


## Program Fact Sheet

### Self Study Year

 2020-2021

#### 1. Title of Degree

Master Of Public Administration

#### 2. Organizational Relationship of the Program to the Institution

In a Department of Public Administration

#### 3. Geographic Arrangement Program Delivery

Main Campus

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

Completely online (students never have to come to campus)

In Person Instruction with online coursework available

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

451

#### 6. Ratio of Total Students to Full Time Nucleus Faculty

21.50

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

42

#### 8. List of Dual Degrees

Law (JD)

Other (Please explain)

##### Other Dual Degrees

-BS/MPA

-MS/MPA

#### 9. List of Specializations

Other (Please specify)

##### Specialization List Other

MPA PPA: Management and Operations; Human Resources Management; Law and Public Management; Criminal Justice Policy and Administration; Emergency Management; Urban Affairs

MPA IO: Forensic Accounting; International Inspection and Oversight; Investigation and Operational Inspection; Organizational Assessment and Monitoring; Law and Inspection and Oversight

#### 10. Mission Statement

The MPA-PPA and MPA-IO programs at John Jay College of Criminal Justice equip future public servants with the knowledge, skills, and leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance.

#### 11. Indicate how the program defines its

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

## 12. Language of Instruction

English

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

### Preconditions

#### Preconditions for Accreditation Review

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

##### 1. Program Eligibility

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

##### 2. Public Service Values

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

##### 3. Primary Focus

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

##### 4. Course of Study

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

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

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

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

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

<b>If Yes,</b>	
<b>Provide name of accreditor.</b>	Middle States Association of Colleges and Schools

<b>If no,</b>	
<b>When was your most recent recognition?</b>	2013

<b>When was the degree program established?</b>	1967
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<b>If the program is located outside the United States:</b>	
<b>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?</b>	No

<b>Public Values</b>	
<b>Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution?</b>	No

<b>Primary Focus</b>
<p><b>Special Note for Programs with Multiple Modalities within a single degree:</b></p> <p>Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. <u>Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts.</u> A recommended way to do this is to use the <i>+Add new Delivery Modality Breakdown</i> button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes).</p>

Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

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

**Is the entire degree devoted to executive education?** No

**Mode of Program Delivery**

**Mode of Program Delivery**

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

**Remote Sites and Locations**

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

**COPRA Approval**

**Standard 1.1 COPRA Approval** No

**Standard 1.2 COPRA Approval** No

**Standard 1.3 COPRA Approval** No

**Standard 1. Managing the Program Strategically**

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

- its purpose and public service values, given the program's particular emphasis on public 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:

**1.1.1 - 1.1.3*****Provide Program Mission***

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

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

The MPA-PPA program at John Jay College of Criminal Justice equips future public servants with the knowledge, skills, and leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance.

The MPA-IO program at John Jay College of Criminal Justice equips future public servants with the knowledge, skills, and leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance.

Adopted November 6, 2019.

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

Our mission statement revision process was a participatory and collaborative effort to promote inclusiveness and transparency amongst stakeholders associated with the MPA Programs. The MPA Programs used a comprehensive method to revise the mission statement so that it aligns with our public service values of integrity, accountability, inclusiveness, and justice in society and governance.

We began our mission statement revision discussion in June 2019. To create a participatory environment, we gathered feedback from MPA students, faculty, practitioners, and program staff about what our mission statement should look like. During several meetings, we discussed the goals and impact of our programs. The programs sought feedback from MPA students via a survey. At the earlier stages of the process, we derived five different versions of the mission statement and narrowed it down to two versions based on internal and external stakeholder feedback. On November 6, 2019, the current mission statement was adopted with a unanimous vote and in compliance with our governance procedures and bylaws.

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

The MPA Programs' public service values include integrity, accountability, inclusiveness, and justice, which are explicitly named in our mission statement. Educating for public service values is found within the goals of our logic model. Through strategic planning, advisory board recommendations, and student and faculty inputs, we integrate the public service values into course syllabi and organize targeted skills-based workshops/training every semester. By doing this, we improve the ability of students to build a prosperous and just society after they graduate from our programs.

We achieve our public service values through pedagogy, mentorship, training, and events catered to improving the knowledge, skills, and leadership experiences of our students and faculty alike. Our faculty members contribute to teaching public service values both inside and outside of the classroom. Inside the classroom, public service values are incorporated through case studies, class group discussion, critical thinking, and written assignments. Outside the classroom, some of our

faculty members incorporate public service values through student events and workshops, media contributions, and working with practitioners in diversity, public policy, and social justice. Since we are a minority serving institution, our public service values reflect our commitment to helping students succeed in an ever changing and diverse world as engaged and active citizens.

## Standard 1.2

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

#### **Self-Study Instructions:**

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

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

#### **Please link your program goals:**

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

The John Jay College MPA Programs' logic model and performance outcomes map identify and link our program goals with our mission's purpose, public service values, population of students, employers, professionals, and contributions to produce and advance the knowledge, research, and practice of public policy, affairs, and administration (See Appendix 1A).

#### **Goal 1: Improve Student Academic Performance**

One measure of academic performance is students' graduation rate. We have determined from annual student surveys that students typically graduate from the programs in four years. Work and family obligations account for some of the difficulties students face in graduating less than four years. Our goal is to improve the 4-year graduation rates from the prior academic years, over the next five years. We have already implemented some strategies to achieve this goal.

#### **Goal 2: Enhance Student Career Advancement**

We determine career advancement in the form of job promotions, resume development and review, interviewing skills, or post-graduation employment. As a benefit to our MPA students, we have an in-house career advisor who works with students on these topics. To gauge our impact in this area, we conduct a post-graduation employment survey to determine if we achieve success in our student career advancement efforts every academic year. The results from those surveys point to strategies for career advancement for students, which are then discussed by program faculty and initiatives implemented to fill any gaps in career development.

### Goal 3: Foster Highly Productive Faculty

We measure faculty productivity through the John Jay College's Productivity Reports, which are submitted annually to the John Jay College Office of Advancement and Research (OAR). These reports demonstrate MPA faculty productivity in research, scholarship, and service. To facilitate faculty productivity, we encourage and support faculty to participate in professional development training, sponsored by the John Jay College, Department of Public Management, and the MPA Programs.

### Goal 4: Maintain Student and Faculty Diversity

John Jay College is a Hispanic- and minority-serving institution, and so are the MPA Programs. We are located in New York City, a highly diverse urban environment. As such, many of our students reflect the environment's demographic. Our student and faculty diversity information are gathered from our admissions demographic survey and Human Resources Department. Tracking reports from our admissions demographic survey indicates that approximately 80% of our currently enrolled students are people of diverse backgrounds; approximately 90% are part-time students. We embrace our diversity and promote the inclusiveness of all members in our community.

### Goal 5: Educate for Public Service Values

Our public service values are explicitly named in our mission statement: integrity, accountability, inclusiveness, and justice in society and governance. We instill public service values in our students, in the courses that we teach, faculty research, and student-faculty engagement. We believe in and encourage our students to be fierce advocates of positive societal change.

## Standard 1.3

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

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

#### Self-Study Instructions:

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

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

to serve.

### 1.3.1 Please link your program performance outcomes

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

We regularly assess and evaluate our programs to ensure our students train within the context of our mission statement and public service values. The programs obtain a baseline assessment through student, faculty, and external stakeholder feedback (advisory board). We use assessment to identify weaknesses within the programs and address them accordingly. In general, our past assessment cycle allowed us to improve course offerings, degree completion plans and create student success initiatives. In this section, we describe the performance outcomes as they link to our above-mentioned goals.

#### Performance Outcome for Goal 1: Improve Student Academic Performance

To ensure that we improve student academic performance, we employ various strategies such as degree completion plan audits, a centralized email system, and writing assistance programs. In each of our strategies, we employ direct or indirect assessments to determine if student academic performance has improved. We also collected survey data from students to evaluate program effectiveness and measurement of learning goals. In addition, we collected feedback from faculty and staff to assess if satisfactory academic performance was reached in various aspects of the programs.

#### Degree Completion Plan

Our academic advisors prepare degree completion plans for every student in the MPA PPA and MPA IO programs. The degree completion plan is a record that indicates what courses a student must take and in which order to graduate from the program. We conducted a graduation campaign survey, where our academic advisors contacted students and assessed individual problems. The information gathered by the advisors indicated that most of our students are taking longer than two years to graduate because they are mainly part-time students who have other responsibilities such as childcare or full-time jobs. In future semesters, we will evaluate the graduation campaign to monitor academic performance trends and make appropriate changes to increase graduation rates each academic year.

#### Centralized Email Tracking

We understand that students feel more connected to the programs which ultimately lead to better student outcomes when responses to their inquiries are timely and effective. The MPA Programs developed and employed a new centralized email system to track and respond to student inquiries. The tracking system allows us to better track student inquiries and resolve problems in a timely manner. Our program staff acknowledge or respond to student inquiries within 72 hours and resolve issues within 4 days. A sample of our centralized email tracking system measurement can be found in Appendix 1B. To help our two academic advisors respond to basic inquiries, we created two centralized emails, which are managed by our part-time college assistants. MPA students are encouraged to send all communication to one of the two central emails so their questions can be



answered or forwarded to the proper recipients. This method offers effective email and time management for a student cohort group as large as ours. At the end of each month, we compile a frequently asked questions list based on the email tracking log, which is also used to analyze trends and problems within our programs. Additionally, we publish the frequently asked questions and answers on our MPA website for students to access anytime. To serve a diverse and ever-changing demographic, the programs also use Facebook and Twitter to send communication about programmatic notices, highlights, events, and other relevant information. We encourage students to apply for fellowships, scholarships, training, and other opportunities through email notifications, social media, and updates on our website. Program faculty and staff work collaboratively to prepare MPA students for a successful academic and professional career. Our comprehensive communication approaches are accountable to the students we serve.

### Writing Assistance Coaching Program

We launched a writing coach program to improve student writing capabilities based on program feedback. Initial assessment done in fall 2019 highlighted that a significant number of our students were deficient in writing, a critical piece of student success inside and outside of the classroom. The writing coach program consists of two dedicated writing coaches embedded into various course sections each semester. The coaches review and provide feedback to students on a selected writing assignment. Further, the coaches evaluate student writing by using a standardized assessment rubric (See Appendix 1C.). Based on qualitative survey feedback, we found strong support for the writing program from students and faculty. We continue to conduct an assessment on the writing coach program and make changes as we receive feedback from students, faculty, and the writing coaches. The writing coaches' assistance is available to all MPA students in addition to the embedded courses each semester.

### Assessment

Assessment using direct and indirect methods is ongoing in the MPA Programs. We not only collect data on students' learning outcomes, but also on demographic and program indicators including program modality enrollment, expected graduation date, undergraduate degree, majors, country of origin, motivation for the program, and what learning objectives the MPA Programs have assisted them in throughout their academic career. In the past, we have found that most of our students were full-time public sector employees, who sought to advance their careers by admitting into the MPA Programs. We collect direct assessment at the end of each semester and indirect assessment at least once a year.

### Indirect Assessment

The MPA Programs administer an annual student survey every year, which provides us with indirect assessment of all competencies and learning goals within the programs. We survey current and former students of the programs, asking them to share experiences with the programs in relation to their academic and professional development. In the AY 2018-2019 annual student survey, respondents acknowledged that they acquired various competencies and learning goals from the programs. In addition, most respondents stated that they received public service values education, essential to their post-graduation endeavors.

### Performance Outcome for Goal 2: Enhance Student Career Advancement

#### Post-Graduation Employment Survey

We measured our performance outcome for career advancement through our annual student survey. Compared to the past several academic years, we improved our survey response rate by using innovative strategies like social media and direct outreach to former graduates. In addition, we track post-graduation employment rates by our four modalities (PPA campus, PPA online, IO campus, IO online) and NASPAA-based employment categories. Information from the employment survey also allows us to partner with organizations in recruiting our students.

During the past several years, the program leadership has developed a new mechanism to collect employment data. We use various strategies to connect with our recent graduates and find out where they work, ranging from an online survey, phone calls, and social media outreach. As a result, our response rate is 87%, an increase of 71% from the response rate of 16% three years ago (AY 2017-2018). Recently, we have started to collect information on where our graduates work and how much they earn individually to create a more comprehensive dataset. Based on the AY 2019-2020 post-graduation employment survey, the majority of our graduates earn between \$50-\$75K, and the MPA Programs helped them in their career by providing opportunities to learn and grow within their careers (See Appendix 1D).

Moving forward, we intend to track student job promotions before, during, and after graduation from the programs through a comprehensive database (currently being developed). Based on our most recent post-graduation employment survey, a majority of our graduates work in city, county, or other local governments. Our detailed method to monitor student career advancement helps us plan for progress in the future.

#### Public Service Fellows Mentorship Program

This year, we created the inaugural John Jay College Public Service Fellows Mentorship Program in collaboration with the Hayes Foundation. The Hayes Foundation selects public servants from various New York City agencies to award them for their outstanding service and contributions to society. Three of those Hayes winners are serving as current mentors to three of our MPA students. The mentor-mentee relationship strengthens career and academic outlooks for our students. We are in the process of expanding the mentor-mentee matches as the mentorship program develops. Similarly, we have an Association of Inspector General (AIG) Mentorship Program, which is managed by AIG.

At the end of the semester, we collect qualitative surveys from the mentors and mentees. The survey will assess how the mentorship programs are influential towards student career advancements. We will also seek feedback for improvement as the mentorship programs continue to develop.

#### Career Advisement

Our career advisor provides MPA students with individualized support from admission to graduation. The career advisor coordinates professional development workshops and seminars through the John Jay College career center. Each month, our career advisor markets opportunities and deadlines for vacant public service positions through the student email list. In addition, the career advisor maintains a record of students that she meets with each month, detailing the reason for the visit, meeting notes, and follow-up criteria.

#### Tow Policy Advocacy Fellowship

The Tow Policy Advocacy Fellowship prepares John Jay College graduate students for careers in policy advocacy at the city, state, and federal levels. The Tow Fellows complete hands-on internships at advocacy-focused organizations in New York City while taking relevant coursework to enrich their fieldwork experiences. Currently, five out of the eight Tow Fellows are graduate students

of our MPA Programs. Their fellowship placements are The Corporation for Supportive Housing, Center for Community Alternatives, Women's Community Justice Association, Children's Defense Fund, and The Osborne Association. At the fellowship placement, our graduates serve as probation officers, policy analysts, data analysts, and policy advocates. The Fellows demonstrate leadership skills that are ideal for creating an equitable future for society. This year, we intend to survey the Tow Fellow graduates about their experience in the fellowship and determine if they were offered employment in their internship placements.

### Research Assistantship / Student Memberships

Each semester, we recruit about 15 MPA students as research assistants for MPA faculty members to build student-faculty synergy. The research assistants work on various public service topics such as gender equity in the public sector, United Nations sustainable development goals, performance management and budgeting in criminal justice, public policy during a recession, and ransomware attacks. Our research assistantship topics prepare students to gain experience in real-world public service problems. In addition to research assistantship opportunities for our MPA students, we allocate a portion of our budget to pay for student conferences and membership fees. The MPA Programs have paid for 60 student registration fees for the ASPA annual conference in April 2021. Moreover, we paid student membership fees for the Association of Inspectors General (AIG), International City/County Management Association (ICMA), ASPA, Society for Human Resources Management (SHRM), National Forum for Black Public Administrators (NFBPA), and the Association for Public Policy Analysis and Management (APPAM). Along with these memberships, the Local Government Hispanic Network (LGHN), an affiliate of ICMA, is offering complimentary memberships to our MPA students. Also, we created the inaugural ICMA student chapter at John Jay College. Currently, we are in the process of starting the inaugural chapter of NFBPA. These initiatives allow our students to obtain leadership skills, prepare for careers in public service, and our budgetary decisions connect to our mission statement. At the end of the semester, we intend to collect a survey from the research assistants and membership recipients to determine how they impact student success.

### Performance Outcome for Goal 3: Foster Highly Productive Faculty

We foster highly productive faculty by promoting various professional development training and memberships throughout the year. The Programs fund professional development training and memberships so faculty can improve their current knowledge and skills in their respective fields of scholarship. Faculty members take advantage of these opportunities to develop their current knowledge and skills in topics such as research methodology, statistical training, and qualitative training. By providing these benefits to our faculty members, they become more effective teachers in our programs. Faculty have supported our membership and professional development training initiatives.

Based on feedback during MPA faculty meetings, our faculty supported the idea of various training. Therefore, we conducted an experimental design virtual training hosted by Dr. Gregg Van Ryzin, Director of the Center for Experimental and Behavioral Public Administration (CEBPA). In addition, our faculty members were invited to Dr. Kenneth J. Meier's webinar on applying the lessons of design science and Dr. Jeremy Hall on publications in PAR.

Starting in fall 2021, we intend to collect post-training surveys after every session to assess the benefits of the training and plan for new development opportunities.

### Performance Outcome for Goal 4: Maintain Student and Faculty Diversity

#### Faculty Diversity

Throughout the past five academic years, our MPA nucleus faculty diversity trends were consistent on race/ethnicity and gender. In AY 2020-2021, we present the highest percentage of non-White, non-Hispanic nucleus faculty members, an increase of five percentage points from AY 2016-2017, and two percentage points from last year. Our newest graduate dean represents a Hispanic, non-White female member of the full-time faculty. We attempt to align our faculty diversity practices with the minority-serving institution status of the college.

Historically, the MPA Programs seek faculty recruitment on various diversity-focused job boards. We have prioritized faculty vacancies on Hispanics in Higher Education and Blacks in Higher Education.

The MPA Programs recently created a spreadsheet with faculty diversity demographics, as a baseline to measure diversity, equity, and inclusion within our programs. Further, we evaluated the diversity demographics of prior years' faculty members and compared the changes based on race/ethnicity/gender. We intend to match our hiring practices with our mission statement. Diversity tracking data will serve as a guide for future hiring decisions.

### Student Diversity

Our programs are known for their student diversity. According to our most recent student admission data (Fall 2021), 67% are female and 73% are persons of diversity. In addition, our AY 2019-2020 annual maintenance report affirmed that 61% of currently enrolled students are female and 78% of currently enrolled students are persons of diversity (excluding international students). We aim to maintain our student diversity track record as we take pride in promoting students underrepresented in public service leadership positions.

In this regard, our admission assistant gathers student demographic information and students provide demographic information when applying to our programs. We document the data received but do not evaluate applications based on demographics.

### NASPAA Inclusivity Badge

The MPA Programs have been awarded the NASPAA inclusion public service indicator under its new badging initiative. We have demonstrated exemplary courses, scholarship, and additional supporting indicators in the public service value of inclusion. Our NASPAA inclusion badge can be found here: <https://online.flippingbook.com/view/1011509250/>

### Performance Outcomes for Goal 5: Educate for Public Service Values

The MPA Programs integrate public service values of integrity, accountability, inclusiveness, and justice within the curricula, as described in our MPA faculty survey (See Appendix 1E). We regularly assess the learning objectives of courses within our program to ensure that public service values are taught. As a practice, course syllabi are periodically reviewed by a volunteer lead faculty member. If public service values are not apparent in a course section, the lead faculty member provides support to other faculty members when needed. Recently, we moved from a physical textbook distribution system to an online education resource offering to reduce costs and increase efficiency in pedagogy. More recently, we aim to teach sustainability within the courses. Through an open education resource format, faculty assign contemporary coursework as it relates to social justice, economic growth, and equality within public administration. By doing so, we work to assure that MPA students have access to contemporary research and publications in their field of study.

### Assessment on Public Service Values

The MPA Programs conducted a faculty survey on all courses (core courses and electives) to

determine which courses teach public service values. The survey gives us insight into how and which courses teach distinct public service values. We find that 48% of all courses teach integrity; 43% of all courses teach accountability; 38% of all courses teach inclusiveness; 33% of all courses teach justice, and 33% of all courses teach sustainability. Starting in fall 2021, we intend to discuss strategies so that all or most courses integrate the values they are promoting and teaching. Some of our faculty teach public service values outside the classroom, as it pertains to policy advocacy, media highlights that bring awareness or networking to foster societal change. Each semester, we are conducting direct assessments on selected courses that require additional development.

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

Our ongoing program evaluation helps to solve problems or improve outcomes in various ways.

The MPA Programs explored new ways to improve learning outcomes through a continuous evaluation cycle. We started to address areas for improvement in our assessment during spring 2020. Moreover, we conducted a periodic assessment to resolve problems or generate new opportunities for program development as they align with our mission.

Here are several examples of evidence informed decisions made to improve programmatic outcomes below:

#### Inclusive Participation

The MPA Programs foster inclusivity and a collaborative environment within our community. Members of our full-time, adjunct faculty, administrative staff, and MPA Student Association (MPASA) attended meetings and provided feedback in small and large group discussions. Feedback was also received through emails after the in-person meetings to help determine the ideal programmatic reforms to different challenges.

After targeting areas of development, we determined actions that will help us reach our goals. The activities derive from inputs by faculty, staff, and students. After the implementation of programmatic changes, we evaluated its effectiveness by using quantitative or qualitative measures. The evaluation also enabled us to determine appropriate changes in the programs.

#### Post-Graduation Employment Information

Understanding our graduates allows us to improve curriculum and bridge the knowledge and skills gaps/deficits that would hinder students' success. In prior academic years, our post-graduation employment survey produced a low response rate. The lack of post-graduation employment data prevents us from understanding our graduates' needs. It also prevents us from determining what effective programmatic changes would be ideal. To target this problem, we employed several methods to increase the post-graduation employment survey response rate. First, we ensured that student contact information is accurate. Each semester, our administrative staff advises students to update any information on their online student portal (CUNYFirst). In addition to that, the programs maintain student contact information by collecting them from various surveys conducted throughout the year. The post-graduation employment survey also provided us with information about our students' top employers. Therefore, we build relationships with those organizations that lead to meaningful experiences and expand careers. As an added benefit, we adjusted our post-graduation employment survey to collect individual salary information. In conjunction with our pending comprehensive database, we will analyze salary differences and measure advancements through promotions/salary increases of our students.

Recently, the administrative staff contacted graduates through multiple methods such as phone calls, social media outreach, and tracked survey feedback forms. Through the joint efforts of our administrative team, we were able to successfully obtain an 87% response rate in our most recent annual maintenance report. Further, the information from the survey informs us about where our graduates work and what factors influenced their interest in earning an MPA degree.

We discovered that most of our students are full-time employees who seek promotional opportunities to learn because of their pursuit of the MPA degree. More importantly, the survey information helped us understand our student cohort better. Since many of our students are already working full-time jobs, we sought internship placements that offer flexible times around the students' work schedule. Our approach to programming adapts to fit our student demographics and preferences.

### Assessment and Graduation

We employ an annual student survey to periodically assess if competencies and learning goals are being met throughout the years. The annual student survey serves as an indirect assessment that allows us to make changes in areas when ideal. The respondents of the annual student survey provide us with critical feedback on our overall program efforts. It also provides us with information about our student demographics, academic and career advising quality, employment data, and identifying public service values. Our most recent annual student survey was administered online on June 1, 2021. Like the previous annual survey, we find similar outcomes related to student demographics and indirect learning assessments.

Our assessment provides us with information that is useful to improve student learning and faculty productivity. Through direct and indirect assessments, we learn where to provide support (ex. student writing assistance, employment search/preparation, faculty training, and student/faculty professional memberships). We prioritize student success by means of improving skills that are essential to their academic and professional careers. Additionally, we encourage faculty productivity by supporting them with professional memberships, conference registration, workshops/training, and specialized software to complement their research and teaching. All program-level actions were made through informed decisions obtained through our assessment.

### COPRA Approval

<b>Standard 2.1 COPRA Approval</b>	No
<b>Standard 2.2 COPRA Approval</b>	No

### Standard 2. Matching Governance with the Mission

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

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

**Indicate relationship of the program to the institution**

In a Department of Public Administration

### **Indicate Modes of Program delivery**

Completely online (students never have to come to campus)

In Person Instruction

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

The MPA Programs at John Jay College of Criminal Justice are composed of Public Policy and Administration (PPA) and Investigation and Oversight (IO) programs. Both programs require 42 credits to graduate. Each of these programs maintain on-campus and online delivery modes, where the curriculum, curriculum design, degree expectations, expected competencies, governance, student population, and faculty remain the same.

Course sections are designated for online student registration each semester. At times, a campus-only student may be granted permission to enroll in an online section of a course, depending on seat availability and course coverage. Students also have the option to take classes on Saturdays.

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

Dr. Elaine Yi Lu is the Public Policy and Administration (PPA) Director. Dr. Denise Thompson is the Investigation and Oversight (IO) Director. Dr. Nicole Elias is the PPA Online Deputy Director, and Dr. Jeanne-Marie Col is the IO Online Deputy Director.

Reporting to the Dean of Graduate Studies, the MPA program directors provide vision, leadership, and guidance to the operation of the MPA programs. In the execution of this function, each program director appoints and supervises a deputy director as the respective director deems appropriate and necessary. MPA program directors shall also supervise administrative staff in ensuring the full functioning of the MPA programs.

The MPA program directors shall have the following duties and responsibilities:

1. Provide vision and leadership for the graduate program, its faculty, and students.
2. Propose and manage a comprehensive program budget that serves all MPA students, and faculty members.
3. Oversee academic and career advisement for program students.
4. Oversee the assessment function of MPA Programs.
5. Build and maintain strategic relationships with internal and external partners, including but not limited to professional associations and governments.
6. Serve as principal representatives of the programs to accrediting bodies and academic and professional organizations related to the fields of the programs
7. Coordinate the ongoing review and enhancement of the curriculum, along with the revision and development of courses subject to approval by the Committee on Graduate Studies and the College Council.
8. Develop course schedules.
9. Organize faculty development activities.
10. Participate in the admission process.
11. Administer the process of identifying new faculty to teach graduate program courses and propose them to the faculty representatives of the Committee on Graduate Studies for approval.
12. Convene the graduate program faculty for regular meetings.
13. Develop and seek program faculty approval for program policies and procedures.
14. Conduct a regular review of MPA Bylaws and suggest amendments and updating as necessary.

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

The MPA Programs are administered by the MPA program directors (PPA Director and IO Director), who are elected by the MPA faculty. The MPA Programs' program directors consult with, and are advised by, the MPA faculty. The program directors report to the Dean for Graduate Studies.

The Program Director(s) shall appoint Deputy Directors as the Director(s) deems appropriate and necessary. Deputy Directors may be appointed to lead and/or coordinate special functions or program components.

The program holds meetings once a month during the fall and spring semesters. Elections are held during the MPA meeting towards the end of spring semester. The program director(s) takes office on July 1 of the year in which he or she is elected.

The MPA Programs' full-time administrative staff report directly to the MPA program directors, which consist of two senior academic advisors, one career advisor, and one academic assessment manager.

### Standard 2.2

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

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

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

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

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

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

**2.2.1a Please note the total number of nucleus faculty members in the program** 22.00



## for the Self Study Year.

**2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year.** 43

### 2.2.2

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

The MPA Programs' nucleus faculty demonstrate substantial influence over policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation. Our faculty collaboration allows the programs to achieve goals by ensuring that inputs and activities lead to successful outcomes.

#### Policy Planning

As explained in our governance description in section 2.1.3 (monthly meetings), our nucleus faculty are actively involved in any policy planning changes. Any program-level policy changes require a quorum and then the MPA core faculty majority vote. The nucleus faculty are involved in policy planning in areas such as curriculum, recruitment, diversity initiatives, and approving/amending the budget to meet program goals.

#### Curricular Development and Review

We have a curriculum review task force composed of nucleus faculty members. They oversee the curriculum development and make recommendations during the MPA faculty meetings for discussion and next steps. The task force examines our curriculum to ensure that public service values are being incorporated or how we can expand teaching the current public service values. In addition, nucleus faculty members volunteer as lead faculty members on certain courses each semester. They attempt to ensure the course syllabi, open education resources, assignments, and other aspects of the courses are related to our programs' mission and public service values.

#### Faculty Recruiting and Promoting

The nucleus faculty members emphasize the importance of diversity and inclusion. When faculty positions are vacant or available, we prioritize posting the job advertisements on Hispanics in Higher Education and Blacks in Higher Education. We attempt to gather a diverse pool of candidates for our faculty positions. Nucleus faculty members are invited to join and participate in various parts of the interview, such as job talks and lunches. Candidates are asked a standard set of questions, and faculty members assess/score each candidate based on various categories (research methodology, publications, affiliations, and teaching experience). The Personnel and Budget Committee (P&B) of the Department of Public Management recommends the preferred candidate to the provost for final approval.

The MPA Programs promote the success of our nucleus faculty and highlight their contributions as they relate to our public service values. We use Twitter and Facebook to promote achievements, initiatives, media features, faculty research, and publications. Since many of our faculty engage with the MPA students, we also highlight the success and participation of our MPA students as well. The MPA Programs promote faculty webinars/workshops to internal and

external participants. We publish a bi-annual MPA newsletter, where we document our nucleus faculty success stories and engagements.

## Student Achievement

The nucleus faculty members play an essential role in helping students advance in their academic and professional careers. They support and guide students through in-classroom learning and extra-curriculum engagement.

Each semester, nucleus faculty members are offered research assistantship hours, where MPA students are interviewed and hired part-time to work on various public administration research topics. The nucleus faculty members supervise the research assistants on conducting research and working on projects that support the advancement of integrity, accountability, inclusiveness, and justice in society and governance. Each semester, the research projects may differ or be a continuation of prior years' research. Students acquire the knowledge and skills to lead in public service under the guidance of their respective faculty supervisors. Some research assistants have also presented their projects during annual conferences such as the American Society for Public Administration (ASPA), the Northeast Conference of Public Administration (NECOPA) and Association for Public Policy Analysis and Management (APPAM).

Along with supporting research assistants each semester, we allocate a portion of our budgets for student membership fees for various professional organizations. This year, we supported one-year student memberships for the Association for Inspector General (AIG), Association for Public Policy Analysis and Management (APPAM), American Society for Public Administration (ASPA), International City/County Management Association (ICMA), Local Government Hispanic Network (LGHN), National Forum for Black Public Administrators (NFBPA), and the Society for Human Resource Management (SHRM). We encourage students to take advantage of these memberships and participate in networking, mentorship, and research opportunities. Engaging our students with organizations that make an impact in public service values allow them to become knowledgeable and skilled leaders of the future. Our faculty members help foster relationships between the programs and the various professional affiliations. The faculty members use their current network to arrange membership agreements, create chapter memberships, develop mentorship programs, and create workshops/trainings supported by professionals and practitioners from the various organizations mentioned above.

Our faculty members' connections with the city and local government officials led us to launch the Public Service Fellows Mentorship Program. Through faculty networks and guidance, we created a mentorship program, in collaboration with the Hayes Foundation and several city agency leaders. As a result, several of our students are matched with mentors from the city government, while some students are receiving paid internship positions at a city agency. Since this is our first year implementing the Public Service Fellows Mentorship Program, we will assess and evaluate the program at the end of the year.

Nucleus faculty members mentor and guide selected MPA students to participate in the annual NASPAA Batten SIM competitions each year. The competition allows our students to connect with other graduate students from across the country who have different experiences and educational backgrounds. Moreover, students learn and practice using innovative digital tools for public policy implementations. Before the competition, the faculty members meet with the students several times and discuss the overview, concept, and strategies for participating in the simulation competition. After the competition, the faculty members and students reconvene to discuss their experiences and what they have learned throughout the competition.

**2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning,**

## **curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.**

As John Jay College of Criminal Justice has two MPA program tracks, we have two MPA program directors. The MPA program directors largely work as a unit, although on some matters especially parochial to each program (Public Policy and Administration; Oversight and Inspection), they may make separate decisions.

### **Program and Policy Planning**

The MPA program directors lead the programs, which at any given time include over 600 active students. While faculty salaries and office overhead are prime examples of matters funded by the school's general budget, the MPA programs enjoy special dedicated streams of funding. The MPA program directors design and propose an annual budget for those funding streams, which must be approved by the MPA faculty and then, subsequently, by a committee headed by the College Provost. As the MPA program directors are best situated to observe and assess the needs of the programs, their recommendations are usually approved. After determining assessment results, the MPA program directors have significantly increased expenditures aimed to strengthen student writing skills.

The MPA program directors undertake a very active role in curricular development and review in several ways. They are responsible for initial approval of changes in the official course listings, reflecting revisions that instructors have recommended, often based on changing government needs or based on observations by the program directors themselves. These encompass both changes within courses and additions or deletions of courses. Again, the MPA faculty must approve such recommendations, which are then subject to further approval by the Graduate Studies Council, composed of all the graduate program directors.

### **Faculty Recruiting and Promoting**

Working with the department chair, both program directors were on the search committees of our recent two hires. One of the MPA program directors heads the search committee to fill a recent vacancy.

The MPA program directors encourage faculty recruitment by prioritizing diversity and inclusion. They approve funding to post MPA faculty position vacancies on diverse job boards such as Latinos in Higher Education (<https://latinosinhighered.com/>) and Blacks in Higher Education (<https://www.blacksinhighered.com/>), in addition to our normal CUNY job board.

### **Student Achievement Through Advising and Evaluation**

The MPA program directors supervise an administrative support team composed of student advisors, including the two academic advisors and one career advisor. They also supervise the assessment manager, whose work encompasses the very substantial effort necessary to evaluate the academic progress of our large student body. In addition, the MPA program directors supervise various college assistants who are responsible for different projects. For example, a college assistant is responsible for updating the newly formed MPA website, while another college assistant responds to student inquiries through our new centralized email tracking system. Our admissions college assistant collects demographic and admissions data for our incoming students. Further, the MPA program directors supervise a program survey college assistant who provides information that compares our programs with other MPA programs in the country. The program survey information allows the MPA program directors to analyze the current curriculum and make recommendations for future change. The last college assistant works on building a comprehensive database that helps us determine areas of improvement. The combined work of the college assistants helps support assessment and evaluation efforts in our

programs.

The administrative support team influences student achievement. Advisors recognize students' needs and help develop a degree completion plan. The advisors also propose recommendations to the MPA program directors as needed. Their input helps the MPA program directors formulate new programs and implement changes that may generate better student success outcomes. The assessment manager provides the MPA program directors with assessment and evaluation information about programs. As a result, the MPA program directors use the data to evaluate whether programs create positive student achievement results.

2.2.3

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

**2.2.3 Faculty Governance Comments**

The MPA nucleus faculty has substantial determining influence in the program based on their academic and professional experiences. The nucleus faculty consists of faculty who:

- Participates in the program's governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning, internship and/or overall program administration
- Teaches at least one course per year in the program
- Engage students on analytical papers, theses, or applied research and public service projects
- Conduct research and/or perform professional and community service activities significantly related to public affairs

COPRA Approval

Standard 3.1 COPRA Approval	No
Standard 3.2 COPRA Approval	No
Standard 3.3 COPRA Approval	No

Standard 3 Matching Operations with the Mission: Faculty Performance

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

Self-Study Instructions:

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

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

**3.1.2**

We define academically qualified faculty members as those who have a terminal degree related to his or her area of expertise. They participate in scholarships or activities that promote public service values such as accountability, integrity, inclusiveness, and justice. Examples of these can relate to recent publications, conference presentations, public service, and supervising research assistants. Public service values teaching objectives are demonstrated in the core course syllabi of all academically qualified faculty members.

Professionally qualified faculty members are full-time faculty members who have a proven history of experience in their areas of expertise. They hold graduate degrees in their area of responsibility. Professionally qualified faculty members may also publish professional and practice-relevant writing in their areas of expertise. Academic freedom allows professionally qualified faculty members to bring their professional experience into the courses they teach.

**3.1.3**

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

**For programs with multiple modalities**, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
<b>All Courses</b>	51%	166	76%	61%
<b>Courses delivering required Competencies</b>	61%	105	84%	64%

**4.2.2a: Delivery Modality Breakdown**

Delivery Modality	
Delivery Modality	Other
Secondary Delivery Modality Name	MPA PPA Campus

4.2.2a	Self Study Year (SSY)
<b>Total SSY Applicants</b>	91
<b>Total SSY Admits</b>	80

<b>4.2.2a</b>	<b>Self Study Year (SSY)</b>
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<b>Total SSY Enrollments</b>	55
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**4.2.2a: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality**

**Other**

**Secondary Delivery Modality Name**

MPA PPA Online

<b>4.2.2a</b>	<b>Self Study Year (SSY)</b>
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<b>Total SSY Applicants</b>	110
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<b>Total SSY Admits</b>	88
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<b>Total SSY Enrollments</b>	66
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**4.2.2a: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality**

**Other**

**Secondary Delivery Modality Name**

MPA IO Campus

<b>4.2.2a</b>	<b>Self Study Year (SSY)</b>
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<b>Total SSY Applicants</b>	36
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<b>Total SSY Admits</b>	33
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<b>Total SSY Enrollments</b>	31
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**4.2.2a: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality**

**Other**

**Secondary Delivery Modality Name**

MPA IO Online

<b>4.2.2a</b>	<b>Self Study Year (SSY)</b>
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<b>Total SSY Applicants</b>	28
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<b>Total SSY Admits</b>	23
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<b>Total SSY Enrollments</b>	22
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**3.1.4**

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

The MPA Programs support faculty in their efforts to remain current in the field. We provide financial support to faculty members seeking professional membership fees and conference registration fees. We budget for research assistantships that help foster synergy with faculty and students. Lastly, we recognize faculty achievement in various venues to encourage research and seek college support through grant funding.

### Conferences

During the self-study year, we paid 20 faculty conference registration fees, which includes the American Society for Public Administration (ASPA), Conference of Minority Public Administrators (COMPA), International Research Society for Public Management (IRSPM), Public Administration Theory Network (PATNET), and Public Management Research Association (PMRA). As a summary, the conferences this year revolve around contemporary public administration themes such as:

- Behavioral and experimental public management.
- Big data, emerging technology, and artificial intelligence.
- Career services, professional development for students and young professionals.
- Emergency and crisis management (disasters, pandemic & healthcare planning).
- Expertise and politics in a post-pandemic world.
- Healthcare, housing, education, employment disparity.
- Law and criminal justice.
- Making cities smarter using digital co-production during and after COVID19.
- Public budgeting, finance, and procurement.
- Public policy and management.
- Public service resilience post COVID19.
- Social equity.
- Strategizing for the common good: How do public entities "do" strategy to solve public issues during extraordinary times?
- The future of public service after the pandemic and protests.
- The new normal: Teaching public policy and management in extraordinary times.

### Conference Travel

The MPA Programs encourage faculty to present their research at various conferences around the world. Some of our faculty have presented at annual conferences such as the American Society for Public Administration (ASPA), Association for Public Policy Analysis and Management (APPAM), Network of Schools of Public Policy, Affairs, and Administration (NASPAA), and International Research Society for Public Management (IRSPM). Our faculty benefit from networking in these annual conferences, expanding knowledge, and presenting research/work to other scholars or practitioners in the field.

### Memberships and Trainings

The MPA Programs are institutional members of the Association of Public Policy Analysis & Management (APPAM) and NASPAA. Each year, our faculty members are encouraged to register for professional memberships and training through the Department of Public Management's Office of Advancement and Research (OAR) funding. So far, several membership and training opportunities for faculty members have been confirmed, which are:

- American Society for Public Administration (ASPA) membership.
- Chinese-America Association for Public Affairs (CAAPA) membership.
- Social science and data modeling training.
- Qualitative research training.

### Graduate Research Assistants

Nucleus faculty members employ part-time research assistants every semester to work on various research tasks. Research assistants work on projects related to human resource management, diversity, performance budgeting, accountability, and sustainable development goals. Our nucleus faculty members benefit from the assistance of current MPA students in their fields of study. In addition, MPA students earn valuable experiences and skills through the guidance/mentorship of our faculty supervisors.

### Faculty Achievement

We continuously recognize our faculty members for their contributions to public service, education, and practice. We highlight faculty achievement through various social media such as Facebook and Twitter. In addition, we highlight their success in the bi-annual MPA newsletter.

### Grant Funding/College Support

This year, we hired a part-time grant assistant to help our nucleus faculty members seek and apply for grants. Each semester, the college encourages faculty members to submit their productivity reports to the Office of Advancement and Research.

## Standard 3.2

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

#### **Self-Study Instructions**

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

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

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

#### 3.2.1

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



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

Please check one:  US Based Program

**3.2.1a**

**U.S. Based**

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
<b>Black or African American, non-Hispanic</b>	2	2	1		5
<b>Asian, non Hispanic/Latino</b>	1	4	1		6
<b>Hispanic/Latino</b>	1	1		1	3
<b>White, non-Hispanic/Latino</b>	11	5	3	4	23
<b>Race or Ethnicity Unknown</b>			4	2	6
<b>Total</b>	15	11	9	7	43

**3.2.1b**

**Non U.S. based**

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

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

**3.2.2**

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

## Current Faculty Diversity Efforts Support the Program Mission

Overall, John Jay College works on improving on diversity, equity, and inclusion. As such, the MPA Programs continue to work closely with the College and integrate diversity, equity, and inclusion into the curriculum as well as other aspects of the programs. Our programs' core tasks consist of research, teaching, and service. We educate for public service values, one of which explicitly names "inclusiveness." Our faculty and student demographics are composed of diverse backgrounds. It is important to note that diversity does not solely refer to race and gender, but other intersectional traits such as socioeconomic status, part-time vs. full-time enrollment, and parental status.

The John Jay College MPA Programs employ a diverse group of faculties, who effectively prepare students to become future public service professionals. Our faculty members demonstrate expertise in various fields such as public finance, public policy, human resources, law, and inspection and oversight. All of our MPA-PPA faculty members are academically qualified in their area of expertise. Many of our MPA-IO faculty members are academically qualified, with a few professionally qualified people. Since the MPA-IO track is a relatively new field compared to public administration and management, our MPA-IO faculty members are professionals in their fields with substantial experience. Based on our faculty survey on teaching public service values, both MPA-PPA and MPA-IO faculty members advance integrity, accountability, inclusiveness, and justice in society and governance through pedagogy, student-faculty synergy, and research.

Under a nucleus faculty member supervision, the Master of Public Administration Student Association (MPASA), hosted guest lectures and webinars by inviting practitioners to share their perspectives. Currently, the MPASA executive board consists of an all-female (with one non-binary member) and minority background leadership team. As part of the MPASA Research Series, a set of virtual workshops, featuring guest speaker Dr. Andrew Ballard, evaluation analyst of the U.S. Department of State. He discussed holistic approaches to research and evaluation in U.S. public diplomacy. Another featured guest speaker Dr. Olu Sonola, group credit officer at Fitch Ratings, discussed the economic and financial condition of the U.S. before and after COVID-19. Similarly, the inaugural student chapter of International City/County Management Association (ICMA), is in the planning stages of hosting public service practitioner webinars in contemporary local government topics such as diversity and inclusion.

We encourage full participation in our programs' diversity, equity, and inclusion (DEI) plan. During our monthly MPA meeting, we asked our faculty to participate in formulating an effective DEI plan that supports our mission. During our MPA meeting on February 9, 2021, it was announced that a group of faculty members were working on diversity and inclusion in the MPA curriculum. At the March 2021 MPA meeting, the curriculum task force announced that they are prioritizing MPA-PPA course reviews as it relates to diversity, equity, and inclusion. More importantly, we engage in various aspects of diversity as it relates to curriculum, human resource policy, and student engagement. Such examples of our diversity efforts include creating equitable classroom practices for all students, especially non-native English speakers, women of color, and international/immigrant students. Our faculty have also brainstormed sample policies for religious and student-parent accommodations. The sample policies are shared with all faculty and staff in our Microsoft Teams page.

## Faculty Brings Diverse Perspectives to the Curriculum

The Programs' curriculum task force ensures our faculty members are bringing diverse perspectives to the curriculum. The diverse research interests and professional experience of the faculty support the curriculum across the board. Faculty can bring their research on topics such as immigration, critical incident management, human resource management, criminal justice, labor policy, ethics, and finance, to the MPA students. They also have connections with professionals in the field who

can enrich the classroom experience with guest lectures or events organized by Women in the Public Sector at John Jay College (WPS), a group housed within our department. In addition, we encourage a "lead faculty" model for the various courses in our programs. Faculty may volunteer to serve as a lead faculty for a particular course, overseeing the open education resources, syllabi, and assignments/projects that assess NASPAA-based learning objectives and competencies.

The open education resources (OER) project is meant to reduce costs for many of our lower-income students. Some faculty have revised their OER course syllabi to include scholarship from public administration people of color and women of color. As an example of a direct outcome, the Women in the Public Sector (WPS) Co-Directors and MPA faculty members collaborated with Academic Women in Public Administration (AWPA), to create the AWPA-WPS Reference Tool (<http://www.jjay.cuny.edu/awpa-wps-reference-tool>). The academic reference tool provides faculty and students with resources by promoting work that addresses substantive topics targeting underrepresented groups, sharing resources for research and teaching from underrepresented scholars/practitioners, and diversity resources used in teaching and practice.

During the spring 2021 semester, we asked our MPA faculty how they bring diverse perspectives to the curriculum in their respective courses. Some faculty members require students to present research or talk about their assignments during the class session and foster a group discussion to share everyone's views and experience.

### Demonstrable Strategies with Respect to Program Mission

Every year, John Jay College's Teaching and Learning Center hosts "Faculty Development Day," which is a day full of professional development workshops, training, and lectures (<https://fdd2017.common.gc.cuny.edu/>). We encourage our faculty members to attend Faculty Development Day, and many of them do.

During the most recent Faculty Development Day (fall 2020), sessions included topics on the following:

- resilient strategies for attention learning
- improving faculty wellbeing
- racial microaggression in the classroom
- climate justice and environmental justice across the curriculum
- using software applications in the classroom
- online teaching skills
- reporting sexual misconduct complaints from students
- social justice through pedagogies and the curriculum
- library resources during the pandemic
- sharing remote learning successes, challenges, and unanswered questions
- student conduct and discipline in a remote learning environment
- respecting copyright through remote and in-person learning
- working towards inclusivity by starting with the syllabus

### Peer Teaching Observations

Each semester, faculty performance is evaluated through peer teaching observations. The Department Chair assigns faculty observers to candidates, who present their observations in a standardized form. The observation of teaching is reviewed by a committee in all aspects of the candidate's performance, which evaluates the following:

- Knowledge and organization of subject matter
- Method and appropriateness of presentation

- Ability to explain
- Encouragement to thinking on the part of students
- Personal manner and attitude towards students
- Student response
- Speaking ability

### 3.2.3

#### 3.2.3

**3.2.3 Describe how the diversity of the faculty has changed in the past 5 years. Programs should discuss diversity in terms of race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, socioeconomic background, veteran status, etc. (Limit 250 words)**

Throughout the past five academic years, our MPA nucleus faculty diversity trends have been consistent based on race/ethnicity and gender. In AY2020-2021, we display the highest percentage of non-White, non-Hispanic nucleus faculty members (29%), an increase of five percentage points from 2016-2017, and two percentage points from last year. We discovered a decrease in female faculty membership. Since AY2016-2017, we lost five female faculty members, and gained three female faculty members, two of whom are also from diverse racial backgrounds. Since 2016-2017, we lost two Black or African American faculty members and one South Asian faculty member.

### Standard 3.3 Research, Scholarship, and Service

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

#### Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

#### 3.3.1

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

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

### 3.3.2

List some significant outcomes related to these exemplary efforts.

**Provide some overall significant outcomes or impacts on public service related to these Exemplary Efforts. (Limit 500 words)**

Our faculty's exemplary efforts shape public service values within our programs in several ways.

#### Foster Leadership

Dedicated faculty advisors in various student organizations build structure and guidance for the multiple student executive boards. Faculty members direct the student groups on contemporary issues revolving around justice and inclusiveness. As a result, the student organizations hosted several workshops that invite practitioners to discuss public service values in the context of public service praxis, development, and careers. Students learn how policy engagement works in real world situations and how public service leaders address those concerns. Nevertheless, the workshops invite intersectional perspectives from students, practitioners, and faculty members. These student organizations and workshops build the students' comprehension of public service values outside of the classroom and help prepare them for leadership positions in public service.

Each year, two of our nucleus faculty members mentor MPA students to participate and compete in the annual NASPAA SIM competition. Through our faculty members' guidance, students learn how to use innovation to promote equitable societies and adjust to the needs of ever-changing demographics. Students expressed that they learned positive leadership experiences in their participation in the annual competition.

The Public Service Fellowship spearheaded by the MPA program directors, offers students significant outcomes, or impacts on public service by engaging those who are interested in public sector employment. Our faculty and fellowship site managers supervise students in conducting meetings, working on various projects, and developing new programs or initiatives. For students with little experience in the public sector, the fellowships help develop the skills required to excel in the field, namely communication, time management, and independent research. The fellowship provides students with new awareness of public service through the opportunity to work on projects that directly impact New York City. Real world application outside of the classroom provides students with experiential learning and inspires them to influence public sector behavior.

#### Diversity, Equity, and Inclusion

Women in the Public Sector (WPS) is an organization within the programs that demonstrates exemplary efforts in outcomes or impacts on public service. WPS provided 24 graduate assistants experience and skills in public service, related to managing events, gender equity research, and policy advocacy. In AY 2020-2021, WPS received approximately \$14K in grant funding. During the same academic year, they conducted five events. Most of the events are tailored around diversity, equity, and inclusion topics, with guest speakers from LGBTQ proponents and local government leadership. On average, there are 28 participants in WPS's events. Additionally, WPS measures impact through student and participant blogs. "Gender Dialogues: A Space for Community and Conversation," is an online blog where students, faculty, and practitioners write about diversity, equity, and inclusion topics related to the WPS events and initiatives. Further, the WPS social media promotes discourse around diversity and inclusion topics by collaborating with other students, faculty, practitioners, and organizations. Their efforts amplify the contemporary issues such as #MeToo, LGBTQ, and gender identity concepts.

The two major student organizations geared towards public service are the MPA Student Association (MPASA) and the ICMA Student Chapter. The Executive Councils for both of these organizations include a robust representation of African, African American, Hispanic/Latino, and Asian MPA students. MPASA has launched the 'Research Talk Series' geared towards bringing in social scientists working for the federal, state, and local levels of governments to our MPA classrooms.

**Public Service**

In the Spring 2021 semester, the MPASA Research Series held workshops featuring Dr. Andrew Ballard, Policy Analyst from U.S Department of State and Dr. Olu Sonola, Group Credit Officer at Fitch Ratings, to talk to MPA students on transitioning from academic research to research for practice. Earlier, in Fall 2020, Dr. Jina D'cruz, Health Scientist from the Center for Disease Control visited the MPA students to talk about Public Health Informatics and being a woman of color and immigrant scientist in the federal government.

The MPA Program is actively working to have our students take part in the International City/County Management Association (ICMA) and Local Government Hispanic Network's (LGHN) CoachConnect Mentorship programs, National Forum for Black Public Administrators (NFBPA) membership, and the ICMA Annual Conference. Through these initiatives, we expose our students to the field early on and in a supportive environment.

**COPRA Approval**

<b>Standard 4.1 COPRA Approval</b>	No
<b>Standard 4.2 COPRA Approval</b>	No
<b>Standard 4.3 COPRA Approval</b>	No
<b>Standard 4.4 COPRA Approval</b>	No

**Standard 4 Matching Operations with the Mission: Serving Students**

**Self-Study Instructions**

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

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

**Self-Study Instructions;**

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

**Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining**

### **the degree. (Limit 250 words)**

The Graduate Admissions Office at John Jay College is primarily responsible for student recruitment. However, the MPA Programs have assisted in student recruitment through several methods. We sponsor various annual conferences such as ASPA, AIG, and NASPAA. Through our sponsorships, we advertise our programs on digital media, program conference books, and other related literature. Nevertheless, our administrative program staff assists in marketing the programs by hosting tables during external conferences as well as John Jay College-wide events. The program staff talks to prospective students who are interested in joining or learning more about the MPA Programs. Additionally, we publicize our program requirements, tuition, and application process on the John Jay College website (<https://www.jjay.cuny.edu/overview-public-administration-programs>) and our newly created MPA website (<https://jjcmpa.common.gc.cuny.edu/>). In each of these strategies, we communicate our program mission, values, and goals.

## **Standard 4.2 Student Admissions**

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

#### Self-Study Instructions

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

#### **4.2.1a Admissions Criteria and Mission**

##### **How do your admission policies reflect your program mission? (Limit 250 words)**

Students applying to the Master of Public Administration in Public Policy and Administration and Inspection and Oversight (on-campus or online) programs should have a minimum undergraduate cumulative grade point average of 3.0 or higher. In addition, 12-18 undergraduate credits in the social sciences are preferred, including undergraduate statistics (<https://jjcmpa.common.gc.cuny.edu/2-how-to-apply/>).

Our admission criteria for students who have an undergraduate GPA below 3.0 involve looking closely at their undergraduate coursework. We seek assurance that the student has quantitative and analytical skills sufficient for success in our programs. In some cases, we interview the applicant as well. We also consider how long it has been since they have completed their undergraduate degree, work/volunteer experience, letters of recommendation, and writing skills.

To increase the participation of underrepresented demographic groups in public management and oversight, our MPA programs admit some applicants who would not likely be accepted into other such programs. While this policy commits us to a lower graduation rate than we would otherwise produce, most of those higher-risk applicants do succeed. We scrutinize applications carefully and admit students who we believe have the potential for leadership, even if in some cases we look beyond past academic performance for other evidence. As an example, we admit students who may have lower undergraduate GPAs, but they have childcare responsibilities and work several jobs to earn a living. Moreover, we support students with additional academic and professional development resources (ex. Writing assistance, mentorship, research assistantship, professional memberships) during their program so they can become successful graduates.

We honor the phrase in the mission statement of our College, "fierce advocates for justice," in our admission policies, not only in the goals we set for our students. Of course, many of our students do have strong academic credentials. We have an extremely diverse student body, in academic as well

as in demographic terms. Most of our students are Black or Latinx; many of the rest come from other countries. According to our fall 2021 student admission data, 67% of admitted students are female and 73% of admitted students are persons of diversity. Most of our students are the first in their families to have attended college, much less graduate school. More information about our admissions can be found on our website (<https://jjcmpa.commons.gc.cuny.edu/2-how-to-apply/>).

4.2.1b

**4.2.1b Exceptions to Admissions Criteria**

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

We may review applications on a case basis if the applicant's GPA is below 3.0. Several factors may be considered for admission. Students whose substantial employment, military or otherwise, subsequent to earning their undergraduate degrees, show personal growth and maturity, may also qualify. We also offer conditional admission to some applicants. Conditional Admission requires the student to complete the first 12 graduate credit hours (while maintaining a 3.0 GPA or higher) and pass the MPA Qualifying Exam before they are fully admitted to the program. The applicants who have not taken or passed an undergraduate statistics course may be admitted with the condition that they pass a course in statistics -- either the one offered at our College or its equivalent. These various paths to admission support the mission of our program by making it available to a wider, more diverse range of applicants than would otherwise be possible.

4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

<b>Bachelors Degree</b>	Required
<b>Letter of Recommendation</b>	Required
<b>Resume</b>	Required
<b>Standardized Tests</b>	N/A
<b>GMAT</b>	No
<b>GRE</b>	No
<b>LSAT</b>	No
<b>Other Standardized Test</b>	No
<b>TOEFL</b>	No

GRE

\*Denotes Optional Field

GMAT



\*Denotes Optional Field

**LSAT**

\*Denotes Optional Field

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

**4.2.2a**

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

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

<b>4.2.2a Admission Numbers</b>	<b>Self Study Year (SSY)</b>
<b>Total SSY Applicants</b>	265
<b>Total SSY Admits</b>	224
<b>Total SSY Enrollments</b>	174
<b>Fall SSY Total Full Admissions</b>	144
<b>Fall SSY Total Conditional Admissions</b>	8
<b>Fall SSY Total Full Enrollments</b>	120
<b>Fall SSY Total Conditional Enrollments</b>	7
<b>Fall SSY Total Pre-Service Enrollments</b>	37
<b>Fall SSY Total In-Service Enrollments</b>	90

**4.3.3a: Delivery Modality Breakdown**

**Delivery Modality**

<b>Delivery Modality</b>	<b>Other</b>
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Secondary Delivery Modality Name	Full Program
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	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	242.00	19.00	97.00	136.00	164

4.3.3a: Delivery Modality Breakdown

Delivery Modality	
<b>Delivery Modality</b>	Other
<b>Secondary Delivery Modality Name</b>	MPA PPA

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	153.00	14.00	62.00	85.00	102

4.3.3a: Delivery Modality Breakdown

Delivery Modality	
<b>Delivery Modality</b>	Other
<b>Secondary Delivery Modality Name</b>	MPA IO

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	89.00	5.00	35.00	51.00	62

4.2.2b

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

302

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

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

4.2.2c

**4.2.2c Admitted/Enrolled Students and Mission**

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

Historically, John Jay College's MPA Programs have always admitted students who reflect the programs' mission and values. Given that the college is located in a predominantly urban area within New York City, our applicants represent the demographics of the city. Our diversity demographics can be found in Appendix 4A.

Standard 4.3 Support for Students

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

Self-Study Instructions

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

#### 4.3.1 Academic Standards and Enforcement

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

All current students are required to meet with an academic advisor before registering for their first semester. During that meeting, we communicate the academic standards for the college and the department. After discussing student goals, a standard Degree Completion Plan is created and given to the student. Periodically, we conduct evaluations of academic progress - based on GPA and number of credits taken. Any student failing to meet standards, is contacted, and advised accordingly. We also monitor who ends up on Academic Probation, and potential Dismissals. Students on probation are blocked from registration unless they meet with a program academic advisor. During the semester, these students may be subject to mandatory academic advisement sessions. Students are also encouraged to contact their academic advisor, if they are having any difficulties.

Regarding potential students, our standards are posted on the program website and on the college's page. They can also contact our staff directly for further questions or arrange an appointment.

#### 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)**

To support students in the mentioned categories, we provide the following: program-specific academic advisement - with attention to taking courses in a manner that maximizes the chances of catching up, reducing course loads, and periodic individual advisement sessions to keep track of students' progress. In addition, students are afforded access to Writing Coaches for writing-intensive courses, academic workshops, and they are encouraged to keep in contact with their professors regarding course progress and any struggles in their courses. Through our "graduation campaign," academic advisors identify students who are not tracking towards graduation and experience other challenges. As a proactive approach, advisors contact students at various times throughout the semester and determine proper action plans for students based on their needs.

In our most recent graduation campaign outreach, our advisors conducted a survey with MPA students who are taking longer than three years to complete the program. We find the following information:

33% of students are graduating in summer 2021

33% of students are taking less than 3 courses each semester

33% of students had health or personal matters

Each year, we continue to engage our students through the graduation campaign. We intend to identify challenges to graduation, and attempt to resolve those issues when possible.

#### 4.3.3

**4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are *cumulative*, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.**

**For programs with multiple modalities**, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3

modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the SSY-5 Cohort</b>	242.00	19.00	97.00	136.00	164

**4.3.4b: Delivery Modality Breakdown**

Delivery Modality	
Delivery Modality	Other
Secondary Delivery Modality Name	MPA PPA Campus

4.3.4b	Self-Study Year Minus 1
National or central government in the same country as the program	7
State, provincial or regional government in the same country as the program	9
City, county or other local government in the same country as the program	24
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	13
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	4
Military Service	0
Obtaining further education	0
Unemployed seeking employment	6
Unemployed not seeking employment	2
<b>Total Number of Graduates</b>	<b>65</b>

**4.3.4b: Delivery Modality Breakdown**

Delivery Modality

**Delivery Modality**

Other

**Secondary Delivery Modality Name**

MPA PPA Online

**4.3.4b**

**Self-Study Year Minus 1**

<b>National or central government in the same country as the program</b>	2
<b>State, provincial or regional government in the same country as the program</b>	3
<b>City, county or other local government in the same country as the program</b>	7
<b>Foreign government (all levels) or international quasi-governmental</b>	0
<b>Nonprofit domestic-oriented</b>	2
<b>Nonprofit / NGOs internationally-oriented</b>	0
<b>Private Sector - research/consulting</b>	0
<b>Private sector (not research/consulting)</b>	6
<b>Military Service</b>	0
<b>Obtaining further education</b>	0
<b>Unemployed seeking employment</b>	0
<b>Unemployed not seeking employment</b>	0
<b>Status Unknown</b>	0
<b>Total Number of Graduates</b>	20

**4.3.4b: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality**

Other

**Secondary Delivery Modality Name**

MPA IO Campus

**4.3.4b**

**Self-Study Year Minus 1**

<b>National or central government in the same country as the program</b>	3
<b>State, provincial or regional government in the same country as the program</b>	5
<b>City, county or other local government in the same country as the program</b>	8
<b>Foreign government (all levels) or international quasi-governmental</b>	0
<b>Nonprofit domestic-oriented</b>	6
<b>Nonprofit / NGOs internationally-oriented</b>	0
<b>Private Sector - research/consulting</b>	0

**4.3.4b**

**Self-Study Year Minus 1**

<b>Private sector (not research/consulting)</b>	17
<b>Military Service</b>	1
<b>Obtaining further education</b>	1
<b>Unemployed seeking employment</b>	5
<b>Unemployed not seeking employment</b>	3
<b>Total Number of Graduates</b>	49

**4.3.4b: Delivery Modality Breakdown**

**Delivery Modality**

<b>Delivery Modality</b>	<b>Other</b>
----- <b>Secondary Delivery Modality Name</b>	MPA IO Online

**4.3.4b**

**Self-Study Year Minus 1**

<b>National or central government in the same country as the program</b>	1
<b>State, provincial or regional government in the same country as the program</b>	1
<b>City, county or other local government in the same country as the program</b>	1
<b>Foreign government (all levels) or international quasi-governmental</b>	0
<b>Nonprofit domestic-oriented</b>	2
<b>Nonprofit / NGOs internationally-oriented</b>	0
<b>Private Sector - research/consulting</b>	0
<b>Private sector (not research/consulting)</b>	5
<b>Military Service</b>	0
<b>Obtaining further education</b>	0
<b>Unemployed seeking employment</b>	1
<b>Unemployed not seeking employment</b>	0
<b>Total Number of Graduates</b>	11

**4.3.3b**

**Please define your program design length:** Other

4

**4.3.3c Completion Rate additional information / explain**

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

Our programs celebrate the diversity of our students, including those underrepresented in the leadership of public service. Almost 80% of our students work full-time prior to admission (2018-2019 MPA Student Survey). Some students take one class per semester as they have families when they start our programs. These can sometimes impact graduation rates. In addition, our mission of diversity, inclusiveness, equity, and justice means that we try to be supportive of students, allowing them flexibility in selecting their programs, modalities, and specializations as students sometimes do. Taken together, these mean that we sometimes admit higher risk students on a probationary or conditional basis to give them an opportunity to enter and advance in public service and leadership roles after graduation.

To support the efforts, the MPA Programs have implemented strategies such as the recently started graduation campaign and a centralized email tracking system that ensures student inquiries about graduation/program are answered efficiently, which allows us to contact and support students' efforts to graduate. With this campaign, our mentorship programs, and the comprehensive student life cycle database, it will help us to better understand and improve graduation rates in the future. Our graduation rates are not where we want them, but they have remained consistent or have improved over the past several years.

We should note that our graduation statistics are maintained by John Jay College for all John Jay College graduate programs, combined, based on the fall semester cohorts (PPA and IO). The College does not distinguish graduation rates by the Program's four modalities (PPA Campus, PPA Online, IO Campus, IO Online), reporting only PPA or IO tracks (See Table 4.3.3a). Unfortunately, this data collection strategy limits our Programs' ability to present graduation rates by modality. Our statistics therefore represent the graduation rates of students admitted for the fall semester of AY 2015-2016, which is the ARY-5 year.

#### 4.3.4

##### 4.3.4 Career counseling and professional development services

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

The MPA program at John Jay College provides professional development under the guidance of the MPA Career Advisor. Students can meet with the MPA Career Advisor in one-on-one sessions to discuss career planning, job search techniques, and other skill-building activities. The Career Advisor also provides in-class sessions creating lessons on resume/cover letter writing, online resources to support job searching, and other skills the faculty member may ask of her.

The Career Advisor also manages the mentorship program by pairing qualified students with a mentor (an active professional in the field of public affairs and inspection and oversight). Students also have the opportunity to connect with professionals through networking events, webinars, and speaker events.

The MPA Careers Weekly Jobs and Internship Newsletter provides students with weekly listings of current opportunities that may be attractive to them, sent directly to their emails. These opportunities are listed on John Jay Careers Online, the Career Management Database provided by Simplicity. The newsletter curates opportunities specific to MPA Students and advertises other activities and workshops going on in the college.

The MPA Programs have mentorship and fellowship opportunities for all students. MPA-PPA students benefit from the Public Service Fellows Mentorship Program, where eligible students are



matched with city manager mentors, to guide their professional development. Similarly, MPA-IO students have the opportunity to be paired with Inspector General professionals to guide them in the field of inspection and oversight, through the AIG Mentorship Program.

Research assistantship opportunities are afforded to MPA students each semester. Under nucleus faculty supervision, students gain research and work experience while attending classes. Students engage in various research projects related to our program mission and public service values. In addition, some research assistants present their research at professional conferences such as the American Society for Public Administration (ASPA) and the Northeast Conference of Public Administration (NECOPA).

Student organizations help to expand professional development in several ways. The Master of Public Administration Student Association (MPASA) and the student chapter of International City/County Management Association (ICMA) hosted virtual workshops open to all MPA students during spring 2021. Through those events, guest speakers from public service organizations discussed topics ranging from career paths, to diversity in the workplace, and representative bureaucracy.

#### 4.3.4a(1) Internship Requirement

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

The John Jay College MPA Programs do not have a mandatory internship requirement. However, we highly encourage students to participate in an internship while they are enrolled in our programs. Interested students may contact our career advisor or faculty members for assistance in securing an internship opportunity. We also publicize any internship openings to all MPA students through our student email list.

#### Tow Policy Advocacy Fellowship

The MPA Programs have partnered with the Institute for Justice and Opportunities (IJO) to provide a two-part practicum for graduate students-the Tow Fellows. As part of the practicum, the fellows design proposals that confront administrative failures with the criminal justice system. In addition, the practicum sessions provide an opportunity for the fellows to draw connections between the two major components of the fellowship, class instruction (theory) and a field assignment/placement (practice). The IJO assigns the fellows to a field placement where they receive hands-on experience. An MPA faculty member guides the fellows through the corresponding curriculum. Primarily, the MPA faculty member is responsible for cultivating the skills that Tow Fellows will utilize during and after their field placement. These skills would include basic software skills such as MS Word, Excel and PowerPoint, writing skills and skills related to networking and coalition building. Part I of the practicum is dedicated to the development of their writing skills-writing for change. Part II is designed as an incubator series. During this series, practitioners within the criminal justice field will present a case for administrative change, and the fellows will design a proposed solution. This exchange is framed as a competition which provides the fellows with monetary rewards. In addition, check-ins are scheduled with the field supervisors during the fall to identify ways that the instructor can support the field experience. After these check-ins have occurred, some adjustments are made to the syllabus to address any skill gaps.

#### Public Service Fellows

The inaugural Public Service Fellows Mentorship Program has an internship component, where some of our MPA students are currently interning at a city government agency such as the New York City Police Department. MPA students work up to 19 hours per week, under the supervision of the city

agency manager. They gain hands-on experience in public service organizations. Since this is our first year launching the program, we are looking to expand the internship program in future semesters.

**AIG Mentorship Program**

The AIG Mentorship Program provides an opportunity to MPA-IO students to be mentored by experienced members of the Inspector General (IG) community. The mentors assist and guide students to become members of the Inspection and Oversight profession. The program prepares students to explore various career advancement paths within the IG field while developing their networking, professional, educational, training and/or certification opportunities. It is open to MPA-IO students who have or will be completing 15 total credit hours towards their degree.

**Internship Seminar**

As an elective, students may register for our Internship Seminar (PAD 780). In the course, students intern in a government agency or nonprofit organization and meet once a week in a seminar class to integrate the student's internship experience with assigned readings. Placement is arranged by the instructor in consultation with the individual students. The course requires 100 internship hours per semester and weekly seminar sessions. Due to COVID-19 and course limitations, we have not offered this course during AY2020-2021.

**4.3.4a(2)**

**4.3.4a(2) How many internship placements did the program have during the Self Study 7 year?**

**4.3.4a(3)**

**4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)**

- Melissa Aritza - The Corporation for Supportive Housing
- Sagar Das - Center for Community Alternatives
- Mamou Doumbia - Women's Community Justice Association
- Kateryn Plasencia - Children's Defense Fund
- Abigail Ramos - The Osborne Association
- Michael Hyde - New York Police Department
- Claire Fleischer - New York Police Department

**4.3.4a(4)**

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

All our internship programs have faculty oversight and supervision on top of the host organization's supervision. First, our faculty and academic advisors encourage students to participate in various internship opportunities. The career advisor actively promotes internship opportunities to all students via the student listserver. Students are informed about internship qualifications, deadlines, and how to apply.

The MPA program directors oversee the Public Service Fellows interns, in collaboration with the city agency managers where our students work. Agency managers provide the MPA program directors feedback about the interns' progress. The MPA program directors allocate a portion of the budget to pay the Public Service Fellows interns a stipend throughout the semester.

The Institute for Justice and Opportunities manages the field assignments for the Tow fellows. To supplement their field placement experience, the fellows take a two-part practicum which is led by an MPA faculty member. The faculty member is responsible for cultivating the skills that Tow fellows will need to advocate for change. This would include basic software skills such as MS Word, Excel and PowerPoint, writing skills and skills related to network and coalition building. In Summer 2021, the format for the practicum will change. The skill development sessions will take place in the summer and the fall semester will be dedicated to the development of their writing skills. A second change to the practicum will include an incubator series. During this series, the fellows will engage practitioners from the criminal justice system to design solutions for administrative failures/challenges. These two additions to the practicum series are new and will provide the students with an additional opportunity to link theory to practice. Currently, there is limited monitoring of the fellows' progress at their field placement. However, there are opportunities during class for fellows to discuss what they are learning from their field experience. In addition, check-ins are scheduled with the field supervisors during the fall to identify ways in which the instructor can support the field experience. After these check-ins, some adjustments are made to the syllabus to address skill gaps.

#### 4.3.4a(5)

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

Students are attracted to John Jay College and the MPA Programs because they identify with our mission and core values of educating for justice in all its dimensions. As a result, the MPA Programs tailored internship opportunities to match our overall mission and student needs.

Interns work at organizations that concentrate on social justice matters related to integrity, accountability, inclusiveness and justice in society and governance. Internship host organizations such as the New York Police Department, the Center for Community Alternatives, the Osborne Association, and the Women's Community Justice Association have public service values that mirror those in the mission statement for our MPA programs.

Students are placed into the Tow Fellowship based on letters of recommendation, academic history, and a panel interview with the John Jay College Institute of Justice and Opportunity. Further, students are matched by rank-order and preference after interviews with the host organization's supervisors.

#### 4.3.4b

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

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

#### 4.3.4b Employment Statistics

Self-Study Year Minus 1

<b>National or central government in the same country as the program</b>	13
<b>State, provincial or regional government in the same country as the program</b>	18
<b>City, county, or other local government in the same country as the program</b>	40

**4.3.4b Employment Statistics**

**Self-Study Year Minus 1**

<b>Foreign government (all levels) or international quasi-governmental</b>	0
<b>Nonprofit domestic-oriented</b>	23
<b>Nonprofit / NGOs internationally-oriented</b>	0
<b>Private Sector - research/consulting</b>	0
<b>Private sector (not research/consulting)</b>	32
<b>Military Service</b>	1
<b>Obtaining further education</b>	1
<b>Unemployed seeking employment</b>	12
<b>Unemployed not seeking employment</b>	5
<b>Status Unknown</b>	21
<b>Total Number of Graduates</b>	166

**4.4.3a: Delivery Modality Breakdown**

**Delivery Modality**

<b>Delivery Modality</b>	<b>Other</b>
-----	-----
<b>Secondary Delivery Modality Name</b>	<b>MPA PPA Campus</b>
-----	-----

<b>4.4.3a Ethnic Diversity - Enrolling Students</b>	<b>Self-Study Year Minus 1 Male</b>	<b>Self-Study Year Minus 1 Female</b>	<b>Self-Study Year Male</b>	<b>Self-Study Year Female</b>	<b>Total</b>
<b>Black or African American, non-Hispanic</b>	6	27	4	15	52
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	0	0	0	0	0
<b>Asian, non Hispanic/Latino</b>	4	4	5	4	17
<b>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</b>	0	0	0	0	0
<b>Hispanic / Latino</b>	12	21	10	16	59
<b>White, non-Hispanic/Latino</b>	7	9	7	14	37
<b>Two or more races, non Hispanic/Latino</b>	2	7	1	3	13
<b>Nonresident Alien</b>	2	0	1	0	3
<b>Race and/or Ethnicity Unknown</b>	0	0	0	0	0
<b>Total</b>	33	68	28	52	181

4.4.3a: Delivery Modality Breakdown

Delivery Modality

<b>Delivery Modality</b>	Other
<b>Secondary Delivery Modality Name</b>	MPA PPA Online

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
<b>Black or African American, non-Hispanic</b>	6	31	3	29	69
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	0	0	0	0	0
<b>Asian, non Hispanic/Latino</b>	4	3	2	3	12
<b>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</b>	0	0	0	0	0
<b>Hispanic / Latino</b>	7	32	8	18	65
<b>White, non-Hispanic/Latino</b>	7	10	9	7	33
<b>Two or more races, non Hispanic/Latino</b>	3	4	2	6	15
<b>Nonresident Alien</b>	0	0	0	1	1
<b>Race and/or Ethnicity Unknown</b>	0	0	0	0	0
<b>Total</b>	27	80	24	64	195

4.4.3a: Delivery Modality Breakdown

Delivery Modality

<b>Delivery Modality</b>	Other
<b>Secondary Delivery Modality Name</b>	MPA IO Campus

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
<b>Black or African American, non-Hispanic</b>	6	5	3	10	24
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	0	0	0	0	0

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Asian, non Hispanic/Latino	1	4	4	3	12
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	6	10	4	5	25
White, non-Hispanic/Latino	2	2	2	1	7
Two or more races, non Hispanic/Latino	2	3	0	1	6
Nonresident Alien	0	1	0	0	1
Race and/or Ethnicity Unknown	0	0	0	0	0
<b>Total</b>	<b>17</b>	<b>25</b>	<b>13</b>	<b>20</b>	<b>75</b>

4.4.3a: Delivery Modality Breakdown

Delivery Modality	
Delivery Modality	Other
Secondary Delivery Modality Name	MPA IO Online

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	3	7	1	5	16
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	3	1	0	5
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	3	5	2	6	16
White, non-Hispanic/Latino	4	2	2	4	12
Two or more races, non Hispanic/Latino	0	0	1	1	2
Nonresident Alien	0	0	0	0	0

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Race and/or Ethnicity Unknown	0	0	0	0	0
<b>Total</b>	11	17	7	16	51

**No apparent concerns** No

**Standard 4.4 Student Diversity**

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

Self-Study Instructions:

In the Self-Study Report, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc, in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity planning document on the Self Study Appendices page.

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

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

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

(Limit 250 words)

**4.4.1 Ongoing "Diversity" Activities**

Our programs foster diversity and inclusion through various practices, including curriculum, training, and student activities. In this section, we provide examples of ongoing support that promotes diversity and a climate of inclusiveness.

**Diversity Training and Workshops for Students, Faculty, and Staff**

John Jay College's Office of Compliance and Diversity hosts diversity training and workshops for students, faculty, and staff. The Office of Compliance and Diversity conducts investigations and engages in education and prevention efforts to ensure that students, faculty, and staff enjoy a respectful and inclusive environment at John Jay College, which is free from discrimination and

harassment. The office continues equal employment opportunity training including training all academic department chairpersons and coordinators.

All employees must complete a sexual harassment prevention online training. In addition, responsible employees are required to report potential discrimination, sexual harassment, gender-based harassment, sexual violence, domestic violence, intimate partner violence and stalking to the Title IX Coordinator.

The John Jay College Office of Compliance and Diversity website includes external resources for the community, which includes the New York City Police Department, district attorney offices, Safe Horizon hotline, Gay & Lesbian Anti-Violence Project, and the New York City Alliance Against Sexual Assault.

### Frequent Guest Speakers Representative of Diverse Backgrounds

The MPA Programs benefit from guest speakers of diverse backgrounds in many areas. John Jay College, the Department of Public Management, and the MPA Programs invite guest speakers from diverse backgrounds, to speak at events that are open to all faculty, students, and staff.

The Department of Public Management hosted a Capacity Building for Faculty workshop, presented by Dr. David E. Jones, a diversity speaker, educator, and consultant. Dr. Jones empowers and transforms individuals, communities, and organizations to be inclusive social justice leaders and members of society through interactive keynotes and programs. He motivates and encourages his audience to explore how they can better understand self and others and create meaningful change.

Women in the Public Sector (WPS), a diversity-focused organization founded by two nucleus faculty members, invites guest speakers from diverse backgrounds, to encourage students to participate in community engagement and foster positive change. Prior guest speakers include:

1. Penny Abeywardena, the Commissioner of New York City Mayor's Office for International Affairs
2. Jacqueline Ebanks, Executive Director of New York City Commission on Gender Equity
3. Ana Bermudez, Commissioner of New York City Department of Probation
4. Letitia James, New York State Attorney General
5. Karina Moreno, Assistant Professor at Long Island University
6. Mahsa Jafarian, Senior Program Associate at Vera Institute's End Girls' Incarceration
7. Jumaane Williams, New York City Public Advocate

### Incorporation of Diversity as a Topic in Required Courses

In this section, we explain how diversity is incorporated in several core courses in the MPA Programs. Examples of coursework, assignments, or instruction are included.

#### PAD 704 - Economics for Public Administrators

In PAD 704, students study issues such as income inequality and discrimination in labor and how people of diverse backgrounds are impacted by those issues. To a lesser extent, markets and credit are discussed from the perspective of diverse backgrounds.

#### PAD 705 - Organizational Theory and Management

Organization Theory and Management focuses on management theories and practices that are applicable to public and nonprofit organizations. As part of it, diversity and inclusion are important topics covered in the course, in terms of human resource management, organizational culture, and



leadership. To teach the domain knowledge and skills to transform the knowledge into action, the course offers students multiple activities, including conducting a SWOT analysis and designing a diversity project for public and nonprofit organizations. Specifically, in the SWOT analysis, students are to analyze four aspects of organizational diversity in the workplace: Strengths, Weaknesses, Opportunities, and Threats. Using the case-based examination skills learned through the SWOT analysis, later in the semester when they learn topics in Human Resources Management, they are asked to design a diversity project for the workplace by identifying problems and suggesting solutions based on research.

#### PAD 706 - Bureaupathology

Diversity within organizations is discussed through the lens of "cultural deviation." In this course, students study several law enforcement organizational failures. As an example, the course studies racial profiling by the New Jersey State Police and cultural networks of the New York Police Department. More specifically, faculty have assigned essays that discuss the bureaupathology issues surrounding the murder of George Floyd. Students are specifically required to address issues of "inclusivity" within the Minneapolis Police Department.

#### PAD 715 - Research Methods

Diversity is defined in research methods and how measurement variables impact the results and outcomes in experiments/studies. As an example, one PAD 715 course discussed the onset of Asian American Pacific Islander (AAPI) violence and identified the meanings of social constructs. This year, AAPI was more salient and a more diverse construct. The course also explained modeling phenomena in research methods and incorporated discussions of diversity and inclusiveness, when these theories expect to play out and how to capture the data. In another instance, students examined the presentation of primary and secondary education that looks at interaction of representative bureaucracy and salience.

#### PAD 739 - Public Policy Analysis

Students are asked to write several different types of policy analysis. In each case, they are asked to address the question of social equity, including how policy problems are related to inequities as well as how policy solutions/alternatives may or may not address a problem of social inequities. As an example, some policy problems exist for certain social groups but not others and some policy solutions will offer a solution to certain social groups but not others. In taking this approach, diversity is a prime focus of classroom discussions and critical writing.

Additionally, PAD 739 students are taught and asked to apply the ideas of stakeholder analysis. Embedded in the concept of a stakeholder is the idea that various social groups have a stake in the public policy process. By foregrounding stakeholder analysis as a feature of policy analysis, PAD 739 shows students that a diversity of perspectives that are held by those with a stake in policy decisions matter. Simply choosing one stakeholder, for example, the policy department of the mayor's office, without considering how stakeholders that represent women, labor, low-income residents, advocates for the environment, civil rights groups, and the business community, does not lead to robust policy analysis. In this way, the concept of diversity is integral to helping students conduct high quality policy analysis.

#### PAD 758 - Ethics, Integrity, and Accountability

Diversity is incorporated into the PAD 758 syllabus through the choice of case studies, as the essence of the course is case studies. The instructor has the freedom to choose their own cases. As an example, the "Tailhook" incident of 1991 offers a choice used in many sections of PAD 758. It illustrates the hostility with which certain elements in the U.S. Navy reacted to the movement for

equal treatment of women in the military, and the consequences and aftermath of that scandal.

## PAD 771 - Capstone Seminar

In the capstone analysis, there are five criteria that students must compare, which are political feasibility, administrative feasibility, financial feasibility, effectiveness, and equity. Under equity, students must compare the option's impact on the welfare of different types of people, especially disadvantaged groups. After one year of implementing the capstone seminar, we added the "equity" criterion to capture the concept in the analysis.

## Student Activities that Explicitly Include Students of a Diverse Background

John Jay College is a minority-serving and Hispanic-serving institution. Moreover, approximately 70% of our MPA students are female, and approximately 80% of our MPA students are persons of diversity. Each semester, our students are invited to attend workshops/events. These events range from career workshops, position vacancies, book club discussion about diversity and inclusion, library resources workshops, civic engagement, and professional and academic development.

## Saturday Course Format

In recognition of the number of campus-based students who have work/life/study balance (e.g., childcare) issues, the programs offer both MPA-PPA (public policy and administration) and MPA-IO (investigation and oversight) courses on Saturday. For the PPA program, we offer all required courses every semester, and specialization and elective courses once a year, in rotation. For Saturday PPA students, we offer two specializations: Human Resources Management and Operations and Management. For the IO program (with slightly lower enrollment), we offer all required courses and specialization courses and electives once a year, in rotation. For Saturday IO students, we offer two specializations: Investigations and Organizational Assessment. Students pursuing other specializations can combine Saturday courses with weekday courses and online courses.

On Saturday, we offer courses in three time slots: morning (8:40 am -10:40 am), mid-day (11:30 am - 1:30 pm) and afternoon (1:40 pm - 3:40 pm), so that a student can take up to three courses a semester. This schedule includes a morning break (10:40 am - 11:30 am), during which we offer workshops on career topics, twice a month. The library is open from 10:00 am - 5:00 pm on Saturdays. We offer advising from 10:00 am - 3:00 pm. For these Saturday students, the advisors create Degree Completion Plans (DCPs) in consultation with each student, based on rotational delivery of courses, which remains consistent year after year.

Three courses, common to both programs, PAD 700, PAD 715 and PAD 771, are offered every semester. PPA core courses, PAD 702, PAD 704, PAD 705, PAD 739, and PAD 743 are offered every semester. PPA specialization courses, PAD 703 and PAD 707 (HR) and PAD 712 and 714 (O&M), and PAD 745 are offered once a year. IO core courses, PAD 706, PAD 723, PAD 740, PAD 742, PAD 745, and PAD 758 are offered once a year, in rotation. Further, IO specialization and electives, PAD 701 and PAD 754 (Investigations) and PAD 714 and PAD 745 (Organization Assessment) are offered once a year, in rotation. Note that courses in one program can be used as electives in the other program. Every semester, we offer two common electives on Saturday: PAD 755 (Writing for Managers) and PAD 726 (Outsourcing); these courses are valued electives for every specialization in both programs.

**In the box below, briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of 'underrepresented**

populations' may vary between programs, given mission-oriented 'audience' and stakeholders, target student populations, etc). (Limit 250 words)

### 4.4.2 Program Recruitment Diversity Activities

The MPA program directors assist Graduate Admissions during recruitment events. The program directors take turns to present at recruitment events such as exhibit tables at the college and virtual recruitment workshops during the COVID-19 pandemic. In addition, the MPA Programs sponsor various professional conferences such as the American Society for Public Administration (ASPA), the Northeast Conference of Public Administration (NECOPA), and the Network of Schools in Public of Public Policy, Affairs, and Administration (NASPAA). Through sponsorship, we advertise our programs via online marketing and exhibit tables at these conferences. Lastly, we use Facebook and Twitter for marketing and recruitment efforts to build the popularity of our programs within underrepresented populations.

### 4.4.3a

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

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

**Please Check One:** US Based Program

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

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

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

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
<b>Black or African American, non-Hispanic</b>	21	70	11	59	161
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	0	0	0	0	0
<b>Asian, non Hispanic/Latino</b>	10	14	12	10	46
<b>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</b>	0	0	0	0	0
<b>Hispanic / Latino</b>	28	68	24	45	165
<b>White, non-Hispanic/Latino</b>	20	23	20	26	89

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
<b>Two or more races, non Hispanic/Latino</b>	7	14	4	11	36
<b>Nonresident Alien</b>	2	1	1	1	5
<b>Race and/or Ethnicity Unknown</b>	0	0	0	0	0
<b>Total</b>	88	190	72	152	502
<b>Disabled</b>	13	16	9	19	57

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

The disability demographics were provided to us by Institutional Research (IR) at John Jay College on June 29, 2021. IR provides the disability status of MPA students in aggregate, not by the four modalities (PPA campus, PPA online, IO campus, IO online). The MPA Programs do not collect that information during the admission screening process. CUNY Central reports our student data to the state. They maintain the data since it is HIPPA-sensitive.

**4.4.3b**

**4.4.3b Ethnic Diversity - Enrolling Students**

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

**Non-US Based Program:** Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

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

Select Designation	Program-defined Diversity Category	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Total						

**Standard 4.4.3c**

**4.4.3c**

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

We do not differentiate between students based on demographic specifics. All students are given the same considerations and guidance.

**COPRA Approval**

<b>Standard 5.1 COPRA Approval</b>	No
<b>Standard 5.2 COPRA Approval</b>	No
<b>Standard 5.3 COPRA Approval</b>	No
<b>Standard 5.4 COPRA Approval</b>	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.

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

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

### PART A. Defining competencies consistent with the mission

## Section 5.1 Universal Required Competencies

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

**Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing**

examples of its assessment)? Limit 500 words each.

### To lead and manage in public governance

The MPA Programs sought to prioritize assessment and evaluation of its programs in 2019. Before that year, a few classes had summative assessment to analyze performance and effectiveness of programs. Therefore, the MPA Programs' leadership decided to broaden the scope of assessment and institutionalize the evaluation process. Currently, we have data on all five competencies, and have tracked consistently on three. In addition, we have done work on almost all five competencies.

Specifically, during our baseline assessment in fall 2019, we analyzed 16 MPA courses by asking faculty to complete a standardized assessment evaluation for their students in each of the 16 MPA courses. They rated the students based on a 3-point scale. The average competency evaluation scores across all courses were:

Competency 1: 2.35

Competency 2: 2.1

Competency 3: 2.1

Competency 4: 2.25

Competency 5: 2.1

As a result, we prioritized the three competencies with the lowest score. Our assessment cycle continues each semester to determine challenges and opportunities. In addition to the direct assessments, we seek indirect assessment by administering a student survey. We ask respondents how the MPA courses correlate to the different competencies and learning goals. Our mission and public service values are reflected in each section's learning outcomes below. These learning outcomes are aligned with our program mission statement. Our course assessment map is found in Appendix 5A.

In addition to the direct assessments, we seek indirect assessment by administering a student survey. We ask respondents how the MPA courses correlate to the different competencies and learning goals. Due to operational challenges posed by the COVID-19 pandemic, we are still administering the 2019-2020 student survey. As of June 29, 2021, we have 225 respondents answering the survey. We will continue to monitor the indirect assessments for 2019-2020. So far, the results are similar to our last 2018-2019 student survey results. Most students indicated that the MPA Programs assisted them in acquiring learning goals in the courses as they are highlighted on our MPA course assessment map (See Appendix 5A).

We identified targeted MPA-PPA and MPA-IO courses that observe the competency to lead and manage in public governance. They are:

- PAD 700 (Introduction to Public Administration)
- PAD 702 (Human Resources Management)
- PAD 705 (Organizational Theory)
- PAD 706 (Bureau-pathology)
- PAD 723 (Audits, Assessments, and Investigations in Human Resources)
- PAD 742 (Public Sector Accounting and Auditing)
- PAD 743 (Public Sector Financial Management)

Under this first competency, we identified four student learning outcomes, which are:

- 1.1. Students will acquire the knowledge, skills, and competencies of leadership and management in public governance.
- 1.2. Students will understand the core functions, issues, and theories of human resources management.

1.3. Students will understand the major theories of organizational structure and organizational behavior.

1.4. Students will understand how governments finance public projects and programs.

Faculty members who teach in the seven courses measure students' comprehension of the learning outcomes by using a three-point scale assessment at the end of the semester. The faculty member identifies an assignment in the respective course that incorporates the specific learning outcomes. Faculty members complete a standard assessment template for each student in their course and submit it to the assessment manager after finals. Along with the assessment template, the faculty member includes a rationale document that describes how the assignment measures learning outcomes and how the students' three-point scale was calculated.

### **To participate in and contribute to the public policy process**

We identified targeted MPA-PPA and MPA-IO courses that observe the competency to participate in, and contribute to, the public policy process. They are:

- PAD 704 (Economics for Public Administrators)
- PAD 739 (Policy Analysis)
- PAD 742 (Public Sector Accounting and Auditing)
- PAD 758 (Ethics, Integrity, and Accountability)
- PAD 771 (Capstone Seminar)

Under this second competency, we identified three student learning outcomes, which are:

- 2.1. Students will demonstrate how political context influences policy analysis.
- 2.2. Students will understand the influence of economics on policy choices and policy analysis.
- 2.3. Students will conduct a research or policy analysis project.

Faculty members who teach in the five courses measure students' comprehension of the learning outcomes by using a three-point scale assessment at the end of the semester. The faculty member identifies an assignment in the respective course that incorporates the specific learning outcomes. Faculty members complete a standard assessment template for each student in their course and submit it to the assessment manager after finals. Along with the assessment template, the faculty member includes a rationale document that describes how the assignment measures learning outcomes and how the students' three-point scale was calculated.

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

We identified targeted MPA-PPA and MPA-IO courses that observe the competency to analyze, synthesize, think critically, solve problems, and make decisions. They are:

- PAD 700 (Introduction to Public Administration)
- PAD 715 (Research Methods in Public Administration)
- PAD 739 (Policy Analysis)
- PAD 758 (Ethics, Integrity, and Accountability)
- PAD 771 (Capstone Seminar)

Under this third competency, we identified three student learning outcomes, which are:

- 3.1. Students will demonstrate reading, writing, and analytical skills necessary for management and policy decision-making.
- 3.2. Students will define/diagnose decision situations, develop courses of action and evaluate results.
- 3.3. Students will demonstrate the ability to collect and analyze data.

Faculty members who teach in the five courses measure students' comprehension of the learning

outcomes by using a three-point scale assessment at the end of the semester. The faculty member identifies an assignment in the respective course that incorporates the specific learning outcomes. Faculty members complete a standard assessment template for each student in their course and submit it to the assessment manager after finals. Along with the assessment template, the faculty member includes a rationale document that describes how the assignment measures learning outcomes and how the students' three-point scale was calculated.

### **To articulate and apply a public service perspective**

We identified targeted MPA-PPA and MPA-IO courses that observe the competency to articulate, apply, and advance a public service perspective. They are:

- PAD 700 (Introduction to Public Administration)
- PAD 704 (Economics for Public Administrators)
- PAD 758 (Ethics, Integrity, and Accountability)

Under this fourth competency, we identified two student learning outcomes, which are:

4.1. Students will understand how the public service values such as ethical behavior, diversity, equity, integrity, efficiency, effectiveness, and professionalism shape the formulation and implementation of public policy and administration.

4.2. MPA-PPA students will understand how changing demographics in the population impact governance. MPA-IO students will be able to identify and address deficiencies in integrity and efficacy in public institutions.

Faculty members who teach in the three courses measure students' comprehension of the learning outcomes by using a three-point scale assessment at the end of the semester. The faculty member identifies an assignment in the respective course that incorporates the specific learning outcomes. Faculty members complete a standard assessment template for each student in their course and submit it to the assessment manager after finals. Along with the assessment template, the faculty member includes a rationale document that describes how the assignment measures learning outcomes and how the students' three-point scale was calculated.

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

We identified targeted a shared course (MPA-PPA and MPA-IO) that observes the competency to communicate and interact productively within a diverse and changing workforce, which is:

- PAD 771 (Capstone Seminar)

Under this fifth competency, we identified one student learning outcome, which is:

5.1. Students will organize and communicate information by means of oral presentations, written documents, and digital media.

Faculty members who teach in the course measure students' comprehension of the learning outcomes by using a three-point scale assessment at the end of the semester. The faculty member identifies an assignment in the respective course that incorporates the specific learning outcomes. Faculty members complete a standard assessment template for each student in their course and submit it to the assessment manager after finals. Along with the assessment template, the faculty member includes a rationale document that describes how the assignment measures learning outcomes and how the students' three-point scale was calculated.

## **Standard 5.2 Part A: Mission Specific Required Competencies**



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

**Standard 5.2 Mission-Specific Required Competencies (if applicable)**

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

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

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None.

**Standard 5.3 Part A**

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

**Section 5.3 Mission-Specific Elective Competencies (if applicable)**

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

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

-----  
We do not have mission-specific elective competencies. However, students have the opportunity to choose from a wide variety of specializations in the PPA and IO programs, which serve our mission and public service values as a whole.

**Standard 5.1-5.3 Part B**

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

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

**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.

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

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

For purposes of the self-study report, we will only illustrate the assessment process for Competency 5. Under Competency 5 (communicate and interact productively within a diverse and changing workforce), students are expected to organize and communicate information by means of oral presentations, written documents, and digital media.

### 2. Evidence of learning that was gathered:

We gathered evidence of learning from faculty, students, and prospective employers. Surveys, direct/indirect assessment, and group discussion explained that student writing was critical for academic and professional success. Moreover, small group discussion highly recommended that we target writing improvement as a top priority. The MPA Programs decided to first address Competency 5 (communicate and interact productively within a diverse and changing workforce and citizenry). It's learning goal is to have students organize and communicate information by means of oral presentations, written documents, and digital media. Writing improvement aligns with this competency and learning objective, so we planned for next steps (writing coach program) in this regard.

### 3. How evidence of learning was analyzed:

We analyzed evidence of learning by assessing the writing coach program at the end of the semester. The writing coaches followed a standardized rubric to complete a 3-point evaluation tool that scores students on their writing (See Appendix 5C). The writing coaches evaluate the student's writing sample before consultation. After the coaching session, the student re-submits their writing sample to the writing coach, who then evaluates their post-consultation writing assignment. Based on our AY 2020-2021 writing coach assessment, students averaged 1.6 out of 3 in writing (average score for format, grammar, cohesion, and criteria). The writing coaches helped to increase the student writing average score by 16%. Therefore, we continue to implement the writing coach program in subsequent semesters, along with continuous assessment.

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

The MPA Programs encourages writing throughout the duration of the students' degree program. We intend to incorporate writing support in the early, middle, and later parts of the students' academic career. Our surveys and feedback from group discussion prompted us to support writing through a writing coach program. Our assessment also explained that students have writing support in the first class, PAD 700 (Introduction to Public Administration) and the last class, PAD 771 (Capstone Seminar). However, we found that there was a lack of writing support in between the first and last course. It was not ideal for MPA faculty to coach students on writing errors, grammar, and structure, as it would take away time from other teaching components found in the course syllabus. The MPA Program nucleus faculty agreed that embedding writing assistance in the middle of the program will

benefit the students greatly. We decided to launch the writing coach program so there is a continuous cycle of writing support throughout the students' academic career. We also created a standardized assessment and rubric for the writing coach program, which will help us monitor the effectiveness/performance of students' writing abilities (See Appendix 5C).

### Writing Coach Program

Our writing support coach program improved student academic performance in writing and communication. Students benefited from the individual support received from writing coaches. Writing errors were caught early in the program and addressed through writing workshops and one-on-one writing coach support each semester. The writing coaches provided detailed feedback on student writing, and recommended strategies for improvement. During the fall 2020 writing coach assessment, the writing coaches evaluated pre- and post- writing evaluation by scoring students on a 3-point scale that measures writing format, grammar, and cohesion. We discovered a 47% improvement in those students who have been assisted by a writing coach.

Through survey feedback, we discovered that students and faculty positively support the writing coach program, and its continued efforts to improve student writing within the programs. The writing support program outcomes encourage the development of fundamental skills needed in any academic and professional field. A sample writing assessment rubric and rationale description can be found in Appendix 5D.

The writing support program consists of two writing coaches who support several course sections each semester. This program is overseen by the MPA leadership team. The writing coach program was piloted in the spring 2020 semester and targets eight course sections each semester during the academic year, four course sections in MPA-PPA and four course sections in MPA-IO. The coaches provide feedback to students on various writing assessment measures and use a standardized assessment rubric.

Based on qualitative feedback, we found strong support for the writing program from both students and faculty. The program will continue to improve student writing skills in future semesters. Since this initiative is new, we apply incremental changes to the program to build better outcomes for student writing.

#### Program Goals:

- Improve student writing.
- Support and develop essential writing skills necessary for student success in their academic and professional careers.

#### Duration:

We continue the writing support program assessment cycle each semester and incorporate changes that make our assessments more meaningful and impactful in the future. Also, we are looking at strategies to scale the writing support to more MPA students in our programs. But we look to do so without sacrificing quality and dedicated support to our students. Nevertheless, we may have to plan for strategies that incorporate the college partially reopening in the fall 2021 semester. This way, we do not exclude any demographics of students from our resources.

Our fall 2020 and spring 2021 assessment report can be found in Appendix 5D. It includes courses where assessment occurred (direct and indirect), the learning objectives assessed, and the outcomes.

### Standard 5.2 Part C

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

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

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

We do not have mission-specific required competencies. Courses within our programs align with our mission statement and public service values.

**Standard 5.4.1 Professional Competencies**

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

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

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

The MPA Programs provide opportunities for students to engage in public service, research, and enhance their professional development. We employ a broad range of activities where our students can interact with practitioners. Most of our MPA students work full-time while attending class. Therefore, we cater our services and activities accordingly to benefit our student demographics.

Academic and Professional Development

Public Service Fellows Mentorship Program

John Jay College of Criminal Justice's MPA Programs in collaboration with the Frederick O'Reilly Hayes Fellowship Foundation has initiated the John Jay College Public Service Fellows Mentoring program. Under this new program, recipients of the Hayes Prize and runners-up (honorees) will mentor MPA candidates at John Jay. Hayes Prize winners and honorees, composed of outstanding young leaders in New York City government, will assist and guide students to become professionals in public service.

The John Jay College Public Service Fellows Mentorship Program will provide Graduate Students (mentees) the opportunity to expand their knowledge and professional network under the tutelage of Hayes Prize recipients. Mentees will be paired with mentors in specialty areas to include, but not limited to, public policy and administration, operations and management, healthcare services administration, criminal justice management, education administration, and data analytics. The mentoring will be for at least one full semester. Mentors will be current and past recipients and honorees of the Hayes Prize, who will volunteer their time to offer personal and professional insight related to their roles within the field. Mentors will be paired with one student (mentee), per semester, for a total of two students mentees per year. Mentors will meet with mentees on a required monthly and/or regularly established basis to discuss agreed-upon topics of interest, including but not limited to professional and/or personal experiences, career advice, current trends of the job market and hiring tips, innovations within the field, and/or share information regarding current projects/or policy reviews. Meetings will take place as established by the mentor and mentee including over the

phone, Skype, or in-person (where possible).

**Program Goals:**

- Prepare mentees to explore various career advancement paths within NYC Government and Public Service, based on the mentors' experience and/or insight stemming from their own career paths, educational, and/or personal experience.
- Expand mentees' awareness of the applicability of their own skill sets to the field/community.
- Create opportunity for networking, professional, educational, training, and/or certification opportunities, for mentees.

**Duration:**

Six months to one year.

**Association of Inspectors General Mentorship Program**

The Association of Inspectors General (AIG) Mentorship Program affords MPA-IO students mentorship opportunities by experienced members of the Inspector General community. The mentors assist and guide our students to become effective members of the inspection and oversight profession. MPA-IO students (mentees) are paired with mentors in specialty areas, which include investigations, inspections, audits, legal, policy, and digital forensics. Mentors meet with mentees on a regularly established schedule to discuss agreed-upon topics of interest, including but not limited to professional and/or personal experiences, career advice, current trends of the job market and hiring tips, innovations within the field and/or share information regarding current investigations, audits, and/or policy reviews.

**Program Goals:**

- Prepare mentees to explore various career advancement paths within the IG field.
- Expand the mentee's knowledge and skills so they can apply it to the IG field.
- Create the opportunity for networking, professional, educational, training and/or certification opportunities.

**Duration:**

One year.

**American Society for Public Administration Annual Conference**

The MPA Programs support MPA-PPA students to attend the annual American Society for Public Administration (ASPA) conference. ASPA promotes the value of joining and elevating the public service profession, connecting professionals and students worldwide, and achieving innovative solutions to public service challenges. Our public service values are aligned with ASPA's mission, and we create opportunities for MPA-PPA students to participate in the ASPA annual conference. Eligible MPA-PPA students are awarded conference and/or student travel funding for engaging in the annual conference.

**Program Goals:**

Equip future public servants with the leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance.

**Duration:**

Annual conference held once a year - various number of days.

**Association of Inspectors General Training Conference**

The MPA Programs support MPA-IO students to attend the Association of Inspectors General (AIG) Annual Training Conference. The conference provides MPA-IO students the opportunity to obtain contemporary and practical tools that will enable people to become more effective and efficient professionals in the field of inspection and oversight. In the past, the programs covered conference registration and/or travel expenses related to student travel and participation. Eligible students find the opportunity to network with inspector generals from various organizations and attend class sessions at the conference to complement their current MPA-IO coursework. This year, we are determining scholarship funding for the 2021 annual conference.

#### Program Goals:

Equip future public servants with the leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance.

#### Duration:

Annual conference held once a year - various number of days.

### Annual Student Memberships

The MPA Programs enhance both MPA-PPA and MPA-IO students' education and knowledge by offering complimentary one-year student memberships to the following affiliations:

- Association of Inspectors General (AIG)
- Association of Public Policy Analysis and Management (APPAM)
- American Society for Public Administration (ASPA)
- International City/County Management Association (ICMA)
- Local Government Hispanic Network (LGHN)
- National Forum for Black Public Administrators (NFBPA)
- Society for Human Resources Management (SHRM)

#### Program Goals:

Equip future public servants with the leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance.

#### Duration:

One year.

### Tow Policy Advocacy Fellowship

The Tow Policy Advocacy Fellowship prepares John Jay College graduate students for careers in policy advocacy at the city, state, and federal level. The Tow Fellows complete hands-on internships at advocacy-focused organizations in New York City, while taking relevant coursework to enrich their fieldwork experiences.

#### Program Goals:

- Foster leadership and social change.
- Define problems, establish evaluative and analytical criteria; develop feasible policy alternatives; project outcomes; evaluate programs; conduct cost-benefit analyses; and master statistical literacy.
- Communicate in terms of writing policy memos and oral presentations.

#### Duration:

One year.

### Faculty Engagement

Our MPA full-time and adjunct faculty adds value to the educational and professional experiences of the MPA students. Our faculty are academically or professionally qualified in their respective areas of practice. They publish in areas of program responsibility, participate in conferences, and/or provide community or professional service in program responsibility. As of fall 2021, there are 22 full-time faculty, 4 substitute lecturers, and 18 adjunct faculty.

Faculty members are engaged in various aspects of the program. Some faculty members serve as lead faculty members, who help guide other faculty members in planning coursework, syllabi, and open education resource content. Other faculty members hold faculty advisor positions, supervising student organizations such as the Master of Public Administration Student Association, International City/County Management Association, National Forum of Black Public Administrators, or International Association of Emergency Managers. Moreover, some faculty members advise MPA students in preparing for annual conferences/competitions such as the American Society for Public Administration, Association for Public Policy Analysis and Management, and the NASPAA SIM competition. A faculty advisor oversees the Pi Alpha Alpha Honor Society and chapter events at John Jay College. Several faculty members have also served as guest speakers or facilitators for different training and workshops throughout the years. Our faculty members continue to engage in various activities outside of the classroom, which enriches the MPA students' experiences in the program.

### MPASA Research Series

The Master of Public Administration Student Association (MPASA), under the guidance of a nucleus faculty member, hosted several research and career-based workshops throughout the semester. Practitioners served as guest speakers for the virtual workshops. They discussed career paths, contemporary public service issues, and the outlook of public service. The guest speakers talked about their perspectives and encouraged students to participate in these conversations.

### Program Goals:

- Engage students to network with other students and professionals in the field of public service.
- Foster public service dialogue amongst students, faculty, and professionals.
- Create awareness on public service challenges and current events.

Duration:  
One year.

### COPRA Approval

**Standard 6.1 COPRA Approval**

No

### Standard 6 Matching Resources with the Mission

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

Self-Study Instructions:

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

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

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

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

**6.1a Overall budget for program**                      Stable

**6.1b**

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

The programs have sufficient resources to support ongoing program improvement.

First, the Provost has been supportive of the MPA Programs. Despite resource instabilities brought on by the pandemic situation and the College's general severe need for full-time faculty, the programs were allocated two additional full-time lines last year: one filled at the assistant professor level and another a lecturer line. It helps the nucleus faculty coverage of core courses in the MPA programs. The MPA programs, like other programs in the College, remain in critical need of full-time tenure-track faculty members.

Second, the MPA programs are greatly helped by the differential tuition (DT) that programs have generated. The DT budget was proposed by MPA program directors, approved by DT subcommittee at the program level, the full MPA faculty body, and lastly the DT committee at the College level. Among others, the differential tuition covers four critical full-time staff members (one assessment manager, two academic advisors, and one career advisor). Combined with other funding sources noted below, the programs also afford part time college assistants (admission, communications with students, tech/social media/website assistant, and student data analyst). Both full-time and part-time staff members are key to support for student success in the programs and beyond. In addition, the differential tuition supports the majority of our programmatic activities, including but not limited to:



student financial support, marketing, student travel, workshops, technology support, free textbook programs for students, mentorship programs, conference sponsorship, etc.

Third, the MPA Programs have access to incentive funds. The College shares with the MPA Programs a portion of summer/winter enrollment and online enrollment revenue generated by the MPA Programs. The programs have full control over the use of funds, including but not limited to: updating technologies, developing open access course materials, and etc.

Fourth, the Office of Graduate Studies provides resources to further improve program delivery support in the areas of part-time college assistants, student communication, technology, career networking, etc.

6.2a

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

	Required Course (list them by course catalogue name and number)	Frequency
Course 1	PAD 700 (Introduction to Public Administration)	Every semester, session, or quarter
Course 2	PAD 702 (Human Resources Management)	Every semester, session, or quarter
Course 3	PAD 704 (Economics for Public Administrators)	Every semester, session, or quarter
Course 4	PAD 705 (Organization Theory)	Every semester, session, or quarter
Course 5	PAD 706 (Bureaupathology)	Every semester, session, or quarter
Course 6	PAD 715 (Research Methods)	Every semester, session, or quarter
Course 7	PAD 723 (Audits, Assessments, and Investigations in Human Resources)	Every semester, session, or quarter
Course 8	PAD 739 (Policy Analysis)	Every semester, session, or quarter
Course 9	PAD 740 (Public Sector Accounting and Oversight)	Every semester, session, or quarter
Course 10	PAD 742 (Public Sector Accounting and Auditing)	Every semester, session, or quarter
Course 11	PAD 743 (Public Sector Financial Management)	Every semester, session, or quarter
Course 12	PAD 758 (Ethics, Integrity, and Accountability)	Every semester, session, or quarter
Course 13	PAD 771 (Capstone Seminar)	Every semester, session, or quarter

6.2b

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and

preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

Specialization Info				
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Management and Operations 72 (MPA PPA)	72	2	2	2

Specialization Info				
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Human Resources Management (MPA PPA)	53	2	2	2

Specialization Info				
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Criminal Justice Policy and Administration (MPA PPA)	23	2	2	2

Specialization Info				
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Emergency Management (MPA PPA)	6	3	3	3

Specialization Info				
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Forensic Accounting (MPA IO)	15	3	3	3

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
International Inspection and Oversight (MPA IO)	6	2	2	2

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Organizational Assessment and Monitoring (MPA IO)	11	2	2	2

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Investigation and Operational Inspection (MPA IO)	38	2	2	2

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Law and Inspection and	2	1	1	1

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Oversight (MPA IO)				

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Inspection and Oversight for Healthcare Services (MPA IO)	11	3	3	3

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Urban Affairs (MPA-PPA)	2	3		

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Law and Public Management (MPA-PPA)	1	1	1	1

**Specialization Info**

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Public Policy Analysis (MPA-PPA)	1	2	2	2

**6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)**

The table above (6.2b) does not allow for text and we want to clarify the information provided in the table.

There are specialization courses and electives that rotate offerings in fall and spring. We do not guarantee to offer all required courses in the summer. The courses offered depend on faculty availability in teaching them.

Urban Affairs Specialization:

The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Courses should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.

The source for number of students graduating with each concentration/specialization is John Jay College Registrar's Office.

**COPRA Approval**

**Standard 7.1 COPRA Approval**

No

**Standard 7: Matching Communications with the Mission**

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

***Self-Study Instructions***

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

In preparing its Self Study Report for Standard 1-6, the Program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public 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.

Other data will have to be posted **by the program** on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this

information public (through a publication or brochure, for example).

**Data and Information Requirements - Provide URLs**

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. Programs are expected to ensure ongoing accuracy in all external media on an annual basis.

**General Information about the Degree - From Eligibility Section**

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

<b>Degree Title</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/1-3-programs-and-specializations/">https://jjcmpa.commons.gc.cuny.edu/1-3-programs-and-specializations/</a>
<b>Organizational Relationship between Program and University</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/organization-chart/">https://jjcmpa.commons.gc.cuny.edu/organization-chart/</a>
<b>Modes of Program Delivery</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/modes-of-program-delivery/">https://jjcmpa.commons.gc.cuny.edu/modes-of-program-delivery/</a>
<b>Number of Credit Hours</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/4-1-2-degree-completion-plans/">https://jjcmpa.commons.gc.cuny.edu/4-1-2-degree-completion-plans/</a>
<b>Length of Degree</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/1-4-graduations-rankings-and-accreditation/">https://jjcmpa.commons.gc.cuny.edu/1-4-graduations-rankings-and-accreditation/</a>
<b>List of Dual Degrees</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/2-how-to-apply/">https://jjcmpa.commons.gc.cuny.edu/2-how-to-apply/</a>
<b>List of Specializations</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/1-3-programs-and-specializations/">https://jjcmpa.commons.gc.cuny.edu/1-3-programs-and-specializations/</a>
<b>Fast-track Info</b>	N/A
<b>Number of Students</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/employment-information/">https://jjcmpa.commons.gc.cuny.edu/employment-information/</a>

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

<b>Mission Statement</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/">https://jjcmpa.commons.gc.cuny.edu/</a>
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**Faculty - From Standard 3**

<b>Number of Faculty Teaching in the Program</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/faculty-facebook/">https://jjcmpa.commons.gc.cuny.edu/faculty-facebook/</a>
<b>Program Faculty identified including credentials</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/faculty-facebook/">https://jjcmpa.commons.gc.cuny.edu/faculty-facebook/</a>

**Cost of Degree - From Standard 4.1**

<b>Tuition Cost (in state and out-of-state)</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/tuition-and-fees/">https://jjcmpa.commons.gc.cuny.edu/tuition-and-fees/</a>
<b>Description of Financial Aid Availability, including Assistantships</b>	<a href="https://jjcmpa.commons.gc.cuny.edu/tuition-and-fees/">https://jjcmpa.commons.gc.cuny.edu/tuition-and-fees/</a>

**Admission - From Standard 4.2**

**Admission Criteria**

<https://jjcmpa.commons.gc.cuny.edu/admission-requirements/>

**Career Services - From Standard 4.3**

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

<https://jjcmpa.commons.gc.cuny.edu/employment-information/>

**Current Student - From Standard 4.3**

**Internship Placement List**

<https://jjcmpa.commons.gc.cuny.edu/3-3-1-where-do-our-recent-mpa-graduates-work/>

**Graduates - From Standard 4.3**

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

<https://jjcmpa.commons.gc.cuny.edu/graduates-completion-rates/>

**3.1.3: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality**

Other

**Secondary Delivery Modality Name**

MPA-PPA Campus

**3.1.3**

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	64	50	80	69
Courses delivering required Competencies	40	55	85	75

**3.1.3: Delivery Modality Breakdown**

**Delivery Modality**

**Delivery Modality**

Other

**Secondary Delivery Modality Name** MPA-PPA Online

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	41	61	80	80
Courses delivering required Competencies	29	79	86	90

3.1.3: Delivery Modality Breakdown

Delivery Modality

**Delivery Modality** Other  
**Secondary Delivery Modality Name** MPA-IO Campus

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	42	45	74	40
Courses delivering required Competencies	24	58	83	42

3.1.3: Delivery Modality Breakdown

Delivery Modality

**Delivery Modality** Other  
**Secondary Delivery Modality Name** MPA-IO Online

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	19	47	68	53
Courses delivering	12	50	83	50



3.1.3

N =

Nucleus Faculty

Full Time Faculty

Academically  
Qualified

**required  
Competencies**