▬ Hide Program Fact Sheet

Self Study Year

2015-2016

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Standalone School

3. Geographic Arrangement Program Delivery

Satellite Campus

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

In Person Instruction with online coursework available

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

130

6. Ratio of Total Students to Full Time Nucleus Faculty

6.00

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

49

8. List of Dual Degrees

Law (JD)
Other (Please explain)

Other Dual Degrees

BA/MPA

9. List of Specializations

Budgeting/ Finance
General/ Public Management
Homeland/ National Security
Information Technology
Nonprofit
Public Policy Analysis
Other (Please specify)

Specialization List Other

Politics and Institutions; Substantive Public Policy Areas

10. Mission Statement

The Rockefeller College MPA program develops leaders, managers, and advanced analysts who excel in public service within government and across sectors. We provide pre-service and mid-career students with a comprehensive core curriculum in public affairs and a diverse selection of electives to further tailor their training and prepare them to solve difficult administrative and policy problems in local, state, national and global communities. Our curriculum emphasizes the development of technical and managerial skills toward the responsible and ethical uses of discretion in the pursuit exemplary personal and organizational performance. Our academic and professional faculty (1) are accomplished researchers and practitioners, (2) draw on many years of experience, (3) produce high quality academic and professional research, and (4) address significant issues in public management and policy.

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

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

⊟ Hide   Preconditions

Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that

such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

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

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

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

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

If Yes,

Provide name of accreditor.	Middle States Association of Colleges and Schools
List year of most recent recognition.	2015

If no,

When was the degree program established?	1962

If the program is located outside the United States:

Public Values

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

---

⊟ Hide   **Primary Focus**

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

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this 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.

| **Is the entire degree devoted to executive education?** | No |
| **Does Exec Ed exist as a track within the degree to be reviewed?** | No |

☐ Hide   Mode of Program Delivery

Mode of program delivery

In Person Instruction with online coursework available

☐ Hide   Remote Sites and Locations

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

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

N/A

☐ Hide   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:

☐ Hide   1.1.1 - 1.1.3

Provide Program Mission

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

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

The Rockefeller College MPA program develops leaders, managers, and advanced analysts who excel in public service within government and across sectors. We provide pre-service and mid-career students with a comprehensive core curriculum in public affairs and a diverse selection of electives to further tailor their training and prepare them to solve difficult administrative and policy problems in local, state, national and global communities. Our curriculum emphasizes the development of technical and managerial skills toward the responsible and ethical uses of discretion in the pursuit exemplary personal and organizational performance. Our academic and professional faculty (1) are accomplished researchers and practitioners, (2) draw on many years of experience, (3) produce high quality academic and professional research, and (4) address significant issues in public management and policy.

Adopted by Faculty on December 10, 2012
Amended by Faculty April 6, 2016

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

The Department began developing a mission statement for the MPA program in 2012. In April 2012, the entire faculty participated in a workshop drawing on the strategic goals and orientation of the Department to demarcate core elements of the statement. Following the meeting, a faculty task force, including David Andersen (since retired), Erika Martin, and Ellen Rubin, compiled all workshop materials into a draft statement. The draft statement was subsequently shared with and evaluated by the Rockefeller College Advisory Board, which is comprised of key stakeholders and former graduates who offer guidance on the strategic direction of the Department and its curriculum.

The statement, along with several amendments proposed by the Rockefeller College Advisory Board, were then considered by the faculty during a series of meetings in August, October, and November 2012. The mission statement was formally adopted by the faculty on December 10, 2012.

In late 2014, the Department undertook a series of revisions intended to further refine the MPA mission statement. Revisions were led by the Department's NASPAA re-accreditation committee, which included James Fossett, David Matkin, Edmund Stazyk, Stephen Weinberg, and core Rockefeller staff. The goal of these revisions was to update language throughout the statement as well as to provide a more detailed and nuanced description of the Department's overarching goals and core public service values and principles.

The committee presented a revised version of the mission statement to the Rockefeller College Advisory Board for consideration at its meetings on May 16, 2014 and October 13, 2015. During these meetings, the committee and Board discussed the proposed amendments as well as various strategies for operationalizing key aspects of the updated statement. Similar consultations were also held with a focus group of employers (September 10, 2014), alumni (July 17, 2015), and in a town hall meeting with students (May 1, 2015).

In addition to assessing proposed revisions to the mission statement, participants also provided feedback on those analytic, managerial, and technical skills the Department should prioritize in its core curriculum and electives as well as how the Department might best reflect and integrate core public service values (and particularly those related to issues of fairness and diversity) into the program and curriculum.

The results of these discussions were used to further refine the MPA mission statement and are also being incorporated into the curriculum. For example, based on employer advice about communications skills, both Professional Development I and II (RPAD 507 and 508) have added material on communicating with different audiences and now require students to present arguments for multiple sides of an issue; RPAD 508 also includes negotiation strategies. In similar fashion, advice from alumni about the demand for data analytics has encouraged the Department to (a) increase the rigor of its core statistics class (RPAD 505), (b) adopt more sophisticated statistical packages, and (c) make available advanced statistics electives for students (RPOS 517 and RPAD 705). Meanwhile, student perceptions that diversity, equity, and fairness issues were inadequately addressed led to adding (a) an additional unit on this material to Introduction to Public Administration (RPAD 500), (b) more economic justice material to Principles of Public Economics (RPAD 503), and (c) several weeks on diversity and discrimination to Professional Development II (RPAD 508).

The revised mission statement was presented to the full faculty for consideration during meetings in October 2015 and April 2016. A revised mission statement was formally adopted by the faculty on April 6, 2016. The MPA mission statement is disseminated through the Department's website and relevant advertising and marketing materials.

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

The MPA's mission and curriculum reflect the faculty's commitment to producing leaders who embody public service ideals. Core values emphasized in the program include:

Developing leaders across employment sectors
- Sector boundaries are blurring and many social problems require cooperation across sectors to address effectively. Employees are also more mobile, holding positions in multiple sectors throughout their career. Consequently, the program strives to create leaders who manage effectively across sectoral boundaries.

Who are motivated to improve the public interest
- Institutions operating in and at the boundaries of the public sphere enjoy a special relationship with citizens and may embody ideals not necessarily embraced by other sectors. Therefore, the program aims to produce graduates who advocate effectively for the public interest.

Who exercise discretion responsibly and ethically
- As stewards of the public interest, students must understand their obligations to citizens and how to use discretion accordingly. The curriculum familiarizes students with their ethical obligations as leaders and decision-makers.

Who pursue excellence in performance
- Graduates require well-developed analytical and organizational skills to advance public initiatives and become productive and effective leaders.

Who are guided by research-active faculty working to improve practice
- Research and practice are intertwined. Practice is informed by research, and research emerges from practice. An engaged faculty striving to link cutting-edge research with real-world practice produces exceptional graduates.

☐ Hide   **Standard 1.2**

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

expectations for student learning, consistent with its mission.

Self-Study Instructions:

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

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

Please link your program goals:

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

> Mission's Purpose and Public Service Values

The mission statement and public service values guiding the Rockefeller College MPA encompass three core, interrelated programmatic goals. These goals reflect Rockefeller College's deep commitment to teaching, research, and service that are oriented toward the public interest, of high-quality, analytically rigorous, and effectual in their impact on students, practice, and the academy.

> Program Goal 1: To prepare students for public service careers within government and across sectors.

Rockefeller College strives to prepare pre- and mid-career students with the knowledge, skills, and abilities to become successful analysts, managers, and leaders in the public sector as well as in closely aligned nonprofit and private sector positions. As indicated in the College's public service values statement, we believe success in these areas requires students possess the managerial and analytical skills necessary to (1) work effectively in and across sectors, (2) advocate successfully to enhance the public interest, (3) understand their ethical obligations when making decisions, and (4) perform at high levels.

To these ends, we expect graduates of the MPA program will
- Possess a solid understanding of public affairs theory and practice.
- Comprehend the complicated interplay between the public, private, and nonprofit sectors and across all levels of government.
- Recognize decisions are complex, involve tradeoffs, and often have a significant and disparate impact on citizens and constituents.
- Understand and be able to apply multiple and diverse perspectives, approaches, and techniques when addressing public sector problems.
- Have a clear understanding of their ethical and professional obligations to citizens and elected officials.
- Possess the practical skills and tools necessary to become effective analysts, managers, and leaders capable of advancing the public interest.

> Program Goal 2: To serve local, state, national, and global communities.

Rockefeller College is dedicated to enhancing the common good through service to our local, state, national, and global communities. Contributions to these communities flow from our sustained focus on high-quality teaching, research, and service.

At the most basic level, we serve our communities by producing highly-trained students-students who are competent, professional, and ethical administrators and analysts. We expect our graduates will possess the knowledge, skills, and abilities to be effective leaders, managers, and analysts as well as to be advocates for good governance. It is through these students that the College has its most significant and enduring impact. As a consequence, we aim to produce graduates who

- Are diverse and generally representative of our local, state, national, and global communities.
- Have clearly developed those core critical skills necessary for success in the public sector and closely aligned nonprofit and private sector positions.
- Are highly sought after by potential employers.
- Are well-situated to advance in their career and make a positive impact in their areas of expertise.
- Are widely recognized as emerging or established leaders in their profession.

Rockefeller College faculty also play an integral role in realizing our commitment to society and the public interest. Faculty, through their interactions with students, practitioners, and the academy, make significant contributions to the field of public affairs. As such, the College aims to have faculty who

- Are diverse in background and experience.
- Are active researchers.
- Regularly engage with practitioners and the academy.
- Are widely viewed as leaders in their areas of expertise and by peer institutions.

> Program Goal 3: To address significant issues in public management and policy.

Rockefeller College aims to be widely recognized as a leader in the field of public affairs, and to ensure students are exposed to cutting-edge research and current practice. Meeting these aims will help the College contribute to the common good, enhance public service institutions, and maintain or improve the employment prospects of our MPA students.

We believe these objectives are best met by creating a culture that encourages and supports faculty in their efforts to actively address significant issues in public management and policy, either through research or service. Engaged faculty will in turn incorporate new knowledge into the classroom, thereby enhancing MPA student education. To these ends, we encourage faculty to

- Maintain a highly productive, active research agenda and incorporate new and emerging research into courses.
- Pursue and engage in public and academic service.
- Introduce and promote experiential learning activities in courses.
- Provide, whenever possible, opportunities for students to network with practitioners and faculty from other departments and institutions (e.g., through guest lectures, presentations, social events).

> Population of Students, Employers, and Professions the Program Intends to Serve

As described in our MPA mission statement and program goals (see §1.2 above), Rockefeller College endeavors to train pre- and mid-career public affairs students. As such, the majority of our students express interest in or actively work for government, nonprofit organizations, or think tanks and research institutions.

Given our location in the state's capital and as part of the State University of New York (SUNY)

system, Rockefeller College enjoys a strong regional reputation with many of our students, who either originate from New York or pursue jobs with the state, city of Albany, and area nonprofits.

Because of our commitment to global communities, Rockefeller College also welcomes applications from and accepts a significant number of international students-mainly from Asian and Middle Eastern countries and hosts dual degree programs with universities in Italy, Russia, China, and Korea. Many of these students return home after graduation to assume mid-level administrative postings. As a consequence, we have established solid regional applicant pipelines with several international universities and government organizations.

Finally, we view our location as a core strength of the program. Not only does our presence in Albany serve as a strong regional pipeline for applications, student internships, and employment opportunities, but it also provides significant opportunities for our students and faculty to engage in meaningful ways with public service leaders and alumni, participate in applied research in the community, and introduce service learning activities into the MPA curriculum.

> Advancing the Knowledge, Research and Practice of Public Affairs, Administration, and Policy

As described in our mission statement, public service values, and programmatic goals, Rockefeller College is deeply committed to producing ethical and responsible leaders, managers, and analysts who can work across sectors to improve the public interest.

We believe our programmatic goals are best met by producing high-quality, technically competent, professional graduates who have a firm grasp of public affairs theory and research and current practice. These graduates, in turn, will employ their knowledge and expertise to enhance the quality of publically-oriented institutions.

Also contributing directly and indirectly to advancements in public affairs knowledge are our efforts to establish a culture that both encourages and supports faculty in actively addressing significant issues in public management and policy through research and service.

☐ Hide   **Standard 1.3**

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

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

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

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

1.3.1 Please link your program performance outcomes

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

As described in Standard 1.2, the Rockefeller College MPA is guided by three overarching programmatic goals that are central to the program's mission, reflect our core public service values, and emphasize the program's commitment to the advancement of public affairs knowledge, research, and practice across our local, state, national, and global communities.

- Program Goal 1: To prepare students for public service careers within government and across sectors.
- Program Goal 2: To serve local, state, national, and global communities.
- Program Goal 3: To address significant issues in public management and policy.

To assess whether and how well the MPA program is attaining its goals, each is evaluated using multiple performance output and outcome measures. These performance output and outcome measures include both short- and long-term indicators of success.

The Department's overarching strategy along with core output and outcome measures for each goal are described below.

> Program Goal 1: To Prepare Students for Public Service Careers within Government and across Sectors

To evaluate whether our graduates are prepared for public service careers, the Department relies on multiple output and outcome measures encompassing two key areas of strategic importance to the MPA program: (1) instructional outputs/outcomes and (2) career outcomes. Focusing on these areas allows the Department to assess whether our performance outcomes over the near-term (past five years) and long-term comport with and advance the mission and values of the Rockefeller MPA program.

Instructional Outputs and Outcomes: The Department is deeply committed to delivering a cutting-edge curriculum and advanced public affairs training that leave graduates prepared for public service careers, equipped to enhance practice, and prepared to serve the broader public interest. As such, the knowledge, skills, and competencies embedded within our curriculum are central to mission attainment and student achievement. Therefore, many of the MPA program's core evaluative criteria and indicators of performance are grounded in the instructional and curricular aspects of the program, and are consequently short-term (past five year) in their orientation. To assess whether our curriculum and instructional efforts comport with anticipated performance outputs and outcomes (as well as our mission objectives), we focus on the following anticipated performance outputs and outcomes.

- Classes taught: The quantity and content of courses offered ensures graduates possess requisite public affairs knowledge, skills, and expertise.

- Student engagement: Students engage directly with public affairs theories and practice through their coursework, related departmental events (e.g., research presentations, networking events), and the broader public affairs community.
- Critical skill development: Courses provide students amply opportunities to develop analytical, managerial, and professional skills germane to public affairs practice.
- Student self-reports: Students find value in course content and instructional efforts, believing coursework is relevant and meets their career goals and needs.
- Internship placements: Students without previous experience are presented with real-world opportunities to link theory and practice through relevant internships.

Career Outcomes: The Department also believes evidence of graduate preparedness rests in various career-related short- and long-term outcomes, including

- Initial job placements: Ability of graduates to attain job placements shortly after graduating.
- Professional impact: Graduates make meaningful and substantive contributions to their field.
- Upward career trajectory: When interested, graduates have the knowledge, skills, and ability to advance in their career.
- Graduates recognized as leaders: Graduates are recognized by their public affairs peers as emerging or established leaders in their field.

> Program Goal 2: To Serve Local, State, National, and Global Communities

The Rockefeller College MPA program aims to serve our local, state, national, and global communities. We do this by (1) employing faculty who directly contribute to each community, (2) admitting and graduating a diverse student body, and (3) producing highly trained, technically competent graduates employed in different communities. To evaluate whether core MPA program faculty and graduates are serving these various communities, the Department focuses on the following performance factors:

- Applications and conversions: Applicants and enrollees are diverse and originate from different communities.
- Retention rates: Students from diverse backgrounds remain attached to the MPA program through graduation; services are available to help students who may need additional help succeed.
- Graduation rates: The program is producing highly trained, prepared graduates.
- Student/faculty diversity: Student and faculty diversity is a hallmark of the program; diversity is embedded into the MPA curriculum.
- Initial job placements: Graduates attain or are capable of attaining employment in public affairs positions at the local, state, national, and global levels.
- Professional impact: Graduates of the MPA program and nucleus faculty have a meaningful impact on public affairs practice or are widely viewed as influencing practice in various communities.

> Program Goal 3: To Address Significant Issues in Public Management and Policy

As a leading public affairs program, Rockefeller College aspires to tackle significant issues-both academic and practical-in the fields of public management and policy. This goal reflects the College's longstanding commitment to better public affairs institutions at all levels of government and across sectors. Evidence of our impact in these areas resides in the reputation of the program and faculty, our ability to remain current in the field, and graduate placements. Specifically, we evaluate the following performance criteria:

- Student engagement: Students engage directly with public affairs theories and practice through their coursework, related departmental events (e.g., research presentations, networking events), and the broader public affairs community.
- Student self-reports: Students find value in course content and instructional efforts, believing

coursework is relevant and meets their career goals and needs.
- Internship placements: Students without previous experience are presented with real-world opportunities to link theory and practice through relevant internships.
- Program reputation: The program is viewed as a leader by public affairs institutions and as generating highly-trained, technically competent graduates by employers.
- Professional impact: Graduates of the MPA program and nucleus faculty have a meaningful impact on public affairs practice or are widely viewed as influencing practice in various communities.
- Faculty engagement: Faculty actively participate in the MPA program, academic societies and associations, and public affairs institutions.
- Faculty reputation: Faculty are widely viewed as subject matter experts by practitioners and in public affairs research communities.

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

Core Rockefeller College MPA program faculty utilize several distinct assessment tools and processes to evaluate program operations. Specifically, these tools and processes are employed to determine whether performance outputs and outcomes (as described in Standard 1.3.1) are practically efficacious, and how the program might better meet its mission and objectives. Assessment processes encompass three core aspects of program operations: student learning, graduates' career prospects, and faculty productivity.

> Student Learning Assessment

Assessment of student learning is based on a range of direct and indirect measures. The particular measures have changed over the past few years as various courses have been updated and modified.

Direct measures include but are not limited to

- Faculty assessments of student portfolios, which are assembled as part of a final reflection exercise (in RPAD 509);
- Internship supervisors' reports of student capabilities;
- Student grades in individual courses or assignments (such as RPAD 507/508 presentations); and
- Employer focus groups.

Core indirect measures include but are not limited to

- Alumni focus groups,
- Student focus groups, which are usually assembled with a specific purpose in mind (e.g., gathering student impressions of what they learned about diversity/equity/fairness or in our statistics courses); and
- Student self-assessments about their learning in each competency, both from memos and from a survey included in RPAD 509.

Example 1: From 2013 to 2015, we assessed student learning on diversity, equity, and fairness. We held focus groups with employers (September 2014), alumni (July 2015), and current students (October 2013). Employers were not concerned with the ability of Rockefeller students to interact with diverse populations. Alumni remembered learning about diversity issues in specific electives and in interactions with international students, but did not feel that Rockefeller taught them much in this area. Current students did not perceive strong instruction in this area across core requirements. In response, the program re-purposed a core course, RPAD 508, to focus more heavily on diversity-related issues.

Example 2: From 2014 to 2016, we assessed student learning on quantitative methods while re-designing our two required methods courses, RPAD 504 and 505. New versions of both courses are being launched in the 2016-2017 academic year. A faculty committee evaluated student memos and portfolios to assess graduates' analytical skills and solicited comments from focus groups of alumni and employers. Based on our evaluation and feedback from stakeholders, we (a) worked with the Department of Political Science to make their introductory doctoral statistics course available to MPA students as an advanced alternative to our MPA course, RPAD 505; (b) upgraded the analytical software used in RPAD 505 from Excel to Stata; and (c) placed more emphasis in the RPAD 504 and 505 curricula on "soft" skills involved in applying data in real life.

> Student Career Prospects

In addition to focusing on the quality of internship opportunities and graduate placement rates and venues, the Department relies heavily on feedback and support from alumni and key stakeholders to assess whether our graduates possess the knowledge, skills, and expertise necessary to perform at high-levels and as required by employers. The College actively engages with its alumni and stakeholders--and particularly with the Rockefeller College Advisory Board--to gain insight into the strengths and weaknesses of the MPA program. Solicited feedback is used by nucleus faculty to amend program operations and adjust the strategic direction of the program.

> Faculty Performance and Productivity

The performance and productivity of MPA program faculty are measured using a number of specific tools. First, the Dean and Department Chair rely on the University at Albany's "faculty activity reporting" (FAR) system to evaluate faculty performance, establish individual and departmental benchmarks, and compensate faculty on the basis of their contributions. The FAR system allows the Dean and Chair to track and assess individual teaching, research, and service contributions. It is also useful for detecting individual and departmental deficiencies in the areas of teaching, research, and service, and can be employed to develop remediation plans.

The Department has paid particular attention to the development of junior faculty through an annual review process. Junior faculty are required to file an addendum to the FAR--the Tenure Progress Annual Report--each year. The Chair and each junior faculty meet yearly and complete an assessment of the faculty member's progress toward tenure using a rubric. The notes and assessments from those meetings are entered into the rubric, reviewed by the faculty member in question, and then entered in the faculty member's file. Through this process, junior faculty members receive timely and comprehensive feedback on their progress toward tenure.

Second, the number and nature of faculty serving in core leadership roles in academic and professional associations and societies is also treated as an indicator of program and faculty performance. Opportunities to serve in leadership roles outside of the University demonstrate our faculty are widely viewed as subject matter experts. Likewise, faculty asked to offer advice and guidance to public affairs practitioners also demonstrate such expertise.

Third, faculty publications, presentations, and awards--measured in part through FAR--are treated as significant indicators of performance in the assessment process. Not only do publications, presentations, and awards offer general evidence of faculty productivity, but they also signal faculty have remained current in their fields and likely are engaged in research relevant to academics and practitioners.

Finally, the Department also relies on reputational outlets, such as the U.S. News and World Reports rankings, to gauge how MPA program faculty are viewed by those from other academic institutions.

Standard 2. Matching Governance with the Mission

[−] Hide

Standard 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

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

Indicate relationship of the program to the institution

In a Standalone School

Indicate Modes of Program delivery

In Person Instruction with online coursework available

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

The Rockefeller College MPA is offered at a single site in a standalone college located on the University at Albany's Downtown Campus. Courses are primarily delivered through in-person instruction, though a limited number are offered online.

All students-whether pre- or mid-service-finish the same degree requirements and are governed by the same standards and policies with one exception. Pre-service students are required to gain real-world experience by completing a 480-hour internship requirement; mid-service students with concurrent full-time employment or at least two years of prior full-time employment may-with the approval of the Department-substitute their career experience for the internship requirement.

Otherwise, core courses (29 credits including public management, analytic methods, financial management, and microeconomics) and required competencies are the same regardless of students' work experience. Because of this, most MPA courses are offered in the evenings with a handful also offered in the afternoon.

In addition to the core curriculum, students also specialize in 1-2 concentrations, consisting of five elective courses chosen from Rockefeller College and across the University (15-20 credits).

Rockefeller College also offers a certificate program, a non-degree program, and combined and dual degree programs.

Certificates are available in Public Sector Management, Nonprofit Management and Leadership, Women and Public Policy, Advanced Study in Planning and Policy Analysis, and International Health and Human Rights CGS. Requirements vary across certificates.

Rockefeller College's non-degree program allows students to complete 12 credits (three courses) over two years. Non-degree students may subsequently apply to the master's, doctoral, or certificate program and, if admitted, have their coursework applied toward their graduate degree requirements.

The College also offers a combined BA/MPA in cooperation with the Departments of Political Science, Economics, Sociology, and History as well as with the Department's own BA in Public Policy. The College offers a dual degree JD/MPA administered in conjunction with the Albany Law School. Students in the BA/MPA earn their degree in 5 or 5.5 years whereas JD/MPA students complete their coursework in 4.

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)

The Rockefeller College MPA Program is primarily administered through a collaborative governance model that situates most programmatic decision-making authority with core MPA faculty (see Standard 2.2.1 for a complete list of nucleus faculty during the self-study year).

Governance, decision-making authority, and day-to-day administration of the program also reside with the Dean of Rockefeller College, the Department Chair, the Department's Vice Chair, the MPA Program Director, the Department's Executive Committee, and key staff.

The Dean of Rockefeller College (R. Karl Rethemeyer) generates College-level policies consistent with the goals of the University and SUNY system, represents the College and Department's interests at the university-level, and oversees the College's budget and recruitment efforts.

The Department Chair (Victor Asal) serves as the key leader in departmental governance, manages the Department's budget, oversees faculty recruitment initiatives, conducts faculty performance evaluations, leads the Executive Committee, and represents departmental interests at the College-level.

At the discretion of the Dean, Department leadership may include a Vice Chair (David Matkin). As the Vice Chair is not an essential position, the Vice Chair's responsibilities are determined by the Department Chair and may include overseeing programmatic and policy initiatives. The Vice Chair also works in conjunction with the Executive Committee and MPA Program Director to generate policy recommendations and programmatic revisions as well as to advise core MPA faculty on key departmental matters.

The Executive Committee is composed of the Department Chair, Vice Chair, PhD Program Director (Shawn Bushway), MPA Program Director, and other faculty at the pleasure of the Department Chair (currently James Fossett and Ellen Rubin). The Executive Committee generates, reviews, and offers policy and programmatic recommendations to the nucleus MPA faculty.

The MPA Program Director (Stephen Weinberg) serves as the primary advisor on programmatic issues to the Department Chair, the Executive Committee, and nucleus faculty. The Director's core administrative tasks include program admissions, scheduling, advising, curricular planning, student support, and reviews of academic standing. The MPA Program Director also works with College staff to manage the day-to-day activities of the MPA program.

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

Rockefeller College and its MPA Program are housed within the University at Albany, itself part of the State University of New York (SUNY) system. The SUNY system is governed by a Board of Trustees and Chancellor Nancy Zimpher.

The University at Albany is overseen by President Robert Jones and his Executive Committee, and consists of 9 distinct schools and colleges including the Rockefeller College of Public Affairs and Policy.

Rockefeller College, which is led by Interim Dean R. Karl Rethemeyer, houses the Departments of Political Science and Public Administration and Policy. The College also encompasses a number of centers and institutes and strategic partners, including

- The Center for International Development
- The Center for Policy Research

- The Center for Women in Government and Civil Society
- The Institute for Financial Market Regulation
- The Institute for Traffic Safety Management and Research
- The Project on International Security, Commerce, and Economic Statecraft
- The Professional Development Program
- The Project on Violent Conflict

Additionally, the College is closely affiliated with two centers that report to the Vice President for Research

- The Center for Technology in Government (CTG)
- The Global Institute for Health and Human Rights (GIHHR)

Three faculty members from the Department of Public Administration and Policy have shared appointments with CTG; one faculty member has a shared appointment with GIHHR.

The College also has a close relationship with the Nelson A. Rockefeller Institute of Government (RIG), which reports directly the Chancellor of the State University of New York. Two members of the College faculty have shared appointments with RIG.

The Rockefeller College MPA program is governed and administered by the Department of Public Administration and Policy.

⊟ Hide	**Standard 2.2**

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

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

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

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

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

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

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year.   22.00

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year.   41

□ Hide   **2.2.2**

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

The Rockefeller College MPA program is primarily administered through a collaborative governance model. As a result, the program's nucleus faculty are heavily involved in program and policy planning, curricular development and review, faculty recruitment and promotion, and student admissions, advising, and evaluation.

Program and Policy Planning: Given the program's core governance structure, nucleus faculty are typically responsible for generating, approving, and implementing most major program and policy decisions. Specifically, major decisions and revisions require consideration by, and a vote of, nucleus faculty before they are formally adopted. Consequently, nucleus faculty normally work together in totality or through ad hoc committees (formulated at the discretion of the Department Chair) to develop program and policy positions before holding votes. In most cases, nucleus faculty will also rely on input and advice offered by the Dean, Department Chair, Vice Chair, Executive Committee, and MPA Program Coordinator before making major decisions.

Day-to-day administration of the program is left to the care and discretion of the MPA Program Coordinator and Rockefeller College staff.

Curricular Development and Review: Nucleus faculty play an integral role in curricular development and review. In conjunction with the MPA Program Coordinator and Department Chair, nucleus faculty are responsible-either in their totality or through designated ad hoc committees-for the design and redesign of the MPA curriculum. Nucleus faculty establish degree requirements, specify core learning competencies and anticipated outcomes, and ensure the program's curriculum comports with standards established by accreditation bodies.

Significant revisions to the MPA program's existing standards and curriculum require formal adoption by nucleus faculty. In cases calling for only minor revisions to specific courses or academic concentrations, the MPA Program Coordinator works in tandem with relevant nucleus faculty to make necessary modifications.

Faculty Recruiting and Promoting: Recruitment and promotion decisions within the Department of Public Administration and Policy are made by core tenure-line faculty in concert with the Dean and Department Chair. Almost all tenure-line faculty are also nucleus members of the MPA program. As such, MPA program needs significantly influence recruitment and promotion decisions. Further, given the program's top-twenty ranking in U.S. News and World Report, recruitment and promotions that maintain and enhance the Department's national and international reputation are viewed as strategically important by the Department.

Admissions, Advising, and Evaluation: Nucleus faculty are directly involved in student admissions, advising, and evaluation. Applications to the program are reviewed and selected for admission by two nucleus faculty and the MPA Program Coordinator, with the Department Chair serving as the final authority on all admissions decisions. Once admitted, students are assigned to a nucleus faculty member, who serves as their primary advisor. Advisors offer guidance in several areas pertinent to graduate studies, including for example course registration, scheduling, and professional development. Nucleus faculty also actively evaluate students in a number of different ways. For example, evaluations occur in courses, through assessments of major programmatic deliverables such as our portfolio project (RPAD 509), when poor performing students are assessed by the Committee on Academic Standing and Retention (see Standard 2.2.2b), and as nucleus faculty evaluate the efficacy of the MPA program.

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

As described above, the MPA program is largely administered through a collaborative governance model in which the MPA Program Director (a) serves as the primary advisor to the Department Chair and nucleus faculty on programmatic issues, and (b) manages the program on a day-to-day basis. The Director is not authorized to make substantial changes to the MPA program without the approval of the nucleus faculty or the Department Chair.

The Director's core administrative tasks include program admissions, scheduling, advising, curricular planning, student support, and reviews of academic standing.

Admissions: The Chair is the final decision point on MPA admissions (except for candidates who are "auto-admitted"), receiving input from two faculty readers per application, Director, and from the admissions staff. The Director meets with most prospective students and interviews BA/MPA applicants. The Director and another nucleus faculty member (currently the Department's Vice Chair) jointly decide whether to grant GRE waiver requests.

Faculty Recruitment and Retention: The Director has no particular role in faculty recruitment and retention, though the needs of the MPA program play a significant role in determining the Department's strategic stance and decisions in these areas.

Program and Policy Planning: The Director sits on the Department's Executive Committee, which advises the nucleus faculty and the Department Chair on major policy and programmatic issues.

When appropriate, the Director also proposes and manages specific modifications to the MPA program. In such cases, the Director relies heavily on input and assistance from ad hoc faculty committees to generate and implement changes. For example, over the past three years, the current Director has served on ad hoc faculty committees tasked with redesigning our capstone project (RPAD 509), reviewing the coverage of diversity within the core curriculum, updating the curricula for our core statistics sequence, creating a new statistics concentration, and expanding our online course offerings. Substantial alterations to policies or the program require a vote of the entire faculty; less substantial changes (such as modifying a concentration's list of electives) are generally made in consultation with relevant faculty.

Schedule: The Director prepares a draft schedule each year, proposing which courses should be taught and identifying potential instructors. In practice, the Director consults heavily with MPA instructional faculty members to determine (a) which courses are necessary in each concentration, and (b) individual teaching requests. This schedule is advisory and is reviewed by the Chair, who decides on scheduling priorities.

The Director also interviews possible adjuncts or delegates these interviews to faculty with appropriate subject matter expertise. Additionally, the Director works with the PhD coordinator to assign doctoral students to teaching roles, and with new faculty to determine their teaching commitments.

Student Achievement (Advising): Each MPA student is assigned a faculty advisor for routine course advising. Advisors consult with the MPA Director in administratively complex cases. The MPA Director advises a number of students directly, all students seeking to transfer credits, and those students whose faculty advisors are unavailable. The MPA Director also prepares advising materials for both faculty and students. These materials typically focus on academic topics such as course availability and selection; questions related to registration, financing, and career services are handled by other offices or staff.

Student Achievement (Assessment): The MPA Director chairs the Committee on Academic Standing and Retention. The committee reviews the cases of students who have GPAs below 3.00 or are at risk of falling below a 3.00. The Director works with these students' academic advisors to provide appropriate academic counseling. The Director also oversees the final portfolio project (RPAD 509) that all students complete near the end of the program with a faculty advisor; the portfolio is used as part of curriculum evaluation.

⊟ Hide 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 general, departmental members are viewed as exerting a "substantial determining influence" on the MPA program when they

- Are tenure-line faculty members;
- Actively engage with the administration of the MPA program (e.g., regularly attend faculty meetings);
- Formally instruct and advise MPA students;
- Have a direct and recurring influence on MPA policies and programmatic decisions;
- Are eligible or appointed to serve in an administrative capacity (e.g., the MPA Program Coordinator, admissions committee) that directly pertains to the governance of the MPA program; and
- Are eligible to contribute to major programmatic assessment activities.

Exceptions to these standards may be made at the discretion of the nucleus faculty, Department Chair, and/or Dean.

⊟ Hide Standard 3 Matching Operations with the Mission: Faculty Performance

Standard 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

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

| ⊟ Hide | **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)

Rockefeller College requires that all instructors in our MPA courses be academically and/or professionally qualified to teach the courses they instruct. The purpose of this policy is to ensure that subject matter experts are providing student instruction as well as to guarantee that subject matter expertise and our curriculum remain current.

This policy is not expected to relate to qualification for promotion, tenure, or other personnel-related matters.

The MPA program defines academically and professionally qualified faculty as follows.

Academically-qualified (AQ) faculty must satisfy the following two conditions:
1. The instructor must have a PhD in Public Administration, Political Science, Public Policy, or a related field of study; or have earned a PhD in an unrelated field but with a well-defined research agenda in a field that relates to the course in which they teach; or be a doctoral student or candidate with a Master Degree (or equivalent graduate hours) and substantive expertise related to the course in which they are instructing.

2. The instructor must demonstrate their expertise in the courses in which they teach. Expertise can be demonstrated through any of the following:
a. Completing a PhD in the previous 5 years;
b. Publishing an applied research report in the topical area in which they teach (at least once in the prior three years);
c. Publishing an academic piece in the topical area in which they teach (at least once in the past three years); or
d. Presenting at national or international academic conferences in the topical area in which they teach (averaging one presentation every year for the past four years).

Core faculty members are expected to be active academic researchers who contribute to public policy and management scholarship and practice.

Professionally-qualified (PQ) faculty must satisfy two conditions:
1. The instructor must have a Master Degree or PhD and at least five years of relevant experience in the area they teach.

2. The instructor must demonstrate their continued expertise in their field of practice by:
a. Having engaged in substantive practical work as an employee or consultant within the past five years;
b. Participating in relevant professional associations (e.g., association leadership, editing, service on credentialing bodies, presentations to practitioners); or
c. Publishing research reports related to their professional expertise.

All PQ faculty serve on a part-time basis, only teaching one or two classes per year. The Department recruits PQ faculty only when their outstanding professional experience encompasses unique foundational knowledge and practical skills that correspond with the overarching goals and curriculum of the MPA program.

This policy supports the MPA program mission by ensuring instruction incorporates expertise at the governmental, nonprofit and private sectors and by devoting attention to issues at the local, state, national, and global levels.

Individuals who are AQ or PQ provided all of the instruction in the MPA program during the self-study year.

⊟ Hide   **3.1.3**

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%.

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	67	57	54	64
Courses delivering required Competencies	20	70	70	85

⊟ Hide   **3.1.4**

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

The Department of Public Administration and Policy is committed to ensuring its faculty--and especially its nucleus, tenure--line faculty-remain current in the field. As such, the Department relies on a range of mechanisms to assist and incentivize faculty to engage with research and practice and stay familiar with best practices in teaching. For example, the Department expects tenure-line faculty will be active researchers. The Dean and Department Chair utilize the University's Faculty Activity Reporting (FAR) system to track faculty productivity, formulate individual and departmental research targets and benchmarks, and reward high-performing faculty. For tenure-line junior faculty, the Department has established a formal mentoring system that allows new researchers to learn and solicit professional advice (in the areas of both teaching and research) from their senior colleagues. New faculty are also typically eligible for a course release during their first year of service with the College. This teaching release allows pre-tenure faculty to focus on high-quality teaching and research during their transition to Rockefeller College.

In addition, the College and Department provide various financial resources to help faculty

remain research active. For example, faculty are encouraged to present at national and international conferences, especially those linked to leading public affairs associations such as the Public Management Research Association and the Association for Public Policy Analysis and Management. To this end, the Department provides faculty annual travel budgets. The Department also hosts numerous internal research presentations, providing faculty opportunities to explore and test new research ideas in a friendly and supportive environment.

Likewise, new faculty generally receive a start-up package that supports novel research endeavors. The Dean and Chair also actively encourage and aid all Departmental faculty in their efforts to pursue University- and College-level research grants, such as the University at Albany Faculty Research Awards Program (FRAP). Similarly, College-level resources and personnel are available to help faculty seeking external grants.

A range of teaching-related resources are also available to faculty. For example, all faculty are required-at various points-to have their teaching evaluated by a departmental colleague. While teaching evaluations are used in part for tenure and promotion purposes, evaluations are also available for purely formative purposes. Relatedly, faculty are strongly encouraged to utilize services and participate in training sessions offered by the University's Institute for Teaching, Learning and Academic Leadership (ITLAL). ITLAL offers numerous teaching resources for faculty as well as programs that support instructional, curricular, and faculty development.

Finally, the Dean and Chair actively support faculty eligible for work leaves, such as the Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program, and sabbaticals. If faculty are not awarded Drescher Leave, the Department and College have generally arranged for such leave at departmental and College expense.

☐ Hide **Standard 3.2**

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

Self-Study Instructions

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

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

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

☐ Hide **3.2.1**

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

Please check one: US Based Program

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

---

[–] Hide   **3.2.1a**

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic	0	0	0	0	0
American Indian or Alaska Native, non-Hispanic/Latino	0	0	1	0	1
Asian, non Hispanic/Latino	1	0	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	1	0	1	1	3
White, non-Hispanic/Latino	11	6	13	6	36
Two or more races, non Hispanic / Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race or Ethnicity Unknown	0	0	0	0	0
Total	13	6	15	7	41
Disabled	0	0	0	0	0

[–] Hide   **3.2.3**

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 program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

As described in Standards 1 and 4 and our diversity plan, the Rockefeller College MPA Program and its faculty are deeply committed to incorporating diversity into the program and curriculum. Consequently, we have taken a number of steps to ensure diversity issues are part of, or will be incorporated into, our curriculum by faculty, especially in core courses. Our efforts support the program's mission statement insofar as incorporating diversity helps our graduates become more effective leaders, managers, and advanced analysts who are capable of achieving public service outcomes across sectors and in diverse communities.

To ensure diverse perspectives are represented in the curriculum, we have relied on a multi-pronged approach. First and most notably, the Department engaged in an evaluation of student learning on diversity and diversity-related topics from 2013 to 2015. During this evaluation period, we held a series of focus groups with current students (October 2013), employers (September 2014), and alumni (July 2015). In general, results indicated current students did not believe adequate time and attention was devoted to diversity in our core requirements and curriculum; alumni and employers, however, were satisfied with our existing curriculum. In response to this feedback, we made several revisions to the curriculum. For instance, we (a) added an additional unit on diversity in Introduction to Public Administration (RPAD 500), (b) more economic justice material in Principles of Public Economics (RPAD 503), and (c) several weeks on diversity and discrimination to Professional Development II (RPAD 508). Other MPA instructors have also worked to more fully incorporate diversity and diversity-related material into their courses.

Second, faculty are actively encouraged to create an inclusive and welcoming environment for all students. Specifically, faculty are urged to promote frequent interactions among students, typically by engineering assignments, group projects, and other activities (e.g., social and networking events) that bring together students with diverse backgrounds. For instance, the student work teams created for the "Welcome Week" (pre-term orientation) group exercise are designed to be maximally diverse so that students are exposed to a cross-section of students during their very first instructional experience. Such activities help foster a culture of inclusiveness and promote a healthy learning environment. We have also encouraged faculty to incorporate case studies and current events into the classroom that include diverse populations or underscore the importance of diversity-related issues in public affairs practice.

Third, the Department has proactively worked to recruit and develop a diverse pool of instructors (at all levels), guest lecturers, and other contributors capable of expanding students' exposure to diverse populations and learning opportunities.

Fourth, the Department strives to incorporate diversity and a culture of inclusiveness into program administration. We actively recruit diverse students. We also consider diversity in the selection of Department leadership and the composition of MPA governance committees. Likewise, we are dedicated to providing a positive and supportive environment for women and underrepresented populations instructing in the program.

⊟ Hide   **3.2.4**

3.2.4

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

Faculty diversity has changed considerably over the past 5 years as the Department has lost and gained a number of faculty-many of whom were or are now nucleus faculty.

Losses
- Brian Nussbaum, White male, assistant professor, transferred 2016-2017
- David McCaffery, White male, professor, retired 2015-2016
- Sue Faerman, White female, professor, retired 2015-2016
- John Rohrbaugh, White male, professor, retired 2014-2015
- Erzsebet Fazekas, White female, assistant professor, contract not renewed 2014-2015
- Kathleen Deloughery, White female, assistant professor, resigned 2014-2015
- David Andersen, White male, professor, retired 2014-2015
- Judith Saidel, White female, associate professor, retired 2013-2014
- Holly Sims, White female, associate professor, deceased 2012-2013
- Alethia Jones, African American female assistant professor, resigned 2010-2011

New Hires
- Mila Gascó-Hernández, White female, associate professor, hired 2016-2017
- Luis Luna-Reyes, Hispanic/Latino male, associate professor, transferred 2016-2017
- Lucy Sorensen, White female, assistant professor, hired 2016-2017
- Elizabeth Searing, White female, assistant professor, hired 2015-2016
- Edmund Stazyk, White male, assistant professor, hired 2015-2016
- Ashley Fox, White female, assistant professor, hired 2014-2015
- Brian Nussbaum, White male, assistant professor, hired 2014-2015
- Jose Ramon Gil-Garcia, Hispanic/Latino male, associate professor, hired 2014-2015
- Shawn Bushway, White male, professor, transferred 2014-2015
- Gang Chen, Asian male, assistant professor, hired 2013-2014
- David Matkin, White male, assistant professor, hired 2013-2014
- Erzsebet Fazekas, White female, assistant professor, hired 2012-2013
- Jennifer Dodge, White female, assistant professor, hired 2011-2012
- Yvonne Harrison, White female, assistant professor, hired 2010-2011

⊟ Hide **Standard 3.3 Research, Scholarship, and Service**

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

Self Study Instructions

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

⊟ Hide **3.3.1**

Provide <u>ONE</u> exemplary activity for 5 of your nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

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

| ☐ Hide | **3.3.2** |

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)

The Department of Public Administration and Policy prides itself on having faculty who are research active, engage in community service, and work with students.

Our nucleus faculty have demonstrated exemplary work in the areas of community service and in the classroom. For example, Matkin has been nominated for a university-level teaching award and worked extensively with Florida legislators and staff on state pension policy.

However, as described in the MPA program mission statement, we aim to have faculty who are accomplished researchers capable of producing high quality scholarship that addresses significant issues in public management and policy. Therefore, we are highlighting the research contributions of 5 nucleus faculty here. Each has produced research that is significant in several regards.

First, the Department is committed to producing scholarship that straddles intellectual boundaries, reflecting our belief that modern public affairs challenges are complex and require multi- and inter-disciplinary solutions. Several of the pieces highlighted above offer evidence of this commitment. For instance, by examining how civil service reforms impact workplace behavior, Rubin's article is exemplary because it merges traditional public management and human resource management scholarship. Likewise, the Administration & Society article by Matkin, Chen, and Khalid challenges deeply held theoretical assumptions in public pension research by demonstrating institutional theory may better explain the financial performance of public pensions than a political economy framework. In both cases, faculty are working across intellectual boundaries to expand existing knowledge and practice.

Second, our faculty generate research that meaningfully advances theory. As described above, the Matkin, Chen, and Khalid piece challenges the core theoretical underpinnings of existing public pension research, calling instead for the application of institutional theory. Similarly, Dodge and Ospina expand our understanding of nonprofits by examining why and when nonprofits strategically opt to embrace civic activism and "school" citizens in democracy. Both demonstrate the Department's emphasis on research that substantively advances public affairs theory.

Third, the references provided also demonstrate our dedication to producing research that is methodologically diverse and of the highest quality. For instance, the Dodge article employs qualitative analytical techniques whereas Bushway's piece applies advanced econometric modeling. Similarly, the Chen and Matkin piece is the first public pension paper to utilize simulations to examine why and how changes in actuarial inputs are significant.

Fourth, the Department aims to produce research that is widely viewed as noteworthy and weighty. Evidence of our impact rests in the leadership opportunities extended to our faculty. Bushway's article and broader work on incarceration has resulted in several leadership opportunities with the Association for Public Policy Analysis and Management. Similarly, Rubin

serves on the editorial boards of the Review of Public Personnel Administration and Public Personnel Management. She is also a member of the Federal Employee Data work group and the Section on Personnel Administration and Labor Relations, part of the American Society for Public Administration.

Finally, our nucleus faculty have also engaged with graduate students by incorporating them into research (see, for example, Matkin, Chen, and Khalid).

⊟ Hide   Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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

Self-Study Instructions;

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

4.1.1 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)

Consistent with our mission, the Department of Public Administration and Policy recruits motivated MPA students who strive to serve the public good through positions in government, nonprofits and advocacy organizations, and the private sector. We actively recruit students locally, across the State of New York, nationally, and internationally. Students are generally drawn from three main areas: 1) top undergraduates from within the State University of New York (SUNY) system; 2) current undergraduates and recent graduates from across the United States and abroad; and 3) professionals from the Capital Region with experience in the fields of public policy and management. We utilize various marketing resources in our recruitment efforts, including graduate fairs, local public radio advertisements, web advertisements, and virtual fairs/webinars. For example, to recruit mid-career students, we hold an annual "open house" in one of the main state capital buildings; faculty and the MPA Program Director are present to speak with prospective students about the program and admissions processes. Similarly, to recruit pre-service students, we have recently developed articulation agreements with several other SUNY campuses, enabling students to complete a combined BA/MPA degree through Rockefeller College.

The cost of the program is communicated clearly at the program and university levels. Tuition is regulated by the SUNY system, and annual tuition information is available through SUNY Administration and via the University at Albany's student accounts and financial aid offices.

The Program shares tuition and fee information via the web in various locations, including
- http://www.albany.edu/rockefeller/financing.shtml
- http://www.albany.edu/rockefeller/tuitionvalue.shtml

☐ Hide   **Standard 4.2 Student Admissions**

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

MPA admissions policies are designed to reflect and realize our program mission in two ways. First, our policies allow nucleus faculty serving on the admissions committee, the MPA Program Director, and Chair to jointly screen for students who appear to be committed to the public service values emphasized in our mission statement.

Second, our admissions policies establish distinct pathways that address the varying needs and experiences of pre-service and mid-career students. Nucleus faculty serving on the admissions committee, the Director, and Chair closely evaluate each applicant's motivation for a career in public service and general preparation for graduate study in the MPA program.

For pre-service applicants, undergraduate academic performance is emphasized heavily, along with GRE scores and letters of recommendation; letters describing an applicant's general level of academic preparedness are particularly important.

For mid-career applicants, work experience is weighed most heavily, though other application requirements also matter. Transcripts are afforded less weight, and we do not expect academic references.

Finally, "fit" with the program is also a significant factor in our admissions decisions. Nucleus faculty serving on the admissions committee pay close attention to each applicants' interests and career goals, to ensure that the applicant is compatible with the Department's overarching mission as well as our teaching and research agenda.

For more information about the different pathways for pre-service and mid-career students, see 4.2.1b.

☐ Hide   **4.2.1b**

4.2.1b Exceptions to Admissions Criteria

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

Exceptions to our admissions criteria support our mission in three ways.

First, we have exceptions designed to increase the number of mid-career students we admit, which

(a) directly serves our mission to training such students and also (b) helps other students learn about solving administrative and policy problems from colleagues who have already faced them.

Second, we have exceptions designed to increase the number of pre-service students we admit, which serves our missions of supporting such students.

Third, we have exceptions designed to increase the number of international students we admit, which (a) directly serves our mission of training students to work in global communities and (b) helps other students learn more about global communities and how they contrast with US approaches.

It enhances the training that our faculty can provide if students' classmates come from a wide variety of experiences, especially given our strong emphasis on team projects.

> Mid-Career Admission

To encourage students from a mid-career background, we offer a GRE waiver for MPA applicants who possess 5 or more years of relevant, full-time professional work experience. The waiver process includes a discussion of the applicants' mathematical proficiency. We find this helps applicants make an informed judgment as to whether they have sufficient mathematical and statistical skills to successfully fulfill program requirements.

> Pre-Service Students

We allow students at various SUNY undergraduate campuses who are enrolled in majors deemed highly relevant to public affairs to apply for a combined BA/MPA. In such cases, we waive the GRE but require particularly high grades and relevant coursework, including at least two quantitative courses. (This exception applies only to students from certain SUNY campuses and certain majors. Other pre-service students do not have exceptions, but the general application process is designed to include pre-service students.)

> International Programs and Applicants

As part of our commitment to global communities, we have a number of special programs for international applicants.

1) Dual degree program with Bocconi University: Applicants to the dual degree program from Bocconi University undergo a rigorous nomination process at Bocconi University. Therefore, we waive the TOEFL requirement and do not require letters of recommendation.

2) Dual degree program with Moscow State University: Applicants to the dual degree program from Moscow State University undergo a rigorous nomination process at Moscow State. Therefore, we waive the TOEFL requirement and do not require letters of recommendation.Korean Executive MPA program: We waive the GRE for these applicants.

3) Korean Executive MPA program: We waive the GRE for these applicants.

4) Fudan exchange program: We waive the TOEFL for non-degree students from Fudan University, requiring instead a faculty letter attesting to language skills.

5) English language intervention: For international applicants whose TOEFL or IELTS score is above the University minimum (79 TOEFL ibt or 6.5 IELTS overall bandwidth), the Department may offer admission with the condition that the applicant complete an Intensive English Language Program (IELP) at the University at Albany before enrolling in MPA courses.

We do not have a formal process for probationary admission. However, we offer some rejected applicants admission to our certificate program, which allows them to take some MPA-level courses before re-applying. If they are later accepted to the MPA program, all of their certificate coursework would automatically transfer in.

Hide 4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

Hide GRE

*Denotes Optional Field

Hide GMAT

*Denotes Optional Field

Hide LSAT

*Denotes Optional Field

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

Hide **4.2.2a**

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

4.2.2a Admission Numbers	Self Study Year (SSY)
Total SSY Applicants	174
Total SSY Admits	131
Total SSY Enrollments	77
Fall SSY Total Full Admissions	102
Fall SSY Total Conditional Admissions	4
Fall SSY Total Full Enrollments	57
Fall SSY Total Conditional Enrollments	1
Fall SSY Total Pre-Service Enrollments	25
Fall SSY Total In-Service Enrollments	33

Hide **4.2.2b**

4.2.2b Please provide the Full Time Equivalency (FTE) number for enrolled students in the Fall of the Self Study Year.   86

*The number of FTE students is calculated using the Fall student headcounts by summing the total number of full-time students and adding the number of part-time students times the formula used by the U.S. Department of Education IPEDS for student equivalency (currently .361702 for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.

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

Hide **4.2.2c**

4.2.2c Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data. (Limit 250 words)

Admitted and enrolled students are diverse in many ways, including (1) geographically, (2) pre-service versus in-service, (3) international versus domestic, and (4) ethnically. Many of the students enter the program with previous public sector work experience. The admitted and enrolled students' interests vary, spanning across Rockefeller's major areas of focus: nonprofit management, policy analysis, information strategy & management, local government management, health policy, public financial management, and homeland security.

Hide **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)

The program manual clearly explains the GPA standards and the requirements for graduation.

Academic continuation standards: At the end of every semester, the faculty Committee on Academic Standing and Retention reviews the records of all students with a GPA less than the required 3.00. Students with an inadequate GPA after at least 12 credits are placed on academic probation. They and their advisor are sent a letter informing them of this probation and giving them the lesser of 2 semesters or 12 credits to bring their GPA above a 3.00. Students who fail to do so will be separated from the program unless they successfully petition the Committee and/or the Department faculty and/or the University's Graduate Academic Council.

Graduation standards: All students must have a tentative degree plan form signed by their academic advisor in the first year, laying out a coherent plan of study leading to graduation. (Obviously, most students will adjust their course selection as they go, but this exercise requires them to talk through the requirements with their advisors.) To make sure they communicate with their academic advisor throughout their tenure, students must receive "advisor verification numbers" to register for courses each term. For graduation, students must get completion of degree program forms signed by their advisors, which are then double-checked by staff at both the College and University levels.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

In an average year, 3-4 students will be on academic probation at any given time. The primary point person to discuss their academic difficulties is their academic advisor. The letter placing them on probation also refers them to the MPA Director and to the members of the faculty Committee on Academic Standing and Retention; it is common for the MPA Director to meet with individual students on probation to discuss strategies for improvement.

Because the advising system is highly individualized, there are not formal "special cases." If a student is having difficulty with their advisor, they can consult with the MPA Director (faculty) or the Director of Graduate Student Services (staff) about changing advisors. If an academic advisor is having difficulty with a student, they may ask the MPA Director or the Department Chair to speak with the student. If an individual faculty member is having difficulty with a student in class, they are encouraged to notify the student's advisor and the MPA Director. It is common for the Director to then check on the student's performance in other courses and decide whether to speak to the student.

If it seems likely that a student will have trouble in a particular class, the Department will help that student identify a tutor to help them.

☐ Hide   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.

	Initially Enrolled	Graduated within 100% of Degree Program Length	Graduated within 150% of Degree Program Length	Graduated within 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	62.00	37.00	49.00	52.00

4.3.3b

Please define your program design length: Semesters

4

4.3.3c Completion Rate additional information / explain

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

The MPA degree is designed to be a two year program for students who pursue full time study. 60% of our students in the SSY -5 cohort completed their degree within two years. The University allows students to switch between full-time and part-time study at any time as long as their degree is completed within 6 years. Many students take advantage of this policy, especially to pursue relevant internship and employment opportunities. As a result, 79% of our students graduate within 6 semesters (150% of the degree program length) and 84% graduated within 8 semesters (200% of the degree program length). For the SSY-5 Cohort, 85% of the students have graduated; students in this cohort have until summer of 2016 to complete their degrees.

Notes about Students Who Have Not Graduated

10 students in the SSY 5 cohort have yet to graduate. One student had extreme medical circumstances that required him to take a leave of the program. He returned this fall and successfully applied to extend his statute. We expect him to graduate by spring 2017. Another student is only missing RPAD 509. The remaining 8 stopped taking classes; 2 were due to poor performance, 1 was medical, and the remaining are unknown.

⊟ Hide | **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)

Most career support services are delivered directly by Rockefeller College's Office of Career Development (OCD), which is staffed by a full-time Director and two graduate assistants. The office provides services to students and alumni that fulfill the program's internship requirement and assist with post-graduation job placement.

Most services are provided through meetings and events. For instance, the Director meets with all students to complete a Tentative Degree Plan during their first semester and thereafter for individual career counseling. During these meetings, the Director helps students identify job and internship opportunities, assists with interview preparation, and critiques students' résumés and cover letters.

The office also hosts events such as informational sessions for fellowships (e.g., Presidential Management Fellowship, the New York State Excelsior Service Fellowship Program). Additionally, the office hosted the 2015 NASPAA Career Professionals Conference, which allowed our students to learn about careers in the Congressional Budget Office and other national opportunities.

A number of services are also offered digitally. For instance, job and internship postings are circulated to students through weekly e-newsletters, highlighting postings from the University's online job board. OCD staff also encourage government and non-profit employers to post on this job board. Likewise, students are given a Career Handbook during program orientation, which includes information on OCD as well as interview, résumé and cover letter tips.

Services are also provided by the University at Albany's Career Services office. This office hosts career fairs throughout the year, bringing numerous government and non-profit employers to campus.

4.3.4a(1) Internship Requirement

Describe your program's internship requirement(s), any prerequisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

Before graduation, students must complete a 480-hour internship in a relevant placement or receive a waiver. Hours from multiple placements may fulfill the internship requirement. Although no credit is received, MPA students must complete or waive the internship requirement.

Students may start their internship at any point before graduation, but are encouraged to have completed a semester of coursework first. Typically, students will work over one summer (i.e., 40 hours a week for 12 weeks) or part-time during their second year (i.e., 20 hours a week for 24 weeks).

Shortly after being hired as an intern, students submit a digital survey stipulating certain position details to the Office of Career Development (OCD). During the internship, students record the hours they worked. At the conclusion of their internship or an academic semester-whichever comes first-students and supervisors submit evaluations to OCD. Students evaluate their internship site, supervisor, and their general level of preparedness given their coursework. Supervisors evaluate the hiring process and the student's performance. Students must complete the evaluation to satisfy the internship requirement (see http://www.albany.edu/rockefeller/career_internships.shtml).

To be eligible for a waiver, students must possess at least two years of relevant full-time employment or be concurrently working full-time in a public affairs, public administration, or non-profit position. Students who may be eligible for a waiver, submit a digital form describing their work experience to and meet with the Director of OCD. The Director determines whether students will receive a waiver (see http://www.albany.edu/rockefeller/career_waiver.shtml).

⊟ Hide	**4.3.4a(2)**

4.3.4a(2) How many internship placements did the program have during the Self Study year? 124

⊟ Hide	**4.3.4a(3)**

4.3.4a(3) Please provide a sample of at   A sample of internship placements appears

least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)	below. - Adirondack Council - Bolton-St. Johns - Buffalo Teachers Federation, Supplemental Benefit Fund - Capitol Group LLC - Center for Human Services Research - City of Albany - Healthy Schools Network - KPMG State and Local Government Advisory/Management Consulting Practice - Neighborhood Preservation Coalition of New York State - New York Energy Research and Development Authority - New York State Department of Education - New York State Department of Health - New York State Department of State - New York State Developmental Disabilities Planning Council - New York State Division of Budget - New York State Division of Criminal Justice Services - New York State Office of Classification and Compensation - New York State Office of Information Technology Services - Pakistan Mission to United Nations - Schenectady County Purchasing Department - Schuyler Center for Analysis and Advocacy - SUNY Charter School Institute - United University Professions - University at Albany, Center for Women in Government and Civil Society - University at Albany, Office of Graduate Education

4.3.4a(4)

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)

As described above, the Office of Career Development sends weekly e-newsletters and emails to students highlighting newly posted jobs and internships in public affairs, administration, and non-profits. Additionally, the Director of Internships and Career Services identifies potential internship opportunities for students, critiques application documents, and assists students in preparing for interviews. The Director's wide network of employers helps facilitate introductions between employers and potential student interns.

Once students are hired, the Director monitors internships to ensure students and employers are both having a positive experience. The Director is also available for one-on-one meetings with student interns at any time.

Interns who are in unpaid or lowly paid internships are eligible to receive funding through two donor-

funded awards. These awards are available to all MPA students with a GPA of 3.0 or higher who have an offer for a low-paid or unpaid internship at time of application. Applications are due annually on April 1, and preference is given to students who exhibit financial need and/or are working outside of the New York State Capital Region. Applications received after the deadline may be accepted on a rolling basis until all funds are distributed. To apply for these awards, applicants submit an internship offer from the sponsoring organization, a résumé, a budget of expenses likely to be incurred during the internship, and a short statement describing how the internship will impact a student's career goals. Three or four students receive awards annually, with awards ranging from $500 to $3,000 per recipient.

4.3.4a(5)

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

As described in standard 1.1.1, the Rockefeller College MPA seeks to develop highly trained leaders, managers, and advanced analysts who excel in public service within government and across sectors. Internships provide meaningful opportunities for students to link their coursework to practice as well as to build real-world skills while pursuing a graduate degree.

By placing students in government and closely aligned positions in the private and nonprofit sectors, the Rockefeller College internship provides students with a chance to experience public service work firsthand. This experience affords students an opportunity to directly apply technical and managerial skills learned in the classroom to actual practice, to perform as professionals working individually and as a team to solve complex administrative and policy problems, and to learn through example the responsible and ethical use of discretion in public service.

The College also aims to provide internships directly relevant to students with diverse interests (e.g., different policy areas, different administrative contexts and settings). As an example, the Director of Internships and Career Services has been empowered to work with other career directors when students are interested in summer internships outside the New York Capital region. Consequently, the range of possible internships presented to students varies considerably-for example, from health to education policy, from the New York State Division of Budget to highly specialized advocacy groups. The variety of internships offered allows students to develop administrative, managerial, and analytic skills in their areas of interest. It also helps students begin cultivating a professional network.

| ⊟ Hide | **4.3.4b** |

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

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	3
State, provincial or regional government in the same country as the program	22
City, county, or other local government in the same country as the program	5
Foreign government (all levels) or international quasi-governmental	7
Nonprofit domestic-oriented	9
Nonprofit / NGOs internationally-oriented	2
Private Sector - research/consulting	6
Private sector (not research/consulting)	8

Military	1
Obtaining further education	5
Unemployed seeking employment	5
Unemployed not seeking employment	0
Status Unknown	4
Total Number of Graduates	76

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

Specifically, the SSR should address the following, as a minimum.

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

- **Diversity training and workshops for students, faculty, and staff**
- **Frequent guest speakers of a "diverse" background**
- **Formal incorporation of "diversity" as a topic in required courses**
- **Student activities that explicitly include students of a diverse background**
- **Etc.**

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

The Department employs several strategies to increase the diversity of the students applying and enrolling in the MPA program. We recruit students from programs and events that increase our access to minority students (see our diversity plan).

The Department promotes frequent interactions among students to build strong cohorts where students learn from one another in social and academic settings. Such efforts begin with "Welcome Week" (hosted before classes commence) where student groups are engineered to bring together diverse students. The Department's student association (Public Affairs Student Association (PASA)) similarly provides many opportunities for students to socialize and foster a culture of inclusiveness and learning. For example, the College hosts an "International Thanksgiving Potluck", which

encourages domestic students to bring traditional Thanksgiving dishes and international students to bring traditional dishes from their home countries.

The College and Department formally incorporate diversity (and allied interests such as equity and fairness) into the core and elective curriculum. Most courses incorporate group work with teams intentionally structured to encourage diversity. Professional Development II (RPAD 508) (a required MPA course) includes five weeks of discussion of implicit associations, privilege, and management strategies. Other core courses examine equity and fairness (RPAD 500), recognizing the interests of diverse stakeholders (RPAD 500 and 506), economic justice (RPAD 503), and how to manage diverse workforces and inclusive decision-making (RPAD 506).

The University at Albany also convenes a workshop series (Dialogues in Action) to discuss pedagogical issues related to diversity and inclusion. Department faculty are actively engaged in the series.

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

4.4.2 Program Recruitment Diversity Activities

4.4.2 Program Recruitment Diversity Activities

1) We recruit students through the Public Policy and International Affairs (PPIA) Graduate School Consortium.

2) We recruit students at Idealist fairs.

3) We have two scholarship programs available for students from underrepresented populations. However, neither of these programs is exclusive to the MPA:
a) Steven D Gold Graduate Scholarship for minority students pursuing graduate studies at the Rockefeller College. We typically award one of these each year, for an amount between $5,000 and $7,000, with a requirement of 10 hours per semester of College service. In the SSY, the award went to an MPA student; in the forthcoming year, the award has gone to a political science student.
b) Carson Carr Graduate Diversity Scholarships for graduate students at the University at Albany. We do not control this scholarship, but MPA students are eligible for it.

⊟ Hide	**4.4.3a**

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

Please Check One:	US Based Program
Legal and institutional context of program precludes collection of any "diversity" data.	No

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."

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	2.5	4	1.5	4.5	6.25
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	2.5	2	3	4.25
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	3.5	2.5	3	3.5	6.25
White, non-Hispanic/Latino	45	32	38	34.5	74.75
Two or more races, non Hispanic/Latino	0.5	1.5	0.5	1	1.75
Nonresident Alien	11	14.5	7	10	21.25
Race and/or Ethnicity Unknown	6	3.5	2.5	1.5	6.75
Total	69.5	60.5	54.5	58	121.25
Disabled	2	3	1	2	4

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

- -

Our data on student self-reported racial/ethnic status is reported by semester. The reported numbers are the averages over both semesters for the SSY-minus-1 and the SSY columns. We average over all four semesters for the Total columns.

Our Disability Resource Center provided breakdowns on the number of MPA students with disabilities for the 14-15 and 15-16 academic years, by sex. For the "total" column, we have averaged over the two years. (We interpret the "total" column as looking for a snapshot of what our program looks like over the totality of this two-year span.)

4.4.3b(2)

[−] Hide   **Standard 5 Matching Operations with the Mission: Student Learning**

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

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

Self-Study Instructions:

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

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

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- 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 to the Self-Study Appendicies page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

An MPA graduate from Rockefeller College will be able to energize people and resources in the pursuit of publically defined policy goals in a manner that respects multiple perspectives and recognizes consequences of their actions. Our MPA graduates will:

> Plan and manage projects, both individually and in teams, to meet organizational goals;
> Demonstrate responsible stewardship of public resources and accountability to the public interest;
> Prioritize activities in a manner consistent with organizational goals, regardless of their position in the hierarchy; and
> Coordinate actions with multiple organizations, recognizing the competing interests of other governmental and non-governmental actors.

To participate in and contribute to the public policy process

An MPA graduate from Rockefeller College will substantively participate in the design, implementation, and evaluation of public policy. Our MPA graduates will:

> Promote improvement by developing new insights, questioning conventional approaches, and suggesting novel ideas and innovations within legal, political, and institutional constraints;
> Align policy objectives and priorities with their organization's mission and values;
> Participate in the development of networks spanning organizational boundaries to build strategic relationships to achieve common goals;

> Evaluate whether public, private, non-profit, or multi-sector approaches can achieve policy goals; and
> Balance conflicting and interdependent interests of multiple constituencies, program performance, legal requirements, political constraints, and equity concerns.

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

An MPA graduate from Rockefeller College will substantively contribute to decision-making processes, appropriately analyze information, and recognize stakeholders' competing values in a manner that is evidence-based and ethical. To this end, our MPA graduates will:

> Analyze information to define and evaluate problems by:
- Breaking complex problems into constituent parts;
- Assessing relevance, bias, and accuracy of information;
- Identifying the goals or purpose of the analysis;
- Comparing information from multiple sources;
- Designing evaluations to meet organizational needs; and
- Organizing information to identify meaningful patterns using appropriate quantitative and qualitative techniques.

> Identify potential solutions to problems by:
- Using evidence to inform decisions;
- Evaluating policy options in light of competing political interests, organizational priorities, equity, and efficiency;
- Differentiating between short- and long-term problems and solutions;
- Appraising trade-offs, likely impact, and positive and negative implications of policy options;
- Applying lessons learned from efforts to address similar problems; and
- Making decisions in the face of uncertainty, limited information, ambiguity, and time constraints.

> Communicate recommendations in a manner that:
- Explains technical information in an accessible way;
- Assesses the significance of problems and solutions;
- Articulates reasonable and measurable recommendations;
- Prioritizes proposals;
- Explains implications of options; and
- Provides well-documented analysis that anticipates stakeholder response.

To articulate and apply a public service perspective

An MPA graduate from Rockefeller College is committed to improving social welfare and social justice. Our MPA graduates will:

> Promote principles of equity, representativeness, responsiveness, transparency, and fair process in protecting citizens' rights;
> Demonstrate these values in their interactions with diverse constituencies; and
> Act in a manner that:
- demonstrates a sense of duty, ethics, and integrity,
- minimizes conflicts of interest, and
- builds public trust.

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

An MPA graduate from Rockefeller College will professionally represent their organization to stakeholders. To this end, our MPA graduates will:

> Present information, in writing and orally, that is concise, accurate, clear, and informed by evidence;

> Tailor presentation of information to diverse audiences;
> Pursue, develop, and weigh diverse perspectives; and
> Demonstrate civility, sensitivity, and respect.

[–] Hide   **Standard 5.2 Part A: Mission Specific Required Competencies**

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed 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 at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state "none".

- -

None.

[–] Hide   **Standard 5.3 Part A**

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

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

- -

In keeping with our Mission Statement (Standard 1.1), the Rockefeller College MPA program provides a comprehensive core curriculum in public affairs as well as a diverse selection of electives to allow students to tailor their training. As such, the MPA program offers students eight concentration areas, listed below. Each concentration contains two or more options for students to further focus their studies. Our concentrations and their focus areas include:

1) Nonprofit Management and Policy
a. Nonprofit Management and Public Service Leadership
b. Civil Society and Social Change
c. Nonprofit Organizations and Governance

2) Policy Analysis and Information Systems

a. Information Policy and Management
b. Policy Analytic Methods
c. Decision Making, Systems Modeling, and Management Science

3) Homeland Security
a. Theory and Practice
b. Methods

4) Politics, Policy and Institutions
a. Policy Process and Institutions

5) Public Economics and Finance
a. Financial Management
b. Public Economics
c. Financial Market Regulation (closed, as of April 2016)

6) Public Management
a. Local Government Management
b. Information Strategy and Management
c. Organizational Behavior and Theory
d. Human Resources Management
e. Health Management

7) Substantive Public Policy Areas
a. Nine substantive policy areas (e.g., Health Policy, Crime and Justice Policy, Education Policy, Global Affairs).

Taken together, these concentration areas allow students to seek public service careers in diverse settings and across multiple sectors (governmental, nonprofit, and public-service-oriented for-profits). These concentrations support our mission to develop leaders, managements, and advanced analysts. They also address significant issues of relevance in public affairs.

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

The MPA program's core curriculum is developed to ensure that all of our MPA students acquire, practice, and can perform at a basic level in each of the five universal required competencies (see Standard 5.1). Our concentration courses deepen student skills and abilities within those learning goals in line with students' career interests and the specialized training within those career areas. As such, our concentration courses function as extensions of the core curriculum; and like each of the classes in the core curriculum, specialization classes tend to provide intensive training in one or two of the universal competencies but are still guided by all of the core competencies.

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

The MPA Director and Department Chair govern the day-to-day management of the concentrations. The MPA Director and Department Chair seek feedback from the Executive Committee and nucleus faculty who teach in each concentration before hiring new adjuncts or making substantive curriculum changes. The nucleus faculty as a whole approves all new elective courses and concentration changes.

Concentration courses are taught by a combination of nucleus faculty and professionally-qualified instructors. The MPA Director and the Department Chair formally hire and supervise adjunct instructors. Adjuncts are typically selected on the recommendation of the nucleus faculty who teach in the concentration. In most cases, adjuncts serve as guest lecturers and panelist for student presentations before they are recruited as a course instructor.

⊟ Hide | **Standard 5.1-5.3 Part B**

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

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf in the appendices tab.

⊟ Hide | **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 <u>one</u> of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe

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

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

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

For this self-study report, the Rockefeller MPA program decided to evaluate Universal Competency #3 (To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions). We selected competency #3 for three reasons:

i. This is our program's first time implementing a competency-based assessment process and so we decided to select a competency that we believed to be relatively straightforward to evaluate and that is a strength of our program.

ii. We have experienced a significant amount of faculty turnover in recent years that includes several of the long-serving instructors of classes that provide much of the instruction, assessment, and practice in this competency. As such, the faculty decided that this is an excellent opportunity to re-evaluate and revise those courses and to ensure they are helping us achieve our learning objectives.

iii. Competency #3 is a central component of our mission statement, which emphasizes the importance of advanced analytics and technical skills in Rockefeller MPA.

The MPA program operationalizes the learning outcome of competency #3 as the extent to which graduates demonstrate the following abilities (consistent with our program's definition of universal competency #3):

> Analyze information to define and evaluate problems by:

- Breaking complex problems into constituent parts;
- Assessing relevance, bias, and accuracy of information;
- Identifying the goals or purpose of the analysis;
- Comparing information from multiple sources;
- Designing evaluations to meet organizational needs; and
- Organizing information to identify meaningful patterns using appropriate quantitative and qualitative techniques.

> Identify potential solutions to problems by:
- Using evidence to inform decisions;
- Evaluating policy options in light of competing political interests, organizational priorities, equity; and efficiency
- Differentiating between short- and long-term problems and solutions;
- Appraising trade-offs, likely impact, and positive and negative implications of policy options;
- Applying lessons learned from efforts to address similar problems; and
- Making decisions in the face of uncertainty, limited information, ambiguity, and time constraints.

> Communicate recommendations in a manner that:
- Explains technical information in an accessible way;
- Assesses the significance of problems and solutions;
- Articulates reasonable and measurable recommendations;
- Prioritizes proposals;
- Explains implications of options; and
- Provides well-documented analysis that anticipates stakeholder response.

2. Evidence of learning that was gathered:

i. We used a scoring rubric to evaluate how well students' portfolio artifacts demonstrate the learning outcomes. Each student submitted two artifacts that were representative, by their judgement, of their master of competency #3. The MPA Director randomly selected twelve students from the self-study year. The MPA Director, Vice Chair, and Reaccreditation Committee Chair (Edmund Stazyk) used the rubric to score the students' artifacts. The unit of analysis was the student; therefore, individual artifacts are not expected to represent all of the learning outcomes. The students' submission were then evaluated on how well they demonstrate each of the 18 learning outcomes in our definition of competency #3.

ii. The Director of Internships and Career Survives submitted a summary report of the responses to the internship supervisor questionnaire. The questions that correspond with competency #3 were highlighted in the report.

iii. The MPA Program Director assembled summary notes from employer and alumni focus groups.

iv. The MPA Program Director produced of summary report of the self-reflective memos pertaining to competency #3 that students submit along with their portfolios.

v. The MPA Program Director produced a summary report of the student responses to questions on the exit survey of graduating students that explore student perceptions of how well they have achieved the learning outcomes in competency #3.

3. How evidence of learning was analyzed:

i. A subcommittee of the faculty, chaired by Erika Martin, evaluated the self-refection memos and the data from the alumni and employer focus groups in order to revise two of our core MPA courses (RPAD 504 & 505; Data, Models, and Decisions I & II) in line with the program's learning outcomes, and with special attention to the learning outcomes in competency #3. The committee included the MPA Director, Ashley Fox, Gang Chen, Shawn Bushway, and Ramon Gil-Garcia.

ii. All of the evidence was also analyzed the Dean (Karl Rethemeyer), Vice Chair (David Matkin), MPA Program Director (Stephen Weinberg), and Re-accreditation Committee Chair (Edmund Stazyk). Nine other faculty members were invited to participate in the analysis, but because of summer travel schedules and time constraints, none were able to attend. The primary purpose of the meeting was to analyze and summarize the key finding, and not to make decisions on potential changes in response to those findings.

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

(I) Key Findings. The evidence suggests that, in general, graduates are developing the learning outcomes in competency #3. We identified, however, five learning outcomes where the evidence suggests there is room for improvement:

a. Makes decisions in the face of uncertainty, limited information, ambiguity, and time constraints. Based on evidence from the portfolio analysis, exit surveys, focus groups, and internship supervisor surveys. It should be noted that, in the exit surveys, the graduates who were least confident in this area also thought that they had been given sufficient opportunities in the MPA program to practice and learn these skills.
b. Assess quality information. Based on evidence from the portfolio analysis, exit surveys, and focus groups.
c. Differentiating between short- and long-term solutions. Based on evidence from the portfolio analysis and exit surveys.
d. Applies lessons from similar problems. Based on evidence from the portfolio analysis and exit surveys.
e. Compares information from multiple sources. Based on evidence from the portfolio analysis and mixed evidence from the exit survey.

(II) Action Plan:

a. Process revision. The portfolio artifacts are essential to the evaluation process. The faculty who evaluated the artifacts found significant variation in the kinds of artifacts that students submitted and were concerned that students selected artifacts that do not represent their learning (that are not valid measure of the outcomes). If this is true, it may be the fault of the artifact selection process. The MPA Director and Vice Chair will review the artifact selection process to improve the selection of artifacts that best represent the learning objectives.
b. Revisions already being implemented. The RPAD 504/505 review committee revised the syllabus for PAD 504 to emphasize how to assess information quality. A section of RAD 506 (Organizational Management) was revised to better emphasize decision making under conditions of ambiguity.
c. Additional faculty changes. The Department Chair set aside time at an upcoming faculty retreat (August 19th, 2016) to discuss the key findings and identify an action plan to improve student learning outcomes.
d. Additional instructor changes. The non-nucleus faculty who teach in the MPA program will be provided with a list of the five key findings listed above and asked to reconsider their instruction and deliverables to ensure that these outcomes are included, when feasible, in their courses. Instructors will also be asked to report those changes to the MPA Program Director.

(III) Stakeholder Involvement:

a. The key findings and action plan will be reported at the next meeting of the Rockefeller Alumni Advisory Board in November 2016.
b. In Fall 2016, the Rockefeller College will host alumni and employer focus groups. Those focus groups are not scheduled yet, but they will include a report on the key findings and action plan, as well as gathering data to evaluate other learning outcomes.

Standard 5.2 Part C

[ ] Hide

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

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

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

N/A

Standard 5.4 Professional Competencies

[ ] Hide

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

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

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

The Office of Career Development and Director of Alumni Relations work to ensure that MPA students have numerous opportunities with which to interact with practitioners. One opportunity which students have to interact with practitioners in public affairs is through informational interviews. One required course for all MPA students, RPAD 507, includes a networking assignment that asks students to complete at least one informational interview with a practitioner. Most MPA students take this course during their first semester enrolled in the program. The Director of Alumni Relations helps connect students to alumni working in careers the students would like to learn more about. These students are then required to process their interview in a short assignment for the class.

Another opportunity that students have to interact with practitioners is the Alumni in the Classroom program. This program is designed to connect alumni with issue area expertise to related courses in Political Science and Public Administration and Policy. The program has three goals - to encourage students to think about potential careers and required skill sets; to give alumni a regular channel for connecting, mentoring, and educating students; and to provide a foundation to students for creating a career network in the increasingly competitive global job market. Alumni visit courses in-person or digitally and discuss their current position, their career path, and answer students' questions. Sometimes faculty members work with visitors to increase the depth of the practitioner's participation in the class.

The Office of Career Development also hosts the Professional in Residence program. This program, which began in fall 2015, allows Rockefeller College students an opportunity to engage with professionals from the public, nonprofit, and private sector who will share their expertise and insight. The professional offers their perspective and experience to the students, offered career advice, and helped students hone their career goals. The office brings in roughly one professional per month. Individuals who have participated in the program so far have come from a wide variety of public

service roles including state, county, and federal government agencies, non-profit organizations, higher education institutions, and private consulting or research organizations.

| ⊟ Hide | **Standard 6 Matching Resources with the Mission** |

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

Self-Study Instructions:

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

Programs are required to report on resource adequacy in the areas of:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

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

| **If available, please provide the budget of the degree seeking accreditation** | Not available |
| **6.1a Overall budget for program** | Stable |

| ⊟ Hide | **6.1b** |

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

The program's overall budget has stabilized and is slowly recovering from the reduction of approximately 25 percent in the allocation of state funds for faculty and staff salaries as a result of the recession of fiscal years 2007-2012. During that period, the number of full time equivalent (FTE) faculty declined from 26 to 14.5. Departing faculty have slowly and only partially been replaced. Several recent new hires have increased the number of FTE faculty in the self-study year to 19.5, still well below pre-recession levels. The MPA program has also lost state funds as a result of "taxes" imposed by the central administration on the salaries of faculty and staff who retire or otherwise leave the College. While some revenue from these "taxes" has been reinvested in the Department, net losses since the recession through AY 2016-2017 are in excess of $130,000. The program has also acquired additional state funds as a result of the transfer of two senior faculty

members from other departments, the financing terms of the partial transfer of a current faculty member to a research institute, the transfer of a program faculty member to another department, and a partial faculty hire shared with another research institute. One-time revenues from externally funded "course buyouts" and other faculty salary buyouts have substantially, and temporarily, increased support for the program's expense budget. Donations for student support and other purposes have also increased. The program, however, projects significant future deficits to the non-personnel budgets in order to satisfy enrollment targets set by the University at Albany administration and conference travel commitments made by the Dean's Office.

Resource Adequacy

In spite of the considerable loss of state resources since the last accreditation, the program, Department, and College management have been able to sustain, and even expand, commitments to the program's mission. While faculty turnover since the last accreditation has been high, the Department has made several very strong junior hires in areas of traditional strength, so that both external funding and national rankings have improved substantially. In the most recent US News and World Report rankings of public administration programs, for example, the University at Albany program was ranked in the top 15 departments in four separate fields: information policy and management (#3), public finance (#9), nonprofit management (#10), and public management (#14). The Department has also undertaken major revisions of curriculum and community service programs in several program areas: public financial management, nonprofit management, homeland security, and policy analysis. The program's one-year placement rate for MPA graduates has averaged approximately 95 percent since the last accreditation, in a wide range of positions well beyond the program's traditional placement base in New York State government. Program graduates have received a wide range of awards ranging from multiple Presidential Management Fellowships to scholarships funded by the New York State Government Finance Officers Association. During this same period, the Department's instructional costs per FTE student were below the national average for public administration and policy departments as measured by an on-going national survey conducted by the University of Delaware. Further, a separate survey recently conducted by the Dean's Office indicates that Department salaries were significantly below the average for top-ranked public administration departments in public universities. Quite clearly, the program's commitment to its mission has expanded in a cost-effective manner.

The Department has achieved these cost-effective results through a reallocation of resources from other programs and select program areas, shifting program costs to funding sources other than state revenue, and relying more heavily on adjuncts and professionally qualified nucleus faculty as instructors in required and specialty courses in both graduate and undergraduate courses. The Department has also suspended admissions to its separate professional Master program in policy analysis (known locally as the Masters of Arts in Public Affairs and Policy - MAPAP program), "stretched out" the required courses in its PhD program over a period of two years rather than one, and only offers a number of low enrollment MPA electives on an irregular basis. The Department has not been required to increase teaching loads or reduce course offerings to the point where students are required to prolong enrollment to complete degree requirements.

As resources have become available, the Department has focused on hiring new faculty in areas where the Department is nationally ranked rather than reconstituting its separate program in policy analysis. Policy analysis remains a major specialty area in the MPA program, and curriculum in this area is currently being revised and upgraded. Professional staff responsible for recruitment and admissions, placement, and student services have been largely (but not entirely) moved from the Department's budget to the Dean's, and expenses such as faculty and PhD student travel, student recruitment, information technology, faculty searches, special events and sponsorships have been moved from the Department's state funds budget to course buyout and other revenue accounts (known locally as "Income Funds Reimbursable" - IFR). Finally, as noted in detail elsewhere in this report, the Department has relied more heavily on adjuncts and professionally qualified nucleus

lacks space for classes of 75 or more, making it necessary to rent space, at a considerable expense to the Department, from a Unitarian Church across the street for large events such as orientation.

Hide 6.2a

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

	Required Course (list them by course catalogue name and number)	Frequency
Course 1	RPAD 500: Institutional Foundations of Public Administration	More than one semester, session, or quarter per year
Course 2	RPAD 501: Public and Nonprofit Financial Management	More than one semester, session, or quarter per year
Course 3	RPAD 503: Principles of Public Economics	More than one semester, session, or quarter per year
Course 4	RPAD 504: Data, Models, and Decisions I	More than one semester, session, or quarter per year
Course 5	RPAD 505: Data, Models, and Decisions II	More than one semester, session, or quarter per year
Course 6	RPAD 506: Foundations of Public Management	More than one semester, session, or quarter per year
Course 7	RPAD 507: Professional Applications I	One semester, session, or quarter per year
Course 8	RPAD 508: Professional Applications II	One semester, session, or quarter per year
Course 9	RPAD 509: Reflection Capstone	Every semester, session, or quarter

Hide 6.2b

6.2b 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).

Hide 6.2c

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

All of the full credit courses in the core are offered three times a year, with evening and mid-day options at least once a year. This makes it possible for full-time students to get entirely through the core in two semesters and keeps class sizes to approximately 30-35 students (even including students from outside the MPA program). There are also an abundance of elective course offering in each concentration that are routinely offered. Where possible, our electives are cross-listed among multiple concentrations.

Standard 7: Matching Communications with the Mission

☐ Hide

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

Self-Study Instructions

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard 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 not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

☐ Hide Data and Information Requirements - Provide URLs

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. Programs are expected to ensure ongoing accuracy in all external media.

☐ Hide General Information about the Degree - From Eligibility Section

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

Degree Title	http://www.albany.edu/rockefeller/academics_pad_mpa.shtml
Organizational Relationship between Program and University	http://www.albany.edu/rockefeller/about.shtml
Modes of Program Delivery	http://www.albany.edu/rockefeller/faq.shtml
Number of Credit Hours	http://www.albany.edu/rockefeller/academics_pad_mpa.shtml
Length of Degree	http://www.albany.edu/rockefeller/academics_pad_mpa.shtml
List of Dual Degrees	http://www.albany.edu/rockefeller/graduate_programs.shtml#dual
List of Specializations	http://www.albany.edu/rockefeller/academics_pad_mpa.shtml

Fast-track Info   http://www.albany.edu/rockefeller/combined_suny.shtml

Number of Students   http://www.albany.edu/rockefeller/faq.shtml#mpa

⊟ Hide	**Mission of the Program - From Standard 1**

Mission Statement   http://www.albany.edu/rockefeller/academics_pad_mpa.shtml

⊟ Hide	**Faculty - From Standard 3**

Number of Faculty Teaching in the Program   http://www.albany.edu/rockefeller/directory_pad.shtml

Program Faculty identified including credentials   http://www.albany.edu/rockefeller/directory_pad.shtml

⊟ Hide	**Cost of Degree - From Standard 4.1**

Tuition Cost (in state and out-of-state)   http://www.albany.edu/rockefeller/faq.shtml

Description of Financial Aid Availability, including Assistantships   http://www.albany.edu/rockefeller/faq.shtml

⊟ Hide	**Admission - From Standard 4.2**

Admission Criteria   http://www.albany.edu/rockefeller/admissions_pad_mpa_deadlines.shtml

⊟ Hide	**Career Services - From Standard 4.3**

Distribution of placement of graduates (#)   http://www.albany.edu/rockefeller/career.shtml

⊟ Hide	**Current Student - From Standard 4.3**

Internship Placement List   http://www.albany.edu/rockefeller/career.shtml

⊟ Hide	**Graduates - From Standard 4.3**

Completion Rate (Percentage of class entering five years prior to self-study year that graduated within 100% of degree program length and within 200% degree program length)   http://www.albany.edu/rockefeller/faq.shtml

Warning:

When you have completed your Self Study Report you should click the Submit and Lock button below. This certifies that you have finished the report and wish to submit it to COPRA for review. After you have clicked the Submit and Lock button you will no longer be able to edit your data in the Self Study Report (though you will be able to view it). If you have mistakenly clicked the submit and lock button please contact Stacy Drudy at drudy@naspaa.org.

Submit and Lock (!)   Yes