College of Charleston
Master of Public Administration
Self Study Report in Support of Reaccreditation
Submitted to the
Network of Schools of Public Policy, Affairs, and Administration
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Submitted by:

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MPA Program

Program Fact Sheet

Self Study Year

2012-2013

Title of degree

Master Of Public Administration

Geographic Arrangement Program Delivery

Main Campus

Overarching Program Emphasis: Check all that apply

Public Administration
State or Provincial
Regional
Local

Program Student Population Emphasis: Use pull down menu

Do not Emphasize between Pre or In-service students

Program Placement Emphasis

Other

Other Program Placement Emphasis   State, City, County, or other local or regional government, domestic nonprofit or arts organizations, local, regional or state environmental agencies

List of Dual Degrees

Master of Environmental Studies

Specialization List   City/ Local
                                                     Environment
                                                     Nonprofit
                                                     Other (Please specify)

Specialization List Other

Arts Administration

Mission Statement

MISSION STATEMENT

Our mission is to prepare public service leaders. Upon graduation our students will have the ability to think critically and creatively about public issues, the dedication and capacity to serve a diverse community and the skills to enter a professional position in a public organization. To accomplish our mission, our program provides the following:
• A rigorous core curriculum that examines the theoretical underpinnings of public service and provides concentrated areas of study in arts management, environmental policy, nonprofit management, and urban and regional planning;
• An environment that nurtures a commitment to public service;
• Opportunities to support collaboration and the creation of partnerships among communities and public service organizations.

Name the one universal competency your program chose for 5.1 C (to illustrate one full cycle).	Lead and Manage in Public Governance
Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	Summer, Fall, Spring

Number of Students in Degree Program

55

Ratio of FTE Faculty to FTE Students*

0.22

Number of Semester Credit Hours Required to Complete the Program

39

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

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. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition

are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

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

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

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

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

If Yes,

Provide name of quality assurance body or bodies that recognizes institution   Southern Association of Colleges and Schools (SACS)

List year of most recent recognition   2007

If no,

When was the degree program established   1978

If the program is located outside the United States:

Public Values

Primary Focus

Please provide a brief summary of the primary focus of your program in preparing students to be

leaders, managers, and analysts in the professions of public affairs, administration, and policy.

The primary focus of our program is to serve pre- and in-service students with a passion for public service, and we emphasize our expertise and preparation to serve students who are primarily looking to work in local, regional, or state government, local or regional nonprofit organizations (including arts organizations, some of which are for profit entities), and local or state environmental organizations.

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

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

Does this program offer Executive Education as defined in the NASPAA Standards special conditions?	No
Is the entire degree devoted to executive education?	No
Does Exec Ed exist as a track within the degree to be reviewed?	No
Indicate the mode of program delivery that most accurately describes your program. Check all that apply.	In person instruction only

Standard 1. Managing the Program Strategically

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

 its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy

 the population of students, employers, and professionals the Program intends to serve, and

 the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

Self-Study Instructions:

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

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

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

The program began in 1978 through a cooperative agreement between the College of Charleston and the University of South Carolina. It was initially housed within the Center for Metropolitan Studies -- a semi-autonomous unit within the Department of Political Science at the College of Charleston. In 1983, the Center was reorganized as the Institute for Public Affairs and Policy Studies to reflect an enlarged public service and research mission. At the same time the agreement between the College of Charleston and the University of South Carolina for the joint agreement was renewed for an indefinite period. Until fall of 2012, modifications to that agreement had been exclusively in the form of contractual changes in figures for remuneration to USC for providing faculty to support the program and for the number of USC faculty members teaching in the program.

The Joint MPA Program was accredited by NASPAA in 1985 -- becoming, at the time, the first and only joint program in the country to receive this recognition. The program has maintained accreditation since then.

A major reorganization in the various entities that were contained in the Institute for Public Affairs and Policy Studies and the Department of Political Science was conducted in 2001. The Institute was renamed The Joseph P. Riley, Jr. Institute for Urban Affairs and Policy Studies and made an autonomous unit within the School of Humanities and Social Sciences. In anticipation of an enlarged mission that culminated in 2001 with the renaming of the Institute after Charleston Mayor Joseph Riley, the director of the Institute and the Dean of the School of Humanities and Social Sciences agreed to relieve the Institute Director of direct line responsibilities for the MPA Program. Subsequently, the MPA Program was awarded autonomous status within the School with the Joint MPA Director reporting directly to the Dean.

These changes coincided with declining enrollments among in-service county and city employees and increasing student and community interest in non-profit management (particularly in the growing arts community in Charleston) and urban planning to cope with rapid growth in the Lowcountry. In 2007 the program partnered with the School of the Arts to create an arts management certificate and area of specialization and in 2008 an urban planning certificate and area of specialization was developed.

The importance of urban planning and public/private partnerships to enhance community life was also reflected in the April 2010 decision by the Board of Trustees of the College of Charleston to rename the Institute the Joseph P. Riley Center for Livable Communities. This is in keeping with Charleston Mayor Riley's vision of the importance of public space and energized, livable cities. The Joint MPA Program, which had been housed within the Center, moved to its own location in 2010 and while faculty associated with the Center continued as nucleus MPA faculty, support for the program became fundamentally a function of the Dean of Humanities and Social Sciences, the Dean of the Graduate School, and the Department of Political Science. The Joint MPA program director held a faculty line in Political Science, but was accountable to the HSS Dean and the Graduate School Dean for programmatic matters.

In the fall of 2011 the MPA program sought stand-alone status from the SC Commission on Higher Education, and this was approved by SCCHE in spring 2011 and effective with the incoming cohort in fall 2012. We did this for three interrelated reasons. First, our mission had evolved significantly and is now focused, in part, on significant outreach and service to the Lowcountry. Our collaboration with arts administration faculty on the arts management certificate and our urban and regional planning certificate is evidence of this outreach (and those courses are electives for MPA students regardless of whether they seek the certificate). These efforts, done in response to significant student demand, reinforced our attention to the Lowcountry. However, this was problematic for USC faculty, who clearly had priorities in the Columbia area. Second, our survey of current students and exit interviews with graduating students showed that our students wanted increased and more consistent access to all faculty, and despite the best efforts of some USC faculty, it was very difficult for them to spend the time needed with College of Charleston students and still meet demands of their USC program. Finally, we did not believe the joint arrangement would serve us well under the revised standards for accreditation.

USC faculty were finding it increasingly difficult to exercise the level of governance and determining influence needed. The emphasis on student learning outcomes meant that all faculty needed to be involved in defining, implementing, and assessing competencies; sustained participation in this work on the part of USC faculty who were also required to do this for their own institution was also problematic.

It is important to note that the program itself has not changed in the move to autonomous status. No curricular changes, admission requirements, or other alterations have been made. However, the College has supported the program with new and reassigned faculty lines to assure adequate faculty resources. Since 2009-2010, a new faculty line has been given to the program for the director position when previous MPA director Kendra Stewart moved to direct the Riley Center. A search for a chair of political science specified that the successful candidate must support the MPA program; Gibbs Knotts who teaches public financial management as well as other MPA courses was hired as chair beginning 2012. When a colleague in Political Science whose area of expertise is American and political behavior and methods left in 2012 the faculty determined that the greater need was for a faculty member to support the MPA program. LaTasha Chaffin has been hired and will begin in August 2013. Finally, the department has made another hire, Matt Nowlin, who will teach environmental policy and politics and will support the MPA program's core public policy course as well as support the dual MPA-MES Program.

The final development is the creation of the dual MPA-Master of Environmental Studies (MES) program. Feedback from employers of the College's MES program suggested that students' science knowledge and skills were excellent but they lacked the policy and administrative skills needed to run programs, advance policy, and manage people and organizations. After a comprehensive review of the proposal and reflection on how the dual program fit within our mission, the dual MPA-MES program was approved in 2009-10 and the first cohort began in fall 2011. The program is designed to serve students who want a career in the public sector with a focus on environmental issues. The combined curricula of the two programs allows students the opportunity to graduate with both degrees in as few as three years without sacrificing the academic rigor of either program. From the MPA perspective, the students are subject to the same curricular requirements as every other MPA student. The efficiency occurs in the elective area since elective courses count for both programs.

1.1.2 - 1.1.5

Provide Program Mission

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

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

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

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

The current mission was adopted in spring of 2010. As part of the review process, focus groups were conducted with students and with alumni in fall and spring of 2009 and the program subsequently adopted the mission in spring 2010. It was reviewed with students and the Advisory Board in fall 2011. In spring of 2012 the MPA faculty held a retreat with the program's Advisory Board and reviewed the mission again as part of a strategic planning effort that resulted in the program's 2011-2016 Strategic Plan. One minor change to the mission was suggested by the board at the retreat. The draft revision to the mission would incorporate the following change:

Our mission is to prepare public service leaders. Upon graduation our students will have the ability to think critically and creatively about public issues, the dedication and capacity to serve a diverse community and the skills to enter a professional position in a public organization. To provide upward mobility for in-service students and the skills all students need to enter workforce and excel, our program provides the following: (followed by the bullet points above).

The revised mission has not yet been formally adopted because the program faculty will consider it at a faculty retreat in August 2013 as part of the program's ongoing strategic planning efforts, and will seek feedback from students during the first week of the fall semester. Assuming approval from faculty and support by students, the Advisory Board will formally vote on this change at its November 2013 meeting. Thus, the mission above is our official mission but it will likely be amended as specified.

1.1.3: Attach the URL for the program mission statement

http://puba.cofc.edu/about/index.php

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

The MPA program mission and supporting goals are reviewed on an annual basis by the MPA faculty, the MPA Advisory Board (which includes employers, prospective employers, Internship supervisors and prospective Internship supervisors, and program alumni), and by current students. While this was once a stand-alone exercise, in recent years mission review has been accomplished as part of the program's strategic planning efforts. The program has a five-year (2011 - 2016) Strategic Plan, which articulates the mission, public service values, goals, objectives and strategies adopted by the program. The strategic

plan is reviewed annually as noted above.

How stakeholders are involved in the mission development process:

-- Faculty begin the process through an annual review (usually done at the first or second faculty meeting in the fall semester or -- if a program retreat is held, that is where faculty review the mission, values, goals and objectives, as well as discuss progress made on strategic plan initiatives). This results in suggested revisions which are presented to other stakeholders for their approval and/or information, depending upon the stakeholder.

-- Students... the mission, values, goals and objectives are contained in the MPA Handbook, the College Catalog, and on our webpage and they are discussed with students during orientation just prior to the fall semester. Mission review is also incorporated into the Capstone Seminar, where students completing the program reflect on the appropriateness of the mission, values and goals, as well as their mastery of universal student learning competencies. While students don't have the ability to enact changes, faculty take seriously the feedback received from students and as appropriate will incorporate suggestions in discussions with the Advisory Board. The program has a very active MPA Student Association, and the MPASA has incorporated the mission in its professional development and community outreach and service activities.

-- Advisory Board (including employers, prospective employers, Internship supervisors and prospective Internship supervisors, and alumni). The board has the ability to amend the mission, values, goals and objectives.

-- Alumni... Alumni are included on the Advisory Board, which is one method by which we include them in the development and dissemination of the mission, goals, and values. We also conduct an Alumni Survey every three years, and we seek feedback on these governing elements at that time.

The program disseminates the mission to the following stakeholders:

-- Prospective students are directed to our web site, which prominently displays the mission, as well as our Strategic Plan and Diversity Plan, and our program assessment plan (the program assessment plan draws directly from -- and is designed to measure progress on -- the strategic plan). In recruiting conversations, emails, and other communications, we explain to prospective students what our mission is, what our strengths and program emphases are, and what our program is designed to achieve. We highlight our balance of theory and practice, our focus on public and nonprofit governance at the local, state, and regional level, and our commitment to providing students with hands-on, applied, real-world applications.

-- Current students. The mission is in the student handbook that all students receive at orientation, as well as in the catalog. In the past we did not focus as much as we might have on ensuring our students

know and understand the program mission and goals, and how the mission impacts program design. As part of our strategic planning process, we now review the mission annually with students as noted above. In this review, we discuss the plan, but probably more relevant to students is our discussion of the learning competencies the program addresses. Faculty have also begun to include the MPA mission in their syllabi, along with the Universal Competencies addressed in the class, with inclusion required of all faculty beginning in the fall of 2013.

-- Prospective employers/internship sponsors. We consider those agencies and organizations that are appropriate for internship opportunities for our students to be 'prospective employers'. In addition, the placements obtained by our graduates obviously are also prospective employers for other students. We have surveyed prospective employers in the past regarding the skills, knowledge and abilities they are seeking in employees and through the surveys have also articulated the MPA mission and goals as part of the information we provide about ourselves.

-- Alumni. Along with employers, prospective employers, Internship supervisors and prospective Internship supervisors, we include alumni on our Advisory Board, and we use the Board to review and assess our mission. In addition, we periodically survey alumni with regard to their experiences in the program, and include our mission as part of the survey information.

The Mission and related goals influence decision-making in the following areas:

-- Recruiting (students and faculty). Our mission and goals are very clear about the emphasis of the program, and this allows prospective students to evaluate the fit between their objectives and our program's focus. Prospective faculty members can also see from the supporting goals that teaching is primary, and that research and service to the profession are critical and expected, but are secondary to excellence in teaching. Our program emphasis is also transparent. If a prospective faculty member were interested in developing courses in homeland security, for example, it would be clear that this would not fit well within our current mission. However, through our periodic reviews of the mission as part of strategic planning, it would certainly be possible to discuss (with all stakeholders listed in this section) the feasibility and desirability of coursework in homeland security. The point is the mission guides program design but our assessment process allows for appropriate modifications as well as inclusion and transparency in the decision-making process. The mission also reinforces our commitment to diversity and a climate of inclusion, which means that we have specific strategies, as part of our diversity plan, that address faculty and student recruitment.

-- Program design and curriculum. Our mission and related goals are clear with respect to our curricular emphasis. Our specialized areas of study fit well within our mission and goals, which also inform our program design. For example, the nature of the required courses and electives stress the populations we intend to serve, as does the fact that we work to make a difference in the Lowcountry and thus program activities and courses are designed to support this effort. The dual MES-MPA program, which welcomed its first students in fall 2011, came out of our mission review, where we determined we could be

responsive to student and employer demands and improve the policy and program administration work of environmental agencies and nonprofits with environmental missions in the area. While we have a few MPA students who elect the environmental policy specialization within the MPA Program, most students interested in environmental policy were applying to the College's MES program. However, employers (environmental agencies and nonprofit organizations working in the environmental policy area) were reporting that the students' science skills were excellent but they had no ability to lead and manage programs and projects, manage budgets, or otherwise perform the public administration that most of these jobs require. Upon review by the faculty, Advisory Board, potential employers and students, we determined that the MES-MPA dual program was consistent with our mission and would enable us to better achieve our goal of serving the needs of the region.

-- Course design and pedagogy. Our mission and goals describe a program that seeks to balance theory and practice and that strives to offer students hands-on, real-world experience. Faculty are guided by this to adapt their courses to these objectives. For example, in designing course assignments, faculty work hard to identify real projects for existing public and nonprofit organizations in addition to using simulations and case studies. In the last few years, as part of course assignments our students have completed research projects used by the Charleston County Council Consolidation Committee, a hazard mitigation project run by Charleston County, and a program evaluation of Project Hero, a literacy program of the Charleston County school district.

-- Program Assessment. The mission and goals specify the outcomes we are trying to achieve, and thus, they drive program assessment. The MPA Program Strategic Plan and program assessment plan uploaded with this self-study illustrate how the outcomes link to mission and goals.

-- Community and professional service, and outreach. Outreach and service to the Lowcountry is one of the primary missions of the College of Charleston, but faculty are free to determine how best to contribute in this area. The MPA program links to the College's mission by striving to support the practice of public administration and its ability to serve the public interest at the local, state, and regional level. Faculty in the MPA program are expected to maintain a record of service that seeks to have a positive impact on public administration and public service in our region. Most of us do this by working directly with public and nonprofit officials in local, state, and regional governments and nonprofits, and by working with organizations representing public officials. Our mission and goals also are clear regarding the program's intention to make regular and significant contributions to the professional organizations that serve the field of public administration at the national level. Thus, program faculty know that the program values and expects participation in the American Society for Public Administration, the Network of Schools of Public Policy, Affairs and Administration, the Southeastern Conference for Public Administration, the American Planning Association, the American Political Science Association, and other groups that work to advance the field. We also work with state and local organizations. For example, this summer Jo Ann Ewalt served as a judge of the South Carolina Association of County's annual competition honoring local government innovation. The major and most visible way that the mission has driven our community outreach is through the development of the

Community Assistance Program (CAP). Janet Key, a member of the nucleus faculty and full time director of CAP, works with four Graduate Assistants to perform low- and no-cost consulting for local governments and nonprofit organizations in work that has a significant impact in helping us to achieve this portion of our mission.

-- Faculty scholarship. The mission and goals describe the nature of scholarship most appropriate for our faculty as that which addresses current public and nonprofit sector administration and policy issues. Thus, while scholarly attention to examining theoretical underpinnings of public administration, for example, would certainly be appropriate, the program would also expect to see scholarship that addresses contemporary administrative problems in the public or nonprofit domains. Other opportunities to support the practice of public administration include the conduct of applied research projects in which several of our faculty have engaged.

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

The public service values emphasized by our program and reflected in our mission, goals, curriculum, and program activities include NASPAA's broad delineation of the public service values, mission-based accreditation process:

-- 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.

(Self Study Instructions 2.15.12 p 44).

Our program incorporates these values and defines them as follows:

1. Democratic Values: public administration professionals must observe and respect the rule of law as they contribute to their organization's efforts to serve the public interest.

2. Professional Values: public administration professionals must serve with competence, excellence, efficiency, objectivity, and impartiality.

3. Ethical Values: public administration professionals must act at all times in ways that uphold the public trust.

4. Social Justice Values: public administration professionals' exercise of authority and responsibility must be dictated by respect for human dignity, fairness, and social equity.

1.1.6

Describe Program Use of Stakeholders in Mission Development

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

	Frequency of Involvement	Type of Involvement (check all that apply)
Students	Annually	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Alumni or Alumni Board	Annually	Approval of mission Able to initiate a mission review and development Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Advisory Board	Annually	Approval of mission Able to initiate a mission review and development Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Employers	Annually	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
University Administration	Annually	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Faculty	Annually	Approval of mission Able to initiate a mission review and

development

**Members from
other University** never
Colleges/Schools

1.1.7

1.1.7 Use the text box below to provide any additional commentary on the table above. (Limit 250 words)

The program uses the Advisory Board as the appropriate place to seek feedback from employer and alumni stakeholders. The Board membership consists of representatives from both groups. In addition, members represent the broad program constituency: arts organizations, nonprofits, local government, and environmental organizations.

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:

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

1.2.1 Please link your program goals to your mission's Purpose and Public Service Values

The MPA Program at the College of Charleston has adopted the following goals that support our mission. These goals can also be found, along with corresponding objectives, in the MPA Strategic Plan which has been uploaded as an Appendix to the Self Study Report.

Goal 1: Prepare outstanding public service leaders.

The program's mission places specific emphasis on government and nonprofit administration at the local, state, and regional levels. This focus is achieved through a general degree program, and through curricular options that prepare students to specialize in public governance in local government and planning, environmental policy, arts administration, and nonprofit administration. To accomplish our teaching mission, the program establishes student learning objectives tied to specific professional competencies, regularly assesses students' mastery of the competencies, and uses assessment to improve teaching and learning. Core classes incorporate coverage of democratic values, ethical decision-making, and social justice values, and core and elective classes promote professionalism among our students.

The required foundational course (PUBA 600) has been revamped and refocused to speak directly to administration's role in promoting public service values. Rather than the previously named "Perspectives on Public Administration" we have switched to a more active stance that is reflected in the new course title "Public Roles and Responsibilities." Course content is framed by the idea of preparing students for responsible public service leadership in a variety of governmental and non-governmental settings. This includes a historical and analytical account of the evolution of public administration-the Founding Era and constitutionalism, the Progressive Era and the origins of public administration, the New Deal expansion and debates over discretion, market based reforms and perspectives, and network and governance perspectives-that examines the interrelated emergence of markets, government, and the voluntary sector. With this foundation, the course examines accountability issues in both government agencies and nonprofit organizations, placing an emphasis on the complexities of managing multiple accountability demands in complex network settings. The final third of the course is devoted even more explicitly on the administrative responsibilities of public service leadership, exploring multiple publics served, the concept of creating public value, striking a balance between effectiveness and accountability, and assessing the skills required for successful public management. A culminating research paper and presentation requires students to analyze a particular public service position in depth, providing a description of the position's responsibilities, an assessment of the organizational contexts in which this work is done, the origins and recent history of this kind of work, the education, training, and skills required, an account of major controversies and ethical challenges common to those who do this kind of work, and an assessment of the position that makes use of course readings and materials.

The Community Assistance Program also serves to introduce students involved in the program to a diverse environment in which leadership styles vary and students are able to observe directly the programmatic impacts of distinct leadership and management strategies, cultures, and methods.

Goal 2: Continue and enhance the program's connections to the community and the opportunities of students, faculty, and staff to contribute to the well-being of the region.

The program provides professional expertise to and promotes professional development in public and non-profit agencies. We devote substantial time and professional expertise to the public governance needs of local public and nonprofit officials and organizations. The program has a vital role in advancing the public interest through regular and significant contributions to professional organizations that serve the field of public administration at the national, regional, and local level. One example of how this goal links not just to our mission but also to our public service values is the work that faculty, staff, and students do on a pro bono basis for local service organizations. Two faculty members, Kendra Stewart and Jo Ann Ewalt, have been working on program evaluation services for Charleston Promise Neighborhood, an organization that seeks to transform one of the most at-risk areas in the city, thereby embodying our social justice values as we promote social equity for our area's most vulnerable citizens. Kendra Stewart and Gibbs Knotts led a June 2013 session on state and local government in South Carolina for the current class of Leadership Charleston. The purpose of the session was to help the city's

emerging leaders develop a better understanding of state and local government and how they can navigate the political system.

Goal 3: Demonstrate faculty excellence in teaching, scholarship, and outreach and professional service.

We take seriously our obligation to our students to ensure that they are educated to serve with competence, excellence, efficiency, objectivity, and impartiality. As noted in our strategic plan, faculty review syllabi for all core courses, discuss course designs annually, and make revisions to ensure currency and relevance. The program director reviews course materials and student evaluations each semester and discusses these with program faculty. We implemented a peer observation program in 2012 where faculty visit colleagues' classes and provide feedback to help maintain our excellence in teaching. All nucleus faculty are expected to have an ongoing scholarly agenda that contributes to public administration and management, broadly conceived, and to use their expertise to contribute to the applied research needs of the wider community. Faculty are also expected to provide significant contributions to the profession of public administration, which is demonstrated by the fact that nucleus faculty hold memberships in relevant professional organizations and several faculty hold leadership positions in ASPA, APSA, SECOPA, NASPAA, APA, Southern Political Science Association, and COPRA. This is also demonstrated through the faculty's significant and sustained professional service to public and nonprofit organizations in the Lowcountry.

Goal 4: Demonstrate excellence in student support activities.

The first objective of this goal is to target recruitment and retention activities to create and maintain an inclusive, equitable, and diverse environment. We also understand this objective to include the recruitment and retention activities of a diverse faculty, since the creation and maintenance of a climate of inclusion includes all programmatic elements: faculty, staff, students, and curricular and co-curricular activities. Implementation of this goal also directs us to assess our ability to provide effective advising, internship placements, and career counseling and placement services.

Goal 5: Build and sustain the program's administrative and governance capacity.

The first objective of this goal is: The MPA curriculum and program activities will be aligned with and contribute to the mission. This directive leads to regular consideration of the mission by appropriate stakeholders.

The second objective of this goal is: The program will implement a program evaluation plan that collects the data necessary to inform decision making and improve the program in governance, administration, program outreach, and teaching and learning. This directive ensures that we have a sustainable program evaluation that addresses accreditation standards, and that we are systematically reviewing our program's performance with respect to mission.

1.2.2 Please link your program goals to your mission's population of students, employers, and

professionals the Program intends to serve.

As our mission and goals indicate, we serve the educational needs of public and nonprofit practitioners and pre-service students who work, or aspire to work, primarily at the local, state, or regional level. Through our specialization options we serve students who are interested in careers in arts management, environmental policy and administration, nonprofit management, and local government and urban and regional planning. Students who do not specify a specialized area of study are free to draw on electives (approved by their advisor) that support their specific career objectives.

By preparing students in the public service competencies they need to be successful in their public sector careers, and through the program's required internship for pre-service students, we also serve the needs of public employers in the region, including local, state and regional nonprofits, local government, and state and regional government and public agencies. We also seek to serve practicing public administrators through service to their professional organizations. This is reflected in Goals 2 and 3, and the service includes the provision of professional development, applied research, and administrative assistance. In our alumni surveys we collect data on which programmatic elements have been most helpful to them in their careers. Our surveys of current students seek to understand their career goals and curricular interests. Also, the MPA director meets with virtually all incoming students to prepare a program of study and to collect additional data on student needs and interests.

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

As noted above, the mission and goals describe the nature of scholarship most appropriate for our faculty as that which addresses current public administration and policy issues. Goal 3 specifies our intention to undertake and disseminate applied and academic research which contributes to the knowledge and practice of public administration as it addresses current public and nonprofit sector administration and policy issues. As we discuss in Standard 3, the program expects and supports scholarly productivity in areas that address current public administration and public policy issues and problems. However, it is also expected and entirely appropriate for our mission that faculty engage in applied research directly related to the needs of local, regional, and state public administration practitioners, including reports, program evaluations, training manuals, planning documents and the like. Thus, these types of applied research are valued by the program and are considered by the Department and the University to be appropriate research activities that help us to achieve our mission. The Political Science department tenure and promotion guidelines indicate that applied scholarship is valued and 'counted.' The T&P guidelines specifically state that the department values "Publications that contribute to scholarly discussion and applied, community based research."

Standard 1.3

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

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

Self-Study Instructions:

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

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

1.3.1 Please link your program performance outcomes to your mission's Purpose and Public Service Values

The following describes program performance outcomes, based on our program goals, that have been achieved in the last 5 years and that most reflect our mission's purpose and public service values.

Goal 1: Prepare outstanding public service leaders.

Performance Outcomes:

1. Student mastery of Universal Competencies

As noted in our strategic plan, Goal I specifies the nature of our teaching mission, and calls for the

adoption and evaluation of professional competencies our graduating students will possess. As discussed under Standard 5, the program has adopted Universal Competencies that all students are expected to master, established student learning outcomes designed to achieve these competencies, and implemented a systematic assessment process to evaluate student performance linked to these competencies. In this manner, the program is transparent and accountable with regard to what we say our students must know and be able to do; with respect to how we evaluate the extent to which our students possess the requisite knowledge and skills; and with respect to how we use the assessment process to implement improvements to enhance and better achieve our teaching mission. Faculty and other stakeholder assessments of student performance continuously incorporate and reinforce this transparency and accountability. As one example of what we strive to achieve and do, the following performance outcome is provided.

Performance Outcome Tied to Universal Competency "To lead and manage in public governance." One of the definitions the program has adopted for this Universal Competency is: Students will identify, collect, and evaluate data to assess and improve program performance." Faculty not assigned to the course read and evaluated the final program evaluation produced by students in PUBA 502 ST Program Evaluation in spring 2013. Using a rubric to assess the quality of the quantitative and qualitative data collection, analysis, and conclusions, faculty also assessed whether the program evaluation could be used by the organization to improve program performance.

The students evaluated Project Hero, a literacy improvement program using Teach for America volunteers in the 1st, 2nd, and 3rd grades. Qualitative data involved a survey of key stakeholders regarding their perceptions of the value, quality, and implementation of the program. Quantitative data included changes in MAP scores from the beginning and end of the school year. Statistical techniques used by the students included dependent t tests to gauge individual student growth, independent sample t tests to gauge student growth by program participation (i.e. participated or didn't participate in Project Hero), and an ANOVA to test whether the number of hours spent with a Project Hero mentor made a difference.

The data collection was rigorous and appropriate, and the techniques were justified and well documented. The school system will be able to use this program evaluation to make changes recommended by the evaluation to enhance the program. Discussions with school personnel verified the usefulness of the final report.

Goal 2: Continue and enhance the program's connections to the community and the opportunities of students, faculty, and staff to contribute to the well-being of the region.

Performance Outcomes: The Community Assistance Program (CAP) is the seminal illustration of the MPA Program's commitment to our community and the opportunities for students, faculty and staff to contribute to the well-being of the region. Under the direction of Janet Key, CAP employs four Graduate Assistants who perform low- and no-cost professional services for local public and nonprofit agencies in

the Lowcountry.

Examples of CAP work in the self study year: CAP began the semester by working with the founders of Enough Pie, a new local nonprofit. Enough Pie is dedicated to the support of creative place-making and community development through innovative programming, project grants, and collaborative advocacy for sustainable, inclusive growth. At this time Enough Pie is focusing its efforts on the upper peninsula of Charleston. After participating in a number of brainstorming sessions, CAP has worked with Enough Pie as the organization creates benchmarks to measure its community impact over the first years of operation.

CAP staff also spent a great deal of the semester working with the Sea Island Habitat for Humanity-one of the four Habitat for Humanity affiliates in Charleston/Berkeley/Dorchester counties. A former graduate assistant and MPA alumnus is SIHH's Director of Development and she recommended CAP services to their board of directors. The marketing committee was interested in learning more about their ReStore customers, donors and volunteers. CAP developed a survey for donors and customers that included questions about shopping habits at the ReStore, regularity of donations and awareness of SIHH's mission. CAP staff also conducted a focus group of volunteers to ascertain their level of engagement with the organization and to receive their ideas for increasing customer traffic and sales at the ReStore and presented the findings to the marketing committee in mid-April. CAP and MPA faculty and staff are also pursuing a project to assist SIHH with a large-scale program evaluation to determine the long-term outcomes of the families who have obtained housing through SIHH.

Also this summer CAP is working with the Wounded Warrior Project. With a mission to honor and empower wounded service members, the organization began as a program to provide comfort items to service members returning home. It has grown into a complete rehabilitative effort for severely injured service members. CAP's first project with WWP was to put together a manual about why and how to create an endowment for a nonprofit organization. This manual will assist the board members plan for the future financial security for WWP.

The MPA Student Association's activities also demonstrate outcomes in alignment with our mission and public service values. The MPASA organizes monthly service activities during the fall and spring semesters. In the self study year and the previous two years, representative service projects have included Habitat for Humanity; the Green Heart Project where MPA students worked with disadvantaged youth in a project that emphasizes teaching knowledge and values needed to build a sustainable future while instilling the virtues of hard work and success (the hands-on project was a collaborative effort between graduate students and youth to build an urban garden); Lowcountry Food Bank; Families Helping Families; and Charleston Parks Conservancy.

Goal 3: Demonstrate faculty excellence in teaching, scholarship, and outreach and professional service.

Performance Outcomes

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1. Outstanding faculty performance in teaching.
2. Faculty and student productivity in applied and scholarly research addressing current public and nonprofit administration and policy issues.
3. Faculty contributions to the professional competence of local public and nonprofit officials.
4. Faculty contributions to professional organizations that serve the field of public administration.

The College of Charleston prides itself on its commitment to teaching excellence, and while scholarly productivity and community service and outreach (broadly defined) are critical expectations of faculty, the demonstration of quality teaching is the penultimate requirement for faculty. The MPA program director reviews the faculty's syllabi and student evaluations each semester and discussions of appropriate course requirements is part of MPA meetings and conversations with adjunct faculty. The program also incorporates peer review classroom observations into the assessment of teaching. In addition, the College uses an online student evaluation system called Explorance, and reports are available that compare the MPA faculty evaluations to evaluations College-wide. A comparison of MPA course evaluations to college-wide evaluations for the past three years shows that student assessments of our classes are at or above evaluations of the College on survey items evaluating the quality of the course, the teaching, and student learning. As noted elsewhere in the self-study, faculty and adjuncts in the program have a good record of scholarship, service to the region and to the profession.

The program also regularly supports student research activities. During the SSY and SSY-1, two students attended the Southeastern Conference for Public Administration. In the SSY, one student, Barbara Kolar, presented original work on the impacts of mission duplication of nonprofits in the Charleston area; this work eventually contributed to her final Capstone project. The second student, Matt Lewellyn, co-authored research with Jo Ann Ewalt on the development of policies in support of marriage equality in the states. In addition, Kendra Stewart worked with Kathleen DeWitt in revising a paper she had written for a class for presentation at SECOPA in SSY-1. This research led to Ms. DeWitt's master's thesis, which she has just completed. Kendra Stewart also worked with an MPA student, Mary Pat Twomey, on research that came out of her internship with the Farm to School program, and the data they collected led to an article that is currently under review at a scholarly journal.

Charleston Promise Neighborhood (CPN) is a prime example of the service the MPA faculty and staff provide to the Charleston community. CPN was established in 2009 as a Promise Neighborhood modeled after the Harlem Children's Zone in New York. The College of Charleston is an official partner organization and from the very beginning MPA faculty have been working with the organization on behalf of the College. The Provost appointed Dr. Stewart as the liaison for the organization and both Dr. Stewart and Ms. Key worked with the initial group to apply for a federal grant to fund the organization. Although the funding was not received, Ms. Key and Dr. Stewart have continued to work with CPN in a variety of capacities. In addition, Dr. Ewalt has come on board and is also providing support to the organization specifically in the area of developing outcome measures. CPN currently serves six low-income schools in the Charleston area providing health, education and financial support to students in

need. The MPA faculty and students work with the program pro-bono providing everything from planning and evaluation services to general program support and data collection services.

Goal 4: Demonstrate excellence in student support activities.

Performance outcomes:
1. Student internships:

Internships are a vital tool by which the program achieves its teaching mission because they allow students to apply knowledge and skills gained in the program, they offer students the opportunity to observe the ways in which public service values are operationalized in public and nonprofit settings, and particularly for pre-service students, they provide a means by which students can gain valuable experience participating in and contributing to the policy process and can interact with a diverse workforce and citizenry. Internship placements appropriate for our mission should occur in local, state, or regional government or nonprofit organizations, or in private organizations with significant ties to the public or nonprofit sectors.

Performance Outcome tied to Student Internships: From summer 2009 through summer 2013, 68 students have completed an internship. Of these, 51 percent had placements in nonprofit organizations, and 38 percent had placements in local government, with 10 percent completing placements in state or regional government, and 1 percent in the private sector where their placements involved liaison work with government and nonprofit organizations. Internship supervisor evaluations demonstrate high satisfaction on the part of employers with our students' performance.

2. Student placements: Our purpose is to prepare public service leaders and our emphasis is to prepare students to succeed in arts management, environmental policy, nonprofit management, and local/regional government and urban and regional planning. Thus, our students' career placements should be aligned with this focus (keeping in mind that not all students fit nicely within these areas). Of the 23 students who graduated in SSY -1, the majority are employed in areas relevant to and appropriate for the program.

Program Outcome tied to student placements: In SSY-1, the following table illustrates the employment status of our 23 graduates:

Student Employment, 2011-2012 Graduates
Local/regional/state government: 13%
Nonprofit Organizations: 17% (1 in environmental org, 3 in service orgs)
NGO: 4% (serving in China)
Research analyst - higher education: 9%
Arts organizations: 13%
Seeking further education: 9% (including one recipient of a Rotary International Year-long scholarship

and stipend to conduct research and take classes in Morocco)

Private sector: 17% (half of these students are in jobs that require liaison work with state and local governments)

Unknown: 13%

Unemployed: 4%

Goal 5: Build and sustain the program's administrative and governance capacity.

Our final goal specifies outcomes that illustrate the strength and capacity of the program in terms of faculty and staff, and in an operating budget sufficient to sustain program quality. When the decision to become a stand-alone program was made, the College committed faculty lines to more than meet the 5-faculty requirement. Funds for professional development are adequate. And, as is discussed in Standard 6, a staff line to support a program coordinator has been given to the program.

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

Our mission is specific with regard to the population of students, employers, and professionals the program intends to serve. We seek to educate pre-service and in-service students who work, or aspire to work in local, regional, or state government, public, or nonprofit organizations. Our performance outcomes illustrate that our students complete internships in these areas, and program placements show they work in these areas upon graduating from the program. As discussed more fully in Standard 5, our program design and curriculum supports student mastery of competencies of public service defined specifically for the administrative, managerial, and policy needs in these areas.

The employers we intend to serve are local, regional, and state governments and public and nonprofit organizations, and the professionals we serve are those who work in these organizations. Our program outcomes demonstrate sustained and significant contributions to these professionals and their employers. First and foremost is our ability to educate and graduate individuals who join these governments, agencies, and organizations and go on to serve with competence. Examples of student placements are listed in 1.3.1 above, as are data on student internships appropriate for our mission and the needs of students and employers.

The program's mission of service to professionals who work in local, regional, and state governments and public and nonprofit organizations is intentionally addressed in the service and outreach our faculty engage in with and on behalf of these public administration practitioners.

As an example of the program's responsiveness to employer and alumni interests and concerns, the program conducted employer and alumni surveys in fall 2007 and 2008. From these we learned that both groups identified a gap in the curriculum: we did not have a required course with strong emphasis on public management and leadership (although these topics were covered in electives and touched on

in other core classes). To remedy this, curricular revisions were made and the core now includes PUBA 603 Managing Public Organizations. In addition, PUBA 640 Leadership and Decision Making, was added to our regular elective line up.

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

As discussed in 1.3.1 above and further delineated in Standard 3, our mission calls for program faculty productivity in applied and academic research that addresses current administrative, managerial, and policy issues. The record of faculty publications, reports, training manuals, and other contributions that advance the theory and practice of public administration and public policy demonstrates our achievements in this area. Of particular note, our research tends to have a 'problem-solving' focus as we work on questions of public administration practice. All core faculty are represented in the outcomes reported in Standard 3 and the continued productivity of the faculty is appropriate for our mission, and appropriate for and supported by University, department, and program policies and practices.

Standard 1.3.4

1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduate's careers. (Limit 500 words)

The MPA Program Evaluation Plan has been uploaded in this Standard. It describes ongoing assessment as follows:

Section I: Program Strategic Management focuses on the appropriateness of the mission itself, and on whether an overall assessment plan is in place, is sustainable, and is adequate to collect the necessary data to inform decision making and improve the program in governance, administration, program outreach, and teaching and learning. Program diversity efforts and outcomes are included here.

Section II: Administrative and Governance Capacity evaluates whether the program inputs (budget, faculty, administration, and operating autonomy) are sufficient to deliver an MPA program that accomplishes our mission.

Section III: Faculty Performance assesses the extent to which faculty teaching, professional and community service, and scholarly and applied research are appropriate to carry out our mission.

Section IV: Students and Student Support Services evaluates the program's practices and outcomes with regard to recruitment and admissions, advising, internships, career counseling and placement efforts.

Section V: Teaching and Learning assesses the required Universal Competencies defined by the program and the actions taken based on this assessment to improve the program.

Regular Assessment Methods:

Current student survey: 2 year cycle, conducted in PUBA 701 Capstone Seminar. Survey items cover: mission/goals/values; recruitment information; internship placement information; student services information including career services and placements; teaching and learning competencies; Last conducted: Spring 2011. Next assessment due: Spring 2014.

Graduating student survey: every semester, required of all students who graduate. Survey items cover overall assessment of program, student learning, internship and career placement services

Advisory Board: 2 meetings annually. Board reviews, revises, affirms mission/goals/values; reviews program demographic data; reviews and advises program on changes to program, curriculum, and governance practices.

Alumni survey: 3 year cycle. Survey items cover: mission/goals/values; career placements; teaching and learning competencies. Last conducted: Spring 2011. Next assessment: Spring 2014.

Employer survey: 3 year cycle. Survey items cover: mission/goals/values; teaching and learning competencies; assessment of program alums as appropriate; survey of employer expectations for professional competencies. In 2008-09 a survey was sent to over 200 potential employers in the community. It was last conducted using Advisory Board as proxy for employers, Spring 2012. Next assessment: Spring 2015 using Advisory Board and Internship organizations.

Internship Supervisor survey: every semester. Assesses professional conduct, key skills, knowledge, and capacity.

Required Competencies assessments: annual (see Section V of the Program Evaluation plan and Standard 5 of the Self Study Report).

A number of faculty also engage in what could be described as informal assessment. They routinely contact students who have recently graduated and ask about the relevancy of the course or courses the faculty generally teach to students' job performance. One such contact elicited the following response from a fall 2012 graduate who was hired at a national nonprofit organization in Washington, DC. She wrote: "I think the main topics that prepared me for this job are organizational development/management and human resources. Of course, the topic of leadership is woven throughout those areas. My office has an ED that came on board about a year ago, but all of the staff (excluding me) have been here for several years and it is apparent that there has been a culture shift that the staff has not enjoyed. I can also see a disconnect between the purported culture (motto, ED's language) and the actions of the general staff... I'm so glad we focused on leadership and org culture in the Capstone along with the Org Theory class. Also from our capstone class, I can really see how

important issues like strategic planning and assessment are.... Without aligning membership growth with a strategic plan and assessment, I am unsure that what the office is producing is really meeting the needs of our new members.... I feel confident I can do that (create a strategic plan and conduct program assessment for the project I manage)now after multiple opportunities to learn and practice these skills in the (MPA) program."

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

The following are representative examples of how the program has had success in using the assessment process to improve program performance.

One of the operationalizations for the competency "To analyze, synthesize, think critically, solve problems, and make decisions" is: Students will be able to select and use methodologies appropriate to support research objectives. This was assessed in spring of 2012. The assessment method and performance expected was as follows: Evaluation of final assigned paper in PUBA 601 Research and Quantitative Methods for PA using a rubric. Competency 3 will be analyzed every 3 years. 100% of students should be rated good or excellent. 80% of students should be rated excellent. The Assessment Results were: 90% of students were rated good or excellent. Of those, 70% were rated excellent. Among deficits noted were failure to justify analytical techniques used; use of inappropriate (or not the best) statistical method; poorly conceived research design. The use of results to improve performance were: MPA faculty and MPA Advisory Board assessed student work. Faculty developed a White Paper with students entitled 'What to do with a data set and a research question' linking research design, data, and analytical methods. Faculty who teach PUBA 601 Research Methods have increased coverage of research design content to place greater emphasis on representative examples students can use as models for their own research.

Finally, a second operationalization of the competency "To analyze, synthesize, think critically, solve problems and make decisions" is: Students will be able to analyze, describe, and communicate the results of data analysis. The assessment method and performance expected was as follows: Evaluation of final assigned paper in PUBA 601 Research and Quantitative Methods for PA using rubric. Competency 3 will be analyzed every 3 years. 100% if students should be rated good or excellent. 80% of students should be rated excellent. The assessment results were: 95% of students were rated good or excellent. Of those, 88% were rated excellent. Among deficits noted were poorly crafted figures and tables and awkward writing when discussing statistical results. The use of results to improve performance were: MPA faculty and MPA Advisory Board assessed student work. While the target performance goals were met, we discussed the fact that the ability to prepare professional-quality tables and figures is a critical skill that our students must master. Therefore, faculty teaching in PUBA 601 have developed several assignments to improve students' abilities in this area. This is one of the areas we continue to evaluate when we review students' Capstone research projects, since this work represents the final work most students do in the program.

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:

Organizational Relationship of the Program to the Institution

In a Department of Political Science

Mode of Program Delivery

Classroom only

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

The mode of delivery is almost entirely traditional classroom, which is why "classroom only" was selected. We do expect to increase the number of online elective classes, but we want to be sure the College's support for online education is sufficient before moving in this area. At this point, students who take urban and regional planning classes have a limited opportunity to take a few classes online, and a few faculty who teach arts administration courses have also taught online. All students admitted to the program have identical admission requirements, core curriculum, degree expectations, and expected universal competencies, regardless of their area of specialization (if any). This is also true of students in the dual MPA-MES program. Our program consists of one program in one location with a single governance structure, student population, and nucleus faculty.

Please note that the College offers the Certificate in Urban and Regional Planning (housed in the MPA Program and staffed by MPA full-time and part-time faculty, and directed by a nucleus member of the MPA faculty, Kevin Keenan) at the Lowcountry Graduate Center in North Charleston. Created through a partnership of the College of Charleston, The Citadel and the Medical University of South Carolina, the Lowcountry Graduate Center (LGC) was developed to expand the opportunities for graduate education in the Lowcountry. Clemson University and the University of South Carolina have joined the local institutions in providing a growing number of graduate programs at the LGC. MPA students who take urban and regional planning courses as electives, or who elect to join the certificate program, take elective classes in this location but all core classes and other elective courses are offered on the main campus in downtown Charleston.

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

Jo Ann Ewalt directs the MPA Program. The School of Humanities and Social Sciences policy regarding governance of the MPA program is as follows:

Director (1 course reassigned time each semester; 9 month contract plus summer stipend): The duties of the MPA Director include, but are not limited to the following:

• Oversee the recruitment and retention of students
• Serve as the contact for interested applicants
• Serve as the contact with graduate school and NASPAA
• Review received applications for MPA program and Arts Management and Urban and Regional Planning Certificate programs, make recommendations to MPA faculty, and determine acceptance based on feedback from faculty
• Assign student advisors
• Approve all planned programs
• Coordinate course scheduling each semester with department chair of Political Science as well as with other relevant departments on campus
• Oversee MPA planning and assessment: ensure plan is updated annually and all assessments are recorded and the loop is closed
• Oversee advisory board meetings, graduate student alumni surveys, graduate student surveys, and employer surveys
• Maintain accurate record of minutes from MPA meetings
• Attend annual NASPAA meeting and complete all NASPAA reports
• Organize an MPA student orientation each semester, attend and help coordinate MES orientation to discuss dual MPA-MES program
• Create opportunities for and encourage participation in faculty development for MPA faculty
• Take the lead in ensuring that the program is in compliance with NASPAA standards
• Supervise the hiring and placement of graduate assistants and oversee the quality of their work
• Oversee MPA curriculum changes and updates
• Attend graduate council meetings
• Recommend approval or disapproval of all MPA course overrides
• Serve as the budget unit head for MPA funds
• In consultation with the chair of Political Science, serve on PA faculty search committees and work with MPA and department faculty in recruitment and retention of new public administration faculty

The MPA program also has a full-time program coordinator position. During the years of this review that position was held by Margaret Bonifay, who had worked for the College for almost 30 years. Ms. Bonifay was a full time permanent staff member until 2010, when she elected to work three days a week. Given her immense institutional knowledge, this arrangement worked well for the program. She retired in December, 2012. At that time, the program was informed that there was no longer a permanent staff line for the MPA coordinator position. The Dean of HSS included a request for a new staff line for this position in her budget request, and this was approved at the June 2013 meeting of the Board of Trustees. As of this writing the position is vacant but the program will search for a new program coordinator and the line should be filled by the beginning of the fall 2013 term. This position is responsible for, among other duties, assisting with program recruitment, social media, maintaining

program data, including prospective and current student files and alumni records, and program reports.

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

The MPA full-time tenured and tenure track nucleus faculty hold faculty lines in the Department of Political Science and are thus accountable to the Chair of Political Science. The director of the MPA Program is accountable to the Chair of Political Science for all faculty matters (annual reviews, post-tenure review, merit, department service, etc.) and she reports to the Dean of the School of Humanities and Social Sciences for programmatic issues such as budgeting, planning, and strategic initiatives. MPA roster faculty also teach in the undergraduate Political Science program. Janet Key, who is a full time staff member of the MPA Program, directs the Community Assistance Program, teaches nonprofit management courses for the program and facilitates Internships, reports to the MPA director and is not affiliated with the Political Science department. She is a professionally-qualified member of the nucleus MPA faculty.

The MPA Program and the Department of Political Science are located in the School of Humanities and Social Sciences, one of six schools at the College of Charleston. The MPA Program is one of 19 Master's programs at the College. There are no doctoral programs at the College of Charleston.

As described elsewhere, the mission of our program reflects our intention to provide high quality education in theories and practice of public administration and to support the field of public administration in ways that serve the public interest. This requires program faculty and staff of sufficient number and competence to administer the program; faculty with demonstrated teaching abilities in the areas of expertise we emphasize; faculty with interest and willingness to provide service to the profession and specifically to local, state and regional PA and nonprofit practitioners; and faculty with a record of scholarly and applied research in areas that advance the field of public administration.

The governance arrangements support the program's mission in the following ways: The MPA director receives a one course reassigned time per semester (normal teaching load is 3 courses per semester). She has a 9-month contract with a stipend for summer work. The MPA Program's Strategic Plan specifies the program will have, at a minimum, five full time PA faculty who will exercise substantial influence for the governance and implementation of the program. Since the program delivery consists of one campus and one program, a single director and administrative assistant, in conjunction with at least five full time PA faculty, are sufficient to administer the program and ensure program quality.

The MPA faculty have demonstrated teaching excellence and ability to assist students in obtaining the knowledge and skills, tools and techniques of public service and administrative practice. MPA faculty are active in service to the profession, at the local, state, and regional level and with regard to service to national professional organizations. In addition, faculty have demonstrated their ability to contribute to the applied and academic research literature that advances the knowledge of public administration.

Standard 2.2

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

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

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

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

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

 Total number of Nucleus Faculty members involved in the program   6.00

2.2.2

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

	Score	Who Participates (check all that apply)
Program and Policy Planning	High	All Department Faculty All Program Faculty Nucleus Faculty Program Director Other
Establishing Degree Requirements	High	Dean or Higher Authority All Department Faculty Nucleus Faculty Program Director Other
Making and implementing recommendations	High	Nucleus Faculty Program Director

regarding admission of students setting quota

Advising Students	High	Nucleus Faculty Program Director
Specifying Curriculum and Learning Outcomes	High	Nucleus Faculty Program Director
Evaluating Student Performance and Awarding Degrees	High	All Program Faculty Nucleus Faculty Program Director
Appointing, Promoting Faculty	Medium	Dean or Higher Authority All Department Faculty Nucleus Faculty Program Director Other
Participating in defining and assuring faculty performance	Medium	Dean or Higher Authority Nucleus Faculty Program Director Other

2.2.3

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

2.2.3 Faculty Governance Comments

In order to be considered part of the nucleus MPA faculty in our program, a faculty member must generally meet all of the criteria below:

• Teach at least one MPA core or elective course in an academic year;
• Participate in MPA faculty meetings and contribute to the decision making process regarding program policy, including curricular matters, program governance, and program mission and goals;
• Participate in the process by which decisions regarding program applications are acted on;
• Participate in orientation programs for new students;
• Participate in meetings of the MPA Advisory Board;
• Participate in the assessment of student performance on student learning competencies;
• Serve as advisor to students as assigned, and be willing and available to advise MPA students in an ad

hoc manner with regard to classes, internships, student research, and career opportunities.
• Participate in professional organizations that promote and advance the profession of Public
Administration, such as ASPA, SECoPA, APSA (PA and other sections), Transatlantic Dialogue, and SPSA;
• Contribute to the scholarly and applied literature informing the profession of Public Administration
and/or related fields or subfields.

When PA faculty searches occur, our Department practice has been that the MPA Director serves on,
and may chair, the search committee, and that at least one and usually more MPA nucleus faculty serve
on the committee along with members of the Political Science faculty. The MPA program has medium
influence in this area since the search committee makes recommendations to the Department Chair and
College Dean and Provost, which are generally accepted; all negotiations between tenure track
candidates are conducted by the Chair of Political Science; the Provost's office approves salary and
additional funding issues. In terms of promotions and tenure decisions, the program's scope of influence
is low since the all tenured faculty in the Political Science Department serve on the promotion and
tenure committee, and the P&T process is diffuse and spread across the Department, School, and
College levels. Degree requirements and curricular decisions begin with the MPA nucleus faculty, and
while these actions must be approved by the Department, the Graduate Council, and the Faculty Senate,
in the past five years the MPA program has never sought to implement decisions in these areas that
were overturned at another level. In terms of defining and assuring faculty performance, the MPA
Director receives all student evaluations for MPA classes and consults with the faculty member and if
appropriate, with the Department Chair, if performance issues arise.

MPA program faculty have "substantial determining influence" in all of the major areas of program
operation, from program design and degree requirements to curricular decision, to the admission of
students, to the evaluation of students, and to the awarding of degrees.

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.

3.1.2

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

The College of Charleston's policy requires a terminal degree, normally an earned doctorate, for tenure-track status. Full time tenured and tenure-track faculty who teach courses in the MPA program are expected to have a doctorate and career experience and/or interests appropriate to the areas in which they will be expected to teach, including appropriate focus in professional research and work experience. New faculty may be hired ABD, but are put under contract to complete the doctorate during their first contract year. If the individual does not complete the Ph.D. degree by the time agreed to by contract, the College reserves the right to reduce the salary, change the rank to Instructor, and make renewal of the appointment contingent on the award of the Ph.D. by a specified date. Adjunct faculty who teach graduate courses are required to possess at least a Master's degree in a relevant field, and their professional qualifications for teaching must be reviewed and approved by the Provost.

All tenure track faculty who teach in the MPA program are expected to be able to fill out their assigned teaching loads with undergraduate courses in public administration or in closely related areas in political science such as American Government, urban politics, undergraduate research methods, public policy, and GIS. Undergraduate courses in political science and public administration are extensively used as electives or by students from a variety of degree programs across the campus. This interdisciplinary enrollment adds cross-fertilization to the teaching experiences of the MPA faculty, and contributes positively to the recruiting base of the MPA program.

Adjunct faculty are used to teach MPA courses when they can bring particularly useful specialized knowledge and experience to the classroom, or on rare occasions to substitute for a tenure-track faculty member who is on leave or has left the program and is being replaced. During the self-study period,

adjunct faculty we employed on a regular basis included the following individuals:

Stephen Bedard, who has served as Chief Financial Officer of Charleston, SC for over 10 years, has taught PUBA 605 Managing Financial Resources several times. He also taught a special topics course on strategic planning. Bedard manages an operating budget of $155 million and a capital improvement/maintenance budget of $60 million. He leads a 150-person department with diverse responsibilities aligned to the strategic vision: budget preparation and execution, cash management and investment, accounting, procurement, revenue collections, property and risk management, information services, human resources, citywide process improvement and special facilities management. Bedard has a B.S. in Operations Research from the US Naval Academy, an M.B.A. (concentration in Finance) from the University of Georgia, and has post-Master's continuing education from the University of Virginia Darden Graduate School of Business, Harvard University's Kennedy School, and has coursework in emotional intelligence from Case Western Reserve University. He is an active member of the Government Finance Officers Association and has chaired GFOA's standing committee on government budgeting and fiscal policy. He has also conducted site visits for NASPAA.

Eric DeMoura has served as Town Administrator of Mount Pleasant, SC, since 2010, and has almost 15 years of experience in local government. Mt. Pleasant is South Carolina's 4th largest city, and DeMoura's management responsibilities include an $80 million budget and 650 employees. He has a BA in Political Science and an MPA from Clemson University and earned a County Administration Certificate from the University of North Carolina. DeMoura teaches electives in local government for the program, including PUBA 705 Managing Public/Private Partnerships, which he developed.

Lindeke Mills has a JD from Georgetown University and practiced environmental law for many years prior to coming to the College of Charleston in 1995. Prior to going to law school she worked for the Environmental Protection Agency as a Technical Information Specialist. In that capacity she was awarded the EPA's Bronze Medal for Excellence. Dr. Mills teaches public policy and environmental law and regulation.

Joy Simpson teaches PUBA 656 Fund Raising and Marketing for Nonprofits for the program. She has over 15 years of experience working for and consulting with nonprofits on development, marketing, and planning. She is a frequent presenter at Blackbaud International conferences, and her clients include The Citadel and other institutions of higher education as well as numerous nonprofits in South Carolina and surrounding states.

Mary Desjeans teaches PUBA 640 Leadership and Decision Making. From 1981 through 2012 she held analytic, management, and leadership positions of increasing responsibility with the Central Intelligence Agency. Her last position was Deputy Director for Intelligence/Strategic Programs, where she served as one of four senior personnel overseeing the personnel and programs of the CIA's Directorate of Intelligence. Desjeans holds a BA and MA in European History from the University of Massachusetts and a Ph.D. from Duke University.

Layne West teaches PUBA 612 History and Theory of American Urban Planning and PUBA 613 Planning Law. He is Planning Director and Zoning Administrator for the Town of Moncks Corner, SC. He has over 15 years of experience in local government. He has an MPA and a Master of Community Planning from Auburn University, where he is ABD and pursuing a Ph.D. in Political Science.

A final note about Table 3.1.4 below. The data show that of the 35 courses taught in the self study year (summer and fall 2012 and spring 2013), 40% were taught by nucleus faculty, 57% were taught by full time faculty, and 60 percent were taught by academically qualified faculty. For our core classes delivering required competencies, 63% were taught by nucleus faculty, 81% were taught by full time faculty, and 75% were taught by academically qualified faculty. The reason for this fairly low percentage in nucleus faculty is that, as explained in Standard 1, the decision was made that one of our nucleus faculty would no longer teach in the program. We were given permission to search for a tenure track assistant professor who would begin in August 2012, but given the lateness of this notification and the fact that the department was also conducting other faculty searches, we elected to hire a one-year visiting professor, Dr. John Mandeville. We have indicated that Dr. Mandeville was full-time, and academically qualified, but he was not a part of the nucleus faculty. He taught one elective and two core classes in the MPA program during the self study year. We have since completed our search and hired LaTasha Chaffin, who will be a part of the nucleus faculty starting August 2013.

In addition, the department successfully completed a second search for a tenure track assistant professor who will teach in the MPA program, the Political Science program, and the Master of Environmental Studies program (and thus, serves our dual MPA-MES program). Dr. Matt Nowlin will also begin in August 2013 and will teach the core PUBA 602 Public Policy course for the program in addition to elective courses.

Had we been at full staff regarding our nucleus faculty during the self study year, as we will be in 2013-2014, we would have had 8 nucleus faculty (88% academically qualified compared to 83% academically qualified currently) and our percentages in table 3.1.4 would have been as follows:

All Courses N = 35
% Nucleus Faculty 63
% Full Time Faculty 69
% Academically Qual 70

Courses delivering required competencies N = 16
% Nucleus Faculty 94
% Full Time Faculty 94
% Academically Qual 75

3.1.3

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

3.1.4

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

3.1.4	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified	Professionally Qualified
All Courses	35	40	57	60	40
Courses delivering required Competencies	16	63	81	75	25

3.1.5

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

Newly hired faculty are given a reduced teaching load in the first year and a personal development budget ($1,000.00 in FY2012) to encourage development of a research program. They are also assigned a mentor in the department.

Pre-tenure faculty members are eligible to apply for Junior Faculty Summer Research Awards, which provide up to $4,500 per awardee in summer compensation.

In addition to library services and general computer support elsewhere described, professional development for faculty in general is further supported in the following ways:

• The Department of Political Science provides professional development funds for travel, supplies, and equipment.

• The School of Humanities and Social Sciences provides professional development funds through a grant process. The amount available varies on a yearly basis, but has typically amounted to approximately $400 per faculty applicant.

• The MPA Program also has funds available to assist nucleus faculty in travel to professional meetings.

Although the sum is fairly small, when leveraged with funds from the Political Science department and the School of Humanities and Social Sciences, this PD assistance has proved valuable. In the SSY we supported an extra public administration conference for Kevin Keenan.

• The Teaching, Learning, and Technology Office provides workshops on classroom instruction and arranges observation, mentoring, and counseling services, upon request.

• The Teaching, Learning, and Technology Office also arranges periodic technology expos to demonstrate new equipment and software opportunities, as well as periodic training workshops on software use. Licenses are maintained for basic statistical research packages such as SPSS and SAS.

• The Teaching, Learning, and Technology office provides technical and staff support for development on on-line courses, including recording and transcription services, and staff support in preparation of on-line teaching materials.

• Faculty who write grants that return indirect cost reimbursement to the College are provided a share of the reimbursement for personal professional development. The Office of Sponsored Programs provides staff assistance in identifying and pursuing grant opportunities.

• Public Administration faculty members are specifically encouraged and supported in partnership activities and teaching collaboration with public service professional associations and practitioners. For example, service to the SC Association of Nonprofit Organizations or to specific agencies within the City of Charleston or Charleston County is considered appropriate public service for promotion, tenure, and merit pay purposes.

Departmental travel funds are routinely used to support travel to public administration conferences, including travel to attend when not giving a paper (although presentations are more generously supported).

While their relationship to professional development is indirect, it should also be noted that the University and/or Department provide an Employee Assistance Program and a Wellness Program, have specific policies in place to support work/life balance and family-friendly standards and practices, and offer a cafeteria benefits program that includes both defined contribution and defined benefit retirement system options.

Standard 3.2

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.

3.2.1

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment
Advertisement is placed in publications and on listservs that serve diverse audiences
Advertisement is sent to schools with concentrations of diverse graduate students
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates
Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position
Evaluation criteria are used to create an inclusive pool of candidates
Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process
A female or minority is included on the search committee
Documentation on why candidates are excluded from interview is required
Other, please specify

Specify

Chairs of search committees are required to consult with the director of the EEOC office to review all candidate pools and identify diverse candidates. When conducting searches for faculty who will teach in the MPA program, the chair of Political Science also works to ensure that the Provost's office is aware of the job market and salary variations between the fields of political science and public administration.

The MPA Program Diversity Plan (uploaded with the self-study) was written in fall 2011 and approved by the Advisory Board in April 2012. It specifies the diversity values the program embraces as well as the specific activities and strategies the program employs, to recruit and retain a diverse faculty and student body. We have adopted the following Diversity Goals:

DIVERSITY GOALS

Goal 1: Recruit and graduate greater numbers of qualified diverse students.

Goal 2: Recruit and retain greater numbers of qualified diverse faculty.

Goal 3: Create a supportive environment that is diverse, inclusive, and welcoming to all.

Goal 4: Systematically and effectively assess progress in achieving diversity goals and take actions to improve diversity goal performance.

The intent of the text in this section is not to repeat information in the plan, but to note that in addition to identifying strategies to enhance faculty (and student) diversity, the program believes that an overall climate of inclusiveness is necessary to achieve our diversity goals.

Strategies used in retention (check all that apply)

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

Specify

Informal opportunities for faculty interaction, such as research or other faculty presentations and informal discussions.

• Periodic formal MPA faculty meetings and annual retreats.

• The Department provides assistant professors with an environment for success including a senior faculty mentor, and a reduced service burden.

• Faculty and staff have opportunities to attend numerous diversity programs, including diversity training, offered by the College Office of Diversity.

• Faculty regularly discuss opportunities to increase students' introduction to diverse viewpoints and experiences in public service by identifying appropriate guest speakers and identifying appropriate hands-on projects and class assignments.

Other strategies used to assure students are exposed to diverse experiences

Use of part time instructors
Other, Please Specify

Use of guest lecturers

Specify Students are also exposed to diverse experiences and viewpoints when classes perform hands-
'other' on applied work as part of class assignments. For example, in spring 2012 students in Dr.
Ewalt's PUBA 602 Public Policy Class and Dr. Stewart's PUBA 603 Managing Public Organizations
class worked with the Charleston County Administrator and the elected County Commissioner
who chaired a consolidation subcommittee. Students were responsible for analyzing issues
related to potential consolidation of public services and had the opportunity to interview
stakeholders in various municipalities and public service districts in the county. These
stakeholders represented diverse viewpoints and perspectives on the nature of public service
provision, the various populations served, and the overarching question of the role of local
government.

In addition, students in PUBA 655 Nonprofit Capacity Building worked with Michelle Mapp, an
alum who is executive director of the Lowcountry Housing Trust to on a needs assessment of
community development investment firms and other financial institutions that could enhance
lending to low income citizens. Ms. Mapp, who is African American and whose constituencies
include a diverse citizenry, worked closely with the students to ensure they understood the
critical housing needs of the clients.

3.2.3

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

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

3.2.3a

U.S. Based

3.2.3a Faculty Diversity	full time male	full time female	part time male	part time female	total
Black or African American, non-Hispanic		1		1	2
White, non-Hispanic/Latino	5	3	3	2	13

3.2.3c

**Describe how your current faculty diversity efforts support the program mission? How are you
assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable**

program strategies, developed with respect to the programs unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

Historically we have not attracted a very ethnically or racially diverse faculty, and we continue to be committed to improving in this area. In South Carolina 22 percent of the population are non-white. By comparison, 15 percent of the faculty who teach in our program are non-white. We do employ as many recruitment strategies to support diversity as possible, and the program wrote and adopted its first diversity plan in 2011. (Unfortunately, it is quite uncommon at the College for individual departments and programs to adopt a diversity plan.) While simply having a plan does not ensure successful diversity efforts, it is fair to say that in the process of developing the plan the faculty have increased their consideration of diversity issues in all areas -- hiring, curriculum, internships, class speakers, and so on.

We have been able to offer our students diverse faculty teaching in elective courses but up to now have not had diverse faculty teaching core requirements. As we note in 3.2.4 below, Dr. Karen Chandler, who is African-American, teaches a number of arts administration elective courses for the program. Looking forward, we are excited to be welcoming our new tenure-track colleagues, LaTasha Chaffin and Matt Nowlin, in August 2013. LaTasha is an African-American woman who at this writing has her dissertation defense scheduled for early August. She has both academic training and over 10 years of experience working in the public sector in the field of Human Resources. She will be teaching core classes in the program. Matt has recently completed his Ph.D. and will be teaching a required course in Public Policy for the program. Matt has just finished a program in which he combined public policy with Environmental Geography and we anticipate he will bring a diversity of perspectives about how to consider 'place' in the development of public policy.

We have also recruited Tumiko Rucker, the Town Administrator of Kiawah Island, SC, to teach PUBA 512 Females and Minorities in Public Administration in the fall 2013 semester. Ms. Rucker, who is African-American, has 15 years of experience working in local government as well as experience in the private sector liaising with local governments in public finance when she worked with Wells Fargo as an operations analyst. She is interested in developing a long-term adjunct relationship with the program, teaching local government classes, and we look forward to her participation in the program.

Thus, while in the SSY we have been able to attract an African American colleague to the program as a full-time tenure-track faculty member, and we continue to make improvements in the diversity of our adjuncts, our diversity recruitment efforts will continue the next time we are able to search for a tenure-track line. All core faculty bring diverse perspectives to the curriculum through their use of guest lecturers (a strategy almost all core faculty employ), through assignments that require students to think critically about cultural competencies, and through in-class discussion of their public and nonprofit sector service and previous employment and the ways in which these experiences have enriched their understanding of diversity issues in public administration. Our required curriculum covers the professional, legal, and ethical aspects of promoting and managing in the public sector, including equal employment opportunity, affirmative action, and diversity in the workplace. The program also assures that students are exposed to diverse perspectives through the elective courses students take. One such

elective, PUBA 502 History of Poverty in the US, collaborated with East Cooper Community Outreach (ECCO) and put MPA students in roundtable discussions with ECCO clients about the needs and life experiences of people living in poverty.

The following is an example from one nucleus faculty member regarding ways in which faculty diversity efforts support our mission and ways in which faculty bring diverse perspectives to the curriculum: As Dr. Stewart notes regarding her inclusion of diversity and multicultural sensitivity in PUBA 603 Managing Public Organizations and PUBA 604 Managing Human Resources, "We cover differences in public-private management and administration. For example, our
political system's emphasis on representativeness, due process rights, and minority rights results in personnel considerations that have been lacking in the public sector (or have recently been imposed on the public sector). We discuss the importance of these values in matters of race, gender, and physical/mental disabilities, stressing the desirability of these values in a constitutional democracy and the fact that these are values of which public sector managers must be mindful. I also seek to incorporate the program's Social Equity Values in discussions of personnel management. We devote a substantial time to racism, legacy of slavery, the genesis of EEO requirements and other forms of discrimination and potential discrimination including age, pregnancy and health, gender, and disability discrimination. We also devote time to discussions about women and leadership issues, including gender and leadership
effectiveness, and leadership styles, the glass ceiling, motives for shattering the glass ceiling, and ways to identify and shatter the glass ceiling."

3.2.4

3.2.4 Current Faculty Diversity Efforts

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

The MPA program has experienced the following changes in the past five years with respect to the nucleus faculty:

-- Five years ago, the program was a joint program with the University of South Carolina. Nucleus faculty included Mark Tompkins and Heather Getha-Taylor from USC, along with Phil Jos, Kendra Stewart, and Andy Felts from the College of Charleston. Thus the faculty consisted of two White females and three White males. This was consistent through the 2010-2011 academic year, although the specific faculty member from USC who joined Mark Tompkins to teach in the program varied. We note that while Janet Key, a current member of the nucleus faculty, was on staff and teaching nonprofit courses in the program during that time, NASPAA standards did not allow us to consider her a professionally qualified member of the faculty and thus she was not considered nucleus faculty until fall 2011 when the current MPA director joined the faculty and began preparing for accreditation under the revised standards.

-- In SSY-1 (2011-2012), the faculty consisted of Phil Jos and Kevin Keenan, both Caucasian males, and Jo Ann Ewalt, Kendra Stewart, and Janet Key, all Caucasian females.

-- In the SSY, Gibbs Knotts, a Caucasian male, joined the nucleus faculty.

Thus, in the past five years we have gone from a faculty that included two women and three men, all White, to a nucleus of three White men and three White women.

In 2013-2014, the nucleus faculty will consist of four men, all of whom are White, and four women, three of whom are White and one who is African American.

Faculty diversity has also been enhanced through the use of professionally qualified or academically qualified minorities teaching electives in the program. Associate Professor Karen Chandler, an African American, is a member of the Arts Administration faculty. She teaches PUBA 660, Contemporary Perspectives on Arts Management, PUBA 661, Advanced Arts Management, and PUBA 662, Cultural Administration and Applied Research at the Avery (the College's Avery Research Center for African American History and Culture). In SSY-1, the Avery Director, Dr. Patricia Williams Lessane, who is African American, taught PUBA 662, and MPA students have interned at the Avery Center. Tumiko Rucker, also African American and currently Town Administrator of the Kiawah Island, SC, will teach PUBA 512 Females and Minorities in Public Administration in the fall 2013 semester.

Standard 3.3 Research, Scholarship, and Service

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

Self Study Instructions

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

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

3.3.1

The College of Charleston's MPA program nucleus faculty members, who hold faculty lines in the Political Science Department, are expected to maintain a pattern of scholarly productivity. In terms of publishing, the College's Faculty Administrative Manual specifies that "multiple" publications are expected during the six year probationary period. The Department's Promotion and Tenure Guidelines do not indicate a specific number of publications, noting instead that the department expects:

• a consistent cycle of research projects and a record of consistent engagement with professional scholarship.

• A productive research record (the record can include non-peer reviewed publications and policy papers, conference presentations, invited publications, textbooks, book chapters and reviews, but must include publications in quality peer reviewed journals or a high quality book that reflects work well beyond the dissertation, along with other peer reviewed publications).

• A productive research agenda beyond the dissertation project (or, in the case of candidates for promotion, beyond the projects and publications that constituted the record presented in support of tenure).

• High promise for continued high quality scholarship.

In practice this has meant an expectation of at least three peer-reviewed publications combined with conference presentations and strong evidence of an ongoing productive scholarly agenda. In keeping with our mission of serving the needs of local, state, and regional governments, and public and nonprofit organizations, the Department of Political Science and the MPA Program also recognize and value applied scholarship done on behalf of mission-related stakeholders.

In addition to making significant and sustained contributions to the University, the MPA program expects the core faculty to participate in service activities that enhance the profession of public administration through membership in and active contributions to regional and/or national professional organizations and through service to public or nonprofit practitioners and/or to local, state, or regional groups serving practitioners. Service activities may include membership on taskforces or committees of national or regional organizations, hosting conferences, holding board memberships and officerships, and participating in accreditation processes to other institutions, such as on-site visit teams and related duties. Writing grants that support these service activities, and developing and participating in public and nonprofit training and consulting activities are also encouraged and valued by the program and within the tenure and promotion process. In addition, interviews of faculty for television, newspaper, or radio stories that enhance the visibility and reputation of the program and the University are considered important service activities.

These expectations relate directly to the program mission of supporting the practice of public administration and its ability to serve the public interest, and to the program's goals of devoting substantial time and professional expertise to the public governance needs of public and nonprofit practitioners, and undertaking and disseminating applied and academic research which addresses current public and nonprofit sector administration and policy issues.

3.3.2

Provide <u>ONE</u> exemplary activity of each nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5

years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

3.3.3

List some significant outcomes related to these exemplary efforts

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

In the area of professional and community service to the wider public administration community, and to our local, state, and regional stakeholders and practitioners in the public and nonprofit fields, the core faculty have made significant contributions. A few of these activities include the following:

-- Service to professional organizations. Core faculty are active in discipline-related organizations such as APSA. Faculty are also active in ASPA, NASPAA, and our regional public administration organization, the Southeastern Conference for Public Administration (SECoPA). In 2012 Kendra Stewart was honored for her exemplary service to the profession of public administration and to SECoPA by winning the Donato J. Pugliese Award, the highest award the organization presents. She was elected to the ASPA National Council (2009-2012), and is a past-president of SECoPA. She serves on the editorial boards of PAQ, Public Personnel Journal and JPAE. Jo Ann Ewalt is in-coming president of SECoPA. She also serves as a member of the Executive Council of NASPAA and is a member of COPRA. She is a member of the editorial board of JPAE and regularly reviews manuscript submissions for PAR and PAQ. Kevin Keenan is active in the American Planning Association as well as the South Carolina Planning Association. Gibbs Knotts is on the editorial board of the Journal of Political Science and a member of the Southern Political Science Association's V.O. Key Award Committee.

-- Faculty also engage in significant service to public service stakeholders in our community. Janet Key has recently provided professional expertise to the following organizations: Project Director, Sea Island Habitat for Humanity, Survey Research for ReStore marketing and development, January-April 2013; Project Director, Healing Farms Marketing Plan, Charleston, SC. March-September 2012; Project Director, Children's Museums Best Practices Review, Lowcountry Children's Museum, Charleston, SC. March-August 2011. Jo Ann Ewalt is currently working with the South Carolina Association of Nonprofits to help coordinate their annual meeting, as well as to enhance the outreach of the MPA program to the nonprofit community. She also works with Charleston Promise Neighborhood, a nonprofit modeled after Harlem Promise Neighborhood, assisting with program evaluation. Gibbs Knotts has served as an expert and news source for various print and electronic media covering political and PA issues in the Lowcountry. He has also made presentations to a range of groups including the Chamber of Commerce and Leadership Charleston covering governance issues. Stephen Bedard, who is CFO of the City of Charleston and a regular adjunct in the program, was recently honored by the President and Board of Trustees of the Medical University of South Carolina for his distinguished service to the financial health and well being of the city.

The Community Assistance Program is the seminal illustration of the MPA Program's commitment to our community and the opportunities for students, faculty and staff to contribute to the well-being of the region. Under the direction of Janet Key, CAP employs four Graduate Assistants who perform low- and no-cost professional services for local public and nonprofit agencies in the Lowcountry. Examples of CAP's work are reported in Standard 1.

Significant outcomes in the area of applied and scholarly research in public administration and public policy include the following contributions.

Kendra Stewart:
Thompson, O., L. Ghelardini, K. Keene, and K. Stewart. "State-Level Legislation Regulating Farm-to-School Programs in the United States: An Examination of Enacted, Pending, and Vetoed or Dead Bills." Forthcoming in Health Education Journal.

Stewart, K. and J. Vocino. "Homeland Security in Higher Education: The State of Affairs." Forthcoming in The Journal of Public Affairs Education

Lee, M., G. Neeley, and K. Stewart editors. The Practice of Government Public Relations. Taylor and Francis Press, 2012.

Patton, D. and K. Stewart. "Choices and Challenges: Sustaining a Rural Health Network in Funding Vanishes." In The Practice of Strategic Collaboration edited by J. Clay and D. Norris-Tirell. Boca Raton, FL: Taylor and Francis Press, 2010.

Gibbs Knotts:
Cooper, Christopher A., and H. Gibbs Knotts. "Partisan Change in Southern State Legislatures, 1951-2011." Southern Cultures, forthcoming.

Cooper, Christopher A., H. Gibbs Knotts, David McCord, and Andrew Johnson. "Taking Personality Seriously: The Five Factor Model and Public Management." American Review of Public Administration, forthcoming.

Cooper, Christopher A., and H. Gibbs Knotts. "Overlapping Identities in the American South." Social Science Journal, 50: 6-12.

Kevin Keenan:
Keenan, Kevin and Danielle Fontaine. "Listening to Our Students: Understanding How They Learn Research Methods in Geography," Journal of Geography, 2012.

Keenan, Kevin and Susan Harrison. "Gender, Place, and Social Contacts: Understanding Awareness of Vulnerability to Terrorism," Urban Geography 2013.

Keenan, Kevin and Hongmian Gony. "Managerialism and Terrorism Policy for the Urban Financial Industry: The Implications of Ignoring Geographical Process," Urban Affairs Review, 2013.

Phil Jos: (Dr. Jos was on sabbatical in spring 2013, and some of the work below reports his progress on sabbatical research.)
Conference paper: Philip H. Jos and Mark E. Tompkins, "Stewards of Fair Process: Public Administrators, Stakeholders, and Networked Government," National Association of Schools of Public Administration and Public Affairs, Annual Meeting Austin Texas Oct 17-21.

In October of 2012 he began an interdisciplinary collaboration with Annette M. Watson, to assess the implications of her ethnographic research for collaborative governance and for well established public management literatures on technocratic rationality and the tension between scientific expertise and citizen participation. The article (An Ethnography of Marginalization: Privileging Knowledge Claims in Collaborative Governance) has received a "revise and resubmit" from the Journal of Public Administration and Theory, by most measures the most prestigious journal in its field). They will resubmit in August and hope to have an acceptance by the end of 2013.

Dr. Jos has a first draft of a paper "Advancing Social Equity: The New Proceduralism" that has been accepted for presentation at the 2013 Southeastern Conference of Public Administration (SECoPA) that will be held on September 25-28 in Charlotte, NC.

Jo Ann Ewalt:
Day, Richard, and Jo Ann Ewalt. "Education Reform in Kentucky: Just What the Court Ordered" in Government, Politics and Policy in the Bluegrass James Clinger and Michael Hail, Editors. Lexington, Kentucky: University of Kentucky Press. Forthcoming.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

Our mission is to prepare public service leaders, and our emphasis is on pre-service and in-service students who want to serve in the arts, nonprofits, environmental policy and local government and urban and regional planning at the local, regional, or state level. The MPA Program actively plans its recruitment activities around its mission and intentionally identifies the target student pool as an integral part of its strategic planning activities. An evaluation of the MPA program's compliance with Standard 4, which includes responses from a survey that was conducted of the spring 2012 PUBA 701 Capstone Seminar students, provides additional data and insight relating to how well we are serving students, and is thus incorporated by reference throughout this section. The primary goal of our recruitment activities is to increase the number of qualified applicants to the MPA program. We participate with the Graduate School's state and regional recruitment efforts, including recruitment at HBCUs to enhance our diversity, and we recruit from undergraduate programs at the College of Charleston. We have also placed advertisements in PA Times, the ASPA program, and other advertising outlets.

4.1.2a Program Recruitment

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

	Self study year minus 1	Self study year

4.1.2 Applicant type

Full-Time	53	38
Total	53	38

4.1.2b Program Recruitment

4.1.2 Applicant type	**Self study year minus 1**	**Self study year**
In-Service	25	14
Pre-Service	28	24
Total	53	38

4.1.3

4.1.3 Applicant Pool and Mission

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

We do not distinguish between full-time and part-time students in the applicant pool, so we have placed all applicants into "full time." We determine PT-FT status based on actual enrollments in the first semester in which the student takes classes. If the student registers for 9 or more hours, that student is characterized as full time; fewer than 9 hours and the student is part-time. Therefore, we cannot report on full-time versus part-time status until Table 4.2.2b, where we discuss enrolled students.

Standard 4.2 Student Admissions

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

Our admission policies reflect our mission of serving the practice of public administration and its ability to serve the public interest at the local, state, and regional level, in public and nonprofit organizations, and in the areas of arts administration, local and regional government and planning, nonprofit

organizations, and environmental policy. We make no distinction in our admission criteria between in-service and pre-service students because our experience has shown that most of our in-service students are seeking the knowledge and skills needed to advance and generally do not differ greatly from pre-service students with regard to the extent to which they enter the program possessing the Universal Competencies we expect of our graduates (although we have had some notable exceptions). The major difference among the two groups is in terms of the in-service students' ability to contextualize what they are learning and their ability to understand quickly how theory and practice is applicable and relevant to the public and nonprofit workplace. We have the ability to accept students either as full admissions (i.e. 'unconditionally') or as conditionally-admitted students. We use the conditional admit status for students whom we believe are likely to be successful in the program, but who do not meet our requirements, either in the undergraduate GPA and/or in GRE scores. Students who are admitted conditionally are required to take at least three required core classes in their first 12 hours, and to earn at least a B in these classes. We have found that this flexibility allows us to attract more in-service students, and it can also contribute to increased diversity in our student body. For example, in SSY-1, we admitted a Hispanic student who was working in the planning office in the City of North Charleston. While her work experience, letters of reference, and undergraduate transcripts demonstrated a likelihood that she would be successful in the program, her GRE scores were significantly below our requirements. We admitted her as a conditional student, and she excelled in the program. She qualified for Pi Alpha Alpha, and graduated this past spring.

4.2.1b

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Optional
Standardized Tests	Required
GRE (post 2012-2013 cycle only)	Yes
GMAT (post 2012-2013 cycle only)	No
LSAT (post 2012-2013 cycle only)	No
TOEFL (post 2012-2013 cycle only)	Yes
GRE	
GRE Minimum Total Score (post 2012-2013 cycle only)	300
TOEFL	
TOEFL Minimum Score (post 2012-2013 cycle only)	81

GPA	Required
Minimum Required	3.00
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Interview	Optional
Other (post 2012-2013 cycle only)	N/A

4.2.1c

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

4.2.1c Exceptions to Admissions Criteria

As noted in 4.2.1a above, we use conditional admissions primarily to recruit in-service students as well as diverse students who may not meet all requirements but whose employment record, reference letters, and statement of intent indicate a high likelihood of success in the program. We have collected data from enrolled students in the fall of 2007, 2008, and 2009, as shown in Table 1 CofC below.

Table 1 CofC. MPA Admission Status of Enrolled Students as of Fall 2011

Fall 2007	Conditional	Regular
Initially Enrolled	7	17
Number Graduated	4	16
Percent Graduated	57%	94%
Average MPA GPA	3.2	3.35

Fall 2008	Conditional	Regular
Initially Enrolled	1	14
Number Graduated	1	13
Percent Graduated	100%	93%
Average MPA GPA	3.6	3.5

Fall 2009	Conditional	Regular
Initially Enrolled	9	12
Number Graduated	6	9
Percent Graduated	67%	75%
Average MPA GPA	3.02	3.46

Although the Civicore system doesn't allow these data to display in a reader-friendly fashion, the table shows that as of fall 2011, 57% of the 2007 cohort conditional students had graduated, compared to 94% of the regularly admitted students, and their average GPA was a bit lower than the regular students. That pattern was also found in the fall 2009 cohort, where 67% of the conditional students had graduated, compared to 75% of the regular students, and again, the conditional students had a lower GPA. In fall 2008, only one conditional student was admitted, and that student graduated and had a GPA higher than the average GPA of the regularly admitted students.

These findings are what we expect, and are the result of a combination of factors: conditional students have generally been out of school for a while and are thus less prepared for the demands of graduate work; in-service status means they are often juggling demanding work schedules and obligations that pre-service students do not face; and many have families that also place demands on the students' time and attention. In addition, many take only one course per semester, and thus it may take them four years to graduate.

4.2.2a(1)

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

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of Full Time Students	32	26
Conditional Admission of Full Time Students	16	9
Total	48	35

4.2.2a(2)

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of In-Service Students	18	7
Conditional Admission of In-Service Students	8	5
Full Admissions of Pre-Service Students	14	19
Conditional Admission of Pre-Service Students	8	4

Total	48	35

4.2.2b(1)

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

4.2.2b Enrollment Numbers	**Enrolled Students Self Study Year Minus 1**	**Enrolled Students Self Study Year**
Full Enrollment of Full Time Students	15	12
Conditional Enrollment of Full Time Students	9	6
Full Enrollment of Part Time Students	4	7
Conditional Enrollment of Part Time Students	5	3
Total	33	28

4.2.2b(2)

4.2.2b Enrollment Numbers	**Enrolled Students Self Study Year Minus 1**	**Enrolled Students Self Study Year**
Full Enrollment of In-Service Students	6	6
Conditional Enrollment of In-Service Students	9	6
Full Enrollment of Pre-Service Students	13	13
Conditional Enrollment of Pre-Service Students	5	3
Total	33	28

4.2.3

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students

reflects the program mission. (Limit 250 words)

Of the 53 applicants in SSY-1, 48 were admitted. Of these, 47% were in-service students and 53% were pre-service. In the SSY, we received 38 applications and 35 were admitted; 37% were in-service and 63% were pre-service. Again, we do not distinguish between full time and part time status until students actually enroll in classes.

In SSY-1, 33 students, or 69% of those admitted, actually enrolled. In the SSY, 28 students, or 80% of those admitted enrolled. The mix of in-service and pre-service of enrolled students generally follows the ratio for admitted students. In SSY-1 our entering cohort consisted of 55% pre-service, 73% full-time students, and 58% admitted on a full, unconditional basis. In the SSY, those figures were 57% pre-service, 64% full-time, and 68% admitted on a full, unconditional basis.

It should be noted that when it seems apparent that students who are interested in applying to the program may have significant problems meeting our requirements (low GPAs, or low GRE scores, for example) and there is concern on the part of the faculty that they may not be successful in graduate school, they are often discouraged from applying. If such students persist in their interest in the program, they are often advised to apply to the program as a non-degree student and take a class or two to provide evidence of their ability to succeed in graduate classes. In this way, we are in effect reducing the number of applicants who would probably be denied admission before the application is ever received.

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 explicilty link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

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

Prospective and current students are informed of the program's academic continuance and graduation standards several times, and in numerous ways. First, our website spells out these standards in a clear,

straight-forward, and easily accessible fashion. The MPA director also communicates these standards to all prospective students. Students who apply without contacting the director may have missed important program information, and of course, the program may not know as much about these students as is needed. Therefore, the MPA director makes contact with every applicant, either via email or phone; she encourages a face-to-face meeting where possible so that program information can be communicated and information about the applicant can be collected.

Second, all new students who enter the program attend a mandatory orientation program where standards and expectations are reinforced. At orientation, we discuss the MPA Handbook which also contains this information. We no longer print a copy for each student but an electronic copy of the Handbook is posted on our website.

Third, the College has implemented Degree Works, a software program that allows students and advisers to see at a glance which continuance and graduation standards have been met and which are incomplete.

The program works with the Graduate School in monitoring and enforcing continuance and graduation standards. It is the Graduate School's responsibility to notify students whose GPA falls below 3.0 that they have been placed on probation. If such a student is already on probation, the Graduate School dismisses the student from the program. In both cases the MPA program director and the student's advisor are notified of these status changes. Similarly, the Graduate School verifies that each student who applies for graduation has met all requirements. Prior to graduation each semester the Graduate School sends the program a list of students who have applied for graduation and requires the program to verify the students' status.

Students are assigned an advisor when they enter the program (generally it is the MPA director), and student grades are reviewed for all advisees each semester so emerging problems can be identified and addressed. A number of students ultimately are placed with a different advisor once they begin their programs and their interests can be aligned with appropriate faculty.

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)

Each semester the MPA director reviews notices from the Graduate School (if any are received) of students who have been placed on probation. Before the next semester starts, she meets individually with any student who has been placed on probation, to discuss the nature of the student's academic deficiencies, any special assistance needed, and to ensure that the student has mapped out a plan to improve his or her performance. Since student performance is reviewed for each student every semester, even if a student is not placed on probation but has earned a C in a course, that information is known and the student is contacted by the advisor. In addition, faculty in the program regularly consult

with one another regarding the performance of students (exemplary performance and performance in need of improvement). Our program is a small one and this mode of communication works well.

The University will consider a "waiver of University policy" in the case where a student has been dismissed from the program but the MPA director and program faculty believe there are extenuating circumstances that warrant giving the student another chance. This is very rarely done.

4.3.3

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

4.3.3a	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the SSY-5 Cohort	18.00	11.00	16.00	17.00
Number of Part-Time Students in the SSY-5 Cohort	13.00	3	6.00	9.00
Total Number of Students in the SSY-5 Cohort	31.00	14.00	22.00	26.00

4.3.3b Completion Rate additional information / explain

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

Of the 31 students who were enrolled in fall 2007, 84% eventually graduated. Of the cohort, 45% graduated in two years, 71 percent graduated in three years, and by the fourth year, 84% had graduated. The situation looks a bit different when the cohort is sorted by full-time versus part-time status. Of the 18 full-time students, 61% graduated in two years, and 89% graduated in three years. By the fourth year, 94% had graduated. However, in the part-time cohort, 23% graduated in two years, 46% graduated in three years, and by the fourth year, 69% of part-time students had graduated.

Of the five students who did not graduate, one full-time student was dismissed from the program due to

a GPA under 3.0, and four students (all part-time) withdrew from the program.

It is important to note that the full-time/part-time nomenclature can be misleading. For example, one student who is characterized as full time in the data in Table 4.3.3a above dropped to part time after his first semester, and finished the program in 200% of the program length because his job responsibilities precluded taking more than 2 classes -- and in some semesters just one course -- a semester. We determine the status of students in their first semester but many students switch back and forth between full-time and part-time.

4.3.4

4.3.4 Career counseling and professional development services

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

The MPA program works closely with College staff in providing students with career counseling and professional development services. We provide a link to career services on our website (http://careercenter.cofc.edu/index.php), discuss these services with our students in orientation and in PUBA 777, the internship component of the program. Many of our students use the services of this office for assistance in honing interview skills, improving resumes, obtaining information about employment opportunities and internship placement opportunities.

The MPA program has worked closely with the Campus Office of Career Services to offer specific tailored programs for MPA students. Over the self-study period the career center has offered workshops for MPA students on finding a government job, resume design, cover letter writing and interview techniques. In addition, the MPA Student Association has worked with faculty to develop annual seminars for students geared towards career placement. Workshops have included: Grant Writing and Development, Working in Local Government, Issues in Human Resources, and What Employers are Looking For. In addition, in 2010 the MPA Director worked with the Director of the Master of Accountancy Program to organize and sponsor a job fair of public sector organizations interested in hiring students with Masters degrees.

However, the most intensive career and professional counseling and PD services are provided by MPA faculty. We meet with all students enrolled in PUBA 701 Capstone Seminar, which is generally taken in the student's final semester, to discuss career goals and opportunities. We have extensive contacts in the arts, nonprofits, and local government and, working with our colleagues in the Master of Environmental Studies, we can provide contacts in environmental organizations.

Our MPA Student Association, in collaboration with the faculty and with the support of the MPA program, regularly offer Professional Development sessions. For example, in SSY-2, students held sessions on resume-writing and on interview skills. In SSY-1, the MPA program sponsored a seminar presented by The Wage Project on negotiating salaries. Faculty regularly review students' resumes and

make suggestions for improvements. We have also held mock interviews for job-seeking students.

We also use our Advisory Board when seeking help for a student who is in a job search, since Board members represent the arts, nonprofits, environmental organizations and local, state, and regional government sectors.

We also have active LinkedIn and Facebook pages and use our alumni for networking. We support student travel to conferences where they are exposed to public administration professionals and academics.

4.3.4a(a) Internship Requirement

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. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

Information about Internship requirements is found on our website here:
http://puba.cofc.edu/about/internships/index.php

The internship is expected to augment the student's area of study. To satisfy the requirement, students must work no fewer than 300 hours over the course of the semester for three hours of internship credit. A contract is required between the supervisor, student and program director. The student will be expected to satisfactorily meet the expectations of the agency. To that end, the M.P.A director and the internship coordinator will periodically evaluate the student's performance, and consult the on-site internship supervisor. Finally, the student must submit a paper on the duties, responsibilities and experience provided by the internship.

Those students who are in-service and/or who have significant experience in public administration (generally we define this as two or more years of significant experience in a management or leadership position in a public or nonprofit organization) may formally request to have the internship requirement waived. Students must write to the MPA director specifying how their experience qualifies them for a waiver, and also submit a current resume. Students granted a waiver will take an additional elective course (3 hours) in order to satisfy the hourly requirements for the degree.

No students who would otherwise be required to complete an Internship because they are pre-service have been granted a waiver in the self-study period.

4.3.4a(2)

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

4.3.4a(2) Internship Participation	Self-Study Year Minus 1 Pre Service	Self-Study Year Minus 1 In service	Self-Study Year Pre-Service	Self-Study Year In-Service
State, provincial or regional government in the same country as the program	5			
City, county, or other local government in the same country as the program	6		5	
Nonprofit domestic-oriented	9		7	
Private / Business sector			1	
Total	20	0	13	0

4.3.4a(3)

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

Janet Key is the faculty of record for all students taking PUBA 777 Internship. For students who have not located their own internship, she is able to assist them. She has 25-plus years at the College and has amassed a huge network of Internship opportunities. Indeed, our students are sought out by government agencies and nonprofits in the area and it is the rare student who has difficulty finding an appropriate internship. In fact, we often suffer the problem of having more organizations asking for our student interns than we are able to provide. Janet maintains regular contact with internship supervisors, and supervisors complete an evaluation survey. The survey is not really used directly to assign grades, since Internships are graded on a pass-fail basis. If there are problems with the students' performance, regular contact with the supervisor helps determine the cause and Janet Key works with the supervisor and student to rectify the problem before it reaches a critical stage. Students complete a final report on their experiences, and we use this -- particularly in the case of an organization we have not dealt with before -- to assess the quality of the work experience and relevance to the student's program.

We are not able to assist with financial aid for students in an unpaid internship. Of the 20 Internships completed in SSY-1, 11 were nonpaid. However, of the nonpaid internships, 9 of these organizations paid for the student's tuition costs for PUBA 777. In the SSY, 7 of the 13 internships were nonpaid, but of those, 5 paid tuition costs.

4.3.4a(4)a

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

Our internships reflect the focus of our program on local, state, and regional government and nonprofit organizations and arts and environmental organizations. Overall, 15 percent of our students had internship placements in state or regional government in the US, and 33 percent had placements in city or county governments, with 48% doing internships in nonprofit organizations. Although 4 percent (one student) had an internship in the private sector, the student was performing research and analysis in a government relations division.

During the SSY and SSY-1, among the internship placements students undertook were positions in county government (all in Charleston county, although some were working on an environmental project called Project Impact, while others had local governance responsibilities); city government (Town of Mount Pleasant, City of Charleston); state government (SC Solicitor's Office, the Medical University of South Carolina); students worked in human services nonprofits (Ronald McDonald House, Respite Care Ministries, American Lung Association, Palmetto Medical Initiative); and in arts organizations (Spoleto Festival USA, SC Arts Commission, REDUX Contemporary Art Center, North Charleston Cultural Arts). These organizations represent our population of public administration employers whom we seek to serve in state and local government, nonprofit, arts, and environmental areas.

4.3.4b

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

4.3.4b Employment Statistics	Self-Study Year Minus 2 Pre-Service	Self-Study Year Minus 2 In-Service	Self-Study Year Minus 1 Pre-Service	Self Study Year Minus 1 In-Service
State, provincial or regional government in the same country as the program	4	1	4	3
City, county, or other local government in the same country as the program	1	1	3	3
Nonprofit domestic-oriented	4	2	3	1
Nonprofit / NGOs internationally-oriented			1	

Private Sector - research/consulting		1	1	2
Private sector (not research/consulting)		1	2	1
Obtaining further education	1		4	
Unemployed			1	
Status Unknown	2		3	
Total	12	6	22	10

Standard 4.4 Student Diversity

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

Self-Study Instructions:

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Specifically, the SSR should address the following, as a minimum.

4.4.1 Ongoing 'Diversity' Activities

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

⬜ Diversity training and workshops for students, faculty, and staff

⬜ Frequent guest speakers of a "diverse" background

⬜ Formal incorporation of "diversity" as a topic in required courses

⬜ Student activities that explicitly include students of a diverse background

⬜ Etc.

(Limit 250 words)

Our Diversity Plan, uploaded with the self-study, describes the activities and strategies the program uses to promote diversity and a climate of inclusiveness. Some representative examples include the following:

Recruiting and Retaining Students

Increasing the visibility and attractiveness of the program generally will help us to attract minority students. Efforts to target minority students specifically, as well as increase the program's attractiveness generally, include:

• Maintain an attractive and informative MPA Program web site that communicates our diversity goals and values.

• Continually update and improve the MPA Program materials, including producing brief videos with current students and alumni that communicate our diversity values.

• Provide program materials to prospective students in a timely manner.

• Attend career fairs and other similar events and provide the Graduate School with information to assist in its recruitment efforts.

• Distribute MPA materials at places students congregate on campus, such as the library, dormitories, and cultural centers.

• Send MPA materials to appropriate departments at feeder institutions.

• Maintain a personal contact with prospective students that have shown an interest in the program.

• Contact high performing students (through email or letter) in related disciplines at the College of Charleston and let them know about what the MPA program has to offer.

• MPA faculty promote the MPA program to high achieving students in the undergraduate classes they teach.

• Provide prospective students with the opportunity to speak with faculty, current students or alumni about the MPA program.

• Provide the MPA students with a rigorous and relevant course of study.

In addition to the general recruitment efforts, the MPA Program will target potential minority students in the following ways:

• Send MPA Program materials to the multicultural center on campus.

• Maintain close contact with the Graduate School about minority scholarship opportunities.

• The Program Director coordinates with the recruitment officer in the Graduate School.

Make every reasonable effort to enroll as many accepted minority applicants as possible through personal outreach, connections with students and with faculty.

The MPA program is committed to making every effort to see that accepted minority applicants enroll in the program. The initiatives undertaken in this regard are directed at recruiting all students as well as special efforts for minority students. The general efforts include:

• Maintain a welcoming and supportive environment for all students.

• Have Graduate Assistants and other current students contact admitted students to help connect them with the program and the College of Charleston.

• The Program Coordinator follows up and maintains contact with admitted students.

• The MPA Program's limited financial aid (generally just graduate assistantships and one-time small Scholarships from the Graduate School) for first-year students is provided on a merit basis.

• Invite admitted students for a visit and arrange for them to speak with faculty and students.

• Petitioning the Graduate School for graduate assistantship (GA) or other funding for qualified minority students.

4.4.2 Program Recruitment Diversity Actions

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)

The MPA Program does not have a designated budget for recruitment, but we do have a staff member in the Graduate School who is responsible for student recruitment. We work with her to be sure we are represented in her trips to HBCU institutions. In addition, we make a determined effort to reach out to underrepresented populations in the College's undergraduate student body. We have attempted (so far without success) to convince the College's marketing office to advertise the MPA program in major marketing efforts and in local billboards. One of the most important efforts we undertake to reach a diverse audience is to network with the local organizations in the Lowcountry that we serve

professionally, with the aim of attracting diverse in-service professionals to the program.

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

4.4.3a

4.4.3a Ethnic Diversity - Enrolling Students

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

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

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

1	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic		1		1	2
Hispanic / Latino		1		1	2
White, non-Hispanic/Latino	14	16	8	18	56
Nonresident Alien	1				1

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

In SSY-1, diverse students represented 9% of the student cohort; in the SSY diverse students represented 7% of the cohort. While this is slightly misleading (for example, among the 24 students who graduated in the SSY, three students or 13% of the graduating class, were from underrepresented populations), the faculty also feel that more must be done to improve our student diversity outcomes. We believe we do a good job in the curricular and co-curricular activities that support diversity and a climate of inclusiveness, but our numbers are not where we would like them to be, particularly in a city that employs a significant number of minorities in public and nonprofit organizations (which speaks to the opportunity to recruit in-service students as well as the opportunity to successfully place diverse students in Internships and jobs). We were also unable to "work" the student recruitment portion of our diversity plan to any great extent during the self-study year, because we were working without a

program coordinator and many regular activities had to be postponed. We expect this problem to be rectified shortly because the staff line has been restored to the program and we will initiate a hiring process shortly.

We remain committed to strengthening the diversity of our student body, and members of our Advisory Board, during the Spring 2012 retreat, noted their intention to assist in this effort. The new program coordinator should be hired by the fall 2013 term, and this person will work with the faculty and MPA director, on our diversity recruitment goals.

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

Standard 5 Matching Operations with the Mission: Student Learning

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

☐ **to lead and manage in public governance;**

☐ **to participate in and contribute to the public policy process**

☐ **to analyze, synthesize, think critically, solve problems and make decisions;**

☐ **to articulate and apply a public service perspective;**

☐ **to communicate and interact productively with a diverse and changing workforce and citizenry.**

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

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

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

Self-Study Instructions:

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

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

☐ PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?

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

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

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

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

The competency is defined, overall, as follows:
• An understanding of organizational behaviors, structures, and processes.
• Familiarity with interorganizational collaboration.
• An understanding of leadership techniques and styles.
• Ability to manage human and financial resources of an organization.
• Ability to identify, collect, and evaluate data to assess and improve program performance.

We map specific courses to the following specific knowledge, skills, and abilities:

Understanding organizational environments and culture
Organizational performance, accountability, and assessment

Theories and methods for understanding behavior of people in organizations

Understanding budget cycles and basic budgeting techniques

Skills, tools, and procedures for managing human resources
Interorganizational collaboration

Theories and applications of public organizational and human resource leadership

Understanding and effective use of information systems, e-government and technology for organizational management

To participate in and contribute to the public policy process

The competency is defined, overall, as follows:

• Understanding the public policy making process, goals, and actors
• Ability to conduct and evaluate policy research and communicate results
• Ability to frame and analyze policy problems
• Ability to recognize and respond appropriately to ethical issues embedded in public problems

We map specific courses to the following specific knowledge, skills, and abilities:

Policy process (goals, models, actors, criteria, problem definition)

Applying ethical perspectives

Political information and mobilization

Leveraging community resources

Formulating and analyzing research questions, reaching appropriate conclusions

Reliability and validity

Data gathering

Tools for the analysis of revenue systems

Data presentation

Effective oral and written communication skills

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

The competency is defined, overall, as follows:

• Ability to select and use methodologies appropriate to support research objectives
• Knowledge of how to design and employ a variety of data-collection and analysis techniques
• Ability to analyze, describe, and communicate the results of data analysis

We map specific courses to the following specific knowledge, skills, and abilities:

Ability to analyze public problems, formulate relevant research questions, and employ appropriate methods for addressing those problems.

Employing analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.

Understanding and applying appropriate statistical and decision tools for public management.

Ability to identify and apply appropriately alternative sources of funding, including grants, taxes, and fees, for local government financial management.

Understanding and effective use of information systems, e-government and technology for decision making.

Ability to communicate, orally and in writing, with accuracy, clarity, and discernment.

To articulate and apply a public service perspective

The competency is defined, overall, as follows:

• Pursuing the public interest with accountability and transparency
• Serving professionally with competence, efficiency, and impartiality
• Acting ethically so as to uphold the public trust
• Demonstrating respect, equity, responsiveness, and fairness in dealings with citizens and fellow public servants

We map specific courses to the following specific knowledge, skills, and abilities:

Understanding the importance of personal and administrative responsibility, accountability and efficiency within the context of government and non-profit public service programs.

Understanding the linkages between political institutions and administrative accountability.

Identifying effective organizational arrangements, leadership strategies, and managerial tools that address public challenges with effectively.

Ability to define administrative ethics and distinguish among models and theories of ethical decision making
Understanding and applying the legal context of public and nonprofit administration

Ability to identify specific strategies and methods to enhance equity and representativeness in the work force

Understanding the tensions between representativeness, equity, and efficiency, and between political responsiveness and principled, ethical professionalism.

Understanding the legal, political, and ethical constraints on administrative discretion.

Understanding the management of accountability relationships and recognizing opportunities to protect and advance public service values.

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

The competency is defined, overall, as follows:

• Understanding the concepts, skills, and procedures for managing human resources
• Capacity to interact with a variety of individuals as a leader, through supervision, negotiation, and mediation
• Ability to act ethically in a diverse workplace
• Appreciation of citizen roles in decision making

We map specific courses to the following specific knowledge, skills, and abilities:

Demonstrating respect for diversity in the workplace

Ability to understand and apply strategies for increasing the effectiveness and satisfaction of individuals in the workplace

Understanding the tools, skills, and procedures for managing human resources

Understanding the tools, skills, and procedures of negotiation, mediation, and other management-labor relations

Understanding theories and methods for analyzing and managing the behavior of people in public and nonprofit organizations

Ability to effectively communicate with the public and promote citizen appreciation for the importance of public service

Standard 5.2 Part A: Mission Specific Required Competencies

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

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

None.

Standard 5.3 Part A: Mission Specific Elective Competencies

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

Does your program have any mission-specific competency?   Yes

If yes, please elaborate

Upon graduating, students in specialized areas of study will demonstrate mastery of specific knowledge and skill competencies in those areas. These include:

• Nonprofit Administration: Ability to:
o Understand nonprofit governance requirements, structures, and approaches.
o Understand the purpose, operation, and impact of the US nonprofit sector.
o Identify and articulate strategies for meeting nonprofit resource requirements.
o Evaluate the local environment in the nonprofit sector and diagnose its organizational health.
o Strengthen the capacity of an individual nonprofit through activities such as strategic planning, performance measurement, and evaluation.

• Local Government and Urban and Regional Planning: Ability to:
o Identify ethical issues that are likely to be encountered in municipal government, and articulate an ethical course of action for dealing with these issues.
o Align budget priorities with issues facing a jurisdiction.
o Analyze the fiscal impacts of different budget priorities and allocations and generate a budget.
o Identify likely management issues that they will encounter in municipal government in areas such as diversity, motivation, leadership, human resources, and legal issues, and explain strategies for dealing with them.
o Identify and explain the significance of enabling legislation that governs their jurisdiction and generate an ordinance.

o Explain the history and theories that underpin the profession of planning in the U.S.
o Interpret contemporary planning issues and problems through a legal analysis framework.
o Perform one professional skill relevant to the practice of urban planning.

• Arts Administration
o Competencies will be defined and an assessment plan will be developed and implemented by Spring 2014.

• Environmental Policy and Administration.
o Competencies will be defined and an assessment plan will be developed and implemented by Fall 2014.

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

Competencies -- Stage of Assessment

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

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programatic decisions
1. To lead and manage in public governance	Yes	Yes	Yes	Yes
2. To participate in and contribute to the public policy process	Yes	Yes	Yes	Yes

3. To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	Yes	Yes
4. To articulate and apply a public service perspective	Yes	Yes	Yes	Yes
5. To communicate and interact productively with a diverse and changing workforce and citizenry.	Yes	No	No	No
6. Mission Specific Required Competency if applicable	No	No	No	No
7. Mission Specific Required Competency if applicable	No	No	No	No
8. Mission Specific Elective competency if applicable	Yes	Yes	No	No
9. Mission Specific Elective competency if applicable	Yes	Yes	Yes	Yes

Courses and Required Competencies

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

Competency 1

PUBA 600 Public Sector Roles and Responsibilities

PUBA 602 Public Policy
PUBA 603 Managing Public Organizations
PUBA 604 Managing Human Resources
PUBA 777 Internship

Competency 2

PUBA 600 Public Sector Roles and Responsibilities
PUBA 601 Research Methods
PUBA 602 Public Policy
PUBA 603 Managing Public Organizations
PUBA 701 Capstone Seminar

Competency 3

PUBA 601 Research Methods
PUBA 602 Public Policy
PUBA 605 Managing Financial Resources
PUBA 701 Capstone Seminar

Competency 4

PUBA 600 Public Sector Roles and Responsibilities
PUBA 603 Managing Public Organizations
PUBA 604 Managing Human Resources
PUBA 605 Managing Financial Resources
PUBA 701 Capstone Seminar
PUBA 777 Internship

Competency 5

PUBA 603 Managing Public Organizations
PUBA 604 Managing Human Resources
PUBA 701 Capstone Seminar
PUBA 777 Internship

Competency 8

Elective Competencies for Nonprofit Administration are covered in the following courses:

PUBA 650 Essential Elements of Nonprofit Administration
PUBA 654 Human Resource Management for Nonprofit Administration
PUBA 655 Nonprofit Capacity Building
PUBA 656 Fundraising and Marketing for Nonprofits

PUBA 705 Managing Public/Private Partnerships

Competency 9

Elective Competencies for Municipal Government and Urban and Regional Planning are covered in the following courses:

PUBA 611 Urban Policy
PUBA 612 History and Theory of American Urban Planning
PUBA 613 Planning Law
PUBA 616 Local and Regional Economic Development
PUBA 620 Local Government Politics and Administration

Standard 5.1 Part C

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

Universal Required Competencies: One Assessment Cycle

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

🗹 1) how the competency was defined in terms of student learning;

🗹 2) the type of evidence of student learning that was collected by the program for that competency,

🗹 3) how the evidence was analyzed, and

🗹 4) how the results were used for program improvement.

Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

Lead and Manage in Public Governance

The competency is defined as follows:

• An understanding of organizational behaviors, structures, and processes.
• Familiarity with interorganizational collaboration.
• An understanding of leadership techniques and styles.
• Ability to manage human and financial resources of an organization.
• Ability to identify, collect, and evaluate data to assess and improve program performance.

Evidence of learning that was gathered ; How evidence of learning was analyzed ; How the evidence

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

Learning Outcome: Students will demonstrate an understanding of organizational behaviors, structures, and processes.

-- Assessment method and performance expected: Evaluation of assigned paper in PUBA 603 Managing Public Organizations using assessment rubric. Competency 1 assessed every 3 years. 100% of students should be rated good or excellent. 80% of students should be rated excellent.

---- Assessment results: 100% of students were rated good or excellent. Of those, 60% of students were rated excellent. Some students lacked ability to effectively apply key concepts to different organizational settings.

------Use of results: MPA faculty and MPA Advisory Board members assessed student work. Faculty teaching PUBA 603 will consider 1) assigning additional case studies exploring variations in organizational structures and linkages between structures and behavior; and 2)increasing the use of assignments in which students research various public/nonprofit organizations and interview leadership.

Learning Outcome: Students will demonstrate an understanding of strategies to manage human and financial resources of an organization

-- Assessment Method and Performance Expected: Student evaluations in PUBA 605 (Indirect Assessment); course evaluations should be at or above overall College average.

---- Assessment Results: Student evaluations far below department mean. Students report lack of applied assignments, failure to learn budgeting techniques or financial management strategies.

------ Use of results: MPA program director reviewed student evaluations, and in consultation with Department of Political Science Chair, discussed the situation with the faculty member. A critical problem was observed in that the faculty member objected to being asked to 'bridge theory and practice' and provide students with hands-on, applied assignments and opportunities. The program has changed faculty for this course. The faculty in question no longer teaches in the MPA program.

Learning Outcome: Students will demonstrate an understanding of leadership techniques and styles.

-- Assessment Method and Performance Expected: Faculty evaluation of final exam in PUBA 701 Capstone Seminar (course faculty and other MPA faculty, using rubric). The "exam" is an essay that asks students to build on several texts read in 701 as well as leadership content covered in other MPA classes. Students will discuss and apply leadership techniques and styles to real-world applications faced by specific public administration leaders discussed in "Serving the Public Interest: Profiles of Successful and Innovative Public Servants" by Norma Riccucci, editor. 100% of students will demonstrate ability to discuss techniques and styles accurately; 90% will demonstrate ability to

apply these techniques appropriately to specific public administration settings.

---- Assessment results: 13 student papers were examined by 2 faculty members. All students (100%) successfully
completed the requirement to accurately discuss and apply leadership techniques and styles to real world applications faced by specific public administration leaders discussed in "Serving the Public Interest: Profiles of Successful and Innovative Public Servants" by Norma Riccucci, editor. In addition, all students (100%) demonstrated they understood how these leaders were applying leadership techniques in unique and varied public administration settings. 70% of students
demonstrated an enhanced ability to compare and contrast leadership styles and techniques, and to identify patterns in these applications. For example, students realized that some leaders stressed understanding, working within, and striving to change dysfunctional organizational culture while other leaders took the organizational culture as a given and were less successful in accomplishing agency goals. Of those students who wrote about George Tenet (CIA Director), all saw large ethical and leadership problems stemming largely from an inability to manage the politics-administration divide.

------ Use of results: The students' discussion of CIA Director George Tenet's inability to "speak truth to power" showed that they believed this led to a baseless war on Iraq. Faculty found that students appeared to see
the issues in black and white terms, and could see only two alternatives: support the President and go to war, or oppose the President and avoid going to war. The faculty conclusion was that students need more opportunities to work through political-administrative conflicts that occur at all levels of government. In addition, faculty felt that since the program's mission is focused most heavily on local and regional governments and nonprofits, rather than the Federal government, more efforts
should be made to use materials from these levels, rather than just national government examples. At August 2013 MPA faculty retreat, faculty will discuss increasing case study coverage in this area for PUBA 600 and 603.

Learning outcome: Students will be able to identify, collect, and evaluate data to assess and improve program
performance.

-- Assessment Method and Performance Expected: Faculty (who did not teach the course) read and evaluated the final program evaluation produced by students in PUBA 502 ST Program Evaluation in spring 2013 using a rubric to assess the quality of the quantitative and qualitative data collection, analysis, and conclusions, and determined whether the program
evaluation could be used by the organization to improve program performance.

---- Assessment Results: The students evaluated Project Hero, a literacy improvement program using Teach for America volunteers in the 1st, 2nd, and 3rd grades. Qualitative data involved a survey of key stakeholders

regarding their perceptions of the value, quality, and implementation of the program. Quantitative data included changes in MAP scores from the beginning and end of the school year. Statistical techniques used by the students included dependent t tests to gauge individual student growth, independent sample t tests to gauge student growth by program participation (i.e. participated or didn't participate in Project Hero), and an ANOVA to test whether the number of hours spent with a Project Hero mentor made a difference. The data collection was rigorous and appropriate, and the techniques were justified and well documented. The school system will be able to use this program evaluation to make changes recommended by the evaluation to enhance the program.

------ Use of results: The quality of the work was very good. Faculty determined that the students demonstrated mastery of this learning outcome. A few suggestions for improvements were noted:
1. Improvements in a few of the data analysis tables would make it clearer which statistical technique was employed. Some of the tables did not "stand alone" meaning that unless the surrounding text was read, a reader might not completely understand the information in the table.
2. Greater use of figures to illustrate quantitative results would have enhanced the accessibility of the results for readers without much statistical knowledge.
3. Although the program evaluation was generally well written, some awkward writing and headers and a few typos detracted from the otherwise excellent work.

The qualitative findings based on surveys of key stakeholders was generally well done. However, a few of the survey questions appear to be leading (example:In what ways are the students you work with doing better in school? How are students making gains as a result of your work?)

In sum, faculty evaluated student mastery as very high. Suggestions for continual improvement include: consider increasing the coverage of survey construction in PUBA 601 and 602. Continue and improve the coverage of table and figure construction in PUBA 601. Continue to emphasize excellence in written communication in all core PUBA courses.

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

Evidence of learning that was gathered:

Standard 5.3 Part C

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

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

Definition of student learning outcome for the competency being assessed:

Local Government and Urban and Regional Planning: Ability to:
o Identify ethical issues that are likely to be encountered in municipal government, and articulate an ethical course of action for dealing with these issues.
o Align budget priorities with issues facing a jurisdiction.
o Analyze the fiscal impacts of different budget priorities and allocations and generate a budget.
o Identify likely management issues that they will encounter in municipal government in areas such as diversity, motivation, leadership, human resources, and legal issues, and explain strategies for dealing with them.
o Identify and explain the significance of enabling legislation that governs their jurisdiction and generate an ordinance.

Evidence of learning that was gathered:

Learning Outcome: Explain the history and theories that underpin the profession of planning in the U.S.

-- Assessment Method and Performance Expected: Review a random sample of papers from PUBA 612 in which students select a historical figure in planning, and then explain how this person's ideas about urban design and planning actually influenced a place. A random sample of final papers from PUBA 612, which was offered in the fall of 2012, was selected. There were 13 students in the class, and 4 papers were selected and assessed (rate = 30%). It was expected that the achievement rates for this objective would be high (90% or greater).

Learning Outcome: Interpret contemporary planning issues and problems through a legal analysis framework.

-- Assessment Method and Performance Expected: Review a random sample of papers or projects from PUBA 613, 631, or 635 in which students analyze a contemporary planning issue through legal analysis and reasoning. PUBA 613 was offered in the spring of 2013. Students in this class had to write a paper in which they chose a particular land planning court case that they were interested in or a topic that was related to planning law. 5 students were enrolled in this class and 2 papers were randomly selected for assessment (40%).

How evidence of learning was analyzed:

Learning Outcome: Explain the history and theories that underpin the profession of planning in the U.S.

-- Assessment Method and Performance Expected: Review a random sample of papers from PUBA 612 in which students select a historical figure in planning, and then explain how this person's ideas about urban design and planning actually influenced a place. A random sample of final papers from PUBA 612, which was offered in the fall of 2012, was selected. There were 13 students in the class, and 4 papers were selected and assessed (rate = 30%). It was expected that the achievement rates for this objective would be high (90% or greater).

----Assessment Results: 3 of the four papers sampled evidenced "mastery" of all assessed dimensions. A fourth paper was assessed satisfactorily vis-a-vis analytical skill, and unsatisfactory for a critical review of the
scholarship. This particular paper also illustrated mastery in explaining the impact of planning theory on actual places.

Learning Outcome: Interpret contemporary planning issues and problems through a legal analysis framework.

-- Assessment Method and Performance Expected: Review a random sample of papers or projects from PUBA 613, 631, or 635 in which students analyze a contemporary planning issue through legal analysis and reasoning. PUBA 613 was offered in the spring of 2013. Students in this class had to write a paper in which they chose a particular land planning court case that they were interested in or a topic that was related to planning law. 5 students were enrolled in this class and 2 papers were randomly selected for assessment (40%).

---- Assessment Results: All assessed assignments illustrated mastery of this objective. The two student papers received ratings of excellent on all assessed dimensions

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

Learning Outcome: Explain the history and theories that underpin the profession of planning in the U.S.

-- Assessment Method and Performance Expected: Review a random sample of papers from PUBA 612 in which students select a historical figure in planning, and then explain how this person's ideas about urban design and planning actually influenced a place. A random sample of final papers from PUBA 612, which was offered in the fall of 2012, was selected. There were 13 students in the class, and 4 papers were selected and assessed (rate = 30%). It was expected that the achievement rates for this objective would be high (90% or greater).

----Assessment Results: 3 of the four papers sampled evidenced "mastery" of all assessed dimensions. A

fourth paper was assessed satisfactorily vis-a-vis analytical skill, and unsatisfactory for a critical review of the

scholarship. This particular paper also illustrated mastery in explaining the impact of planning theory on actual places.

------ Use of results: 25% of the sample did not evidence mastery of the assessed objective. The results of this

assessment confirm that mastery of course objectives should not be based on singular assignments (rather, multiple assessments should be used). Faculty teaching these elective courses will be encouraged to adopt a variety of methods to assess student learning. Further, because the assessed paper missed one entire aspect of the assessment (which was specified in the rubric for the course), the results also signal the need to more strategically communicate with students about project requirements to ensure that they have opportunities to

evidence the desired skills . This may take the form of discussions earlier in the semester about project requirements, or more frequent reviews of project specifications.

Learning Outcome: Interpret contemporary planning issues and problems through a legal analysis framework.

-- Assessment Method and Performance Expected: Review a random sample of papers or projects from PUBA 613, 631, or 635 in which students analyze a contemporary planning issue through legal analysis and reasoning. PUBA 613 was offered in the spring of 2013. Students in this class had to write a paper in which they chose a particular land planning court case that they were interested in or a topic that was related to planning law. 5 students were enrolled in this class and 2 papers were randomly selected for assessment (40%).

---- Assessment Results: All assessed assignments illustrated mastery of this objective. The two student papers received ratings of excellent on all assessed dimensions

------ Use of Results: No changes are recommended as a result of this assessment, since the number of observations was small and student mastery was observed in the assessed work. Faculty have determined that going forward, efforts should be made to draw a larger sample so that generalizable findings can be obtained.

Standard 5.4 Professional Competence

Section 5.4 Professional Competence

Self-Study Narrative Section 5.4 asks the program to provide information on how students gain an understanding of professional practice.

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

▢ (**R**) required of all students,

▢ (**F**) students have frequent opportunities to participate in or with,

▢ (**S**) students seldom have such opportunities to participate in or with, or

▢ (**N**) it is not usually available to students to participate in or with

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

Standard 6. Matching Resources with the Mission

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

Self-Study Instructions:

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

 6.1a Budget

 6.1b Program Administration

 6.1c Supporting Personnel

 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings

 6.1e Information Technology

 6.1f Library

 6.1g Classrooms, Offices and Meeting Spaces

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

6.1a Resource Adequacy: Budget:

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

If available, please provide the budget of the degree seeking accreditation $498,313.00

Overall budget for program   has remained stable

Faculty Salaries for Full Time   increasing

Faculty Salaries for Professional Adjuncts and Part Time Instructors   increasing

Faculty Travel   has remained stable

Assistantships and Other Forms of Student Support   has remained stable

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission. (Limit 250 words)

While we can separate out most budget items for the MPA program, all faculty nucleus lines are part of the Department of Political Science budget, and faculty lines for faculty who teach in the arts administration program are part of the School of the Arts budget. The MPA budget does include funds for adjuncts and we have estimated funds for faculty based on their general MPA course loads. Thus, the budget provided above includes a best estimate of faculty salaries and benefits; along with the regular MPA budget.

The state of South Carolina and the College of Charleston have suffered from the recession and continuing slow economic growth, but some progress is being made. Last year faculty and staff received a 3 percent cost of living increase and faculty received a merit increase of up to 2 percent. In SSY-1, there were no salary increases. In SSY-2, faculty received a merit increase of up to 2 percent.

The adjunct faculty payment rates increased in the SSY. Depending upon the number of courses taught, adjuncts received an increase of between 2 to 5 percent.

Support for professional development has remained stable and is adequate for MPA faculty. In addition, the Graduate School has made additional abatements available so that an increased number of out of state students can receive in-state tuition.

Despite budget constraints the program has experienced, we continue to have sufficient funding to support our mission. Faculty are able to travel to professional conferences and the department has also funded expenses for graduate students to attend professional meetings. The department supports some professional memberships and also supports books, and software.

6.1b

6.1b. Resource Adequacy: Program Administrator

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

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

Teaching release time is provided to program administrator(s)   Yes

Additional compensation is provided to program administrator(s)   Yes

Designated GA support is provided to program administrator(s)   Yes

Designated staff support is provided to program administrator(s)   Yes

Program administrative duties are assigned to a tenured faculty member   Yes

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

The University has demonstrated its support of for the MPA program by accommodating the program in the manner described in Table 6.1b. The MPA director receives a 9-month contract and a stipend, and a teaching release of 1 course per semester (normal teaching load is 3-3). Through the current economic downturn the department has maintained its traditional level of Graduate Assistants (this has been set at 5 GAs for the past five or six years). The MPA program has had a full-time program coordinator for many years. When she retired in December 2012, the program suffered from the vacancy. However, we have been granted a new full time permanent staff line to fill the vacancy, and expect to hire a new Program Coordinator by the fall 2013 semester. The MPA director is a tenured member of the faculty.

The support the program receives for program administration is adequate for our needs and is consistent with our mission. We are able to perform the administrative functions (recruitment, admission of students, curricular development and review, program data collection and analysis, program review) with the resources and accommodations we receive.

6.1c

6.1c. Resource Adequacy: Supporting Personnel

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

the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)

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

Clerical Support   Adequate to maintain mission but insufficient for program improvement

Student Recruitment   Adequate to maintain mission but insufficient for program improvement

Internship Placement and Supervision   Allows for continueous program improvement

Placement of Graduates   Adequate to maintain mission but insufficient for program improvement

Alumni Relations/Services   Adequate to maintain mission but insufficient for program improvement

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

The MPA program has two staff members in addition to the Program Director: Janet Key directs the Community Assistance Program (described in Standard 1), facilitates student internships, and teaches nonprofit administration as a non-tenure track staff member and professionally-qualified member of the nucleus faculty. The Program Coordinator (position is currently vacant) assists with program records, recruitment, communications, reports, alumni outreach, and special projects. We do not have a clerical support person, and we all do our own clerical duties, which is adequate but not ideal. Janet Key, the Program Director, and all program faculty assist in placement of graduates, which is also adequate but not ideal (however, we have quite a good track record because our faculty -- and especially Ms. Key -- have a wide network of contacts in the community). We expect that when we hire a new Program Coordinator he or she will provide great assistance in enhancing our alumni relations, and in student recruitment. However, as noted below, at present alumni relations are handled by the Program Director.

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

Clerical Support   shared clerical support with department or college

Recruitment Coordinator   program relies on college or university recruitment efforts

Internship Coordinator   assigned to a full time program internship coordinator

Placement Director   designated faculty or staff member provides placement assistance along with other responsibilities

Alumni Relations /Services   alumni relations are handled by the program administrator

6.1d

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

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

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

As a public regional comprehensive institution the normal teaching load for most faculty members is three courses per semester. That is the expected teaching load for all faculty in the School of Humanities and Social Sciences, which is where the MPA program is housed. Most of the MPA nucleus faculty had some reassigned time during the SSY and SSY-1 for administrative, service, or research activities as shown below.

Ewalt: one course reduction each semester for MPA director position. SSY-1 and SSY.

Stewart: two course reductions each semester for position as Director of the Riley Center for Livable Communities. SSY-1 and SSY.

Jos: two course reductions each semester for position as Chair, Department of Political Science. SSY-1. Spring 2013 semester on sabbatical.

Knotts: two course reductions each semester for position as Chair, Department of Political Science. SSY.

Some future credit is also given for those who supervise internships and independent studies without receiving credit in the semester the course was offered. Summer teaching is optional, and is usually limited to two courses. The program attempts to offer at least one graduate class (usually an elective) and PUBA 777 Internship each summer.

MPA faculty generally teach only one graduate course each fall and spring semester, with the rest of the teaching load in the undergraduate program. However, the Program Director taught two MPA classes each semester during the SSY.

Newly hired assistant professors are given a course release in their first year to assist in making the transition to the College.

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

During the SSY and the preceding two years no member of the core faculty taught more than the teaching load prescribed in the policy above.

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

.	Required Course (list them by course catalogue name and number)	Frequency
Course 1	PUBA 600 Public Sector Roles & Responsibilities	One semester, session, or quarter per year
Course 2	PUBA 601 Research Methods	More than one semester, session, or quarter per year
Course 3	PUBA 603 Managing Public Organizations	One semester, session, or quarter per year
Course 4	PUBA 604 Managing Human Relations	One semester, session, or quarter per year
Course 5	PUBA 602 Public Policy	More than one semester, session, or quarter per year
Course 6	PUBA 605 Managing Public Finances	One semester, session, or quarter per year
Course 7	PUBA 701 Capstone Seminar	More than one semester, session, or quarter per year
Course 8	PUBA 777 Internship	Every semester, session, or quarter

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

Specialization	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered within SSY -1	Number of Courses Offered within SSY -2
Nonprofit Administration	0	7	5	6

Specialization	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered within SSY -1	Number of Courses Offered within SSY -2
Local government and urban and regional planning	0	6	7	5

Specialization	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered within SSY -1	Number of Courses Offered within SSY -2
Arts management	0	6	6	7

Specialization	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered within SSY -1	Number of Courses Offered within SSY -2
Environmental policy and administration	0	8	8	7

In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above respresents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

Our areas of specialization do not have any associated required courses. Rather, students are able to choose from a number of specialized courses offered. We require students who apply to the Arts Administration Certificate program and the Urban and Regional Planning certificate program to take specific courses, but there are no such requirements for students who want to take specialized courses in these areas but not pursue the certificate. Thus, in the table above we have indicated that 0 courses are required for the specialization since technically that is true. We have then provided the number of unique courses in each area that were offered in the SSY and SSY-1 and -2. Students who take courses in the environmental policy and administration specialty take courses in PUBA (the MPA course designation) as well as in EVSS (the designation for courses in the Master of Environmental Studies). Specializations do not appear on students' diplomas or transcripts.

6.1e

6.1e. Resource Adequacy: Information Technology

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

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

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

Information technology is adequate at the College of Charleston for basic student computing needs and instructional purposes. The College's facilities are inadequate for advanced instructional purposes.

The College maintains a responsive helpdesk for general computing needs and problems, and one large computer facility with basic programs housed in the library. This facility is used primarily by undergraduate students for their own computing needs outside of the classroom. Graduate students use this facility as well. The facility provides printing services, but it cannot be used for regularly scheduled class room instruction. (There is a computer classroom, but it cannot be reserved for a semester's length class.)

Most classrooms on the College's main campus are equipped with smart technology, however, this equipment ranges in operability from very good to poor. Recent upgrades have eliminated some, but not all, of the problems. The College also supports a graduate education center located on a separate campus that has more sophisticated and up-to-date classroom technology, but there is not a large computing facility designated for graduate students nor is there a lab / computer classroom space at this facility. Generally, there are difficulties with teaching students advanced computer-based skills at the College of Charleston due to limited instructional space.

The College recently opened a Center for Social Science Research which provides two small computer class room spaces. This Center will undeniably help advance faculty research. However, this space is currently designated for faculty research related activities only, and it cannot be used solely as classroom space.

There are several additional labs operated by other departments, such as Psychology, but there is no regular access to these spaces for scheduling courses.

The College also funds a Teaching, Learning, and Technology division that has an expressed purpose of helping faculty integrate new technologies into their instructional practices. This office is very supportive, and produces strong results. However, their focus is on instructional enhancements, not building the core infrastructure to support computer-based, hands-on instruction.

6.1f. Resource Adequacy: Library

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

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

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

The Public Administration faculty are uniformly satisfied with the professionalism and helpfulness of library staff. At a College where appropriate professional training and experience for staff is uneven, the library stands out for its high level of skill and commitment to serving faculty and students.

At the request of faculty the library will not only provide general tours to incoming students but construct specialized tours and class sessions along with fully linked research guides tailored to the particular needs of the student. The current library facility is relatively new (it opened in 2005) and has ample access to study carrels and rooms, as well as computer work stations.

Online databases are meeting the needs of faculty and students, with access to Public Administration Abstracts, as well as Academic Search Complete, JSTOR, and Lexis-Nexus. The library recently added IPOLL, a comprehensive resource for public opinion data.
Library holdings are not insubstantial but faculty in particular areas, especially in urban planning and urban geography report gaps, and the need to make frequent use of Interlibrary Loan. ILL works quite well but expanding the volumes available on campus should be a priority. In addition, now that newer subspecialties like urban planning, arts management, and a dual MPA/Master of Environmental Studies degree are well established a more comprehensive assessment of collections, and student satisfaction with library resources generally, should be conducted. Program faculty will work with the program's liaison to improve collections where we identify specific needs.

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

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

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

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

Overall, classroom space is rated as adequate. Classes are typically held in three classroom buildings: Maybank Hall, the Education Center, and Robert Scott Small. Robert Scott Small was recently renovated with smart boards, dry erase whiteboard paint on the walls, and new desks. Rooms in Maybank Hall are being slowly renovated, but the building offers 'smart' classrooms appropriate for seminar classes. Maybank 316 is currently slated for updating in Summer 2013. Computer classrooms are rated as somewhat inadequate because of older technology and outdated desks.

Meeting space for the MPA program (located at 14 Coming Street) is not adequate. The building is an old house with four rooms. However, MPA faculty often meet in the Political Science conference room that seats around 10 people. There are also plenty of spaces in other campus locations for faculty meetings.

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

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

Faculty offices are adequate. Most tenured and tenure track faculty are located in 114 Wentworth and 26 Coming. Kendra Stewart's office is in the Riley Center on King Street, and Jo Ann Ewalt and Janet Key are in 14 Coming. Everyone has a private office and office furniture is functional. However, some buildings show signs of deterioration and would benefit from renovations.

The primary issue with the MPA office is that it lacks meeting space for larger groups of faculty and/or students to collaborate. The Graduate Assistants have access to offices in the Robert Scott Small building, but there is only one room for them in the MPA office building.

Standard 7. Matching Communications with the Mission

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

Self-Study Instructions

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

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

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

Data and Information Requirements - Provide URL's

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

General Information about the Degree - From Eligibility Section

Degree Title   http://puba.cofc.edu/

Organizational Relationship between Program and University   http://puba.cofc.edu/about/index.php

Modes of Program Delivery   http://puba.cofc.edu/about/faqs/index.php

Number of Credit Hours   http://puba.cofc.edu/about/degree-requirements/index.php

Length of Degree   http://puba.cofc.edu/about/faqs/index.php

List of Dual Degrees   http://puba.cofc.edu/index.php

List of Specializations   http://puba.cofc.edu/academic-information/specialized-study/index.php

Number of Students   http://puba.cofc.edu/about/faqs/index.php

Mission of the Program - From Standard 1

Mission Statement   http://puba.cofc.edu/about/index.php

Admission - From Standard 4

Admission   http://puba.cofc.edu/about/application-procedures-and-admissions-
Criteria   requirements/index.php

Faculty - From Standard 3

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

Faculty Identified within the Unit Including   http://puba.cofc.edu/about/faculty-and-
Rank   staff/index.php

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state)   http://puba.cofc.edu/about/faqs/index.php

Description of Financial Aid Availability, including
Assistantships   http://puba.cofc.edu/about/faqs/index.php

Current Student - From Standard 4.3

Internship Placement List   http://puba.cofc.edu/about/internships/index.php

Graduates - From Standard 4.3

Completion Rate (percentage of class entering 5 years   http://puba.cofc.edu/about/faqs/index.php
prior to self study year that graduated within 2 years, and

within 5 years)

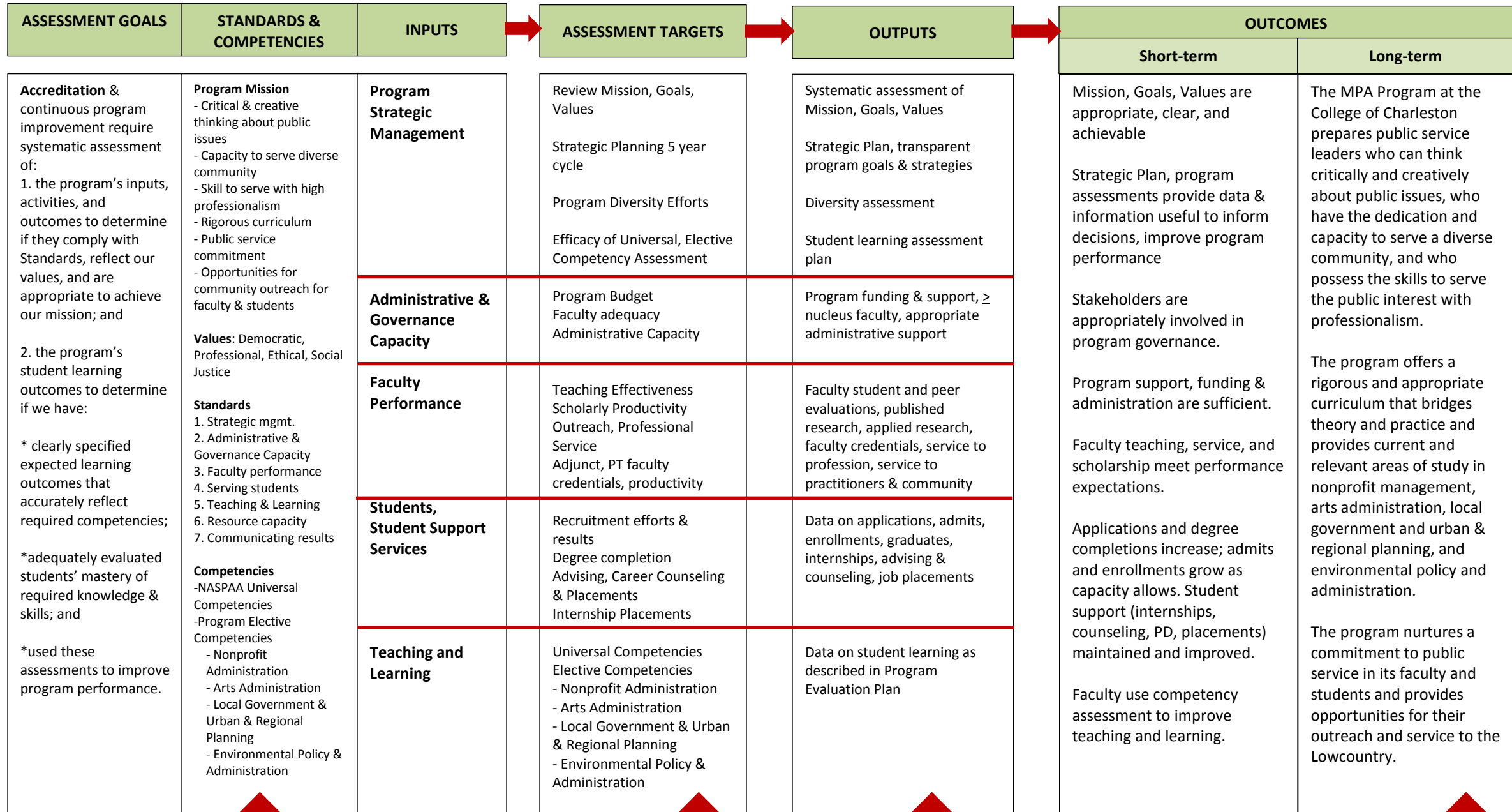**If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.**

We do not offer a fast-track option.

Appendices

1. MPA Program Evaluation Logic Model

2. MPA Program Evaluation Plan

3. MPA Program Strategic Plan

4. MPA Program Diversity Plan

5. MPA Program Faculty Information

College of Charleston MPA Program Evaluation Logic Model

ASSESSMENT GOALS	STANDARDS & COMPETENCIES	INPUTS	ASSESSMENT TARGETS	OUTPUTS	OUTCOMES	
					Short-term	Long-term
Accreditation & continuous program improvement require systematic assessment of: 1. the program's inputs, activities, and outcomes to determine if they comply with Standards, reflect our values, and are appropriate to achieve our mission; and 2. the program's student learning outcomes to determine if we have: * clearly specified expected learning outcomes that accurately reflect required competencies; *adequately evaluated students' mastery of required knowledge & skills; and *used these assessments to improve program performance.	**Program Mission** - Critical & creative thinking about public issues - Capacity to serve diverse community - Skill to serve with high professionalism - Rigorous curriculum - Public service commitment - Opportunities for community outreach for faculty & students **Values**: Democratic, Professional, Ethical, Social Justice **Standards** 1. Strategic mgmt. 2. Administrative & Governance Capacity 3. Faculty performance 4. Serving students 5. Teaching & Learning 6. Resource capacity 7. Communicating results **Competencies** -NASPAA Universal Competencies -Program Elective Competencies - Nonprofit Administration - Arts Administration - Local Government & Urban & Regional Planning - Environmental Policy & Administration	**Program Strategic Management**	Review Mission, Goals, Values Strategic Planning 5 year cycle Program Diversity Efforts Efficacy of Universal, Elective Competency Assessment	Systematic assessment of Mission, Goals, Values Strategic Plan, transparent program goals & strategies Diversity assessment Student learning assessment plan	Mission, Goals, Values are appropriate, clear, and achievable Strategic Plan, program assessments provide data & information useful to inform decisions, improve program performance Stakeholders are appropriately involved in program governance. Program support, funding & administration are sufficient. Faculty teaching, service, and scholarship meet performance expectations. Applications and degree completions increase; admits and enrollments grow as capacity allows. Student support (internships, counseling, PD, placements) maintained and improved. Faculty use competency assessment to improve teaching and learning.	The MPA Program at the College of Charleston prepares public service leaders who can think critically and creatively about public issues, who have the dedication and capacity to serve a diverse community, and who possess the skills to serve the public interest with professionalism. The program offers a rigorous and appropriate curriculum that bridges theory and practice and provides current and relevant areas of study in nonprofit management, arts administration, local government and urban & regional planning, and environmental policy and administration. The program nurtures a commitment to public service in its faculty and students and provides opportunities for their outreach and service to the Lowcountry.
		Administrative & Governance Capacity	Program Budget Faculty adequacy Administrative Capacity	Program funding & support, ≥ nucleus faculty, appropriate administrative support		
		Faculty Performance	Teaching Effectiveness Scholarly Productivity Outreach, Professional Service Adjunct, PT faculty credentials, productivity	Faculty student and peer evaluations, published research, applied research, faculty credentials, service to profession, service to practitioners & community		
		Students, Student Support Services	Recruitment efforts & results Degree completion Advising, Career Counseling & Placements Internship Placements	Data on applications, admits, enrollments, graduates, internships, advising & counseling, job placements		
		Teaching and Learning	Universal Competencies Elective Competencies - Nonprofit Administration - Arts Administration - Local Government & Urban & Regional Planning - Environmental Policy & Administration	Data on student learning as described in Program Evaluation Plan		

ASSUMPTIONS: 5 faculty minimum rule enforced; College support for program (additional faculty lines as needed); appropriate curricular and program review and revision as needed.

EXTERNAL FACTORS: Budget constraints, new recruiting opportunities, changes in College governing structure; faculty/staff turnover

Program Evaluation Plan

The MPA Program Evaluation Plan is designed to evaluate the program's ability to carry out its mission.

Section I: Program Strategic Management focuses on the appropriateness of the mission itself, and on whether an overall assessment plan is in place and is adequate to collect the necessary data to inform decision making and improve the program in governance, administration, program outreach, and teaching and learning. Program diversity efforts and outcomes are included here.

Section II: Administrative and Governance Capacity evaluates whether the program inputs (budget, faculty, administration, and operating autonomy) are sufficient to deliver an MPA program that accomplishes our mission.

Section III: Faculty Performance assesses the extent to which faculty professional and community service and scholarly and applied research are appropriate to carry out our mission.

Section IV: Students and Student Support Services evaluates the program's practices and outcomes with regard to recruitment and admissions, advising, internships, career counseling and placement efforts.

Section V: Teaching and Learning assesses the required Universal Competencies defined by the program and the actions taken based on this assessment to improve the program.

Regular Assessment Methods:
Current student survey: 2 year cycle, conducted in PUBA 701 Capstone Seminar. Survey items cover: mission/goals/values; recruitment information; internship placement information; student services information including career services and placements; teaching and learning competencies; Last conducted: Spring 2011. Next assessment due: Spring 2014.
Graduating student survey: every semester, required of all students who graduate. Survey items cover overall assessment of program, student learning, internship and career placement services
Advisory Board: 2 meetings annually. Board reviews, revises, affirms mission/goals/values; reviews program demographic data; reviews and advises program on changes to program, curriculum, and governance practices.
Alumni survey: 3 year cycle. Survey items cover: mission/goals/values; career placements; teaching and learning competencies. Last conducted: Spring 2011. Next assessment: Spring 2014.
Employer survey: 3 year cycle. Survey items cover: mission/goals/values; teaching and learning competencies; assessment of program alums as appropriate; survey of employer expectations for professional competencies. Last conducted using Advisory Board as proxy for employers, Spring 2012. Next assessment: Spring 2015 using Internship organizations.
Internship Supervisor survey: every semester. Assesses professional conduct, key skills, knowledge, and capacity.

Required Competencies assessments: annual (see Section V).

Section I: Program Strategic Management

Purpose: To ensure the program has implemented regular, systematic, effective assessment of its Mission, Goals, and Values to determine if they are appropriate, clear, and achievable. To ensure implementation of strategic planning and diversity planning processes that examine program design, governance and administrative capacity, student services, recruitment, faculty performance, and teaching and learning. The assessment must result in information that can be used to improve performance.				
What we are Assessing	**Assessment Activities**	**Performance Indicator**	**Analysis of Results**	**Action Based on Results**
Mission, Goals, Values: are they appropriate for current and potential students' career needs; employer needs; University mission; accreditation requirements? Are revisions needed?	Annual faculty review / Student review at orientation and Capstone / Advisory Board retreat	M, G, V appropriate to student population, employer demand, address accreditation standards	M, V, G generally appropriate. Board wants explicit mention of degree relevance for in-service students vis a vis job advancement	Slight change to mission recommended by Board to include in-service language. Faculty will consider at Aug. 2013 retreat.
Strategic Plan: does program have 5-year plan; does program review plan, assess outcomes annually?	Strategic planning 5-year cycle; 2011 – 2016 in place Annual faculty and Board review	Program is meeting goals and objectives in Strategic Plan	Plan was reviewed by faculty and Board. Board suggested separate diversity goal. Approved by Board in April 2012. Next review in Fall 2013.	Faculty will discuss separate diversity goal at Aug. 2013 retreat. Bring revisions to Board in fall 2013.
Program diversity efforts: does program promote inclusiveness? Are diversity indicators (faculty & student composition) improving?	Current student survey, Alumni survey, Advisory Board input	80% of students, alumni report "excellent", "above average" on diversity items; Board approves diversity efforts	Current students average 81%; Board indicates greater focus needed on diverse students and faculty	Diversity plan written 2011, approved by Board 2012. Two faculty searches in 2012-13; one White male, one African-American female hired for faculty nucleus for 2013-14. Continue, improve student and faculty diversity.
	Analysis of faculty & student diversity data	Program meets or exceeds state average for overall diversity	In 2012-13 student diversity rate 7%. Overall faculty diversity rate: 13%. Core faculty diversity rate 0%.	
Efficacy of Universal Competencies Assessment: is plan in place? Implemented appropriately? Evaluated? Does it inform program improvement?	See Section V for specific competency assessments	Student Learning Assessment based on Universal Competencies implemented, program monitors attainment, uses results to improve course content, teaching, as needed	Plan developed, definitions developed for Universal Comps, & for nonprofit and local govt & urban, regional planning tracks, full cycles completed for 4 universal competencies, local gov't track	Define competencies for Arts Admin and Environmental Policy tracks, collect, analyze, use data for nonprofit admin track and for 'Communicate & interact productively with a diverse & changing workforce and citizenry'.

Section II: Administration and Governance Capacity

Purpose: To ensure program has implemented a regular, systematic, effective assessment of program inputs (budget, faculty, administration, and operating autonomy) to determine if they are sufficient to deliver an MPA program that accomplishes our mission.

What we are Assessing	Assessment Activities	Performance Indicator	Analysis of Results	Action Based on Results
Program budget	Annual review by MPA director, annual report to faculty, Advisory Board	Dedicated PA funds at least 90% of previous year Salaries, benefits in line with overall University increases (decreases).	FY 2012-13 budget consistent with 11-12 budget. No dedicated budget for program student recruitment	Short-term: no action needed. Long-term: discuss fundraising opportunities with Advisory Council to support recruitment and student research.
Program Faculty	Annual review by MPA director, annual report to faculty, Advisory Board	Program maintains at least 5 nucleus faculty substantially involved in program governance	Five faculty rule met. Two tt hires made in 12-13 for 13-14. Faculty nucleus will be at 8 beginning in fall 2013	Short-term: no action needed. Mid-term: seek additional opportunities to enhance diversity with qualified adjuncts
Administrative capacity	Annual review by MPA director, annual report to faculty, Advisory Board	Program Coordinator position filled, annual performance review Excellent or above average on all measures	Margaret Bonifay retired in Dec 2012. No staff line to replace her. A new line was approved in FY 13-14 budget	Hire new Program Coordinator as soon as state signs off on lines. Train new Program Coordinator.

Section III: Faculty Performance

Purpose: To ensure core faculty teaching effectiveness is assessed and any problems are addressed; that faculty are engaged in professional service and outreach appropriate to program mission; that faculty applied and scholarly research productivity is appropriate to achieve our mission. To ensure that all adjuncts and part-time faculty possess academic and/or professional credentials directly related to courses they teach in the curriculum.				
What we are Assessing	**Assessment Activities**	**Performance Indicator**	**Analysis of Results**	**Action Based on Results**
Teaching Effectiveness	Syllabi reviewed by all MPA faculty annually. To be implemented at Aug 2013 retreat	Faculty consensus that syllabi are appropriate to achieve student learning objectives	N/A	N/A
	Peer review classroom observations Student evaluations reviewed by faculty member and MPA director each semester.	All MPA faculty at College average or above; All MPA faculty review and reflect on student evaluations and issues raised.	All nucleus faculty evaluations at or above College average for teaching quality. All but one adjunct also demonstrating excellent evaluations.	MPA director reviewed teaching issues with adjunct; discussed plan for improvement. Will monitor after fall course.
Faculty Applied and Academic Research Productivity; Faculty Outreach and Professional Service	Annual Self-evaluations (all MPA faculty)	All MPA nucleus faculty assessed as "meeting expec-tations" or above (chair pro-vides aggregate data; individual reports are confidential)	Will begin spring 2014	N/A
	MPA director annual review of faculty Curriculum Vita in spring semester	Annual evidence of applied or academic research; annual evidence of service to the profession.	All nucleus faculty demon-strated evidence of scholarly productivity. All but one had outreach & professional service	Colleague w/o service had been chair, was on sabbatical sp 13 No action needed
Adjunct and part-time faculty are properly credentialed, and productive in research and service as appropriate to their positions and fields	MPA director review of CV	Professional or academic credentials as appropriate; evidence of appropriate research, service	Analysis conducted spring 2013; all adjunct or PT faculty appropriately credentialed with records of appropriate service and research	Program should publicize the work adjuncts are doing in applied research and community outreach. Web page will be updated.

Section IV: Students and Student Support Services

Purpose: To evaluate the program's practices and outcomes with regard to recruitment and admissions, advising, internships, career counseling and placement efforts.				
What we are Assessing	**Assessment Activities**	**Performance Indicator**	**Analysis of Results**	**Action Based on Results**
Student recruitment efforts and results	MPA director annual review of recruitment activities, diversity efforts	MPA program represented by Grad School recruiter; UG programs sent marketing info; outreach to HBCUs; diversity stats improving; applications and enrollments consistent with previous year.	New GS recruiter hired, have not yet met with her. Marketing materials have been approved. Don't know recruiter's plans re HBCUs. Applications and enrollments on target for fall 13 semester.	Meet with new recruiter. Discuss MPA student diversity goals.
Student applications, admissions, enrolled students	Annual review by MPA director, annual report to MPA faculty and Advisory Board	60 Completed Applications 40 Admits (10 dual MPA-MES) 30 Enrolled Students	SSY-1 SSY Completed Apps 53 38 Admissions 48 35 Enrolled students 33 28	Short-term: enhance outreach to nonprofits and local governments in Lowcountry to attract more in-service applicants.
Degree completion	Annual review by MPA director, annual report to MPA faculty and Advisory Board	SSY-5: 31 students initially enrolled (18 FT; 13 PT)	Completion rate: 84% (26 students). In 2 years: 11 FT, 3 PT; 45%. In 3 years: 16 FT, 6 PT; 71%. In 4 years: 17 FT, 9 PT; 84%	Contact each student who is inactive for a semester; document reasons for withdrawing from program.
Advising	Current student survey; graduating student survey	80% of students (current and graduating) say advising is excellent, above average	92% of graduating students in SSY indicated advising excellent or above average; 84 % indicate excellent	Include advising items on next current student survey.
Internship Placements: adequacy of placements, appropriateness to mission	Current student survey; graduating student survey; supervisor survey	80% of students (current and graduating) indicate ability to find appropriate placement; 80% indicate quality of internship experience	Not included in items asked of graduating students Supervisor surveys: some not completing survey, or not pro-viding actionable comments	Add internship items to graduating student interviews. Consider revising supervisor survey, more deliberate follow-up to seek supervisor feedback
	MPA director annual review of internship placement data, annual report to MPA faculty and Advisory Board	90% of students placed in local, regional, state government, arts organizations, nonprofits, environmental organizations	Internships SSS-1 SSY State/regional 25% 0% Municipal govt 30% 38% Nonprofits 45% 54% Private sector 0% 8%	No action needed.
Career counseling, job placements	Current student survey Graduating student survey Alumni survey MPA director annual review of placement data, annual report	All students know of career office. 80% graduating stu. In-dicate services excel/above ave 90% grads employed/6 mo. 90% grads in local/reg/state	Indicator SSY-2 SSY-1 Employed/6 mo. 89% 87% Employed in Local/reg/state Gov't, NP, arts,	Add counseling, placement items to graduating student survey. Placement stats good, just miss benchmark. Placement location a bit high

	to faculty & Advisory Board	gov't, nonprofits, arts, envirn.	Environ. Policy	83%	78%	on private sector: investigate.

Section IV: Teaching and Learning

Purpose: To assess student mastery of required competencies and describe program action taken in response to assessment findings								

<p>**1. Lead and manage in public governance**</p>

The Master of Public Administration program at the College of Charleston operationally defines the competency of leading and managing in public governance, within the context of the program's mission to prepare public service leaders, as follows.

- An understanding of organizational behaviors, structures, and processes.
- Familiarity with interorganizational collaboration.
- An understanding of leadership techniques and styles.
- Ability to manage human and financial resources of an organization.
- Ability to identify, collect, and evaluate data to assess and improve program performance.

	PUBA 600 Public Sector Roles and Respon-sibilities	PUBA 601 Research and Quantita-tive Methods for PA	PUBA 602 Public Policy	PUBA 603 Manag-ing Public Organizati ons	PUBA 604 Manag-ing Human Resources	PUBA 605 Manag-ing Finan-cial Re-sources	PUBA 701 Cap-stone Seminar	PUBA 777 Intern-ship
Understanding organizational environments and culture	X			X	X			X
Organizational performance, accountability, and assessment			X	X				
Theories and methods for understanding behavior of people in organizations				X	X			
Understanding budget cycles and basic budgeting techniques						X		
Skills, tools, and procedures for managing human resources				X	X			
Interorganizational collaboration	X			X				X
Theories and applications of public organizational and human resource leadership	X			X	X			
Understanding and effective use of information systems, e-government and technology for organizational management		X		X	X			

Assessing Student Mastery of Required Competencies			
Competency: To lead and manage in public governance			
Learning Outcome Defined	**Evidence Collected**	**Analysis and Findings**	**Action Based on Results**
Learning Outcome: Students will demonstrate an understanding of organizational behaviors, structures, and processes.	Assessment method and performance expected: Evaluation of assigned paper in PUBA 603 Managing Public Organizations using assessment rubric. Competency 1 assessed every 3 years. 100% of students should be rated good or excellent. 80% of students should be rated excellent.	Assessment results: 100% of students were rated good or excellent. Of those, 60% of students were rated excellent. Some students lacked ability to effectively apply key concepts to different organizational settings.	MPA faculty and MPA Advisory Board members assessed student work. Faculty teaching PUBA 603 will consider 1) assigning additional case studies exploring variations in organizational structures and linkages between structures and behavior; and 2) increasing the use of assignments in which students research various public/nonprofit organizations and interview leadership.
Learning Outcome: Students will demonstrate an understanding of leadership techniques and styles.	Assessment Method and Performance Expected: Faculty evaluation of final exam in PUBA 701 Capstone Seminar (course faculty and other MPA faculty, using rubric). The "exam" is an essay that asks students to build on several texts read in 701 as well as leadership content covered in other MPA classes. Students will discuss and apply leadership techniques and styles to real-world applications faced by specific public administration leaders discussed in "Serving the Public Interest: Profiles of Successful and Innovative Public Servants" by Norma Riccucci, editor. 100% of students will demonstrate ability to discuss techniques and styles accurately; 90% will demonstrate ability to apply these techniques appropriately to specific public administration settings.	13 student papers were examined by 2 faculty members. All students (100%) successfully completed the requirement to accurately discuss and apply leadership techniques and styles to real world applications faced by specific public administration leaders discussed in "Serving the Public Interest: Profiles of Successful and Innovative Public Servants" by Norma Riccucci, editor. In addition, all students (100%) demonstrated they understood how these leaders were applying leadership techniques in unique and varied public administration settings. 70% of students demonstrated an enhanced ability to compare and contrast leadership styles and techniques, and to identify patterns in these applications. For example, students realized that some leaders stressed understanding, working within, and striving to change dysfunctional organizational culture while other leaders took the organizational culture as a given and were less successful in	The students' discussion of CIA Director George Tenet's inability to "speak truth to power" showed that they believed this led to a baseless war on Iraq. Faculty found that students appeared to see the issues in black and white terms, and could see only two alternatives: support the President and go to war, or oppose the President and avoid going to war. The faculty conclusion was that students need more opportunities to work through political-administrative conflicts that occur at all levels of government. In addition, faculty felt that since the program's mission is focused most heavily on local and regional governments and nonprofits, rather than the Federal government, more efforts should be made to use materials from these levels, rather than just national government examples. At August 2013 MPA faculty retreat, faculty will discuss increasing case study coverage in this area for PUBA 600 and 603.

		accomplishing agency goals. Of those students who wrote about George Tenet (CIA Director), all saw large ethical and leadership problems stemming largely from an inability to manage the politics-administration divide.	
Learning outcome: Students will be able to identify, collect, and evaluate data to assess and improve program performance.	Assessment Method and Performance Expected: Faculty (who did not teach the course) read and evaluated the final program evaluation produced by students in PUBA 502 ST Program Evaluation in spring 2013 using a rubric to assess the quality of the quantitative and qualitative data collection, analysis, and conclusions, and determined whether the program evaluation could be used by the organization to improve program performance.	The students evaluated Project Hero, a literacy improvement program using Teach for America volunteers in the 1st, 2nd, and 3rd grades. Qualitative data involved a survey of key stakeholders regarding their perceptions of the value, quality, and implementation of the program. Quantitative data included changes in MAP scores from the beginning and end of the school year. Statistical techniques used by the students included dependent t tests to gauge individual student growth, independent sample t tests to gauge student growth by program participation (i.e. participated or didn't participate in Project Hero), and an ANOVA to test whether the number of hours spent with a Project Hero mentor made a difference. The data collection was rigorous and appropriate, and the techniques were justified and well documented. The school system will be able to use this program evaluation to make changes recommended by the evaluation to enhance the program.	The quality of the work was very good. Faculty determined that the students demonstrated mastery of this learning outcome. A few suggestions for improvements were noted: 1. Improvements in a few of the data analysis tables would make it clearer which statistical technique was employed. Some of the tables did not "stand alone" meaning that unless the surrounding text was read, a reader might not completely understand the information in the table. 2. Greater use of figures to illustrate quantitative results would have enhanced the accessibility of the results for readers without much statistical knowledge. 3. Although the program evaluation was generally well written, some awkward writing and headers and a few typos detracted from the otherwise excellent work. The qualitative findings based on surveys of key stakeholders was generally well done. However, a few of the survey questions appear to be leading (example:In what ways are the students you work with doing better in school? How are students making gains as a result of your work?)

			In sum, faculty evaluated student mastery as very high. Suggestions for continual improvement include: consider increasing the coverage of survey construction in PUBA 601 and 602. Continue and improve the coverage of table and figure construction in PUBA 601. Continue to emphasize excellence in written communication in all core PUBA courses.

Assessing Student Mastery of Required Competencies

2. Competency: To participate in and contribute to the public policy process

The Master of Public Administration program at the College of Charleston operationally defines the competency of participating in and contributing to the public policy process, within the context of the program's mission to prepare public service leaders, as follows.
- Understanding the public policy making process, goals, and actors
- Ability to conduct and evaluate policy research and communicate results
- Ability to frame and analyze policy problems
- Ability to recognize and respond appropriately to ethical issues embedded in public problems

	PUBA 600 Public Sector Roles and Responsibilities	PUBA 601 Research and Quantitative Methods for PA	PUBA 602 Public Policy	PUBA 603 Manag-ing Public Organizations	PUBA 604 Manag-ing Human Resources	PUBA 605 Manag-ing Finan-cial Re-sources	PUBA 701 Cap-stone Seminar	PUBA 777 Intern-ship
Policy process (goals, models, actors, criteria, problem definition)	X		X	X				
Applying ethical perspectives	X	X	X	X			X	
Political information and mobilization	X			X			X	
Leveraging community resources				X			X	
Formulating and analyzing research questions, reaching appropriate conclusions		X	X				X	
Reliability and validity		X	X				X	
Data gathering		X	X					
Tools for the analysis of revenue systems						X		
Data presentation		X	X			X	X	
Effective oral and written communication skills	X	X	X				X	

Learning Outcome Defined	Evidence Collected	Analysis and Findings	Action Based on Results
Students will demonstrate an understanding the public policy making process, goals, and actors	Faculty evaluation of final PUBA 701 Capstone applied research projects using common rubric. Expected performance: 80% of projects will demonstrate proficiency.	Students are given the list of NASPAA-required Universal student learning competencies and information about how the MPA program operationalizes these competencies. They are then required to identify the one or two (no more than two allowed) competencies they believe their	80% of the students demonstrated mastery of the competency 'participate in and contribute to the public policy process' through their capstone applied research projects. The benchmark outcome level was achieved. Faculty believe the idea of

		project addresses, and to justify how their competency demonstrates mastery of the competency or competencies. Of the 14 students who completed Capstone projects in spring 2013, the competencies students indicated were demonstrated through their work were: 1. Lead and manage in public governance: 4 2. Participate in and contribute to the public policy process: 5 3. Analyze, synthesize, think critically, make decisions: 5 4. Articulate and apply a public service perspective: 1 5. Communicate and interact productively with a diverse and changing workforce and citizenry: 1 Of the 5 students who indicated that their applied Capstone research project demonstrated mastery of the learning outcome 'Participate in and contribute to the public policy process,' 3 students demonstrated high mastery of the competency as defined by the program. 1 student demonstrated mastery of the competency; poor writing damaged an otherwise well crafted applied research project. 1 student wrote a well-crafted "term paper" that adequately framed policy questions but did not address or explore the policy process, and his evaluation of the policy literature was inadequate, leading to superficial results and policy recommendations. In addition, while there were some significant ethical issues embedded in the public problem he	consciously addressing the universal student learning competencies is a new concept for students, and that greater communication regarding this expectation should be done in the semester prior to taking PUBA 701 Capstone Seminar.

		studied, he did no more than mention them; he never analyzed them or reflected on ethical decisions made by policy leaders.	
Students will be able to conduct and evaluate policy research and communicate results	Faculty evaluation of final PUBA 701 Capstone applied research projects using common rubric. Expected performance: 80% of projects will demonstrate proficiency.	Of the 5 students who indicated that their applied Capstone research project demonstrated mastery of the learning outcome 'Participate in and contribute to the public policy process,' 3 students demonstrated high mastery of the competency as defined by the program. 1 student demonstrated mastery of the competency; poor writing damaged an otherwise well crafted applied research project. 1 student wrote a well-crafted "term paper" that adequately framed policy questions but did not address or explore the policy process, and his evaluation of the policy literature was inadequate, leading to superficial results and policy recommendations.	80% of the students demonstrated mastery of the competency 'participate in and contribute to the public policy process' through their capstone applied research projects. The benchmark outcome level was achieved. Student presentations were well done; 90% were evaluated as very good or excellent, 80% were excellent. Unlike the fall 2012 semester, no community stakeholders attended the student presentations even though faculty urged students to invite them. Faculty will consider how best to ensure that community public and nonprofit leaders attend the presentations at the Aug 2013 retreat
Students will be able to recognize and respond appropriately to ethical issues embedded in public problems	Faculty evaluated the short papers students wrote after reading Serving the Public Interest: Profiles of Successful and Innovative Public Servants edited by Norma Riccucci. 14 papers were evaluated to determine the quality of the discussion of ethical issues embedded in the descriptions of activities, decisions, and issues faced by these public leaders. All students demonstrated proficiency in identifying ethical dilemmas, and of those who wrote about George Tenet, CIA director in the aftermath of 9/11, all discussed ethical problems in his decision	Faculty evaluated the short papers students wrote after reading Serving the Public Interest: Profiles of Successful and Innovative Public Servants edited by Norma Riccucci. 14 papers were evaluated to determine the quality of the discussion of ethical issues embedded in the descriptions of activities, decisions, and issues faced by these public leaders. All students demonstrated proficiency in identifying ethical dilemmas, and of those who wrote about George Tenet, CIA director in the aftermath of 9/11, all discussed ethical	The students' discussion of CIA Director George Tenet's inability to "speak truth to power" showed that they believed this led to a baseless war on Iraq. Faculty found that students appeared to see the issues in black and white terms, and could see only two alternatives: support the President and go to war, or oppose the President and avoid going to war. The faculty conclusion was that students need more opportunities to work through political-administrative conflicts that occur at all levels of government. In addition, faculty felt

making.	problems in his decision making.	that since the program's mission is focused most heavily on local and regional governments and nonprofits, rather than the Federal government, more efforts should be made to use materials from these levels, rather than just national government examples. At August 2013 MPA faculty retreat, faculty will discuss increasing case study coverage in this area for PUBA 600 and 603.

Assessing Student Mastery of Required Competencies

3. Competency: To analyze, synthesize, think critically, solve problems, and make decisions

The Master of Public Administration program at the College of Charleston operationally defines the competency of analyzing, synthesizing, thinking critically, solving problems, and making decisions, within the context of the program's mission to prepare public service leaders, as follows.
- Ability to select and use methodologies appropriate to support research objectives
- Knowledge of how to design and employ a variety of data-collection and analysis techniques
- Ability to analyze, describe, and communicate the results of data analysis

	PUBA 600 Public Sector Roles and Respon-sibilities	PUBA 601 Research and Quantita-tive Methods for PA	PUBA 602 Public Policy	PUBA 603 Manag-ing Public Organizations	PUBA 604 Manag-ing Human Resources	PUBA 605 Manag-ing Finan-cial Re-sources	PUBA 701 Cap-stone Seminar	PUBA 777 Intern-ship
Ability to analyze public problems, formulate relevant research questions, and employ appropriate methods.		X	X	X			X	
Employing analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.		X	X				X	
Understanding and applying appropriate statistical and decision tools for public management.		X	X				X	
Ability to identify and apply appropriately alternative sources of funding, including grants, taxes, and fees, for local government financial management.						X		
Understanding and effective use of information systems, e-government and technology for decision making.		X		X	X			
Ability to communicate, orally and in writing, with accuracy, clarity,	X	X	X			X	X	

and discernment.

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

Learning Outcome Defined	Evidence Collected	Analysis and Findings	Action Based on Results
Students will be able to select and use methodologies appropriate to support research objectives	Evaluation of final assigned paper in PUBA 601 Research and Quantitative Methods for PA using rubric. Competency 3 will be analyzed every 3 years. 100% if students should be rated good or excellent. 80% of students should be rated excellent.	90% of students were rated good or excellent. Of those, 70% were rated excellent. Among deficits noted were failure to justify analytical techniques used; use of inappropriate (or not the best) statistical method; poorly conceived research design.	MPA faculty and MPA Advisory Board assessed student work. Faculty developed a White Paper with students entitled 'What to do with a data set and a research question' linking research design, data, and analytical methods. Faculty is considering revamping of coverage of research design content to place greater emphasis on representative examples students can use as models for their own research.
Students will know how to design research and employ a variety of data-collection and analysis techniques	Evaluation of final assigned paper in PUBA 601 Research and Quantitative Methods for PA using rubric. Competency 3 will be analyzed every 3 years. 100% if students should be rated good or excellent. 80% of students should be rated excellent.	90% of students were rated good or excellent. Of those, 70% were rated excellent. Among deficits noted were failure to justify analytical techniques used; use of inappropriate (or not the best) statistical method; poorly conceived research design.	MPA faculty and MPA Advisory Board assessed student work. Faculty developed a White Paper with students entitled 'What to do with a data set and a research question' linking research design, data, and analytical methods.
Students will be able to analyze, describe, and communicate the results of data analysis	Evaluation of final assigned paper in PUBA 601 Research and Quantitative Methods for PA using rubric. Competency 3 will be analyzed every 3 years. 100% if students should be rated good or excellent. 80% of students should be rated excellent.	95% of students were rated good or excellent. Of those, 88% were rated excellent. Among deficits noted were poorly crafted figures and tables and awkward writing when discussing statistical results.	MPA faculty and MPA Advisory Board assessed student work. Faculty developed several assignments to improve students' abilities to prepare professional charts and graphs.

Assessing Student Mastery of Required Competencies

4. Articulate and apply a public service perspective

The Master of Public Administration program at the College of Charleston operationally defines the competency of articulating and applying a public service perspective, within the context of the program's mission to prepare public service leaders, as follows.
- Pursuing the public interest with accountability and transparency
- Serving professionally with competence, efficiency, and impartiality
- Acting ethically so as to uphold the public trust
- Demonstrating respect, equity, responsiveness, and fairness in dealings with citizens and fellow public servants

	PUBA 600 Public Sector Roles and Responsibilities	PUBA 601 Research and Quantitative Methods for PA	PUBA 602 Public Policy	PUBA 603 Managing Public Organizations	PUBA 604 Managing Human Resources	PUBA 605 Managing Financial Resources	PUBA 701 Capstone Seminar	PUBA 777 Internship
Demonstrating respect for diversity in the workplace				X	X		X	X
Ability to understand and apply strategies for increasing the effectiveness and satisfaction of individuals in the workplace				X	X			X
Understanding the tools, skills, and procedures for managing human resources					X			
Understanding the tools, skills, and procedures of negotiation, mediation, and other management-labor relations				X	X			
Understanding theories and methods for analyzing and assessing the behavior of people in public and nonprofit organizations				X	X		X	
Ability to effectively communicate with the public and promote citizen appreciation for the importance of public service	X			X	X		X	X
Understanding the legal, political, and ethical constraints on administrative discretion	X			X	X			
Understanding the management of accountability relationships and recognizing opportunities to protect and advance public service values	X			X	X			

Competency: To articulate and apply a public service perspective

Learning Outcome Defined	Evidence Collected	Analysis and Findings	Action Based on Results
Students will demonstrate an understanding the importance of personal and administrative responsibility, accountability and efficiency within the context of	Evaluation of final paper required in PUBA 600 Public Sector Roles and Responsibilities using a rubric. Competency 4 will be assessed every 3 years. 100% of students should be rated	90% of students were rated 6 or 7 on 7 point scale. A number of students struggled to make connections between the people and positions in public or nonprofit organizations (which they	Faculty are considering a) requiring an earlier first draft of the paper and b) requiring students to complete assignments in which they specifically articulate these linkages and then

government and non-profit public service programs	a 6 or 7 on 7 point scale.	studied for this paper) and the concepts studied in class regarding administrative responsibility, accountability and efficiency.	discuss them in class.
Students will be able to effective organizational arrangements, leadership strategies, and managerial tools that address public challenges effectively	Evaluation of assigned paper in PUBA 603 Managing Public Organizations using assessment rubric. Competency assessed every 3 years. 100% of students should be rated good or excellent. 80% of students should be rated excellent.	100% of students were rated good or excellent. Of those, 60% of students were rated excellent. Some students lacked ability to effectively apply key concepts to different organizational settings.	MPA faculty and MPA Advisory Board members assessed student work. Faculty teaching PUBA 603 will consider 1) assigning additional case studies exploring variations in organizational structures and linkages between structures and behavior; and 2) assignment in which students research various public/nonprofit organizations and interview leadership.
Students will be able to identify specific strategies and methods to enhance equity and representativeness in the work force	Not assessed this cycle		
Ability to define administrative ethics and distinguish among models and theories of ethical decision making	Not assessed this cycle		

Assessing Student Mastery of Required Competencies

5. Competency: To communicate and interact productively with a diverse and changing workforce and citizenry

The Master of Public Administration program at the College of Charleston operationally defines the competency of Communicate and interact productively with a diverse and changing workforce and citizenry, within the context of the program's mission to prepare public service leaders, as follows.

- Understanding the concepts, skills, and procedures for managing human resources
- Capacity to interact with a variety of individuals as a leader, through supervision, negotiation, and mediation
- Ability to act ethically in a diverse workplace
- Appreciation of citizen roles in decision making

	PUBA 600 Public Sector Roles and Respon-sibilities	PUBA 601 Research and Quantita-tive Methods for PA	PUBA 602 Public Policy	PUBA 603 Managing Public Organizations	PUBA 604 Manag-ing Human Resources	PUBA 605 Manag-ing Finan-cial Re-sources	PUBA 701 Cap-stone Seminar	PUBA 777 Intern-ship
Demonstrating respect for diversity in the workplace				X	X		X	X
Ability to understand and apply strategies for increasing the effectiveness and satisfaction of individuals in the workplace				X	X			X
Understanding the tools, skills, and procedures for managing human resources					X			
Understanding the tools, skills, and procedures of negotiation, mediation, and other management-labor relations				X	X			
Understanding theories and methods for understanding the behavior of people in public and nonprofit organizations				X	X		X	
Ability to effectively communicate with the public and promote citizen appreciation for the importance of public service	X			X	X		X	X

Learning Outcome Defined	Evidence Collected	Analysis and Findings	Action Based on Results
Outcomes have been defined	Evidence will be identified and collected in 2013 – 2014		

Assessing Student Mastery of Elective Competencies							

Nonprofit Management Competencies

The Master of Public Administration program at the College of Charleston operationally defines the competencies aligned with the nonprofit management specialization as follows.

1. Understand and be able to apply nonprofit requirements, structures, and approaches.
2. Understand the purpose, operation, and impact of the U.S. nonprofit sector.
3. Identify and articulate strategies for meeting nonprofit resource requirements.
4. Evaluate the local environment in the nonprofit sector and diagnose its organizational health
5. Demonstrate the ability to strengthen the capacity of an individual nonprofit through activities such as strategic planning, performance measurement, and program evaluation.

	PUBA 650 Essential Elements of NP Administration	PUBA 654 HR Management for NP Organizations	PUBA 655 NP Capacity Building	PUBA 656 Fundraising & Marketing for NPs	PUBA 705 Managing Public/Private Partnerships	PUBA 701 Capstone Seminar	MPA Community Assistance Program
Understand and be able to apply nonprofit requirements, structures, and approaches.	X					X	X
Understand the purpose, operation, and impact of the U.S. nonprofit sector.	X						
Identify and articulate strategies for meeting nonprofit resource requirements.				X		X	X
Evaluate the local environment in the nonprofit sector and diagnose its organizational health		X				X	X
Demonstrate the ability to strengthen the capacity of an individual nonprofit through activities such as strategic planning, performance measurement, and program evaluation.		X	X		X	X	X

Assessing Student Mastery of Nonprofit Management Competencies			
Learning Outcome Defined	**Evidence Collected**	**Analysis and Findings**	**Action Based on Results**
Understand and be able to apply nonprofit requirements, structures, and approaches	Nonprofit research paper for PUBA 650: Essentials in Nonprofit Administration requires the student to select a specific topic of interest pertaining to the nonprofit administration or service delivery — including management, volunteers, fundraising, marketing, leadership, staff, or governance.	Will collect in Fall 2013, analyze in spring 2014	
Understand the purpose, operation, and impact of the U.S. nonprofit sector	PUBA 650: Essentials in Nonprofit Administration course covers the development of the US nonprofit sector from the 1800's until modern day. The course is heavy on governance responsibilities. Executive directors of local nonprofits are invited to speak to the class on nonprofit operation and impact and a local Certified Public Accountant presents the legal and financial responsibilities for nonprofits to the class. Required research paper for class: students demonstrate the operation of a specific nonprofit and its impact on its intended stakeholders.	Will collect in Fall 2013, analyze in spring 2014.	
Identify and articulate strategies for meeting nonprofit resource requirements	PUBA 656 Fundraising and Marketing for Nonprofits: Analyze final class project using rubric to assess effectiveness of students' resource strategies.	Will collect at end of summer 2013, analyze in Fall 2013.	
Evaluate the local environment in the nonprofit sector and diagnose its organizational health	Community Assistance Program projects involving 4 Graduate Assistants	Will collect and evaluate in spring 2014.	
Demonstrate the ability to strengthen the capacity of an individual nonprofit through activities such as strategic planning, performance measurement, and program evaluation.	PUBA 701 Capstone Seminar final projects PUBA 655 Nonprofit Capacity Building final class project	Will collect and evaluate in summer 2014.	

Assessing Student Mastery of Elective Competencies

Local Government and Urban and Regional Planning Competencies

The Master of Public Administration program at the College of Charleston operationally defines the competencies aligned with the Local Government and Urban and Regional Planning specialization as follows.

Ability to:

- Identify ethical issues that are likely to be encountered in municipal government, and articulate an ethical course of action for dealing with these issues.
- Align budget priorities with issues facing a jurisdiction.
- Analyze the fiscal impacts of different budget priorities and allocations and generate a budget.
- Identify likely management issues that they will encounter in municipal government in areas such as diversity, motivation, leadership, human resources, and legal issues, and explain strategies for dealing with them.
- Identify and explain the significance of enabling legislation that governs their jurisdiction and generate an ordinance.
- Explain the history and theories that underpin the profession of planning in the U.S.
- Interpret contemporary planning issues and problems through a legal analysis framework.
- Perform one professional skill relevant to the practice of urban planning.

	PUBA 611 Urban Policy	PUBA 612 History & Theory of American Urban Planning	PUBA 613 Planning Law	PUBA 616 Local & Regional Economic Development	PUBA 620 Local Government Politics & Administration
Identify ethical issues that are likely to be encountered in municipal government, and articulate an ethical course of action for dealing with these issues.	X		X		X
Align budget priorities with issues facing a jurisdiction.				X	X
Analyze the fiscal impacts of different budget priorities and allocations and generate a budget				X	X

Learning Outcome					
Identify likely management issues that they will encounter in municipal government in areas such as diversity, motivation, leadership, human resources, and legal issues, and explain strategies for dealing with them	X	X			X
Identify and explain the significance of enabling legislation that governs their jurisdiction and generate an ordinance			X		X
Explain the history and theories that underpin the profession of planning in the U.S.		X			
Interpret contemporary planning issues and problems through a legal analysis framework.	X	X	X		
Perform professional skills relevant to the practice of urban planning. (Also: PUBA 502 ST GIS)				X	X

Competency: Local Government and Urban and Regional Planning

Learning Outcome Defined	Evidence Collected	Analysis and Findings	Action Based on Results
Learning Outcome: Explain the history and theories that underpin the profession of planning in the U.S.	Assessment Method and Performance Expected: Review a random sample of papers from PUBA 612 in which students select a historical figure in planning, and then explain how this person's ideas about urban design and planning actually influenced a place. A random sample of final papers from PUBA 612, which was offered in the fall	3 of the four papers sampled evidenced "mastery" of all assessed dimensions. A fourth paper was assessed satisfactorily vis-a-vis analytical skill, and unsatisfactory for a critical review of the scholarship. This particular paper also illustrated mastery in explaining the impact of planning theory on actual places.	25% of the sample did not evidence mastery of the assessed objective. The results of this assessment confirm that mastery of course objectives should not be based on singular assignments (rather, multiple assessments should be used). Faculty teaching these elective courses will be encouraged to adopt a variety of

	of 2012, was selected. There were 13 students in the class, and 4 papers were selected and assessed (rate = 30%). It was expected that the achievement rates for this objective would be high (90% or greater).		methods to assess student learning. Further, because the assessed paper missed one entire aspect of the assessment (which was specified in the rubric for the course), the results also signal the need to more strategically communicate with students about project requirements to ensure that they have opportunities to evidence the desired skills . This may take the form of discussions earlier in the semester about project requirements, or more frequent reviews of project specifications.
Interpret contemporary planning issues and problems through a legal analysis framework.	Assessment Method and Performance Expected: Review a random sample of papers or projects from PUBA 613, 631, or 635 in which students analyze a contemporary planning issue through legal analysis and reasoning. PUBA 613 was offered in the spring of 2013. Students in this class had to write a paper in which they chose a particular land planning court case that they were interested in or a topic that was related to planning law. 5 students were enrolled in this class and 2 papers were randomly selected for assessment (40%).	All assessed assignments illustrated mastery of this objective. The two student papers received ratings of excellent on all assessed dimensions	No changes are recommended as a result of this assessment, since the number of observations was small and student mastery was observed in the assessed work. Faculty have determined that going forward, efforts should be made to draw a larger sample so that generalizable findings can be obtained.

College of Charleston
MPA Program 2011 – 2016 Strategic Plan 4/5/2012

MISSION STATEMENT

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

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

PUBLIC SERVICE VALUES

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

Democratic Values: public administration professionals must respect the rule of law as they contribute to their organization's efforts to serve the public interest and the expectations of the public and its representatives.

Professional Values: public administration professionals must serve with competence, excellence, efficiency, objectivity, and impartiality.

Ethical Values: public administration professionals must act at all times in ways that uphold the public trust.

Social Justice Values: public administration professionals' exercise of authority and responsibility must be dictated by respect for human dignity, fairness, and social equity.

STRATEGIC GOALS

Goal 1: Prepare outstanding public service leaders.

Goal 2: Continue and enhance the program's connections to the community and the opportunities of students, faculty, and staff to contribute to the well-being of the region.

Goal 3: Demonstrate faculty excellence in teaching, scholarship, and outreach and professional service.

Goal 4: Demonstrate excellence in student support activities.

Goal 5: Build and sustain the program's administrative and governance capacity.

STRATEGIC GOALS AND OBJECTIVES

Goal 1: Prepare outstanding public service leaders.

Objective 1.1: Upon graduating, students will demonstrate mastery of core, universal knowledge and skill competencies in public administration, management, and leadership. These include students' ability to:

- Lead and manage in public governance.
- Participate in and contribute to the policy process.
- Analyze, synthesize, think critically, solve problems, and make decisions.
- Articulate and apply a public service perspective.
- Communicate and interact productively with a diverse and changing workforce and citizenry.

Objective 1.2: Upon graduating, students in specialized areas of study will demonstrate mastery of specific knowledge and skill competencies in those areas. These include:

- Nonprofit Administration: Ability to:
  - Understand nonprofit governance requirements, structures, and approaches.
  - Understand the purpose, operation, and impact of the US nonprofit sector.
  - Identify and articulate strategies for meeting nonprofit resource requirements.
  - Evaluate the local environment in the nonprofit sector and diagnose its organizational health.
  - Strengthen the capacity of an individual nonprofit through activities such as strategic planning, performance measurement, and evaluation.

- Arts Management
  - Competencies will be defined and an assessment plan will be developed and implemented by Spring 2013.

- Municipal Government and Urban Planning: Ability to:
  - Identify ethical issues that are likely to be encountered in municipal government, and articulate an ethical course of action for dealing with these issues.
  - Align budget priorities with issues facing a jurisdiction.
  - Analyze the fiscal impacts of different budget priorities and allocations and generate a budget.
  - Identify likely management issues that they will encounter in municipal government in areas such as diversity, motivation, leadership, human resources, and legal issues, and explain strategies for dealing with them.
  - Identify and explain the significance of enabling legislation that governs their jurisdiction and generate an ordinance.

- Environmental Policy and Administration.
  - Competencies will be defined and an assessment plan will be developed and implemented by Fall 2012.

Objective 1.3: Upon graduating, students in the dual MPA-Master of Environmental Science program will demonstrate mastery of the core universal competencies, as well as the following specific knowledge and skill competencies:

- To be developed jointly with MES faculty by Fall 2012.

Objective 1.4: The program will support and maintain MPA faculty who contribute significantly and productively to the program mission and curricular needs.

- The program will employ at least five core faculty who are substantively involved in program governance.
- Core courses in the curriculum will be taught by nucleus faculty.
- Adjunct faculty will hold appropriate academic credentials, demonstrate appropriate, high-level leadership or management experience, and provide effective teaching.

Goal 2: Continue and enhance the program's connections to the community and the opportunities of students, faculty, and staff to contribute to the well-being of the region

Objective 2.1: The MPA program will seek opportunities to contribute to nonprofit and local government capacity-building needs through faculty, staff, and graduate assistants' participation in the Community Assistance Program (CAP).

- The program will research the advisability of offering a certificate in nonprofit management

Objective 2.2: Student internships will place students in a position to address community needs and will help students acquire hands-on experience in nonprofit and public organizational administration and management.

Objective 2.3: The MPA program will work with the Riley Center for Livable Communities and the College of Charleston Master of Environmental Sciences program to develop opportunities for students and faculty to engage in applied research and professional service that contributes to the needs of nonprofits and public organizations in the region.

Goal 3: Demonstrate faculty excellence in teaching, scholarship, and outreach and professional service.

Objective 3.1: Program faculty will be effective teachers and student mentors.

- Faculty will review syllabi for all core courses and discuss course designs annually.
- All MPA core faculty student evaluations will be at or above POLS department average.

Objective 3.2: Faculty will be productive scholars whose academic and applied research contributes significantly to the field of Public Administration.

- All nucleus faculty will have an ongoing scholarly agenda that contributes to public administration and management, broadly conceived.
- Program faculty will use their expertise to contribute to the applied research needs of the wider community.

Objective 3.3: Faculty will provide significant service to the profession of public administration and to the public service needs of the Lowcountry and the wider community.

- Nucleus faculty will hold memberships, and actively participate, in appropriate professional organizations.
- Program faculty will engage in professional outreach, through course assignments and/or personal service activities, to assist in the administration and management needs of the public and nonprofit community.

Goal 4: Demonstrate excellence in student support activities.

Objective 4.1: Target recruitment and retention activities to create and maintain an inclusive, equitable, and diverse environment.

- Implement Diversity Plan to improve recruitment and retention of students with diverse backgrounds, academic interests in track and certificate areas, and prior work and life experiences.

Objective 4.2: Provide effective advising, internship, career counseling and placement services.

- Students without significant public or nonprofit work experience will be placed in internships appropriate for their academic and career goals.
- Program faculty will work to provide students with opportunities for study abroad.
- Students will have numerous curricular and co-curricular opportunities for public service and applied, hands-on practice of core skills.
- At least 80% of graduating students will rate advising services as excellent or good.
- At least 80% of graduating students will rate career counseling and placement services as excellent or good.
- At least 80% of graduating students who had internships will indicate their experience met their academic and career goals.

Goal 5: Build and sustain the program's administrative and governance capacity.

Objective 5.1: The MPA curriculum and program activities will be aligned with and contribute to the mission.

- Program faculty and Advisory Board will review the mission annually and revise as needed.
- Program faculty and Advisory Board will review input from students, alumni, employers and community leaders regarding the appropriateness of the mission every five years as part of strategic planning.
- Program faculty, Advisory Board, and other stakeholders will assess the impact, curricular and service needs, and growth potential of the dual MES-MPA program to determine appropriate recruitment and enrollment goals and curricular adjustments.

Objective 5.2: The program will implement a program evaluation plan that collects the data necessary to inform decision making and improve the program in governance, administration, program outreach, and teaching and learning.

- Faculty and Advisory Board will review 5-year Strategic Plan and assess outcomes annually.
- Faculty and Advisory Board will review Diversity Plan and assess outcomes annually.
- Faculty and Advisory Board will review program-defined definitions of Universal Learning Competencies and program-specific Learning Competencies every three years.
- Assessment of teaching and learning will follow program evaluation plan with annual reviews of at least one Universal Competency and two program-specific Competencies; results will be used to improve program performance.
- The program will review the curricular design, required course offerings, and optional tracks annually with faculty and Advisory Board and make adjustments as needed.
- The program will review enrollment goals and student enrollments, internship placements, graduation rates and career placements annually with faculty and Advisory Board.

- The program will review student learning outcomes annually with faculty and Advisory Board.

Objective 5.3: The program will seek to enhance financial capacity and flexibility to support strategic priorities while ensuring transparency and accountability.

- The Program will maintain budget support adequate to assure appropriate faculty nucleus, facilitate student and faculty research, and program outreach activities.
- Faculty and Advisory Board will consult on planning and implementing a fund raising campaign to support student and faculty research and professional development.

MISSION STATEMENT

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- An environment that nurtures a commitment to public service;
- Opportunities to support collaboration and the creation of partnerships among communities and public service organizations.

DIVERSITY IN THE MPA PROGRAM

The MPA Program is committed to creating and promoting a welcoming environment for all students, staff, and faculty. The MPA program's location in Charleston provides a diverse context for the program. The program strives to promote diversity in faculty, graduate assistant, and staff hiring; in student recruitment; and in curricular topics and coverage. The program defines diversity with respect to individuals as differences in race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status.

DIVERSITY GOALS

Goal 1: Recruit and graduate greater numbers of qualified diverse students.

Goal 2: Recruit and retain greater numbers of qualified diverse faculty.

Goal 3: Create a supportive environment that is diverse, inclusive, and welcoming to all.

Goal 4: Systematically and effectively assess progress in achieving diversity goals and take actions to improve diversity goal performance.

Action Items to Support Diversity Goals

Recruiting and Retaining Students

Increasing the visibility and attractiveness of the program generally will help us to attract minority students. Efforts to target minority students specifically, as well as increase the program's attractiveness generally, include:

• Maintain an attractive and informative MPA Program web site that communicates our diversity goals and values.

• Continually update and improve the MPA Program materials, including producing brief videos with current students and alumni that communicate our diversity values.

• Provide program materials to prospective students in a timely manner.

• Attend career fairs and other similar events and provide the Graduate School with information to assist in its recruitment efforts.

• Distribute MPA materials at places students congregate on campus, such as the library, dormitories, and cultural centers.

• Send MPA materials to appropriate departments at feeder institutions.

• Maintain a personal contact with prospective students that have shown an interest in the program.

• Contact high performing students (through email or letter) in related disciplines at the College of Charleston and let them know about what the MPA program has to offer.

• MPA faculty promote the MPA program to high achieving students in the undergraduate classes they teach.

• Provide prospective students with the opportunity to speak with faculty, current students or alumni about the MPA program.

• Provide the MPA students with a rigorous and relevant course of study.

In addition to the general recruitment efforts, the MPA Program will target potential minority students in the following ways:

• Send MPA Program materials to the multicultural center on campus.

• Explore with the Graduate School attendance at career fairs at HBCU schools in South Carolina

• Maintain close contact with the Graduate School about scholarship opportunities and communicate with prospective and current students regarding scholarships.

• Coordinate with the recruitment officer in the Graduate School to be sure MPA diversity goals are understood and pursued.

Make every reasonable effort to attract as many minority applicants that are accepted into enrolling in the MPA Program.

The MPA program is committed to making every effort to see that accepted minority applicants enroll in the program. The initiatives undertaken in this regard are directed at recruiting all students as well as special efforts for minority students. The general efforts include:

• Maintain a welcoming and supportive environment for all students.

• Have Graduate Assistants and other current students contact admitted students to help connect them with the program and the College of Charleston.

• The Program Coordinator follows up and maintains contact with admitted students.

• The MPA Program's limited financial aid (generally just graduate assistantships and one-time small Scholarships from the Graduate School) for first-year students is provided on a merit basis.

• Invite admitted students for a visit and arrange for them to speak with faculty and students.

• Petitioning the Graduate School for graduate assistantship (GA) or other funding for qualified minority students.

Recruiting and Retaining Faculty

The hiring of MPA Program faculty is done through the Department of Political Science at the College of Charleston because that is the location of the faculty lines. The Program and the Department conducts hiring in accordance with the College's affirmative action protocols. The MPA Program believes that recruiting minority faculty requires that positions be advertised as widely as possible, including in places likely to attract minority attention. Therefore, position advertising might include, but not be limited to, the following venues:

• Advertise in professional trade publications and websites
O PA Times
O Publicservice.org web site
O Chronicle of Higher Education
O APSA Personnel Newsletter

• Targeted mailings of the job description, including

O Mailing all NASPAA public administration program principal representatives

o Contacting our peers at other institutions and suggesting they let qualified individuals know about the position and encourage them to apply

o Contacting PhD directors at all HBCU institutions with graduate programs in political science, public administration and/or public policy

o Mailing to members of specific ASPA sections targeting minority members

Further, the MPA Program believes that maintaining a comfortable climate that is conducive to faculty success is important to recruiting and retaining faculty.

Overall Climate

The MPA Program promotes a welcoming environment for all students and faculty. In addition, the program strives to detect and correct any climate problems. Specific actions that contribute to a welcoming and inclusive climate include:

• As discussed above, we attempt to recruit a diverse student body. The more balanced the student body, the greater the chance that each student will feel comfortable.

• The small nature of the MPA Program facilitates faculty-student interaction that we expect makes it easier for all students to approach faculty with any climate problems they perceive.

• The MPA Program makes efforts to bring in speakers that represent diverse groups and that might appeal to a diverse audience.

In addition, the MPA Program seeks to maintain a positive climate for faculty. This includes:

• Informal opportunities for faculty interaction, such as research or other faculty presentations and informal discussions.

• Periodic formal MPA faculty meetings and annual retreats.

• The Department provides newly hired assistant professors with an environment for success including a senior faculty mentor, offering GA's to assist with research, and a reduced service burden.

• Faculty and staff have opportunities to attend numerous diversity programs, including diversity training, offered by the College Office of Diversity.

Faculty Nucleus Information

Name	Rank	Tenure Status	Type of Qualification	Highest Degree Earned	How involved in Program - check all that apply
Kendra Stewart	Associate Prof	Tenured	Academically	Ph.D.	Teaching,Governance,Public Affairs Research,Community Service
Phillip Jos	Professor	Tenured	Academically	Ph.D.	Teaching,Governance,Public Affairs Research
Kevin Keenan	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching,Governance,Public Affairs Research,Community Service
Jo Ann G. Ewalt	Professor	Tenured	Academically	Ph.D.	Teaching,Governance,Public Affairs Research,Community Service
Janet Key	Other	Non-tenure	Professionally	MPA	Teaching,Governance,Public Affairs Research,Community Service
H. Gibbs Knotts	Professor	Tenured	Academically	Ph.D.	Teaching,Governance,Public Affairs Research,Community Service

Name	Research or Scholarship	Community Service	Efforts to Engage Students
Kendra Stewart	Thompson, O., L. Ghelardini, K. Keene, and K. Stewart. "State-Level Legislation Regulating Farm-to-School Programs in the United States: An Examination of Enacted, Pending, and Vetoed or Dead Bills." Forthcoming in Health Education Journal. Stewart, K. and J. Vocino. "Homeland Security in Higher Education: The State of Affairs." Forthcoming in The Journal of Public Affairs Education Lee, M., G. Neeley, and K. Stewart, editors. The Practice of Government Public Relations. Taylor and Francis Press. 2012.	In the last three years, Dr. Stewart has served as a district teacher evaluator for the Charleston County School Board, is currently Vice Chair of the Board of Directors for the Smalls Institute for Music and Youth Leadership (a local nonprofit), works with a number of local nonprofits on capacity building (such as the Green Heart project, Charleston Moves and Healing Farms), moderated the debate for the SC House of Representatives candidates from James/Johns Islands, facilitated a workshop for The Charleston Horticulture Society, conducted a training for the City of Charleston Executive Leadership, serve on the SC task force for Food Policy, and was appointed to the Mayor to serve on a city wide commission called Stand Up Charleston. Within our profession, Dr. Stewart serves on the national council for ASPA and chaired the organization's Governance committee. This year I was also appointed by the incoming president to chair the 2014 Conference (ASPA's 75th anniversary conference).	

Phillip Jos	Jos, P. "Fear and Spiritual Realism in Octavia Butler's Earthseed." Utopian Studies (23:2) June 2012.		Capstone Seminar: The seminar was designed to develop an understanding and appreciation of the political economy of public service work and develop applied research skills by conducting a class project developed in partnership with the City of Charleston Division of Building Services. The course began with a pre-semester survey of enrolled students to determine their interests, expectations, and self-analysis of their strengths as well as any gaps in their skills or knowledge. These data were used in course design. The first half of the course revisited and examined major themes in the public service field, including rapid changes in accountability systems, the nature of political management, policy coordination across organizations and sectors, leadership and effectiveness, and the changing nature of public sector work. The second half of the class was devoted to five student teams that developed a critical analysis of a draft plan for a nonprofit organization (the Natural Hazards Mitigation Association), and developed specific recommendations on public education, the education and training of mitigation officials, influencing local, state and national level policy makers, and designing a marketing and

		development plan for the NHMA. The project involved four practicing administrators at the city of Charleston. All results were provided to the city and presented on April 25, 2012.

| Kevin Keenan | Keenan, K. and H. Gong. "Managerialism and Terrorism Policy for the urban financial industry: The implications of ignoring Geographical Processes" Urban Affairs Review, Spring, 2012.

Keenan, K. and D. Fontaine. "Listening to our students: Understanding how they learn research methods," Journal of Geography. December, 2012.

Kevin Keenan & Susan Hanson (2013): Gender, Place, and Social Contacts: Understanding Awareness of Vulnerability to Terrorism, Urban Geography, DOI:10.1080/02723638.2013.778707. | | Teaching: The skills of being a teacher, such as ability to synthesize and present complex material, are also skills vital to successful managers in any work place setting. As such, the MPA program engages students in short presentations reviewed by faculty members in which they effectively teach a concept, via a presentation that integrates various communication skills, to students. These presentations are carefully guided and supervised, with extensive feedback given on conceptual understanding as well as explanation. Governance: The MPA program has strong linkages to practitioners in County and City Government. These practitioners are frequently invited to give lectures and discussion sessions with students, thereby engaging them in the complexities of local government. Public Affairs Research: Several MPA courses require students to pursue applied research projects, and present these in poster-format sessions. The posters require integration of knowledge and both aesthetic and verbal skill in presentation. |

Jo Ann G. Ewalt	Day, Richard, and Jo Ann Ewalt. "Education Reform in Kentucky: Just What the Court Ordered" in Government, Politics and Policy in the Bluegrass James Clinger and Michael Hail, Editors. Lexington, Kentucky: University of Kentucky Press. Forthcoming.	Serves as a member of COPRA, a member of the NASPAA Executive Council, and President-elect of the Southeastern Conference for Public Administration (SECOPA). Member, editorial board, Journal of Public Affairs Education. Conducts needs assessment and program evaluation work for Charleston Promise Neighborhood, a nonprofit serving Charleston's most at-risk neighborhoods. Serves as an adviser for the Charleston Homeless Count Coalition.	

Janet Key	Principal Investigator, Economic Impact of USA Spoleto Festival 2009, Spoleto Festival, Charleston, SC. May 2009-March 2010. Principal Investigator, Perceptions of Crime in North Charleston, SC, North Charleston Police Department, June 2009-February 2010. Researcher, Kinship Care Program Research and Recommendations, HALOS, North Charleston, SC, August 2008-January 2009.	Janet is a full time staff member of the MPA program and director of the program's Community Assistance Program (CAP). The mission of CAP is to provide low- or no-cost management, program evaluation, and needs assistance consulting for local governments and nonprofit organizations in the Lowcountry. Representative examples of her recent program evaluation work are: Project Director, Sea Island Habitat for Humanity, Survey Research for ReStore marketing and development, January-April 2013. Project Director, Healing Farms Marketing Plan, Charleston, SC. March-September 2012. Project Director, Children's Museums Best Practices Review, Lowcountry Children's Museum, Charleston, SC. March-August 2011. Project Director, Children's Museums Best Practices Review, Lowcountry Children's Museum, Charleston, SC. March-April 2011. Principal Investigator, Economic Impact of USA Spoleto Festival 2009, Spoleto Festival, Charleston, SC. 2010.	

| H. Gibbs Knotts | Knotts, H. Gibbs. "Toward Two-Party Competition in the South?" In The 2012 Presidential Elections in the South, edited by Scott Buchanan and DuBose Kapeluck, Fayetteville AR: University of Arkansas Press, forthcoming.

Cooper, Christopher A., and H. Gibbs Knotts. "Partisan Change in Southern State Legislatures, 1951-2011." Southern Cultures, forthcoming.

Christopher A. Cooper, H. Gibbs Knotts, David M. McCord, and Andrew Johnson. "Taking Personality Seriously: The Five-factor model and public management". The American Review of Public Administration May 21, 2012

Cooper, Christopher A., and H. Gibbs Knotts. "Overlapping Identities in the American South." Social Science Journal, 50: 6-12. | | |