SELF-STUDY REPORT

Master of Public Administration

University of New Orleans

2011-2012

Program Fact Sheet

Self Study Year 2011-2012

Title of degree Master Of Public Administration

Geographic Arrangement Program Delivery Main Campus

Overarching Program Emphasis: Check all that apply

Public Administration
Regional
Local
Nonprofit

Program Student Population Emphasis: Use pull down menu

Do not Emphasize between Pre or In-service students

Program Placement Emphasis

City, County, or other local government in the same country as the program

List of Dual Degrees

Law (JD)

List of Specializations

Non-profit leadership
Hazard policy
Criminal justice administration
State & local government

Mission Statement

In support of UNO's urban mission, the MPA program seeks to enhance the quality of public service, primarily in the Greater New Orleans area, through:

- Academic programs that prepare students for leadership in public and nonprofit organizations;
- Research that is relevant to the tasks of public administration and policy making, and;
- Outreach that applies faculty expertise to the needs of the broader community.

One Universal Competency To communicate and interact productively with a diverse and changing workforce and citizenry

Number of Students in Degree Program 54
Ratio of FTE Faculty to FTE Students 0.33
Number of Semester Credit Hours Required to Complete the Program 42

Preconditions

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

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

List year of most recent recognition 2005

When was the degree program established 1978

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

Public Values

Since your last review, have there been any changes to the code of conduct or other ethical expectations at your institution? Provide links if relevant. No.

Primary Focus

Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.

The primary focus of the program is public service leadership in public or nonprofit organizations at the local or regional level. We provide a generalist core of instruction with the availability of specialty tracks that address particular needs within Greater New Orleans nonprofit leadership, hazard policy, criminal justice administration and state and local government. Students may, of course, choose to apply what they learn elsewhere, but the program design is based on needs of the region. We have a mix of pre- and in-service Students.

Does this program offer Executive Education as defined in the NASPAA Standards special conditions? No

Is the entire degree devoted to executive education? No

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

Is any part of the program offered online? Yes, some courses offered online

Standard 1: Managing the Program Strategically

Standard 1.1 Mission Statement

The Program will have a statement of mission that guide performance expectations and their evaluation, including

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

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

Self-Study Instructions

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

Provide Comments on Program History:

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

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

The UNO MPA began in 1978 as multi-disciplinary program housed administratively in the College of Urban and Public Affairs (CUPA) and drawing on courses from other colleges. Its goal was to provide a generalist education for employees of city, state, regional, and federal agencies. With stimulus from the International Project for Nonprofit Leadership in Metropolitan College, the MPA added a concentration in nonprofit leadership. Students were primarily local} in-service, and reflective of the area's ethnic diversity.

The last decade has witnessed dramatic changes driven by efforts to gain NASPAA accreditation, which required expanding the faculty, and the impacts of Hurricane Katrina. In about 2002 CUPA began a concerted effort to prepare for accreditation. At the time only two CUPA faculty were primarily involved in public administration, Bob Whelan and Denise Strongs Two professors from the College of Business joined the nucleus faculty - Bill Galle from Management and Ivan Miestchovich from Economics. CUPA hired John Kiefer as an assistant professor in 2003 and Robert Montjoy as professor and program director in 2004. Bobby Dupont, Vice Chancellor for Strategic Planning and Budgeting, agreed to join the nucleus and teach budgeting.

This began a series of meetings of program faculty, students and the MPA advisory board, which included alumni and employers, to review the existing mission and curriculum. We decided to restructure the program to focus primarily on the needs of Greater New Orleans.
Given the small size of the faculty and the student body at the time, we decided to start with significant revision of the generalist core, which all agreed was needed, and then to develop concentrations related to local needs as recruitment of new faculty and students permitted.

Hurricane Katrina interrupted this process in the fall of 2005. UNO evacuated along with most of the local population. Although we could not use our offices until February, we resumed the fall semester with a combination of distance learning and off-site courses. We carried on through the spring in the same manner, shifting courses and administration back to campus as the recovery permitted. NASPAA proved to be of great help.

Katrina created a financial crisis for UNO through storm damage and loss of students. The university declared financial exigency in 2006 and disestablished CUPA and Metro College.
UNO's subsequent recovery has been hampered by funding cutbacks and disruption over a possible state-imposed merger with SUNO, a nearby HBCU. We have now shifted from the LSU system to the University of Louisiana system and hired a new president. Continuing cutbacks of state funding to higher education in Louisiana are a serious challenge.

After Katrina the MPA program lost half of our public administration faculty and our student counselor, but we found a welcoming home in Political Science. The program survived with courses and nucleus faculty from other departments. Student recruiting was close to nothing in2006-2007, but we retained a large percentage of our pre-Katrina students. We have since grown. The nucleus faculty has increased with the addition of Steve Crow from Management and two new hires in Political Science - Dan Lewis and Salmon Shomade. John Kiefer became MPA director in 2009 and we regained staff support from David Lambour. Our student count is nearly double the pre-Katrina average, due in part to students from out of the area who want to participate in the recovery. We have started a local ASPA chapter to help connect with local governments in a changed political climate.

1.1.2-1.1.5

Provide Program Mission

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

1.1.2 Provide the Current Program Mission Statement and the date it was adopted.
(Limit500 words)

In support of UNO's urban mission, the MPA program seeks to enhance the quality of public service, primarily in the Greater New Orleans area, through

- Academic programs that prepare students for leadership in public and nonprofit organizations.
- Research that is relevant to the tasks of public administration and policy making, and
- Outreach that applies faculty expertise to the needs of the broader community.

The basic mission was adopted in 2005. The wording has been revised slightly since then, the latest revision coming in the spring of 2011. The mission of enhancing the quality of public service is challenging, but needed, because of the highly personalistic political culture that has affected almost all aspects of public administration. UNO offers the only MPA in the Greater New Orleans area.

1.1.3: Attach the URL for the program mission statement http://poli.uno.edu/MPA.

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

In 2005 the nucleus faculty and MPA advisory board reviewed and approved a new mission statement that changed the official focus of the program from general government administration to an emphasis on the public service needs of the Greater New Orleans area} including both governments and nonprofits. This did not mean that we limit our clientele to students in this area; rather we try to appeal to students who want instruction designed for the needs of this area. For example, the hazard policy concentration is very appropriate for New Orleans, but the expertise of our faculty and the experiences of New Orleans have also attracted students from outside the area who are interested in hazards and who may take this knowledge to other locations.

The program mission has influenced curriculum revision and future faculty additions. We went through a course-by-course evaluation of the existing curriculum. For each course we asked: what is the local need for this subject, how does the course fit (the old) NASPAA standards, and do we have the expertise to offer it. Resulting curricula changes included adoption of a budgeting course, a course on law and ethics, and a two-semester capstone sequence to help students pull together and apply the knowledge acquired in the program. We had a concentration in nonprofit leadership and we added the one in hazard policy shortly after Katrina. (Fortuitously, Dr. Kiefer already had an interest and expertise in hazards.) Additional concentrations came on line as we were able to hire new faculty - Dan Lewis for state and local government and Salmon Shomade for criminal justice administration. Again we were fortunate in that the needs of the MPA program and those of the political science department (to which we had moved) were compatible.

The mission has since been reviewed twice resulting in some rewording, but no change in the essential focus. The latest review and revision took place in 2010-2011. The review involve separate meetings of the nucleus faculty, the MPA students, alumni, and the advisory board} which was reconstituted after Katrina.

Although the mission did not change, we realized that the new NASPAA standards gave us greater flexibility to match what we teach with our mission. We went through a process of reviewing the required competencies and operationalizing them in ways that we felt met the needs of our mission. This process involved first the nucleus faculty, then the students, alumni, and then the advisory board. The advisory board suggested several changes, such as the addition of project management to the competencies, which we adopted.

The next step was for the nucleus faculty to review the curriculum in light of the next competencies. Could we cover them in our existing core courses or did we need to change any of our courses? We decided that we could make adjustments in the existing courses. Thus, mission drove competencies, which drove course revisions.

We are also reviewing the competencies in our concentrations. At this point we have defined the additional competencies needed there and identified the courses in which they are taught. We went through a complete review cycle in the oldest concentration, nonprofit leadership.

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

The mission of enhancing the quality of public service primarily in the Greater New Orleans area requires an identification of key needs in this area. New Orleans had a reputation, deserved or not, for incompetence, corruption, and a celebration of tradition to the exclusion of new ideas and methods. Thus, we decided to emphasize the themes of competence, integrity, and leadership. These values, as elaborated below, have driven our program design, and we believe that our advertising them helps recruit students who share our commitments.

Competence in the public service requires efficient and effective management, but the absence of a market mechanism to assess performance means that public service professionals have special responsibilities for ensuring that their work serves organizational goals. Our evaluation course helps students determine to the extent to which programs are meeting their goals. Each year this course includes a pro-bono evaluation in a nonprofit organization within the region.

Integrity requires not only personal honesty, but also be ability to deal with the complex and often competing goals of public service in ways that maintain accountability to the public.

Transparency and responsiveness are key elements, but so is the obligation to consider the effects of decisions on those who may be excluded from normal political processes. For example, PADM 6010 considers the historical tradeoffs between such values as efficiency and social equity.

Leadership is defined, not in terms of organizational position, but as the ability to exercise responsible influence in the public service. It includes abilities to envision and analyze alternatives, make decisions, and communicate with others in a diverse environment. For example, students in PADM 6020 analyze value trade-offs in cases of policy formation.

1.1.6
Describe Program Use of Stakeholders in Mission Development

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

	Frequency of Involvement	Type of Involvement
Students	every 2-3 years	Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Alumni or Alumni Board	every 2-3 years	Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Adivisory Board	Annually	Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Employers	every 2-3 years	Advisory in early stages of mission review and development
University Administration	every 2-3 years	Approval of mission; Able to initiate a mission review and development; Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Faculty	Annually	Approval of mission; Able to initiate a mission review and development; Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Members from other University colleges/schools	Never	
Other	Never	

1.1.7
1.1.7 Use the textbox below to provide any additional commentary on the table above. (Limit250 words)

Since our initial review and revision of the mission in 2004-2005, we have reviewed it twice, but changed nothing of substance. We have now adopted a more frequent review schedule as indicated in Table 1.1.6, but we do not expect to change the mission, itself, often. We view the mission more like a constitution (the U.S. one, not Louisiana's), which should provide a stable framework within which we can make adjustments to goals, objective, competencies, etc.

Our advisory board includes alumni.

Standard 1.2 Performance Expectations

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

Self-Study Instructions:

Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.B .

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

In order to enhance the quality of public service, primarily in the Greater New Orleans area, the MPA program aspires to:

1. Recruit and develop a cadre of public servants who will provide leadership and contribute to the competence and integrity of public service in the area.
2. Contribute to knowledge in ways that are relevant to government and nonprofits in this area. (This does not mean that research will necessarily focus on local organizations, but that it will be relevant to professional public service here and in other places with similar needs.
3. Use faculty and student expertise to directly assist public and nonprofit organizations in this area.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

Goal 1. Recruit and develop a cadre of public servants who will provide leadership and contribute to the competence and integrity of public service in the area.

The program seeks capable students who share the values of public service emphasized by this program and who plan to work in government or nonprofit organizations in this area or areas with similar needs and opportunities. As a result, we expect that many of them will find or continue employment in government or nonprofit organizations in Greater New Orleans. Thus, the employers and professionals whose needs guide our program design are largely those in this area

Goal 2. Contribute to knowledge in ways that are relevant to government and nonprofits in this area.

Faculty research contributes directly to knowledge and practice in the profession of public administration, as discussed under 1.2.3 below. In this case, the population to be served is the national, or even international, audience of professors, students, and practitioners. But also important is the effect of the research on the expertise of the faculty members, themselves.

When research focuses on topics that are relevant to the public service needs of this area, faculty members enhance their ability to teach students about those needs.

Goal 3. Use faculty and student expertise to directly assist public and nonprofit organizations in this area.

To the extent that we can help public and nonprofit organizations in the area, we directly serve employers and professionals in the area, thereby enhancing the quality of public service. Engaging students in these efforts, when possible, has the additional benefits of increasing their professional experience and establishing contacts that increase the chances that they find employment in the area.

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

Goal 1. Recruit and develop a cadre of public servants who will provide leadership and contribute to the competence and integrity of public service in the area.

Although Goal 1 is primarily instructional, we do aspire to teach students how to conduct research, analyze questions, and contribute to decisions. We expect that in most cases this will come after graduation and in the improvement of practice, rather than publication.

Goal 2. Contribute to knowledge in ways that are relevant to government and nonprofits in this area.

While the design of our instructional program focuses on needs of the local area, it is essential that faculty research engage the broader disciplines. Much of the knowledge published in professional journals is, in fact, relevant to governments and nonprofits in this area. We expect that faculty will produce respected research that contributes to knowledge and will also gain from the process ideas and insights that are relevant to Greater New Orleans.

Goal 3. Use faculty and student expertise to directly assist public and nonprofit organizations in this area.

The intent here is for faculty and students to share knowledge and skills directly with public service organizations in this area. This is a means of both helping the community and testing our ideas in a complex and dynamic environment.

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. Analysis of information generated by these processes for the purpose of assessing and improving the program's performance with respect to serving students, student learning, and faculty performance should appear in sections pertaining to Standards 5-7. Programs are strongly encouraged to use logic models to summarize and interrelate these aspects of the assessment process. [If a program uses a logic model it can be uploaded at the bottom of the page of the Standard] In sum, the processes for collecting the data relevant to all standards should be described in section 1, but the analysis and resulting actions should appear in relevant sections for standards describing operations. In section 1.3, the program should:

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

Our chief performance outcomes are:

1. The placement of graduates in public and nonprofit organizations, primarily in Greater New Orleans, and the subsequent success of these graduates in advancing their own careers and enhancing public service in the area
2. The production of research that contributes to knowledge in ways that are relevant to the needs of Greater New Orleans
3. Use of faculty and/or student projects by public and nonprofit organizations to enhance the provision of public services.

These outcomes are detailed further in Sections 1.3.2 and 1.3.3. Because the goals of the program align almost exactly with the information requested in these sections, there is a good bit of redundancy.

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

1. The instructional goal of the program is to recruit, prepare, graduate, and place students in public service, primarily in Greater New Orleans or areas with similar needs. Outcomes include:

- Recruitment. In order to place graduates in public service, the program must first recruit them. While students might be considered inputs, rather than outputs or outcomes, we think the attraction of students to public service, especially those attracted from outside the area to Greater New Orleans, contribute to the quality of public service in the area.
- Preparation. We measure preparation by satisfactory completion of required courses and the final projects. We now measure it also by the universal and elective competencies described under Standard 5.
- Graduation. Graduation rates are important and they have improved dramatically since Hurricane Katrina.
- Placement. Our goal is to place graduates in public or nonprofit jobs, with a substantial number taking jobs in the region.

The employers and professionals we serve represent government and nonprofit organizations in the region. We interact with them primarily through the instructional program, outreach projects, and professional associations.

- Internships. Pre-service students, in particular, prepare for future employment through internships. In addition, internships contribute to public service directly by allowing prospective employers to vet futures applicants and indirectly by feedback from intern supervisors that helps us evaluate the program.
- Service on final projects. Each final project has a committee consisting of two faculty members and one practitioner with expertise in the subject of the project. The information collected in the projects can be valuable to practitioners, and their feedback helps us evaluate the program.
- Outreach projects. Faculty and students may conduct projects in direct support of public or nonprofit organizations. The projects directly serve the organizations and their feedback helps us evaluate the program.
- Professional associations. The MPA program promotes participation in public service associations on the belief that it benefits professionals in the area as well as our students. One direct outcome is the creation of the Greater New Orleans Chapter of ASPA. In addition, the program was host to SECOPA in 2011 and is preparing to host the ASPA national conference in 2013.

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

Contributions to knowledge come in the form of publications, conference presentations, contracts and grants. These are tracked annually through faculty service reports.

Contributions to practice come in varied forms, usually short projects for public or nonprofit organizations in the region. They, too, are included on faculty service reports. Other contributions come in the form of faculty-led student projects, either in courses or as final projects.

Standard 1.3.4
1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduate's careers. (Limit500 words)

The program uses a variety of devices to assess outcomes:

- Recruitment - numbers of students, GPA, GRE, diversity, in- or pre-service, local or new to region
- Student mastery of universal and elective competencies, assessed by faculty and students as described in Standard 5 of the SSR
- Teaching - student evaluations every semester
- Placement - annual survey of recent graduates
- Impact of student learning on public service and career success - alumni survey every three years
- Appropriateness of learning outcomes - prospective employer survey every five years. (Prospective employers are a sample of public and nonprofit organizations in the region. They may or may not have our graduates on staff, but the assessment is of program design, not individual graduates.)
- Prospective employer assessment of student performance - internship evaluations and practitioner participation on final project committees. (Here the practitioners do focus on individual students, but the goal of the assessment is still to help us learn about the program.)
- Faculty contributions to knowledge and practice - annual service reports

* Impact on quality of public service - a difficult item to measure directly. We assume that developing and placing professionals in public service, contributing to relevant knowledge and providing direct assistance to public and nonprofit organizations will enhance the quality of public service in the area, but we have only anecdotal evidence of the outcomes. We are trying to develop more direct measures. In the past our survey of alumni asked about how the program contributed to their mastery of various competencies. Now we will ask how they feel they have contributed to public service and how the program affected their contribution. Similarly, we asked employers about the value of various competencies. Now we will ask employers and clients of faculty/student projects about the contributions our program has made through its graduates and projects. We do not intend to ask employers to rate individual employees.

The attached logic model shows the intended connections among activities and assessment. The nucleus faculty determines the mission with the advice of advisory groups and the consent of higher administration. Mission drives goals and competencies, which drive instruction. Faculty provide instruction and recruitment (primarily the role of the program director). Instruction prepares students and placement puts them in positions to enhance the quality of public services. Faculty also contribute to the quality of public service directly through outreach, an activity in which students may participate as well, and indirectly through research and publication. Research also contributes to instruction. We assess recruitment, instruction, and placement systematically, and we see the impacts our graduates have on public service more intermittently. Assessment leads to program revisions as necessary.

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

1. In the spring of 2011 a committee of faculty who had supervised final projects (Professors Kiefer, Lewis, Montjoy, Shomade, and Strong) met to assess their quality and students' preparation for doing them. One

of the conclusions was that students were not using quantitative techniques even when they were appropriate for the research questions. Ours is not a heavily quantitative program, but we want students to be intelligent consumers of analysis and not afraid to use it (with assistance if necessary) when it is appropriate. Dr. Montjoy conducted a focus group of the graduating class to address this issue along with other proposals. Students responded that they did not feel confident in their quantitative abilities. Although they performed adequately on tests in the research methods course, they had little practice in application. We concluded that we were trying to pack too much into the research methods course because it included a substantial section on research design. Because students get a bit of research design logic in the program evaluation course, we felt we could shift the emphasis in the research methods course. The instructor did so starting in the summer of 2011. In addition, we modified the first semester of our two-semester capstone sequence to include a review of research design.

2. Before we made changes in 2004 and 2005 (described in 1.1.1, Program History) our students were primarily local and in-service. After the drop in enrollment associated with Hurricane Katrina, we experienced a significant increase in the numbers of and percentages students and percentages of students who were from outside the area and/or lacked experience in the forms of public service they wished to enter. (Many of them are classified as in-service because they have more than a year of relevant post-bacculaureate experience but not in the area or subfields they wish to pursue.) Informal conversations with some of these students suggested that they wanted greater contact with each other and with the community they hoped to serve. This led to the realization that the students had no organization to promote interaction among themselves or to communicate on their behalf with the program administration. Dr. Kiefer suggested they form their own organization and helped them gain official recognition within the university. The resulting Public Administration Student and Alumni Association (PASA) has been very active in communication, social events, and worthwhile projects, this last a good example of the values we hope to foster. Dr. Kiefer also led the effort to create a local ASPA chapter with the goal of promoting interaction with public service professionals in the area.

Standard 2: Matching Governance with Mission

Standard 2.1 Administrative Capacity

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

Self-Study Instructions

In preparing its SSR, the program should indicate:

Organizational Relationship of the Program to the Institution; Mode of Program Delivery

mix of classroom and online

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)

Instruction is almost totally in class. During the SSY the following courses were offered online: PADM 4220G, The Nonprofit Sector; PADM 6401, Administrative Behavior; and PADM 6902, Capstone II. PADM 6401 was also offered in class. These were the regular offerings for these courses and there was, and is, no differentiation based on delivery characteristics.

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 MPA program is a joint effort of the College of Business and the College of Liberal Arts. (See the uploaded memorandum of understanding.) The program is administratively housed in the Department of Political Science in the College of Liberal Arts. The program director, Dr. John Kiefer, is an associate professor in political science. He has a reduced teaching load in exchange for his administrative responsibilities. The nucleus faculty, drawn from political science, history, economics, and management, makes policy for the program, such as approval of curricula changes and competencies. The director administers the program, recruits students, schedules courses, tracks student progress, makes routine decisions within existing policy, and brings special cases or a need for policy change to the nucleus faculty. For example, he makes admission decisions that fall within our guidelines for acceptance or rejection; he takes borderline cases to a committee of nucleus faculty. The director is the advisor for all students when they enter the program. Once they declare a concentration they get advice from a faculty advisor for that concentration. The director still has to approve exceptions, such as course substitutions.

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

With leadership from the program director and advice from multiple stakeholders, the nucleus faculty defines the program mission, curriculum, and competencies. The multi-departmental nature of the nucleus provides a greater range of expertise for instruction and project guidance than we would otherwise have. It also increases the complexity of coordination and makes collaborative management a necessary skill for the director. For example, he has to coordinate faculty course assignments with the chairs of the parent departments. The four department heads and two deans are supportive of the mission and the program, as indicated by the attached memorandum.

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.*

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

Total number of Nucleus Faculty members involved in the program 9.00

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

	Score	Who Participates
Program and Policy Planning	High	Nucleus Faculty; Program Director
Establishing Degree Requirements	High	Dean or Higher Authority Nucleus Faculty Program Director
Making and implementing recommendations regarding admission of students setting quota	High	Program Director
Advising Students	High	Subset of Nucleus Faculty
Specifying Curriculum and Learning Outcomes	High	Nucleus Faculty Program Director
Evaluating Student Performance and Awarding Degrees	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Program Director
Appointing, Promoting Faculty	Medium	Dean or Higher Authority All Department Faculty Nucleus Faculty
Participating in defining and assuring faculty performance	Medium	Dean or Higher Authority Program Director Other

2.2.3

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

2.2.3 Faculty Governance Comments

"Substantial determining influence" means that the nucleus faculty makes decisions related to program faculty, students, and curriculum subject to the constraints of university rules and higher authorities. The only two cases of recruitment for program faculty since Hurricane Katrina were in political science. In both cases the positions were defined to fill needs of the program and of the broader department. MPA faculty served on the recruitment committee and recommended the two faculty members who were hired. The program sets and applies its own policy on admissions. The graduate school has minimum requirements, but the program requirements are higher. There has been only one case in which a decision (a denial of admission) was challenged and the administration backed the program. Student progress is a function of grades given by program faculty and approval of the final project by a faculty/practitioner committee. Regarding curriculum, the program went through a thorough evaluation in 2004-2005 that resulted in a very substantial revision of courses. Course changes had to gain approval from college and university curriculum committees as well as the dean and provost. The process was delayed first by Hurricane Katrina and then by questions about the wording of course titles and catalog descriptions, but the entire new curriculum was approved.

Standard 3: Matching Operations with the Mission: Faculty Performance

Standard 3.1 Faculty Qualifications

The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

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

3.1.2

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

Academically qualified faculty are those who have a Ph.D and demonstrate currency through publications, conference presentations, and research contracts/grants. We include one adjunct, Madeleine McNamara, as academically qualified because she has a Ph.D. in public administration and academic publications within the last five years. (Madeleine holds an administrative position in the U.S. Coast Guard.) There are nine academically qualified faculty members, eight of whom are also nucleus faculty.

The program also uses professionally qualified faculty. They support our mission by: adding expertise not available on the full-time faculty, providing contacts with public and nonprofit organizations in the region, and significantly adding to the faculty diversity that students encounter. Professionally qualified faculty must have a graduate degree and be active in the field that they teach. We classify one full-time faculty member, Bobby Dupont, as professionally qualified. He has a Ph.D. and serves as an associate professor of history, but his qualification for teaching budgeting in the MPA program comes from his past experience as vice chancellor for strategic planning and budgeting and his current experience managing a multi-year contract with the state. Dr. Dupont also has a MPA degree and is a member of our nucleus faculty.

3.1.3

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

3.1.4

Provide the percentage of courses in each category that are taught by academically and/or professionally qualified faculty in the self-study year.

3.1.4	Professionally Qualified	Academically Qualified	Full Time	Part Time
All Courses	75%	25%	80%	20%
Required Courses	93%	7%	93%	7%

3.1.5

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

The program, department, and university have taken the following steps to help faculty members remain current in their fields:

- Research stipends of $3,000 each for the two new faculty members
- Travel support for conference participation (although that is threatened by continued budget cuts)
- The equivalent of one course per semester in the prescribed faculty workload dedicated to research each semester.
- Most recently, the creation of the Greater New Orleans Chapter of ASPA to promote interaction among professionals and opportunities for presentations.

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.

3.2.1

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates
Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application
Other, please specify

> By reviewing the profiles in APSA's 2007 database of all job candidates in the fields for which we were recruiting, we were able to identify Salmon Shomade as a promising candidate. We called his dean and his major professor, got excellent recommendations, and then called Salmon, who had not applied for our job. He subsequently applied, came for an interview, and is now a valuable member of our faculty.

Strategies used in retention (check all that apply)

There is a new faculty orientation that provides information on the promotion and tenure process
New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion

process

Other strategies used to assure students are exposed to diverse experiences

Use of part time instructors
Use of guest lecturers

3.2.3

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

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

3.2.3a

U.S. Based

	Full time male	Full time female	Part time male	Part time female	Total
Black or African American, non-Hispanic	1	1			2
Asian, non-Hispanic			1		1
Hispanic/Latino			1		1
White, non-Hispanic	7		1	2	10
Total	8	1	3	2	14

3.2.3c

Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the programs unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

Students who expect to enter or remain in public service in the Greater New Orleans area must respect diversity along multiple dimensions. Orleans Parish is majority African-American and the surrounding parishes are majority white. The Hispanic population is growing rapidly and there is a small, but significant Vietnamese community. Public officials vary by race/ethnicity and gender. For example, our current Congressman is black, as are many leaders in public and nonprofit organizations; our senior senator is a woman, as are many local office holders; our governor's family is from India, and our former Congressman is Vietnamese.

We strive to prepare students for a diverse, inter-intercultural environment in the following ways:

- A diverse faculty
- Guest lecturers who represent a variety of backgrounds and experiences
- Discussions of diversity in core courses, especially - Administrative Behavior, Bureaucracy and Democracy, Law and Ethics in Public Administration, Human Resource Administration, and Policy Analysis and Program Evaluation - and in each our four concentrations.
- Class exercises that bring students in contact with the diverse population of the area.
- Organizations - Public Administration Student and Alumni Association and the Greater New Orleans Chapter of ASPA - that promote interaction of people with different backgrounds and experiences

3.2.4

3.2.4 Current Faculty Diversity Efforts

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

In 2006-07 our full-time faculty consisted of six white males and our part-time faculty consisted of one white female. Now our full-time faculty consists of seven white males, one black male, and one black female. Our part-time faculty consists of one white male, two white females, one Asian male, and one Hispanic male.

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 three academic years (this could be research, scholarship, community service or some other contribution to the field).

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

3.3.1

Expectations vary by department. In all cases the primary expectations are research and teaching. Community service may be counted, but it is not a priority before the initial tenure decision unless there is a clear link between service and publication or contracts and grants. The only untenured, full-time faculty members are two assistant professors in political science. The political science criteria require meritorious performance on all three goals of teaching, research, and service. Service includes professionally related community service. Service is less important than teaching and research, but still essential to tenure and promotion. We believe that all three goals contribute to public service: research through its impact on knowledge (both of the profession and of the researcher), teaching by producing more qualified public servants, and direct service to the profession and the community both by aiding the clients and adding to the knowledge base that the faculty member brings to her or his research and teaching.

3.3.2

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

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

3.3.3

List some significant outcomes related to these exemplary efforts

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

John Kiefer is a recognized expert on the creation of disaster-resilient organizations and communities. He especially focuses on improving outcomes for vulnerable populations during and after disasters. When Hurricane Katrina claimed over 1,000 lives, mostly elderly citizens, John formed the region's Elderly Evacuation Working Group. This collaborative of public, nonprofit and private organizations was formed to identify critical shortfalls in the region's emergency plans, identify resources within the nonprofit and private sectors, and employ best practices for preparedness and evacuation. The group met periodically for over two years and its recommendations were used as a foundation for re-writing post-Katrina disaster plans to address elderly and special needs populations. The new plans were first tested during Hurricane Gustav, and by all reports were tremendously successful in improving the City's evacuation of older citizens.

Robert Montjoy is a national leader in efforts to professionalize the administration of elections, which is primarily a responsibility of local government in the United States. Over 1,000 officials from around the U.S. and two foreign countries have now participated in the Election Center's Professional Training Program that Robert helped to start and in which he continues to participate. Further, Robert has encouraged public administration scholars to focus on U.S. elections through such activities as editing a 2008 symposium in Public Administration Review and organizing a panel at the 2012 ASPA conference. Through service on the Election Center's national board of directors he continues to help officials apply lessons from public administration to the management of elections. Robert is a member of the Elections Hall of Fame. He is working with the Louisiana Division of Elections to explore ways to reduce the costs of election administration.

Bobby Dupont serves as co-principal investigator on a technical assistance contract between UNO and the Louisiana Department of Health and Hospitals, valued at about $4 million annually. His responsibilities include budget preparation, financial management, HR management, and planning. This partnership has been in place since the late 1980s and brings university expertise in a number of areas to the department's Medicaid operations, including auditing, business process design, training, technical services and project planning. The program has produced significant cost savings for the department, and contract employees have won state incentive awards for efficiency.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

4.1 Student Recruitment

The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions

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

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

The program recruits students in a variety of ways: locally at semi-annual graduate school recruiting fairs, nationally at academic conferences such as SECoPA and ASPA (at ASPA we provide brochures and a representative at a booth in the exhibit hall each year), by personal contact, through professional sections (SECM), and though our local ASPA chapter. We also advertise online.

We believe that our advertising the program's mission and values tends to recruit students with the same goals. The fact that most of them work in Greater New Orleans after graduation indicates that they are in positions to enhance public service here. The students we recruit enter MPA specializations that directly impact the needs related to our urban mission -- that of nonprofit leadership, hazard policy, criminal justice administration, or state & local government. We serve the community by educating local in-service and pre-service students, and we also attract students from other areas who are interested in public service in the region. Regarding the cost of a degree, both the MPA website and our initial response to prospective students refer students to university cost data.

4.1.2a Program Recruitment

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

4.1.2 Applicant type	Self study year minus 1	Self study year
Full-Time	**See 4.1.3**	

4.1.2b Program Recruitment

4.1.2 Applicant type	Self study year minus 1	Self study year
In-Service	30	29
Pre-Service	10	15
Other	23	25

4.1.3

4.1.3 Applicant Pool and Mission

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

We do not distinguish between full-time and part-time students or between in-service and pre- service students, except for the fact that pre-service students are strongly encouraged to take internships. Thus, we do not require information on full-time or part-time intentions during the admission process., and we have no way of knowing what the applicants who did not enroll would have done. On the other hand, we were able to go back through the files to look at student resumes in order to determine in-service versus pre-service status in a majority of the cases. As Table 4.1.2b indicates, about two-thirds of the applicants for whom we could determine status were in-service. The resumes indicate that most of our in-service students do not fit the typical "mid-career" category. Instead, they have usually worked for 1-3 years in the public or nonprofit sector. We did not count people who had work experience in the private sector as in-service. (The "Other" category contains those who did not provide a resume or other information on work history, usually because they dropped out of the admission process before completing the application.) The large majority of applicants with prior public service experience indicates that their intent is to further their careers in public service, an outcome consistent with our program goals. Further, an increasing number of students are coming from outside the Greater New Orleans region and a significant number are staying after graduation.

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)

Any undergraduate degree from an accredited university will be accepted because government and nonprofit organizations engage in a variety of activities and require a variety of skills and knowledge. The goal of the MPA program is to enhance leadership capability in whatever responsibilities a person has or seeks to assume. We do require two undergraduate prerequisites - an undergraduate course in American government and an introductory course in economics, either micro- or macro-. Students may take these courses at any accredited university, and may take them while enrolled in the MPA program (during the first two semesters). Alternately, students may take the CLEP (College Level Examination Program) test and score at least 54 for economics or 50 for American government. In addition, the program seeks to endure that all students are proficient in writing. Prospective employers tell us that the ability to communicate clearly in writing is absolutely essential. For this reason, we give entering students a writing exercise and we reserve the right to require a student to take additional instruction offered by the English department if the quality of written assignments is substandard. Like the prerequisite, such a course or courses would be in addition to the hours required for the degree.

We try to use admission criteria to ensure that we are recruiting a capable and representative group of students who will be able to complete the program and subsequently contribute to public service. All applicants must take the GRE or the GMAT. We prefer the GRE. However, we can waive the GRE requirement for students with another masters-level or JD degree if that student also has 1) a particularly strong undergraduate and graduate GPA and/or 2) record of related work-experience.

There is no absolute cutoff on GRE score. We review the entire record, yet the GRE score is a very significant indicator of future success in the program. Generally speaking, a total score of 300 or above on the quantitative and verbal sections, with neither score below 150, and 4.5 or above on the writing section will be positive indicators. Scores lower than 145 on either the quantitative and verbal sections, or 4.0 on the writing section, are considered negative indicators that have to be offset by positive indicators elsewhere in the record, such as the GPA. We recognize that scores tend to decline the longer a person has been out of school, and we take that fact, together with successful work experience, into account.

We require three letters of recommendation to help assess potential for success in graduate school. We also require applicants to write a statement of purpose.

4.2.1b

Please fill out the following table:

4.2.1b Admissions Criteria (check all that apply)

Bachelor's Degree (or equivalent)	Yes
Prescribed Undergraduate Majors	No
Minimum GPA	Yes (2.8)
Standardized Test Scores (specify minimum acceptable scores, if applicable)	Yes
GRE	Yes (minimums, 300)
GRE Qualitative	Yes (minimums, 150)
GRE Quantitative	Yes (minimums 150)
GMAT	No
LSAT	No
TOEFL	No
Minimums	79
Other	No
Resume	No
Required years of professional experience	No
Number of years	n/a
Specific types of experience	No
List	n/a
Letters of Recommendation	Yes
Number	3
Professional Referrals	No
Unique/Mission-based Criteria	No
Essay or Writing Sample	No
Statement of Intent	Yes
Interview	No

4.2.1c

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

4.2.1c Exceptions to Admissions Criteria

"Conditional" admission is sometimes granted to allow a student one semester to obtain formal GRE scores if the student has faced hardship in taking the GRE prior to the beginning of a new semester. All other materials to make an admission decision must have been received by the program, and must be competitive. Example: Returning Peace Corps Volunteers.

"Probationary" admission is only offered if 1) students fall short of the required GRE or GPA scores and have significant other positive indicators in their application. Example: significant related work experience as a public administrator, nonprofit leader, government official. In addition, probationary admission may not be offered during semesters in which regular enrollments are near capacity.

4.2.2a(1)

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

Admissions Numbers	Admits SSY-1	Admits SSY
Full Admission of Full Time Students	See 4.1.3	

4.2.2a(2)

	Admits SSY-1	Admits SSY
Full Admission of In-Service Students	19	19
Conditional Admission of In-Service Students	3	3
Full Admission of Pre-Service Students	5	4
Conditional Admission of Pre-Service Students	0	2
Other		3

4.2.2b(1)

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

Enrollment Numbers

	Enrolled Students SSY-1	Enrolled Students SSY
Full Enrollment of Full Time Students	9	9
Conditional Enrollment of Full Time Students	0	4
Full Enrollment of Part Time Students	10	4
Conditional Enrollment of Part Time Students	3	1

4.2.2b(2)

	Enrolled Students SSY-1	Enrolled Students SSY
Full Enrollment of In-Service Students	18	14
Conditional Enrollment of In-Service Students	1	1
Full Enrollment of Pre-Service Students	2	3
Conditional Enrollment of Pre-Service Students	1	0

4.2.3

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. (Limit 250 words)

Our goal is to recruit academically qualified students who are motivated for public service, primarily in the Greater New Orleans area. Our advertisement of the program is intended to attract such students. The prior work experience of the in-service students indicates a public service motivation, as does the placement of our graduates indicated in table 4.3.4b. (Further evidence comes from the student-initiated creation of PASAA and their public service projects.) The quality of students is good and improving. The GRE averages under the old scoring system for admitted student in SSY-1 and SSY are: Quantitative - 498, Verbal - 502. We have slowly increased our admission standards over the last few years.

Standard 4.3: Support for Students

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

Self-Study Instructions

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

4.3.1 Academic Standards and Enforcement

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

The academic continuance and graduation standards are communicated on the program's website and in the orientation for new students. Further, each student must check with an advisor each semester before registering. At this point the advisor goes over academic progress to date and future course selection to be sure the student is on track to graduate. The MPA director is the initial advisor for all students. Once a student declares a specialty track, he or she is advised by the track advisor: nonprofit leadership - Dr. Strong and Dr. Montjoy, hazard policy - Dr. Kiefer, criminal justice administration - Dr. Shomade, state and local government - Dr. Lewis. Students are not able to register without clearance from their advisor. In addition, the Graduate School monitors performance. Any student whose GPA falls below a 3.0 is placed on probation and has one semester to get the GPA to 3.0 or above. Failure to regain a 3.0 within the probationary period results in a suspension of one year. A suspended student would have to go through the admissions process again to regain entry to the university.

4.3.2 Support Systems and Special Assistance

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

The first step in supporting students is identifying problems. In addition to the mechanisms discussed in 4.3.1, we have designied our new competency assessment system (described under Standard 5.1, Part C) to pinpoint specific weaknesses earlier and with more precision than course grades provide. In each course faculty assess all students on each competency covered in that course. They submit the assessments on a spreadsheet that permits the program to average assessments for each student across all courses and all competencies. If any weakness appears consistently across courses, the program director of other faculty advisor can meet with the student to try to diagnose the problem and suggest remedial action. This is a new system that was just implemented during the SSY.

Another system, one we developed as part of an earlier competency assessment in the spring of 2011, tries to identify students with writing problems when they first enter the program. We give all new students a short writing assignment to be completed in a controlled environment. Students whose writing shows weakness are required to get help from the university writing center.

Other support is largely individual. The program director and or other faculty discuss problems with students and try to find remedies. The most common problem is overwork for students who take too many courses while trying to hold down outside jobs or attend to family responsibilities. The remedy is usually to reduce the course load or take a semester off, depending on the nature of the difficulty.

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 100% of Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
Number of Full Time Students in SSY-5 Cohort	1			
Number of Part Time Students in SSY-5 Cohort	4			1
Total Number of Students in the SSY-5 Cohort	5			1

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 SSY-5 year is not representative of the program because it was the year following Hurricane Katrina. (We should point out that the table omits one part-time student who graduated within the program length, but he was a readmission and had already completed much of his course work.) In 2004-2005, before Katrina, we introduced a number of changes designed to attract students and move them through the program more rapidly. Katrina hit in the fall of 2005 and brought a very unstable period for the population of the area. The SSY-5 cohort entered the program in the year after Hurricane Katrina, when most of the area population was still displaced and the future was uncertain for those who were back. SSY-4 was also very unstable. SSY-3 presents a more accurate picture of student progress through the program. Please see the attached table labeled "2008-09 Cohort."

4.3.4

4.3.4 Career counseling and professional development services

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

The MPA program, itself, provides almost all of the student support activities. The UNO placement office has not recovered from Hurricane Katrina and subsequent budget cuts. Faculty advisors and the program director do career counseling and help with professional development. At an initial meeting with the MPA director, students are asked about their career goals and advised as to an appropriate specialization to meet those goals.

Subsequent advising about careers during the program takes place with each of the MPA program's specialization coordinators. The internship program gets pre-service students experience and contacts in fields as close as possible to their career interests. The requirement to include a practitioner on each student's final project committee also creates an opportunity for guidance. The MPA program took the lead in creating the New Orleans chapter of ASPA largely as a means of socializing students to the profession and helping them make professional contacts.

4.3.4a(a) Internship Requirement

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

The program does not require an internship, so waivers are not applicable, but we strongly encourage pre-service students to participate. Actually, most of our students are in-service if we use the definition of at least one year of either public or nonprofit experience. But a number of these in-service students take internships because they are seeking new career paths. Internships take two semesters, starting in either the summer or the fall, and are designed to coincide with students' final projects. Students are required to have completed at least half of their course work before enrolling. Interns register in Capstone I and meet as a class in addition to performing their internship duties. The difference between summer and fall is that only interns take Capstone I in the summer. The fall version of Capstone I has mostly non-interns, and those who are interns receive supervision for the program director, rather than the instructor of the class. In Capstone II students complete their internships and final projects.

4.3.4a(2)

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

Internship participation

	SSY-1 Pre-Service	SSY-1 In-Service	SSY Pre-Service	SSY In-Service
Nonprofit/NGOs internationally-oriented	4	1	3	1

4.3.4a(3)

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

The program director is also the internship supervisor. He helps students find internships and supervises them. Capstone I in the summer is made up entirely of interns so students meet regularly as a group. Capstone I in the fall has mostly non-interns, so interns meet separately or exchange emails with the internship supervisor. There is also a practitioner at each host organization who supervises the intern on a regular basis and provides and evaluation at the end. This person typically serves as the practitioner on the intern's final project committee. The program has no means of providing financial assistance for unpaid interns.

4.3.4a(4)a

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

All internships are directly tied to organizations that serve the region. These organizations include the Center for Hazards Assessment, Response and Technology (CHART) and parish offices of homeland security and emergency management for hazard specialization students; New Orleans Kids Partnership, Save the Children, Institute for Nonprofit Leadership, and other internships that are consistent with the UNO and MPA program mission.

4.3.4b

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

	SSY-2 Pre-Service	SSY-2 In-Service	SSY-1 Pre-Service	SSY-1 In-Service
Total Number of Graduates				
National or central government in the same country as the program				3
State, provincial or regional government in the same country as the program				2
City, county, or other local government in the same country as the program	3		1	2
Foreign government (all levels) or international quasi-governmental				
Nonprofit domestic-oriented	3	3	3	2
Nonprofit / NGOs internationally-oriented			1	
Private Sector - research/consulting		1		
Private sector (not research/consulting)	1		2	
Obtaining further education			1	
Unemployed			1	
Status Unknown			2	

Standard 4.4 Student Diversity

The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

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

4.4.1 Ongoing 'Diversity' Activities

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

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

(Limit 250 words)

The program promotes an atmosphere of diversity and cultural awareness in multiple ways. The primary dimensions are race/ethnicity and gender. Anyone working in the New Orleans area has to be aware of and able to interact with such diversity. While a majority of the population in Orleans Parish is African-American, whites constitute the majority of the population in Greater New Orleans, our primary service area. Local politics were highly polarized along racial lines before Katrina, but there is some evidence of cross-race cooperation since then. The Hispanic population of the area, though small, has seen significant percentage growth since Katrina. Our governor's family is from India, and we had a Vietnamese Congressman for a term. A large number of public officials are female, as is our senior U.S. senator. Thus, it is important that students be aware of diversity issues.

The program's faculty is diverse, especially the adjunct faculty. Four of our required courses regularly include guest speakers of diverse backgrounds and in two other cases the professor is African-American. Our courses on public policy and human resources include explicit discussions of diversity and the impacts of rules and procedures. Our budgeting course includes exercises that involve the external community in which students generally encounter citizens of diverse backgrounds. And our specialty tracks all include discussions of diversity. For example, the nonprofit leadership course places a heavy emphasis on the necessity for leaders to recognize and interact with different cultures. The hazard policy track includes the differential impact of disasters by race and economic class. Criminal justice administration addresses numerous issues of race from police contact to court access. The urban politics course in the state and local government track has major sections on the history of discrimination, voting rights, programs aimed at addressing inequality.

4.4.2 Program Recruitment Diversity Actions

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

The program advertises that it seeks a diverse student body, and we promote use of the Marcus B. Christian Scholarship, a UNO scholarship for African-American graduate students. We have also established relationships with HBCUs in the local area. The MPA program supported the establishment of an undergraduate degree in public administration at Southern University New Orleans and two of our faculty conducted a subsequent program assessment. We have a special access program with Xavier University by which qualified seniors could take MPA graduate courses while finishing their degrees. During the SSY we formed a student committee on minority recruitment to advise the program.

Does the legal and institutional context of the program preclude collection of diversity data?

No

4.4.3a

4.4.3a Ethnic Diversity - Enrolling Students

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

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

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

	SSY-1 Male	SSY-1 Female	SSY Male	SSY Female	Total
Black or African American, non-Hispanic	3	2	1	4	10
Asian, non Hispanic/Latino		1			1
Hispanic/Latino			1	2	3
White, non-Hispanic/Latino	4	11	4	5	24

Two or more races, non Hispanic/Latino	1		1		2
Total	8	14	7	11	40

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

We pursue diversity both to ensure that our students, whatever their background, learn to interact with a diverse population and to help provide equal opportunities for all residents in our primary service area. The data in the above table show that our students will encounter others who differ from them in gender, race and ethnicity. In terms of equal access, the following data compares out student population with that of the ten-parish resin that GNO, Inc. defines as Greater New Orleans.

Region MPA White 56% 60% Black 32% 25% Asian 2% 3%
Other Race 2% 5% (counting our two multi-racial students in this category) Hispanic or Latino 7% 8%

These data are for the entire population, but our recruiting pool is limited to college graduates. Orleans Parish, which has the highest concentration of African-American in the region, illustrates the point. African-Americans constitute about 60% of the population but less than 40% of adults with a bachelor's degree. To this point in time we have done a pretty fair job of recruiting a diverse student body, but fear that the situation may become more difficult because of the economy. That is one of the reasons that we asked students to form a minority recruitment committee to advise the program on new strategies.

Does the legal and institutional context of the program preclude collection of diversity data?

No

Standard 5: Matching Operations with the Mission: Student Learning

Standard 5.1 Universal Required Competencies

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

- *to lead and manage in public governance;*

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

5.2 Mission-specific Required Competencies

The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies

The program will define its objectives and competencies for optional concentrations and specializations.

5.4 Professional Competency

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

Self-Study Instructions:

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

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

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

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. In addition, these same elements may become part of the program's annual reporting during the period of accreditation. The program may upload charts or other *graphics below if they would like to further elaborate on their process, provided the required narrative fields are also answered.*

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.

<u>To lead and manage in public governance</u>

- Appraise the organizational environment in terms of institutions, law, politics, culture and the economy - L, I*.
- Organize and motivate diverse people to serve public goals - L, I.
- Articulate and apply methods for measuring and improving human performance Understand different rules and procedures affecting public (civil service) and nonprofit workforces - C.
- Prepare a budget reflecting policy priorities - C, I. Manage revenue and expenditures - C, I.
- Account for use of organizational resources - C, I. Manage information and technology - C.
- Recognize impacts of technology on different public service values, such as efficiency and access - C, L.
- Design and manage projects - C.

*The letters stand for the value themes (Leadership, Integrity, Competence) most strongly represented in each learning outcome.

<u>To participate in and contribute to the public policy process</u>

- Understand the traditional steps in the policy making process (e.g. problem definition, agenda setting, formulation, implementation, and evaluation) as well as opportunities caused by unique events - L.
- Recognize various interests (organized or not) affected by policy and their different opportunities to participate in policy processes - L, I.
- Engage stakeholders who influence policies relevant to organizational mission - L.
- Apply public service values (e.g. equity, due process, transparency and public

accountability) to policy making and implementation - L, C, I.
- Apply techniques for program evaluation and forecasting - L.
- Describe and work within the institutional, structural, and political contexts of policy making - L, C.

<u>To analyze, synthesize, think critically, solve problems, and make decisions</u>

- Identify and frame problems and issues for analysis and decision - L, I. Recognize different values and perspectives in problem situations - L, I, C. Draw on appropriate sources of information - L, C.
- Employ appropriate analytical techniques, including: quantitative, qualitative, legal and ethical - L, C.
- Understand and apply theories and models of decision-making - L. Reach logical conclusions from analysis - L.

<u>To articulate and apply a public service perspective</u>

- Understand different ethical systems and apply appropriate ethical standards in research and decision making - I, L.
- Proactively seek to identify and include likely side effects and long-term consequences in policy decisions - I.
- Proactively seek to engage affected publics in policy decisions - I, L, C.
- Resolve competing values to define public good as a guide to action in specific situations - I, L.

<u>To communicate and interact productively with a diverse and changing workforce and citizenry</u>

- Communicate effectively in writing tailored to the audience's level of expertise and needs - L. Communicate effectively in speech tailored to audience's level of expertise and needs – L.
- Demonstrate respect for competing ideas and perspectives; actively solicit and respond to information, suggestions, and critiques - I, L, C.
- Work productively in teams - L.
- Show self-awareness in terms of one's values, assumptions, communication style, organizational role, impact on others, etc. - L.
- Resolve conflict and negotiate - L, C.

Standard 5.2 Part A: Mission Specific Required Competencies

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

Standard 5.3 Part A: Mission Specific Elective Competencies

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

Does your program have any mission-specific competency? Yes

If yes, please elaborate

Our program design is based on a generalist core paired with concentrations that address needs and opportunities in Greater New Orleans. We have developed the following four concentrations. In addition, students may construct other concentrations from courses available throughout the university, e.g. economic development or higher education leadership.

Nonprofit leadership. The nonprofit leadership track contributes to the program mission of enhancing public service in Greater New Orleans because nonprofit organizations abound in the area and provide many of needed services. Indeed, the number of nonprofits increased after Hurricane Katrina as government agencies proved incapable of meeting or even coordinating services for the many needs of the population. Many of our graduates work in local nonprofits and students gain valuable experience through class or final projects with nonprofits.

Hazard policy. New Orleans is certainly a laboratory for the way in which communities prepare for and react to hazards, or fail to do so. The goal of the concentration is not to produce emergency managers, but to produce generalist administrators who can integrate hazard management with ongoing operations.

Criminal justice administration. New Orleans has struggled with both an exceptionally high crime rate and highly publicized problems in the administration of criminal justice. This track focuses on court administration, case management, and an understanding of environmental factors that affect them, e.g., the nature of criminal behavior, public perceptions of crime, and ways in which different levels of government treat criminal justice issues.
State and local government. Huey Long once said, "One of these days the people of Louisiana and going to get good government - and they aren't going to like it." Current reform efforts test Long's prediction. Students who wish to contribute to state and local government here need to understand the various forms of subnational politics and administration throughout the U.S. and what we know about their effects on governance.

Standard 5.1-5.3 Part B

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

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis at least once during the accreditation period. This plan should be available to the COPRA site visit team.

Competencies -- Stage of Assessment

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

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programmatic decisions
To lead and mange in public governance	Yes	Yes	No	No
To participate in and contribute to the public policy process	Yes	Yes	No	No
To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	No	No
To articulate and apply a public service perspective	Yes	Yes	No	No
To communicate and interact productively with a diverse and changing	Yes	Yes	Yes	Yes

workforce and citizenry				
Mission-specific Required Competency	No	No	No	No
Mission-specific Required Competency	No	No	No	No
Mission-specific Elective Competency	Yes	Yes	Yes	Yes
Mission-specific Elective Competency	No	No	No	No

Courses and Required Competencies

For each of the listed competencies, please list all relevant required courses.

Competency 1
PADM 6001 Research Methods
PADM 6010 The Profession of Public Administration
PADM 6020 Bureaucracy and Democracy
PADM 6110 Public Budgeting
PADM 6160 Law and Ethics in Public Administration
PADM 6180 Human Resource Administration in the Public Sector
PADM 6201 Policy Analysis and Program Evaluation
PADM 6401 Administrative Behavior
PADM 6410 Technology in Public Organizations
PADM 6901 Capstone I PADM 6902 Capstone II

Competency 2
PADM 6010 The Profession of Public Administration
PADM 6020 Bureaucracy and Democracy
PADM 6110 Public Budgeting
PADM 6160 Law and Ethics in Public Administration PADM 6201 Policy Analysis and Program Evaluation PADM 6401 Administrative Behavior
PADM 6410 Technology in Public Organizations

Competency 3
PADM 6001 Research Methods
PADM 6010 The Profession of Public Administration
PADM 6020 Bureaucracy and Democracy
PADM 6110 Public Budgeting

PADM 6201 Policy Analysis and Program Evaluation
PADM 6401 Administrative Behavior
PADM 6410 Technology in Public Organizations
PADM 6901 Capstone I PADM 6902 Capstone II
Competency 4
PADM 6020 Bureaucracy and Democracy
PADM 6110 Public Budgeting
PADM 6160 Law and Ethics in Public Administration
PADM 6180 Human Resource Administration in the Public Sector
PADM 6201 Policy Analysis and Program Evaluation
PADM 6410 Technology in Public Organizations

Competency 5
PADM 6001 Research Methods
PADM 6020 Bureaucracy and Democracy
PADM 6110 Public Budgeting
PADM 6160 Law and Ethics in Public Administration
PADM 6180 Human Resource Administration in the Public Sector
PADM 6201 Policy Analysis and Program Evaluation
PADM 6401 Administrative Behavior
PADM 6410 Technology in Public Organizations
PADM 6901 Capstone I PADM 6902 Capstone II

Competency 8
PADM 4220G. The Nonprofit Sector.
PADM 4221G. Collaboration, Partnership and Coalition Building.
PADM 4222G. Legal and Ethical Issues in the Nonprofit Sector. It substitutes for PADM 6160, Law and Ethics in Public Administration, in the MPA core curriculum.
PADM 4223G. Financial Administration and Development for Nonprofit Organizations. It substitutes for PADM 6110, Public Budgeting, in the MPA curriculum.
PADM 4224G. Leadership in Nonprofit Organizations.

Standard 5.1 Part C

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

Universal Required Competencies: One Assessment Cycle

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

1) *how the competency was defined in terms of student learning;*
2) *the type of evidence of student learning that was collected by the program for that*

competency,
3) *how the evidence was analyzed, and*
4) *how the results were used for program improvement.*

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

We chose to report our assessments of Competency #5, "To communicate and interact productively with a diverse and changing workforce and citizenry" and completed assessment cycles in 2010-11 (SSY-1) and 2011-12 (SSY).

Assessment A. Our first assessment of it came in the spring of 2011, SSY-1. We focused on the learning outcome: "To communicate effectively in writing tailored to the audience's level of expertise and needs." We completed an assessment cycle as reported in this portion of the SSR. However, in the following year we used a much more comprehensive method of assessment, which we are also reporting in this section of the SSR, using the same universal competency. This is labeled Assessment B.

Assessment B. For the SSY we defined learning outcomes for all universal and elective competencies. The outcomes for Competency #5 are to:

- Communicate effectively in writing tailored to the audience's level of expertise and needs. â€¢ Communicate effectively in speech tailored to audience's level of expertise and needs. â€¢ Demonstrate respect for competing ideas and perspectives; actively solicit and respond to information, suggestions, and critiques
- Work productively in teams.
- Show self-awareness in terms of one's values, assumptions, communication style, organizational role, impact on others, etc.
- Resolve conflict and negotiate

Evidence of learning that was gathered:

Assessment A. A faculty committee (Professors Kiefer, Lewis, Montjoy, Shomade, and Strong) reviewed capstone experiences in the spring of 2011.

Assessment B. In the SSY we collected data on learning outcomes in two ways.

1. A survey of students and recent graduates. We asked them to rate the MPA program's contribution to their competence on each of the learning outcomes using a 5-point scale. We did not ask the students to rate their level of competence but the program's contribution to their competence. We considered other options, such as a pre- and post- self evaluation, but concluded that each had problems and this seemed to be the most direct way to get student input about the program, not themselves.
2. Faculty assessments. In the SSY we also began a system in which faculty rate student mastery of the competencies according to the following rubric. The methods of

assessment for each competency in each course are listed in the attached Composite Competency Matrix. We completed assessments of all but three courses.

Rubric: Knowledge/understanding
1 - Demonstration of knowledge is insufficient in scope and/or accuracy; uncritical acceptance of sources; limited or no ability to apply knowledge.
2 - Recognizes most concepts; can access and cite relevant information; still limited ability to combine or utilize information
3 - Has command of key concepts and facts; able both to access and to assess relevant information; can reach and defend conclusions.
4 - Understands and critiques arguments. Integrates material across sources. Makes innovative applications.
5 - Has superior understanding of issues; offers new insights; develops strong arguments

Skills (writing, speaking, analysis)
1 - Weak or no ability to perform skill and/or determine which skills are appropriate for a given situation.
2 - Able to apply skills but makes frequent errors (in grammar, organization, speech, analytical techniques, etc.) that significantly detract from communication and conclusions
3 - Able to apply skill appropriately in standard situations.
4 - Has command of range of skills and understands strengths and weaknesses of each.
5 - Masterful use of skill; papers or oral presentations are well organized, coherent, and persuasive; analysis is appropriate to the question and data and leads to defensible conclusions.

How evidence of learning was analyzed:

Assessment A. The faculty committee, who had supervised the various projects that year, discussed the products and the work that had been necessary to get the writing in an acceptable form. We then rated students' writing abilities as adequate or inadequate and tried to determine the extent to which we could have predicted the writing problems from evidence collected in the admissions process. Neither grades nor GRE scores, including the writing sample, corresponded well with our assessments of student abilities. Even the students' statements of intent were not good predictors. We decided we needed another measure.

Assessment B. The results of the student survey and of he faculty assessment are combined in the attached workbook labeled "Composite competency matrix." The first tab, labeled "Summary," shows the ratings for Competency #5 and also for our elective competency. The next tab, "Averages*," gives the ratings for all competencies, and the remaining tabs give the ratings for the relevant competencies in each course, as well as the means by which the competencies were measured in that course, e.g. paper, presentation, discussion.

By comparing faculty and student assessments on the summary tab, we can see where they agree and where they diverge. The two scales are different, so we cannot make direct comparisons on each outcome, but we can examine the rank the relative position of each assessment on each scale. In this case, the learning outcome "Resolve conflict and negotiate" received the lowest ranking from both faculty and students. This result led us to inquire further. It turns out that the expected outcome is covered in the smallest number of courses, only four, and three of the four are taught in the nonprofit track, which is not taken by all students. The one core course where it is covered is taught online. That may not be the best way to teach this competency. We concluded that, if we really think this is an important outcome, we should find another way to provide instruction.

* This sheet contains the averages for each student on each competency across all courses. Each of the course-specific spreadsheet lists all the students in the program and all the competencies and learning outcomes so that the formats are uniform. Faculty members record only the assessments for the learning outcomes and the students in that course. (The cells showing #DIV/0! indicate that no measure was taken for that student on that competency during the SSY.) Because all sheets share the same format, we can stack them and calculate averages and other statistics across all courses and students. The individual course sheets also show the method used to measure the competency. For example, the sheet labeled PADM 6010 (see tabs at the bottom) shows universal competency #5 beginning in row 36. Column A indicates that two of the learning outcomes listed in Column B under this competency are measured in PADM 6010. Column C shows that papers are used to measure written communication and presentations are used to measure oral communication. Individual student scores are recorded beginning in Column D.
How the evidence was used for program change(s) or the basis for determining that no change was needed:

Assessment A. Having determined that our application materials did not provide reliable information on students' writing abilities, we instituted a short diagnostic essay for each incoming student. Any one whose competency is considered inadequate is required to take a writing instruction from the English department. We implemented this program in the fall of 2011. We found that one student needed such assistance. As noted, we have slowly raised our admission standards, and the fact that we notify prospective students of the writing requirement may stimulate some self-selection. We intend to continue this program for a while to see if the problem recurs.

Assessment B. Having concluded that we were not doing a good job teaching conflict resolution and negotiation, we decided to add a module on the subject in PADM 6010 "The Profession of Public Administration." This is a core course that is required of all students. We will monitor the ratings to see whether they improve.

Standard 5.2 Part C

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

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

Standard 5.3 Part C

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

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

Definition of student learning outcome for the competency being assessed:

- Recognize the formal and informal structure and processes of the nonprofit sector, including the roles of internal and external stakeholders
- Understand and apply the ethical standards and distinct values of the nonprofit sector. â€¢ Design collaborative structures that support the emergence of facilitative, informal relationships
- Develop, manage, and account for financial resources recognizing the constraints and opportunities of the nonprofit sector
- Lead people in nonprofit organizations recognizing the special motivations and constraints associated with both volunteers and paid staff
- Understand the special legal and ethical issues affecting nonprofit leadership, including service on boards

Evidence of learning that was gathered:

We used the same system of faculty and student ratings described for Assessment B of the universal competencies. The faculty rated students in their classes. We also took a separate survey on students in the nonprofit track, in addition to the general survey on the universal competencies.

How evidence of learning was analyzed:

The data are presented on the Summary tab of the attached workbook. Here the evidence is inconsistent. The design of collaborative structures is tied for the highest faculty rating but has the lowest student rating. For three other outcomes the faculty ratings are between 3.0 and 4.0 while the student ratings are all above 4.0. The ratings are not bad according to the rubric we use, but still there appears to be room for improvement. The problem may be with our measurement system, with which we have only one year's experience.

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

We determined not to make a change in this case other than to discuss the ratings with the faculty teaching in the nonprofit track. Our reasons were that the results were mixed, the system is new, and we had just changed some of the instructors in the track. Thus, we decided to collect more evidence before making any changes.

Standard 5.4 Professional Competence

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

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

(R) required of all students,
(F) students have frequent opportunities to participate in or with,
(S) students seldom have such opportunities to participate in or with, or
(N) it is not usually available to students to participate in or with

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

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy

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

Self-Study Instructions:

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

- 6.1a Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

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

6.1a Resource Adequacy: Budget:

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

Overall budget for program decreasing

Faculty Salaries for Full Time has remained stable

Faculty Salaries for Professional Adjuncts and Part Time Instructors has remained stable

Faculty Travel decreasing

Assistantships and Other Forms of Student Support not applicable

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

UNO has undergone severe financial setbacks. Hurricane Katrina brought direct damage and loss of students, which affected both tuition and state funding. In addition, repeated cuts of funding for higher education in Louisiana have taken a toll on all universities, but especially on UNO because they have come on top of the Katrina-related cuts. Yet the University, the College of Liberal Arts, and the Department of Political Science have shielded the MPA program from the most serious effects of these cuts. Faculty salaries have remained stable. Salaries for individual adjuncts have remained stable, but we have had to give up one adjunct, whose course we were able to replace with a full-time faculty member. There is the possibility of additional cuts to adjunct faculty as UNO works through the latest round of budget reductions from the state. Faculty travel money was cut in the SSY and will probably be completely eliminated for the coming year. We have not had dedicated student assistantships since Katrina, some of our students have been successful in winning university-wide fellowships. The effects of these changes is to require belt tightening. The biggest effect at this point will be on conference participation, an important part of faculty development, but we hope the loss will be temporary. The instructional program has not been directly affected.

6.1b

6.1b. Resource Adequacy: Program Administrator

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

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

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

Additional compensation is provided to program administrator(s) Yes

Designated GA support is provided to program administrator(s) No

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

Program administrative duties are assigned to a tenured faculty member Yes

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

While resources are constrained and less than typical of MPA programs, our mission focuses on the local area. This permits program administration to interact with local and regional leadership, internship supervisors and prospective employers.

6.1c

6.1c. Resource Adequacy: Supporting Personnel

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

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

Clerical Support Adequate to maintain mission but insufficient for program improvement

Student Recruitment Adequate to maintain mission but insufficient for program improvement

Internship Placement and Supervision Adequate to maintain mission but insufficient for program improvement

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

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

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

The program shares clerical support with the Department of Political Science and counseling/student records support with the Department of Planning and Urban Studies. These arrangements have proven to be adequate, even with increasing enrollments. Combining internship supervision with the capstone works well and eliminates redundant demand on faculty time. We could use an internship coordinator and placement assistance. The UNO Alumni Association has been recovering since Katrina and we have established close working relations. In addition, our Public Administration Student and Alumni Association has been a great asset for maintaining contact through sponsorship of events and through Facebook interaction.

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

Clerical Support	Adequate to maintain mission but insufficient for program improvement
Recruitment Coordinator	Adequate to maintain mission but insufficient for program improvement
Internship Coordinator	Adequate to maintain mission but insufficient for program improvement
Placement Director	Adequate to maintain mission but insufficient for program improvement
Alumni Relations /Services	Adequate to maintain mission but insufficient for program improvement

6.1d

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

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

In the space provided, describe the teaching load policy of your institution and program, and

explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

The official workload is the equivalent of four courses each semester. One of the four is set aside for research as long as the faculty member is a productive scholar. Others can be earned through a combination of graduate committees, administrative work, and an/or service. The effect of the policy has been that faculty who are active in research, service and/or grants and who supervise graduate students have taught two courses each semester.

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

Dr. Kiefer picked up a course for another faculty member, who had a family emergency, in the spring of 2012.

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

	Required Course	Frequency
1	PADM 6010, Profession of Public Administration	One semester, session, or quarter per year
2	PADM 6180, Human Resource Administration in the Public Sector	One semester, session, or quarter per year
3	PADM 6401, Administrative Behavior	More than one semester, session, or quarter per year
4	PADM 6901, Capstone I	More than one semester, session, or quarter per year
5	PADM 6901, Capstone II	More than one semester, session, or quarter per year
6	PADM 6160, Law and Ethics in Public Administration	Less than once per year
7	PADM 6020, Bureaucracy and Democracy	One semester, session, or quarter per year
8	PADM 6201, Policy Analysis and Program Evaluation	One semester, session, or quarter per year
9	PADM 6410, Technology in Public	One semester, session, or

	Organizations	quarter per year
10	PADM 6110, Public Budgeting	One semester, session, or quarter per year
11	PADM 6001, Research Methods	One semester, session, or quarter per year

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

	Specialization A	Specialization B	Specialization C	Specialization D
Specialization Name	**Nonprofit Leadership**	**Hazard Policy**	**Criminal Justice Administration**	**State and Local Government**
Number of courses required within the Specialization	5	3	3	3
Number of courses offered within the SSY	5	3	2	2
Number of courses offered in SSY-1	5	3	2	2
Number of courses offered in SSY-2	5	3	n/a	n/a

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

The MPA program is a 2-year program. All core courses are offered every year, except for PADM 6160, which was not offered in SSY-1. That was an unusual circumstance and we have resumed our pattern of offering every year. The specializations follow different schedules as outlined below.

Nonprofit leadership requires five courses, which are offered every year.

Hazard Policy requires PADM 6130, U.S. Disaster Policy, offered every year, plus two other courses from a list of five, at least three of which were offered every year.

Criminal Justice Administration is a recent track, beginning in SSY-1. It requires two courses, PPADM 6501 - Criminal Justice Administration, offered every other year beginning in SY-1; SOC 4921G - Criminology, offered every other hear beginning in SSY, and one course chosen from a list of three, at least two of which have been offered every year.

State and local government is a recent track beginning in SSY-1. It requires POLI 6310 - Seminar in State and Local Government, offered every other year; POLI 6210 - Seminar on Urban Political Systems; and one other course chosen from a list of eleven, at least six of which have been offered every year.

6.1e

6.1e. Resource Adequacy: Information Technology

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

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

Adequate

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

Each faculty member has a computer. There is a computer laboratory adjacent to the program offices and classrooms. There is both wired and WiFi Internet access available to faculty and students.

6.1f

6.1f. Resource Adequacy: Library

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

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

Adequate

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

The library has subscriptions and online access to a variety of journals, as well as an Interlibrary Loan program. There is a designated research librarian for the College. The library also provides customized instruction on library research that can be scheduled on a class-level basis. The latter has been used annually by several of our professors to introduce our students to academic research, particularly journal and government database access.

6.1g

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

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

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

Adequate

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

Classrooms are adequate, and mediated classrooms are available as needed.

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

Briefly describe why you think your program fits into the category you have chosen above.

(Limit 250 words)

Each faculty member has a private office.

Standard 7. Matching Communications with the Mission

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

Self-Study Instructions

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

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

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

Data and Information Requirements - Provide URL's

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

General Information about the Degree - From Eligibility Section

Degree Title http://poli.uno.edu/MPA/

Organizational Relationship between Program and University
http://poli.uno.edu/MPA/

Modes of Program Delivery http://poli.uno.edu/MPA/

Number of Credit Hours http://poli.uno.edu/MPA/

Length of Degree http://poli.uno.edu/MPA/

List of Dual Degrees http://poli.uno.edu/MPA/
List of Specializations http://poli.uno.edu/MPA/
Fast-track Info n/a
Number of Students http://poli.uno.edu/MPA/

Mission of the Program - From Standard 1

Mission Statement http://poli.uno.edu/MPA/

Admission - From Standard 4

Admission Criteria http://poli.uno.edu/MPA/faq.cfm

Faculty - From Standard 3

Number of Faculty Teaching in the Program http://poli.uno.edu/Faculty/

Faculty Identified within the Unit Including Rank http://poli.uno.edu/Faculty/

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state) http://bursar.uno.edu/ExplanationFees.cfm

Description of Financial Aid Availability, including Assistantships
http://www.uno.edu/admissions/Admissions/Overview/AidScholarships

Current Student - From Standard 4.3

Internship Placement List http://poli.uno.edu/MPA/