.

4.3.4a(2)

4.3.4a(2) How many internship placements did the program have during the Self Study 6 year?

4.3.4a(3)

Chesterfield County Parks and Recreation
 Department
 Survey and Evaluation Research Lab
 United Network for Organ Sharing (UNOS)
 VCU Pathways for Authentic Teaching of Health
 Sciences
 Virginia Department of Corrections
 White House Office of Presidential
 Correspondence

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.)

Since most of our students are in-service professionals, many are exempt from the internship requirement. During the self-study year, we had the following internship placements: two internships, and 4 Wilder Graduate Scholars' Fellowships (commonly called Wilder Fellows). The Wilder Graduate Scholars' Fellowship is designed to provide exceptionally well-qualified Master's students with professional work experience in a host agency. Fellows are competitively selected and are appointed for one academic year. The Fellow is expected to work at the host agency for 20 hours per week during the year and receive financial support from the host agency. Wilder Fellowships fulfill the internship requirement.

4.3.4a(4)

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

The Wilder School assists MPA students with searching for internship opportunities by publishing postings through a weekly newsletter and sending announcements through student email listservs. MPA students are also able to get individualized assistance with their internship search and applications by making an appointment with the Office of Student Success within the Wilder School. The Office of Student Success is a one-stop shop that supports students with internships, fellowships, scholarships, career opportunities, and outreach for partnerships within the government and public affairs professional community. Students may request a student success coaching appointment through the myVCU portal to plan, search, prepare for, and apply to professional, internship, and volunteer opportunities. OSS team members' availability is listed in the online portal. They also provide a range of professional workshops and employer engagement opportunities to help students as they build their professional brands.

Below is the screenshot of the OSS website:

[Uploaded: Screenshot of the Office of Student Success Website]

Students are also encouraged to utilize VCU Career Services for additional support with their internship search, application material review, and interview preparation.

Once a student has identified an internship placement, the student applies to have their internship experience approved by the MPA program faculty. Once approved, the student is registered for PADM 693 to complete the internship requirements and gain academic credit.

During the internship period, PADM 693 students are to complete written assignments. The first assignment outlines the specific work and learning objectives that are being completed. Other assignments include several opportunities to reflect on the internship experience and to give and receive feedback. The final assignment is an academic paper that integrates the theory learned in classwork with on-the-job experience.

Following procedures and using evaluation instruments common to the internship organization's practice, the intern's performance is evaluated by an immediate supervisor. It is expected that these ratings will be at satisfactory or higher levels.

Satisfactory evaluations, completion of the internship assignments, and completion of the 300-hour minimum results in a "pass" grade and satisfactory completion of the MPA internship requirement. The MPA program chair has the authority to review their final paper.

4.3.4a(5)

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

The public service internship provides work experience for MPA students who do not have at least one year of professional-level experience in the public sector or a nonprofit agency. The internship is carefully integrated into the student's overall academic program when possible. All internships are intended to be at the beginning professional level in an agency. If a student has special skills and abilities, the internship could be at a higher level. While many of our students are in-service, those students needing an internship are placed to further the program's mission for developing leaders. Placements are usually with political officials, state/local government, and non-profit agencies where students can be exposed to and learn program management and policy analysis skills.

Our Wilder Fellowship Program placements can also qualify as internships. Wilder Fellow placements are usually with state agencies (such as the Virginia Retirement System, and Department of Corrections) or VCU administrative offices. The placements provide students an opportunity to make connections between coursework and professional practice in organizational, political, and bureaucratic environments. As participant-observers, students experience the internal dynamics of an organization, and leadership styles, engage in agency problem-solving, and learn the values associated with collaborative, effective, equitable, ethical democratic governance, and the potential for creating public value.

4.3.4b

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

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

4.3.4b Employment Statistics

Self-Study Year Minus 1

State, provincial or regional government in the same country as the program	4
City, county, or other local government in the same country as the program	8
Nonprofit domestic-oriented	1
Private Sector - research/consulting	2
Private sector (not research/consulting)	2
Status Unknown	2
Total Number of Graduates	19

4.4.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Main Campus				
Delivery Modality	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
4.4.3a Ethnic Diversity - Enrolling Students					
Black or African American, non-Hispanic	5	19	7	15	46
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	2	1	1	5
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	2	3	2	4	11
White, non-Hispanic/Latino	23	31	16	23	93
Two or more races, non Hispanic/Latino	3	2	2	2	9
Nonresident Alien	0	2	1	0	3
Race and/or Ethnicity Unknown	1	0	0	0	1
Total	35	59	29	45	148

4.4.3a: Delivery Modality Breakdown

Delivery Modality

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

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

It is important to note that at the University level, VCU's Division for Inclusive Excellence offers regular training on creating inclusive classrooms and workshops on cultural competency for all programs and departments. These sessions increase awareness of and knowledge about microaggressions and their impact. VCU's Institute for Inclusive Teaching provides faculty, staff, and graduate students with opportunities, strategies, and techniques for addressing the inclusiveness of their courses, curricula, programs, and services through workshops, learning communities, and other programs. VCU is also a Safe Zone and offers regular workshops. After attending a workshop, faculty, and staff can display a Safe Zone sticker in their offices, which helps to convey a message that we are supportive, trustworthy, and sensitive to the needs and concerns of LGBTQ people. LGBTQ people are also the focus of the Division of Inclusive Excellence.

As reported in previous sections of the report, the Wilder School takes great pride in its national reputation in the topics of diversity, inclusion, and equity. Several members of our faculty have received highly prestigious awards, such as Dean Susan T. Gooden who was honored with the 2023 Rutledge Social Equity Award bestowed by the National Academy of Public Administration (NAPA) for her pioneering work and commitment over 20 years to advance social equity in public administration. Dr. Anthony Starke, on the other hand, has served as a member of the NASPAA Diversity, Equity, and Inclusion Task Force (2020), as District 4 Representative to the Conference of Minority Public Administrators (2020-2022), and as an officer of the ASPA Section on Democracy and Social Justice (2016-2018).

Although not included among the examples of what qualify as "explicit activities" MPA programs undertake on an ongoing basis to promote diversity and a climate of inclusiveness in the self-study instructions, we believe it is important to describe the great lengths our MPA program takes to make sure our faculty are as diverse as our student population.

For example, in the past three years alone, the MPA program filled or created full-time positions with diverse faculty. In the spring semester immediately before the beginning of the self-study year, we created a full-time faculty position titled "Senior Practitioner in Residence" to lead our local government and capstone courses in the program. He is an African American and has 20-plus years of experience as a deputy city manager and city manager in multiple cities. In the same year, our faculty search for a tenure-track assistant professor position focused exclusively on finding a scholar whose research and teaching are centered on diversity and inclusion. Our successful search led to the hiring of Dr. Anthony Starke, who is also an African American, from the University of Colorado Denver. In the last academic year, we also hired Dr. RaJade Berry-James, who is also an African American. In total, of the 9 full-time core MPA faculty members, 4 are African Americans (Eric Campbell, Susan T. Gooden, RaJade M. Berry-James, Anthony Starke), 3 are Asian Americans (Myung Jin, Salta Liebert, Wenli Yan), and 2 are Whites (Lindsey Evans and Richard Huff). Significant time and effort are spent to recruit and retain a diverse faculty that is reflective of the public we serve, particularly within the Commonwealth of Virginia.

Moreover, it is important to note that "diversity" as a topic is formally incorporated in most, if not all, of our required courses (PADM601 - Principles of Public Administration, 602 - Public Administration Theory, 607 - Public Human Resources Management, 623 - Research Methods for Government and Public Affairs, 625 - Public Policy Analysis, 689 - Capstone, 672 - Social Equity). For example, in PADM 601 students examine the public sector against the changing demographics of the U.S. considering implications for public service. In PADM 623 students are taught about research ethics, and inequities in social research, including for example the Tuskegee Syphilis Study and the importance of implementing "respect for persons" and protecting vulnerable populations in social science research. In PADM 607 students examine the concept of representative bureaucracy and legal policies to promote diversity such as EEO/AA, Title IX, and ADA policies. The PADM 689 (Capstone) projects commonly include a diversity or equity focus and routinely includes a session that includes a diverse group of MPA alumni as they discuss their experiences in the public and nonprofit sector.

Dr. Richard Huff has taught almost all of our required MPA courses, except for quantitative methods and financial management courses. Below are his own words:

"I incorporate equity and inclusion into all my classes. Topics include implicit bias and its impact on decision-making and policy design and implementation. Theoretical aspects of seeking justice as it relates to administering programs. The personnel elements and their importance in achieving equity and inclusion, when making decisions regarding hiring, training, promoting, and sanctioning employees. The importance of including marginalized groups in the process of program design and inclusive service delivery. Methods for minimizing the impact of implicit bias in our decision making."

In addition to the core curriculum that is infused with values of diversity, our MPA students routinely have access to further develop their skills in this area. Frequently offered electives included: Social Equity & Public Policy (more on this course below); Immigration Policy, and Workforce Diversity.

We also connect with our MPA alumni, current students, and Ph.D. graduates to recruit from local HBCUs. We have two specific examples. One was when we held an in-person event in January 2019, with our students to discuss the current state of our MPA program as well as the future with our MPA students. Our discussion was centered around diversity and inclusion. It was this event that led to two of the decisions that we made in recent years: To offer the social equity course as a core required course (no longer as an elective) and to hire a social equity expert to strengthen even more our efforts to champion social equity and be a leader in that regard. We accomplished both.

Perhaps the most explicit activity that we as a program took in recent years was to make the social Equity courses a required core course starting in fall, 2022. VCU Wilder School's MPA program has been a leader and pioneer concerning justice, diversity, inclusion, and social equity. However, the social equity course was still not a required course at the time. After several discussions and working with the leadership of the Wilder School, the Social Equity course became a required core course in the MPA curriculum starting in the fall of 2022.

The MPA program often promotes activities that are geared toward underrepresented student groups. For example, in January 2019, the MPA program held a networking event where the MPA Advisory Board members were invited to share their working knowledge and advice for our MPA students. This event was held because, in our MPA board meetings, we discussed how underrepresented students lack access to job market resources. This event assists in filling that gap by having our board members share their resources with our underrepresented students.

The MPA Program is a proud recipient of the NASPAA Badges on four indicators, including "Inclusion". To be recognized as a program with an exceptional focus on inclusiveness and diversity in its curriculum as well as its faculty and student body, the program must provide evidence of three-course syllabi that best exemplify our program's commitment to inclusion. The "inclusion" badge also

means that at least three pieces of faculty scholarship are present that best exemplify our program's commitment to inclusion for public consumption.

[Uploaded: NASPAA Badge on Inclusivity]

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 current enrollment suggests that we have been successful in recruiting minorities (44% for online students starting in the fall, of 2022; 43.75% for in-person in the fall, of 2022) and women (44% for online students starting in the fall, of 2022; 57.14% for in-person students in fall, 2022) to our program. We actively recruit from the undergraduate programs at Virginia State University and Virginia Union University, two nearby historically black universities in Central Virginia.

Also, during our regular MPA Advisory Board meeting on April 15, 2022, our discussion specifically focused on generating ideas to recruit from historically underrepresented populations. Our MPA Board members used their networks to advertise the MPA program. Our MPA Advisory Board members are representatives of a diverse group. We discussed how it may be more difficult for historically underrepresented populations to consider graduate study. To remove the potential financial burden of standardized testing, we removed any form of standardized testing (e.g., GRE, GMAT) permanently from MPA admissions requirements. Instead, our focus during the admissions process rested heavily on applicants' past two years. This way, we can have an equitable approach as standardized tests have biases for underrepresented minorities. It also helps those who have been away from the school for a long time because transcripts from 10 or 15 years ago may not reflect the applicants for who they are today.

Our Online MPA which began in the fall of 2022 directly contributes to recruiting underrepresented students. By offering the same tuition rate for online students as we do for our in-state students, we are removing the financial as well as distance barriers for potential students. Overall, our holistic admissions approach directly fulfills our mission which strives to advance collaborative, equitable, and ethical democratic governance.

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	5	19	7	18	49
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	2	1	1	5
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	2	3	2	4	11
White, non-Hispanic/Latino	23	31	19	24	97
Two or more races, non Hispanic/Latino	3	2	2	2	9
Nonresident Alien	0	2	1	0	3
Race and/or Ethnicity Unknown	1	0	0	0	175
Total	35	59	32	49	1

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)

Based on 2020 U.S. Census Data, the demographic composition of the population of the Commonwealth of Virginia is as follows: 70.2% White, 19.7% Black, 0.5% American Indian, 6.5% Asian, 9% Hispanic (Hispanics may be of any race, so they are also included in applicable race categories), and 3% more than one race. Our program's student population is well aligned with the general demographics of Virginia, and in fact, enrolls a higher share of minorities than the general population.

In the table above we did not report any students with disabilities or Veterans as VCU does not collect data on students' disability status. Course instructors only become aware of a student's non-visible disability if a student chooses to self-identify and request special accommodation in completing course assignments. This information remains confidential and is not shared with other parties.

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

The mission of the Master of Public Administration Program is to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions, and are equipped with skills in program management and policy analysis. Applying theory and practice, the program addresses complex social problems while advancing collaborative, effective, equitable, and ethical democratic governance.

The MPA faculty determined the appropriate definition of universal competencies considering our program mission and agreed on two learning objectives per competency. One dimension of our mission is to develop creative, principled leaders who understand the demands and needs of the communities they serve. We want to graduate students who are equipped with skills in program management, policy analysis, and sensitivities as to who will benefit and who may be burdened by public policies and services; leaders dedicated to delivering equitable services to the public.

Therefore, we selected the following two SLOs to operationalize this universal competency:

- Apply public management models and applicable theoretical frameworks to practices, which address complex problems.
- Be able to lead a diverse workforce in serving a diverse citizenry by applying effective program management and direct practice.

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

Another program goal explicitly reflected in our mission statement is preparing students who are equipped with policy analysis skills.

Thus, two SLOs were chosen to operationalize the second universal competency:

- Describe and work within the policy process: how social conditions become defined as policy problems and reach an agenda, policy design, implementation, and techniques for evaluation and analysis.
- Describe and work within the global, institutional, structural, and sometimes volatile political

contexts of policy making.

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

Our graduates must be well prepared to address complex social problems by understanding and applying theory to enhance practice.

Consequently, we selected the following definitions for the third universal competency:

- Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.
- Understand and apply theories and models of decision-making.

To articulate, apply, and advance a public service perspective

As part of our mission, we aim to develop creative, principled leaders who strive to advance collaborative, effective, equitable, and ethical democratic governance.

Such graduates need to be able to articulate and apply a public service perspective, which for our program we operationalize as follows:

- Integrate and apply concepts of social equity to policy development and implementation.
- Apply ethical sensitivity and exercise ethical responsibility when conducting research and making decisions.

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

Considering the changing demographics of the citizens our students will serve, communicating and interacting productively-face-to-face and/or electronically with a diverse and changing workforce and citizenry is of paramount importance.

We define this universal competency as the ability of a program graduate to:

- Communicate effectively in writing: Prepares clear, concise, and well-organized written materials tailored to the audience's level of expertise and needs.
- Work productively in teams: Interacts effectively in a team, demonstrating composure, and professionalism, respecting differences, supporting effective working relationships, including understanding others' priorities, needs, and concerns, and sharing information, expertise, and resources.

[Uploaded in the appendix: NASPAA Badges on "Civic Engagement", "Sustainability", and "Globalization" as evidence of our effort to "communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large"]

Standard 5.2 Part A: Mission Specific Required Competencies

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

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

None. Competencies entered in 5.1 on universal competencies are closely tied to our mission. Therefore, we have decided at this juncture to not require additional mission-specific competencies.

However, We note that the MPA program internally keeps track of eight evaluation criteria that are derived from our mission statement. These evaluation criteria are not required of our students. However, for our own record-keeping purposes, we survey our students on the eight components of our mission statement and five general items to assess our program beyond the universal required competencies. The eight mission-based competencies that we internally assess are (1) Development of creative, principled leaders; (2) Understanding the demands placed upon local, national, and global public and nonprofit institutions; (3) Program management skills, (4) Policy analysis skills, (5) Theoretical competency; (6) Applied competency; (7) Addressing complex social problems, and (8) Advancing collaborative, effective, equitable, and ethical democratic governance. The five "general items" that we assess by surveying capstone students are (1) Written skills, (2) oral skills, (3) technical skills, (4) team building, and (5) emerging trends in the field.

Standard 5.3 Part A

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

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

The Master of Public Administration (MPA) program's mission supports a "generalist" conception of public administration. This is appropriate as our students come from diverse academic and employment backgrounds and find jobs in a wide variety of government and nonprofit organizations. In the generalist curriculum, three elective courses are selected from the MPA program or any department or school at VCU (upon approval by the MPA program chair). This flexibility is directly aligned with the mission of the MPA program. Our mission and overall program goals are to equip our students with skills in program management and policy analysis in diverse settings. At the same time, we create leaders who can address complex social problems while advancing equitable and ethical democratic governance. By allowing our students to select electives that are relevant to their interests and professional goals, our students can adapt to and manage various complex social problems. For example, for students who are pursuing careers in law enforcement, it will be in their best interest to take courses from the Wilder School's Criminal Justice program to count toward their elective. Similarly, students interested in sustainability and the environment can take electives from the Wilder School's Urban and Regional Planning Program. The students are to first discuss their desire with Stefan Wolder (Senior Graduate Academic Advisor). The advisor, the MPA program chair, and the assistant program chair review the request and make a final decision.

Below is our MPA Generalist Curriculum:

Core Courses:

PADM/GVPA 601 Principles of Public Administration
 PADM 602 Public Administration Theory
 PADM 607 Public Human Resource Management
 PADM 609 Financial Management in Government
 PADM/GVPA/CRJS/URSP 623 Research Methods for Government and Public Affairs
 PADM 624 Quantitative Methods for Public Administration
 PADM/GVPA 625 Public Policy Analysis 3
 PADM 689 Seminar in Public Administration: Integration of Theory and Practice (Capstone)
 PADM 691 Social Equity (New required core course (the new course number starting in the fall of 2022 is PADM 672))

Core Credit Hours: 27

Electives: 9

PADM Total Program: 36

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

The MPA program does not provide specializations or concentrations. Therefore, this section is not applicable to us.

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

Not applicable since our MPA program does not provide concentrations.

Regarding elective coursework, MPA students can take 3 elective courses. While the majority of our MPA students find electives within the MPA curriculum, students are allowed to take courses outside of the MPA program if in the best interest of the student for acquiring particular skills and knowledge. How we manage elective courses is described above in section 5.3.1.

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

N/A. We do not offer specializations/concentrations.

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:

As the previous section on the Assessment Plan Overview and Assessment Process indicated, the VCU MPA program assesses NASPAA universal competencies on a regular annual basis. The assessment instruments include Student Learning Outcomes/Objectives Assessment (WEAVE), Capstone Rubric for Faculty, Capstone Rubric for Agency Supervisor, and Rodney the Ram, MPA Assessment Matrix. These instruments and evaluation processes enable us to collect data from multiple dimensions, assess performance, and make improvements to the program on a continuing basis.

Below we report on the following NASPAA's universal competency:

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

The student learning objectives for this Universal competency have been identified above, they are:

- Communicate effectively in writing: Prepares clear, concise, and well-organized written materials tailored to the audience's level of expertise and needs;
- Work productively in teams: Interacts effectively in a team, demonstrating composure, professionalism, and effective working relationships, including understanding others' priorities, needs, and concerns and sharing information, expertise, and resources.

2. Evidence of learning that was gathered:

Each of the core courses in the MPA program requires some extent of written work as directed assessment. Students falling short of expected writing skills during early core courses (e.g., Principles of Public Administration (PADM 601), Public Administration Theory (PADM 602), and Public Human Resources Management (PADM 607)) are referred to the University's Writing Center.

Most explicitly, all students in the Capstone course (the final course that integrates theory and practice of all core courses) are required to demonstrate their ability to integrate public management and administration theory with practice; goal setting for professional growth and approaches to lifelong continuing self-development; integration of theory, models, knowledge, skills, behaviors, values, ethics and philosophy of public management and administration.

Two sets of evidence of learning are produced by the students. One is the full capstone report (about 50 pages on average), and the other is the PowerPoint oral presentation of their research which is prepared to address requests made by their clients.

These two pieces of evidence are then observed and evaluated carefully on two different occasions. First, capstone students present their research in front of the MPA faculty for critical evaluation and feedback. The second presentation is made in front of their clients. Both the clients and MPA faculty evaluate their research products based on both oral presentations and written reports.

When evaluating, both the MPA faculty and the external clients evaluate the students' products using a rubric (aka "capstone evaluations") using three of the NASPAA's five universal competencies. We

call them the three learning outcomes: Learning Outcome 1: To learn and manage in the public interest; Learning Outcome 2: To analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment; and Learning Outcome 3: To communicate and interact productively with a diverse and changing workforce and society at large.

The two learning objectives identified earlier are to be demonstrated in the capstone project. First, students prepare clear, concise, and well-organized written material tailored to their client's needs and requests, which is to be evidenced in their capstone research report and oral presentation, which fulfills the specific objective of "communicating effectively in writing."

The second objective is to work productively in teams. Our students in the capstone course are assigned to a team of 3-4 members and interact effectively in a team, demonstrating composure, professionalism, and effective working relationships, including understanding others' priorities, needs, and concerns and sharing information, expertise, and resources.

3. How evidence of learning was analyzed:

We analyze the evidence of learning using three assessment tools. The first assessment tool is the capstone evaluation rubric which was briefly introduced above. Both MPA faculty and capstone clients evaluate the capstone research report using the capstone evaluation's Learning Outcome 3 in five performance areas.

The student learning outcomes (SLO 1, SLO2, and SO3 are evaluated in each rubric) are rated against five performance areas. The template which is uploaded in Standard 5 Part C appendices shows the rubric score definitions, five performance areas, and the three student learning outcomes. The capstone evaluation assessment scores are done separately for each project. We have attached several examples of how capstone projects were evaluated by faculty members and capstone clients [Uploaded].

During a faculty meeting held on November 15, 2022, the faculty extensively discussed the trajectory of how our MPA program performed based on the experiences of our capstone students in all five universal competencies from the fall of 2014 to the spring of 2022. We uploaded the template (rubric), followed by a visualization of our data over the years (trend data).

Since we cannot copy and paste the figures, our narrative that explains each figure/table is included in Part C of the Standard 5 Appendix.

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

As evidenced in our data visualizations above, we previously had to deal with some deficiencies in students' writing skills and group work performance during the previous accreditation cycle (e.g., between 2014 and 2016), which recorded some of the lowest performance scores. To address it, many of our instructors implemented (1) team-based assignments and (2) provided more extensive writing guidelines for students, using such resources as the writing center and using doctoral students to provide feedback on our students' writing. These efforts led to an overall improvement during the last five years.

Our continuous assessment processes continued to bear fruit. As evidence, the two assessments conducted by our capstone clients showed a perfect score for Learning Outcome 3 (Uploaded in Part C under item #3 "How evidence of learning was analyzed").

Standard 5.2 Part C

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

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

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

Since the fall of 2016, the MPA program started analyzing the eight areas of mission-based competencies and has consolidated the data to assess our performance. These assessments are conducted not by the faculty but by the students, which ensures the objectivity of the assessments.

We selected one mission-specific required competency which is "Advancing collaborative, effective, equitable, and ethical democratic governance." The learning objectives associated with this aspect of our mission are similar to Learning Outcome 3 which was identified above regarding NASPAA's universal competency. The two learning objectives that we look for are:

- Collaborate with others in team-based settings: Prepares clear, concise, and well-organized written materials tailored to the audience's level of expertise and needs.
- Ability to demonstrate equitable and ethical democratic governance: Interacts effectively in a team, demonstrating composure, professionalism, and effective working relationships, including understanding others' priorities, needs, and concerns and sharing information, expertise, and resources.

2. Evidence of learning that was gathered:

As described previously, our mission-based competencies are closely aligned with NASPAA's five universal competencies. The evidence of learning is found, for example, in capstone projects where students must demonstrate the ability to collaborate with others in team-based settings and prepare a clear, concise, and well-written document. At the same time, students must demonstrate their ability to understand and use equitable and democratic approaches in working with their clients among others.

To collect evidence of whether our MPA program is successfully equipping our students with this particular mission-based competency, we survey our capstone students. The survey is to capture capstone students' assessment of how well the MPA program inculcated the ability to advance collaborative, effective, equitable, and ethical democratic governance in the students.

3. How evidence of learning was analyzed:

To demonstrate how we analyze evidence of learning, we uploaded data and a line graph, which shows our analysis of mission-based competencies (scores for all eight mission-based competencies are summed and averaged) over the last ten years. Based on all eight mission-based competencies combined, the overall trajectory has been upward.

[Uploaded: Data and a line graph showing performance trend on mission-based competencies]

[Uploaded: Data and a multiple-line graph showing performance trends on each of the eight mission-based competencies]

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

The evidence showed that our program's performance in terms of advancing collaborative and equitable and ethical democratic governance was somewhat underperforming in 2016. Therefore, the MPA program started offering our social equity course, which was an elective, more regularly, and ultimately it resulted in being approved as a core course starting in fall 2023.

Another piece of evidence that ultimately led to making our social equity course a core course came from a survey that the MPA program conducted on both MPA and Ph.D. students in the Wilder School. Specifically, Dr. Lindsey Evans, Assistant Professor in the MPA program, led the survey administration. The responses were overwhelmingly favorable in that social equity should be a required course for both MPA and Ph.D. students. The process leading to this development was a democratic one.

Moreover, as early as the fall of 2020, we required all syllabi to include the DEI (Diversity, Equity, and Inclusion) statement. The statement is shown below:

The L. Douglas Wilder School of Government and Public Affairs places diversity, equity, and inclusion at the forefront of its work. In this class and throughout the school, every student is seen as an important and equal member of the group. The unique backgrounds and identities of each student - including race, ethnicity, sexual orientation, gender, physical and mental ability, socioeconomic status, age, national origin, religion, political affiliation, and other characteristics - all serve to strengthen and enrich the learning environment. In this class, you are encouraged to share your own experiences and points of view to the extent that you are comfortable; you are also expected to allow others to do the same. You are encouraged to speak freely, to ask questions, and to challenge assumptions while also ensuring that you remain respectful to and considerate of your classmates and, as your instructor, I will do the same. If you have any concerns, you are welcome to contact me to discuss them. You may also contact VCU's Equity and Access Services (equity.vcu.edu), the Dean of Students (dos.vcu.edu)/Title IX Office, and VCU's Office of Inclusive Excellence.

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.

A hallmark of the MPA program is learning through theory and practice, which advances both VCU's mission of engaging in the community and the MPA program's mission to develop creative, principled leaders equipped to manage in a public service environment. Student engagement in PA practice includes: 1) Mandatory coursework; 2) Additional staff/faculty; 3) Ongoing formal and informal events; and 4) Selective fellowships and assistantships.

Mandatory coursework:

Formal learning interactions that connect students with the public service profession occur primarily with government and nonprofit agencies that address state and local issues in two required, semester-long courses:

1) PADM 689, Seminar in Public Administration ("capstone"), builds on previous coursework and expertise, while also significantly enhancing student learning on policy and management issues, key process skills, and research skills. Students work in teams to design and deliver professional and quality written and oral presentations, in response to a project scope of work developed by the agency client and MPA faculty. The capstone course requires students to study, reflect, and apply learning in real-time, unpredictable, complex environments. High team performance expectations

are supported by a classroom learning culture that promotes questioning, engages divergent perspectives, and encourages reflection to connect learning in the MPA program to the workplace.

2)PADM 664, Local Government Administration acquaints students with the practice of local government management. It is designed to provide students with an overview of the issues, skills, and problems faced by local government managers. The course assignments and practitioner guest speakers directly involve students in current issues in Virginia cities and counties. The course is designed to help students determine how their skills, interests, and education might align with a career in local government.

3) GVPA 693, an internship, is coordinated through the Office of Student Success. The office matches students with appropriate opportunities to gain valuable work experience as they contribute in meaningful ways to government agencies and nonprofit agencies; and delivers the curricular requirements of internships. Students who are working professionals may choose to submit a request-for-waiver, which is a rationale linking his or her minimum one-year professional experience in the public or nonprofit sector to the MPA learning goals; if the rationale is accepted, the internship requirement is waived.

Additional staff/faculty:

The Wilder School has hired a full-time Senior Practitioner in Residence who teaches in the MPA program. The Senior Practitioner in Residence has a wealth of direct practitioner experience and knowledge in various areas of government and non-profit management. The individual complements and expands the program's existing expertise and serves as an affiliate faculty, teaching both PADM 664 Local Government Administration and PADM 689 Seminar in Public Administration (Capstone).

Ongoing formal and informal events:

Connections to the public service profession outside of required courses are open to all students who wish to apply. VCU's location in the state capital and longstanding relationships among faculty and practitioners in the nonprofit and state and local government sectors, as well as national professional associations, foster a variety of ongoing and emerging opportunities, including:

- Almost every student, in the completion of their degree, takes a course from faculty who are practitioners. The Program maintains long-term relationships with practitioners who teach MPA electives and, as needed, core courses. Except for some sections of Quantitative Research Methods (PADM 624), required and elective course delivery engages practitioners once or more during the semester to discuss curriculum-related content concerning practice;
 - The majority of nonprofit management courses are taught by practitioners and either include assignments that engage students in working directly with organizations or engage practitioners in course delivery; • Students who seek a particular kind of practical experience outside of course offerings may initiate an independent study that focuses on field research that engages professionals;
 - VCU's PASA chapter actively enlists practitioner alumni for at least one or two events each year and hosts a topical political or professional leader presentation once a year; and
 - Alumni and MPA Faculty arrange one or more events each year that offer students an opportunity to engage in a career- or leadership-oriented discussion followed by a reception. In addition, most alumni graciously make themselves available for student informational interviews.
- Note: PASA activities and alumni events were disrupted during the COVID-19 Pandemic and many of the activities were virtual. .

Selective fellowships and assistantships:

All students are welcome to apply for:

- a) The Wilder School's prestigious Graduate Scholars Fellowship, sponsored through host employers, provides top full-time master's students with professional work experience, in-state tuition, and a stipend. In past years, seven to 14 fellows have been selected each year.
- b) Wilder School Graduate Teaching Assistantships, sponsored through the Wilder School, often offer practical public affairs work experience by assigning GTAs to assist faculty with research and service.

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.

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.

The budget for the MPA Program is part of a unified budget provided each year to the Wilder School by the University. The largest portion of the Wilder School budget is allocated to salaries and fringe benefits. These amounts are fixed by the number of authorized lines and are adjusted when the opportunity or need arises (e.g. when retirements occur and new initiatives are launched). The Virginia General Assembly determines, in large part, whether there will be salary increases. The pool of money for faculty salary increases is also determined by the legislature, but the actual amounts received by individual faculty are based on merit. The Dean then makes a final determination on the percentage increase for each faculty member, subject to approval by the Provost and the Board of Visitors.

The operating budget for the program is assembled during the summer by the Dean. All program chairs, including the MPA program chair, receive a request from the Senior Associate Dean of Faculty and Academic Affairs to submit a programmatic line-item budget request. Most of the operating budget goes toward activities, products, and services that are utilized by all Wilder School faculty (travel funds, photocopying, telephone, postage, and office supplies), and no distinction in these allocations is made among programs. Travel funds are normally available to faculty presenting papers at conferences or to the Program Chair when representing the program. The MPA Program Chair is responsible for the equitable distribution of conference travel funds among faculty. Tenure-track faculty are given enhanced support: they receive a start-up financial package upon joining the Wilder School, which includes a summer stipend and additional conference support for at least two years.

Requests for special funding are separately itemized and submitted to the Dean for approval. For example, when funds were needed to attend the NASPAA Accreditation Institute in Brooklyn, NY, a budget was submitted to and approved by the Dean.

The Wilder School offers approximately 16 graduate teaching assistantships to students on an annual basis. The majority of these positions are allocated to the Ph.D. program for the recruitment of highly qualified doctoral applicants. Depending on funding levels, a small number of these go to master's students. In terms of GTA assignments to individual faculty to assist with teaching and research, each MPA faculty typically receives 10 hours of GTA support during the academic year. The assistantships include a monthly stipend as well as tuition remission to qualified students and can be renewed subject to satisfactory performance.

Supporting Personnel

To provide specialized administrative support to the MPA program (assist the MPA Program Chair), there is also an Assistant MPA Program Chair position. Dr. Richard Huff is the current Assistant MPA Program Chair. General administrative support is centralized.

Teaching Loads/Class Sizes/Frequency of Class Offerings

Tenure-track and tenured faculty typically have a 2/2 teaching load. Nucleus faculty with administrative (e.g., Program Chair), or funded research (e.g., percentage buyouts) commitments typically have reduced teaching loads.

MPA core classes are capped at 30 students or less. Capstone classes are capped at 12 per section. Maintaining class size at these levels enables one-on-one engagement with the faculty and peers, quality discussions, and small group work. Class sizes are consistent with both online and in-person classes.

All core courses are offered each semester in both online and face-to-face modalities. And

periodically offered in the summer. Each semester, a needs and interest survey are administered among current students to assess the level of interest in all courses, including electives. The results of the survey are considered during the course scheduling process.

Program Administration

The administrative responsibility for the MPA Program rests with the Program Chair. The program faculty selects the Program Chair who handles the day-to-day operations of the MPA Program as well as the two certificate programs (Nonprofit Management and Public Management). This includes course scheduling, adjunct hiring and supervision, and student records management in coordination with the Graduate Student Services and Advising Office. The Chair meets with prospective MPA and certificate students and advises current students on program progress: new students before initial registration, first-year students once each semester (after 9 hours), and second-year students once in their final year - or as needed. Routine advising regarding admission, graduate school policies, special needs or emergencies, and graduation audits is handled by a Graduate Student Services and Advising Office at the Wilder School. The Chair reports to the Dean of the Wilder School. The MPA Program is a recognized unit within the administrative structure of Virginia Commonwealth University.

Instructional Equipment

A. Computer Facilities and Services

All program faculty have centrally networked workstations in their offices, availing them of email, printing, and application software. Web space is also available. Software available to all public administration faculty includes Microsoft Office and SPSS. For web course software, all faculty have access to and are encouraged to use Blackboard. Appropriate technical assistance is available on the university's website, through User Services and their affiliate Blackboard support staff.

Technology Services (TS) provides media, computing, and other support services for the research, instructional, and public service endeavors of VCU students, faculty, and staff. Services include the TS Help Desk and support for desktop applications, labs and classrooms, local area networks, IT-related procurement, audiovisual equipment, teleconferencing, distance education, and voice/video production. The Wilder School has its in-house IT specialist, who is the first point of contact for routine IT requests as well as computer upgrade requests.

User Services maintains open access labs on both campuses, which feature Microsoft Office, Internet applications, statistical applications, and other specialized applications. The labs are equipped with both Macintosh and Windows workstations with network access. Black/white and color laser printing, scanners, and other equipment are available in these labs. There is an adaptive workstation available in each lab.

User Services maintains three computer classrooms with high-end student workstations and instructor workstations available on both campuses that feature Microsoft Office, Internet applications, statistical applications, and other specialized applications. These teaching facilities are equipped with Window workstations with network access, smartboards, and projection and remote workstation controls.

Technology Services provides resources in support of student, faculty, and staff research and scientific computing. An SGI Origin 2000, a SUN server and a Linux Beowulf cluster, with extensive collections of software, support high performance computing, research database applications, and statistical, mathematical, and scientific applications for researchers. Significant disk capacity provides support for the storage and analysis of extremely large datasets.

Technology Services provides consultative support in the use of these facilities, database design,

statistical analysis, and many software applications.

Faculty may reserve computer lab classrooms through the University. This lab is used for classroom instruction in research methods and statistics. The university also provides several student computing lab facilities.

B. Visual Aid Devices, Audio, and Video Facilities.

The Wilder School owns several pieces of audiovisual equipment, which are available to faculty on an as-needed basis. These include two VCR-television combination units, a VHS video camera, an LCD projector, and a laptop computer. Nearly all university classrooms have podiums containing PCs with DVD capability, laptop connections, and network access and some have VCRs. The audio-visual media center located in the library has equipment available on loan to faculty.

Faculty Offices

All program faculty members have private offices, which are located in 923 West Franklin Street, 921 West Franklin Street, and 917 West Franklin Street. The minimum office size is 132 square feet. All have at least one window. The MPA Program's buildings are climate-controlled. Each office has a private telephone line with voice mail. As noted earlier, each office has a computer and computer network hookup.

A "common use" faculty room with desks and computer stations is available for part-time and adjunct faculty use.

Classrooms

Classroom space at VCU is adequate for the program size and specific needs. All rooms are climate-controlled, and all have white boards, computers, and consoles that control the overhead LCD projector, screen, and DVD. The consoles include DVD players.

Meeting Areas

The program has use of two conference rooms in its main office building and in an adjacent office building that may be reserved for daytime meetings and small evening classes. One conference room seats up to 30 people; the second one seats up to 12. Both are equipped with a computer, TV monitor, videotape player, and telephone. We also have access to a third, smaller conference room that seats up to 8 people and has a large conference-room-sized computer screen as well as supporting computer equipment.

Services Provided by the Library

VCU Libraries (<http://www.library.vcu.edu/>) is a centralized library system with two main libraries, the James Branch Cabell Library on the Monroe Park Campus and the Tompkins- McCaw Library for the Health Sciences on the Medical College of Virginia Campus. VCU Libraries holds a total of over 1.9 million volumes and 28,367 periodical subscriptions. There is an extensive collection of digital indexes, full-text digital periodicals, and other digital materials to support the academic work of the VCU community. Both libraries provide leading-edge Web-based services as well as exceptional instruction and individual reference consultation to help VCU research, teaching, and learning. VCU Libraries is a founding member of the Association of Southeastern Research Libraries, the Scholarly Publishing and Academic Resources Coalition, and the Coalition for Network Information.

Materials supporting programs in Public Administration are located in the James Branch Cabell Library, a state-of-the-art library, which was fully remodeled in 2015, within easy walking distance to

the L. Douglas Wilder School of Government and Public Affairs. Although frequently separated by format, materials relevant to Public Administration are integrated within the library's collection.

If books are not available directly through the VCU libraries, they can be easily requested through a fairly efficient Interlibrary Loan System (typically books are delivered within 3-5 business days).

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	601 Principles of Public Administration	Every semester, session, or quarter
Course 2	602 Public Administration Theory	Every semester, session, or quarter
Course 3	607 Public Human Resource Management	Every semester, session, or quarter
Course 4	609 Financial Management in Government	Every semester, session, or quarter
Course 5	623 Research Methods for Government and Public Affairs	Every semester, session, or quarter
Course 6	624 Quantitative Methods for Public Administration	Every semester, session, or quarter
Course 7	625 Public Policy Analysis	Every semester, session, or quarter
Course 8	689 Seminar in Public Administration: Integration of Theory and Practice (capstone)	Every semester, session, or quarter
Course 9	672 Social Equity and Public Policy	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)

All of our core required courses are offered every semester (during the regular academic year: fall and spring). Whenever there is a demand for the core courses to be offered during the summer, we do so.

Note: In 6.2a, we selected "every semester" for "672 Social Equity and Public Policy." This course became a core course in the fall semester of 2022.

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

http://www.wilder.vcu.edu/programs/public-administration/

b) Organizational Relationship between program and university

http://wilder.vcu.edu/about

c) Modes of Program Delivery

http://www.wilder.vcu.edu/programs/public-administration/

d) Number of Credit Hours

http://bulletin.vcu.edu/graduate/school-government-public-affairs/public-administration-

e) Length of Degree

[mpa-generalist-curriculum/#degreerequirementstext
http://bulletin.vcu.edu/graduate/school-government-public-affairs/public-administration-mpa-generalist-curriculum/#text](http://bulletin.vcu.edu/graduate/school-government-public-affairs/public-administration-mpa-generalist-curriculum/#text)

f) List of Dual Degrees (if applicable)

<http://www.wilder.vcu.edu/programs/public-administration/>

g) List of Specializations (if applicable)

[N/A](#)

i) Number of Students

<http://www.wilder.vcu.edu/media/wilder/documents/GraduationandRetentionRates.pdf>

Mission of the Program (Standard 1)

j) Mission Statement

<http://www.wilder.vcu.edu/programs/public-administration/>

Faculty (Standard 3)

k) Number of Faculty Teaching in the Program

<http://www.wilder.vcu.edu/programs/public-administration/>

l) Program Faculty identified including credentials

<http://www.wilder.vcu.edu/programs/public-administration/> provides links to the following individual faculty pages: a. Gooden - <http://wilder.vcu.edu/people/faculty/title-189740-en.html> b. Huff - <http://wilder.vcu.edu/people/faculty/title-189821-en.html> c. Jin - <http://wilder.vcu.edu/people/faculty/title-189823-en.html> d. Liebert - <http://wilder.vcu.edu/people/faculty/title-189829-en.html> e. Yan - <http://wilder.vcu.edu/people/faculty/title-189881-en.html> f. Starke - <https://wilder.vcu.edu/people/faculty/anthony-starke.html> g. Evans - <https://wilder.vcu.edu/people/faculty/lindsey-evans.html> h. Berry-James - <https://wilder.vcu.edu/people/administration/rajadem-berry-james.html> i. Campbell - <https://wilder.vcu.edu/people/faculty/eric-campbell.html>

Cost of Degree (Standard 4.1)

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

[link to calculator is from http://wilder.vcu.edu/apply/; calculator for all graduate tuition is available at http://accounting.vcu.edu/tuition/calculator/](http://wilder.vcu.edu/apply/)

n) Description of Financial Aid Availability, including assistantships

[Graduate Fellowships - http://wilder.vcu.edu/students/graduate-fellowship/](#)
[Other scholarships - http://www.wilder.vcu.edu/students/scholarships/](#)

Admission (Standard 4.2)

o) Admission Criteria

<http://bulletin.vcu.edu/graduate/school-government-public-affairs/public-administration-mpa-generalist-curriculum/#admissionrequirements>

Career Services (Standard 4.3)

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

<http://www.wilder.vcu.edu/programs/public-administration/>

Current Student (Standard 4.3)

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

<http://www.wilder.vcu.edu/programs/public-administration/>

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)

[This link automatically asks the user to save the Word document: https://wilder.vcu.edu/media/wilder/documents/MPAGraduationandRetention.docx](#)
[This link is labeled "MPA Graduation and Retention" and is shown on the MPA website \(https://wilder.vcu.edu./programs/public-administration/\)](#)

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	24	54	83	50
Courses delivering required Competencies	16	75	100	81

3.1.3: Delivery Modality Breakdown

Delivery Modality				
<table border="0"> <tr> <td style="width: 50%;">Delivery Modality</td> <td style="width: 50%; text-align: right;">Online Modality</td> </tr> <tr> <td colspan="2">-----</td> </tr> </table>	Delivery Modality	Online Modality	-----	
Delivery Modality	Online Modality			

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	14	86	100	86
Courses delivering required Competencies	10	90	90	80