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Preconditions for Accreditation Review

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

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

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

3. Primary Focus:
The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

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

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

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

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

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

If Yes, Provide name of quality assurance body or bodies that recognizes institution.
North Central Association of Colleges and Schools

Provide name of quality assurance body or bodies that recognizes institution.
North Central Association of Colleges and Schools

List year of most recent recognition: 2004

When was the degree program established: 1976

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

Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.
The MPA program provides a generalist education, which prepares students for administrative positions in local, state or federal government. The program also offers an emphasis in health administration, which prepares students for administrative positions in health care related settings. The program is designed for both in-service and pre-service students.
Does this program offer Executive Education as defined in the NASPAA Standards special conditions? No.

Is the entire degree devoted to executive education? No.

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

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

The Health Administration track has identical admission criteria, required core courses, competency assessment, and completion requirements. The differences are: 1) the health track students must take four courses related to health administration, 2) placement often differs for the health track graduates because the track gears them toward positions in health administration, 3) internships and independent studies for health track students generally reflect their emphasis, and are therefore likely related to health policy and administration.

Is any part of the program offered online? Yes, the entire program can be completed either online or on main campus.

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

Students can complete the program by taking all courses using a high-speed internet connection, video and audio. All courses needed to complete the MPA are offered in a hybrid format. Each class has a group of local students and also has distance students who enter the classroom remotely. All students are required to attend the "live" class, and they all have the same requirements and expectations. This technology allows synchronous ("real-time") delivery of the MPA program to students to any location, as long as they have access to the required equipment.
Title of Degree:
MPA

Geographic Arrangement Program Delivery:
Main Campus

Overarching Program Emphasis:
Public Administration

Program Student Population Emphasis:
Do not Emphasize between Pre or In-service students

Program Placement Emphasis:
Other

Number of Students in degree program:
The program has 49 active matriculated students, as of 8/8/2011, after 2011 summer graduation. This does not include students who either the Graduate School or the program have deemed inactive because they have not taken courses for a long period of time. 15 additional students have been admitted into the program for fall, 2011, but have not matriculated yet and the program is still processing some applications for fall, 2011. Thus, fall enrollment could easily be in the 60-65 range.

Ratio of FTE Faculty to FTE Students
6 / 27.57

Number of Semester Credit Hours Required to Complete the Program:
35

List of Dual Degrees
MPA/Juris Doctorate BSPS/MPA: Bachelor of Science in Public Administration / Master of Public Administration BAPS/MPA: Bachelor of Arts in Political Science / Master of Public Administration

List of Specializations
Health Administration

Mission Statement

Mission of the MPA Program: The mission of the MPA Program at the University of North Dakota is to instill public service values and to prepare people to enter into or advance in government and related fields.
Goals and Objectives Related to the Mission:

1. The University of North Dakota’s MPA Program seeks to prepare its students for public service by developing and supplementing the following:
   • Skills related to critical and analytical thinking, decision-making, and communication.

An understanding of:
   • The theories and practice of public management, and the design and analysis of public policy.
   • The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
   • The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
   • A recognition of, and appreciation for, the role of diversity in public service delivery.

2. The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals and through the research activities of the Bureau of Governmental Affairs.

3. The University of North Dakota’s MPA Program faculty are dedicated to:
   • Excellence and innovation in teaching.
   • Student service and mentorship.
   • Serving the community, North Dakota, and profession through teaching, service and scholarship.
   • Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

One Universal Competency

To communicate and interact productively with a diverse and changing workforce and citizenry.
STANDARD 1: Managing the Program Strategically

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

- Its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy
- The population of students, employers, and professionals the Program intends to serve, and
- The contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

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

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

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

The Master of Public Administration degree was initiated in 1976. The Department of Political Science and Public Administration previously had a Public Administration track as part of a now-defunct MA in Political Science program. It was originally a multi-disciplinary program, drawing on courses from the business departments in the College. Over time, the courses specific to public administration were developed and, currently, only one course is offered through another department in the College.

Because we are a state institution and the only public administration program in North Dakota, we have always had a focus on providing advanced education for state government employees in Bismarck, the capital. Thus, for most of its history the program has had a distance component. Originally, the program was offered on the home campus in Grand Forks, in Bismarck, and at the Grand Forks Air Force Base. The distance component fulfills the University's mission to serve the state and to provide “extensive continuing education and public service programs for all areas of the state and region” (UND Mission Statement). Distance delivery has evolved over time as technology has allowed. Originally, faculty traveled to the distant sites to teach. The Air Base site was closed in 1983 because of poor demand. The Bismarck
program was suspended in 1986 for the same reason but was reinstituted in 1992 using interactive video as a delivery mode. Thus, professors would teach live to both a local classroom and a remote classroom. Finally, in 2007 we began piloting a new mode of delivery: live internet-assisted hybrid courses, where distance students sign in to the classes via high-speed internet, video and audio. We phased out interactive video and adopted the hybrid format for all of our courses beginning fall of 2008. This transition led to significant programmatic growth and diversification of the student body. It also allowed the program to better meet its mission, as well as the University's mission. Information on our program delivery options is available on our website at: http://www.business.und.edu/academics/academic-programs/mpa/programdeliveryoptions.cfm.

The MPA program has always had a generalist approach, catering to both pre-service and in-service students. In 1996, however, the program investigated its first emphasis option, in health administration. After a 1996 needs assessment, which showed a paucity of education options in the State and region related to administration in health care settings, combined with the fact that health care was the fastest growing industry in North Dakota, a four-course emphasis was established. The Health Administration track was approved for initial delivery in the fall of 1998.

In the spring of 2003, the Department received permission to hire an additional core public administration faculty member, bringing the total to six. This position was authorized specifically to assist in gaining NASPAA accreditation for the MPA program. In 2005 the MPA Program was accredited by NASPAA for the first time. Although there are six faculty who are considered core members of the MPA faculty, all faculty in the department traditionally have taught at least one course in the program, serve on its steering committee, and advise graduate student independent studies. Currently the program is recruiting for a core faculty member. In the summer of 2010, Steven Light, a core member of the MPA faculty, became Associate Provost for Undergraduate Education at UND. He maintained minimal involvement with the program during the 2010-2011 academic year and the Department hired a one-year replacement. The Department was not allowed to fill the tenure-track line until the Provost and Dr. Light could mutually agree that he would stay in the Associate Provost position long-term. That agreement was made in June of 2011 and the Department and program were given permission to recruit for a tenure-track replacement for Light, which is in-progress. We hope to have his replacement hired to begin in August, 2012. In the meantime, we have hired a (Ph.D. level) second one-year replacement for Light, for the 2011-2012 school year.

Most recently the program has reconstituted its Advisory Board. Previously, the Board did not play a large role in program, met intermittently, and had inactive members. The new Board is made up of committed members, and the program looks to it for strategic input. During the 2010-2011 academic year, the Board was instrumental in making some changes to the mission of the MPA program. Other stakeholders that provided input included program alumni, government employees in North Dakota, the MPA Student Organization, and the MPA Steering Committee.
1.1.2 - 1.1.5 Provide Program Mission
Use the text boxes below to provide the program mission statement and how the program reflects public service values.

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

**Mission of the MPA Program:**
The mission of the MPA Program at the University of North Dakota is to instill public service values and to prepare people to enter into or advance in government and related fields.
This mission statement, which represents some modifications of an existing mission statement, was formally adopted in May of 2011, after a lengthy development process, which is described below in 1.1.4.

The program has also specified mission "goals and objectives," which are meant to be elaborations of the above mission statement. The goals of the program itself are elaborations of a key concept contained in the mission statement: "preparation of people." Elaboration of the "public service values" component of our mission statement is discussed in another section of Standard 1, but is also available on our website (listed below under 1.1.3), accompanying the mission statement.

**Following are the MPA Mission Goals and Associated Objectives:**

**Goals and Objectives Related to the Mission**

1. The University of North Dakota’s MPA Program seeks to prepare its students for public service by developing and supplementing the following:
   - Skills related to critical and analytical thinking, decision-making, and communication.
   - An understanding of:
     - The theories and practice of public management, and the design and analysis of public policy.
     - The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
     - The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
     - A recognition of, and appreciation for, the role of diversity in public service delivery.

2. The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals and through the research activities of the Bureau of Governmental Affairs.

3. The University of North Dakota’s MPA Program faculty are dedicated to:
• Excellence and innovation in teaching.
• Student service and mentorship.
• Serving the community, North Dakota, and profession through teaching, service and scholarship.
• Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

1.1.3: Attach the URL for the program mission statement
http://www.business.und.edu/academics/academic-programs/mpa/mission.cfm

1.1.4 Describe the processes used to develop the mission-statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission.

*Development and Review of the Mission Statement: The MPA mission is reviewed at least annually by the MPA Steering Committee, which is made up of all faculty who teach in the MPA program. This includes all core members of the MPA faculty, as well as participating faculty who teach a course. When reviewing the mission, faculty gauge its relevance connected to any proposed changes to the curriculum, any assessment data, and the content of program courses. In the fall of 2010, the MPA Steering Committee faculty extensively considered the mission, particularly in light of some assessment outcomes combined with NASPAA’s recently changed accreditation process and requirements. It became clear that a more extensive review of the mission should be undertaken. A multistep process involving stakeholder groups was started:

1) A survey of state government employees in North Dakota was commissioned through the Bureau of Governmental Affairs (research arm of the program). The sampling frame for this survey was the most recent version of the “Directory of Government Officials,” which is an annual publication of the Bureau of Governmental Affairs. We supplemented this by creating separate sampling frames for nonprofit and health administrators. This survey had 181 total responses. Part of the survey involved reading the MPA mission to each respondent and then asking for open-ended feedback. Later this open-ended feedback was coded.

2) A survey of MPA program graduates was done. They were also asked about the mission and their responses coded. The sampling frame was a list of graduates from the UND Alumni Association, which had their most recent contact information. We only selected relatively recent graduates from the list, who had a better understanding of the program and its curriculum. This survey had 28 total responses.

3) Based on results from the above surveys, and other considerations, the MPA Steering Committee highlighted a couple of problematic portions of the mission:
1) the inclusion of "business" as a sector we were serving, and 2) the phrase, "... advancement and well being of society" was troublesome because of its abstract nature.

4) A focus group of current students was held, based on membership in the MPA student organization. The student group reviewed survey results, MPA Steering Committee input, and came up with draft language for three new mission statements, with a clear preference for one.

5) The newly reconstituted MPA Advisory Board considered the mission, survey results, and input from the MPA Steering Committee and the MPA Student Organization. The Program presented the draft mission statements to the Advisory Board, and the Board showed consensus preference for the same statement that the MPA Student Organization preferred.

6) On May 6th, 2011, the MPA Steering Committee formally adopted the mission statement that was the clear preference of both the MPA Student Organization and the MPA Advisory Board.

To summarize, the process began in the fall of 2010 and the new mission statement was adopted in late spring of 2011. Stakeholders who had input included: government, nonprofit and health administrators in North Dakota, MPA program graduates, MPA program faculty (MPA Steering Committee), current MPA students (MPA Student Association), and MPA Advisory Board members (which includes graduates as well as other professionals). The discussion at all levels also related to the program goals and objectives. Feedback was organized and allowed the MPA core faculty members to rework the goals and objectives of the program to be consistent with the new mission and the feedback provided during the mission development process.

**Mission Statement and Decision Making**

The mission and mission goals/objectives influence decision-making is the following ways:

-- Curriculum Development and Course Content: The program has regularly gauged the fit between the mission and its curriculum. In fact, this assessment was one of the seeds that led to the above mission development process. One of the problems identified with the previous mission was that there was a reference to "business." The program faculty didn’t feel that the current curriculum justified inclusion of the term and therefore, either the mission or the curriculum had to change. Moreover, the previous mission specified nonprofits. When we added several electives related to nonprofits and social entrepreneurship we clearly were linking these to our stated mission at the time, feeling that we didn’t have electives sufficient to meet that aspect of our mission. But, unlike the case with the “business” scenario, we reiterated that preparing students for the nonprofit sector was an important part of our mission, so we added the curricular options. The faculty also attempts to make specific course content reflective of the program's mission and objectives.

--Internship Placements and Independent Study Topics: Our mission also informs our
internship placements and our independent study topics. The faculty had discussions years ago about acceptable placements and topics and created parameters. It was decided that one clear area outside the mission were “private sector” emphases that were not at all related to government, nonprofits, or health, and were thus not acceptable. The faculty also had discussions about appropriate independent study topics, given our mission. We decided what the general parameters should be and that decision is now reflected in our assessment of independent studies.

--Program Assessment The program also assesses itself by using the mission as a starting point and benchmark. For instance, and related to the above parameters for independent studies and internships, we realized that there was not an acceptable assessment process to gauge conformity to the parameters. Thus, in the fall of 2010 we instituted a new assessment process for independent studies (detailed elsewhere in this self study) which includes a judgment by assessment committee members about the appropriateness of all independent study topics, given the program's mission. Our program uses a Strategic Management Logic Model, which has been uploaded to this section of the self-study. The Logic Model starts with the program's mission, and all assessment plans ultimately feed back into the mission.

--Recruitment and Evaluation of Faculty The program’s mission and the mission of the Department of Political Science and Public Administration, where the program is located, guide the recruitment and evaluation of the core members of the program faculty. Faculty are recruited with the goal of having them teach a certain course, or courses, in the program. These courses link up to our mission. Faculty must convince us they have the expertise to teach such a course. Further, they must have a record, or convincing plans, to engage in scholarship related to those courses. We are explicit about this during recruitment and ultimately when evaluating the performance of faculty members. Also, the component of the mission that mentions our commitment to diversity impacts the manner we recruit faculty, as detailed in our Diversity Plan.

--Recruitment and Admission of Students Our mission, and particularly our mission objectives also relate to student recruitment and admission. For instance, we serve the state of North Dakota, as reflected in our mission goals and objectives. We thus focus recruiting on the state capital in Bismarck, where we have traditionally recruited a lot of in-service government employees. We also wish to serve Native Americans from North Dakota. We have been somewhat successful in focusing recruiting efforts on this population, and our admission policy (elsewhere in this self study) specifically identifies this group as a recruiting priority. Also, in considering whether to admit provisional students, we pay a lot of attention to the more intangible aspects of the application file, such as their commitment to public service as contained in their personal statement, and whether they are from, and intend to serve, North Dakota.

--Faculty Research and Service The program's core faculty are expected to engage in research connected to the courses they teach in the MPA program. They are recruited and evaluated with regard to this expectation. Thus, the research products reflect the mission and symbiotically relate to teaching portfolios. Moreover, faculty provide service to the State and community, which are parts of the mission objectives.
Disseminating the Mission

The program disseminates its mission in many ways. One example mentioned above was the survey that we did of government officials. The primary purpose was to get input about the mission but the secondary purpose was to let administrators know about our program and to communicate the existing mission to them. Other methods include:

-Internet Presence: Our webpage introduces prospective students to our program by opening with our mission. Everything else flows from there.

-Program inquiries: Students often make inquiries into the MPA program, asking various questions related to the program. Some of these questions relate to students attempting to understand the program’s mission. For instance, we field questions sometimes from prospective students attempting to understand the difference between our MPA with an emphasis in health administration, and a degree in public health or a master of health administration (MHA) degree. Our explanation always focuses on the fact that our degree will include a firm foundation in knowledge of the public sector, including public service values, theories, and relevant skills, while also providing knowledge about health administration. This allows us to create a distinction between degree emphases for students, based on our mission.

-Faculty recruitment advertisements: When recruiting faculty as core members of the MPA program, we send out letters to Ph.D. granting schools or other public administration programs. These letters will always contain our mission. This allows potential faculty to understand our direction and values and to gauge the fit between themselves and our program / department.

-Literature and brochure: Like the website, the hard copy brochure mentions our mission statement first in introducing prospective students to the program. Our brochure can be accessed at:

-Internship manual, Independent Study / Thesis Guidebook: Both of these booklets, which are geared toward current students, contain the mission, so that students can understand the parameters of the internship and independent study, and can appreciate how these program requirements fit with the mission. The Internship Manual can be accessed at:
http://www.business.und.edu/academics/academic-programs/mpa/internshipmanual.pdf
and the Independent Study/Thesis Guidebook can be accessed at:

-Syllabi: Program faculty recently committed to putting the new mission and related
goals/objectives in all syllabi in the curriculum.

- New student orientation: The orientation given to new students in the fall of the academic year contains specific reference to the program’s mission and draws linkages to the program’s requirements. Our online orientation materials can be accessed at:

- The mission is also reviewed and discussed in detail with the MPA Student Organization and the MPA Advisory Board, which contains (among others) program alumni. They play an instrumental role, described above, in evaluating the mission and making changes to it, if needed. Information about the MPA Student Organization is available at:
  http://www.business.und.edu/academics/academic-programs/mpa/mpaso.cfm and information about the MPA Advisory Board is available at:

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

The mission of the MPA program mentions that we aim to “instill public service values.” The mission itself doesn’t clarify beyond this statement, but the program has made connections between our mission goals and objectives and the public service values they reflect. The addition of language related to public service values was a result of the mission development process that the program went through during the 2010-2011 academic year. Stakeholders and MPA Steering Committee members often identified a phrase from our old mission statement as problematic (“contribute to the advancement and well being of society”). While an admirable goal, consensus was that it really had no tangible meaning and was hard to measure and assess. The decision emerged to instead focus on the direct goals related to preparing our students. But, we saw our role as not only to provide students skills and knowledge but to instill values related to public service delivery. We had begun to conceptualize what the program meant by public service values at that point, and this created a good transition from the lofty statement contained in our previous mission to the new statement about public service values, which is a better reflection of what we intend to do.

The public service values that are connected to our mission are listed on our website with our mission. Following is list of those public service values, using the specific language from our website:

Through the above mission goals and objectives, the University of North Dakota’s MPA Program seeks to promote an appreciation and respect for the following public service values in its students:

• Dedication to service in the public interest.
• Personal and professional ethics and integrity.
• Pursuit of quality, performance excellence, and the efficient and responsible use
of resources.

- Promoting accountability by striving for transparency, accuracy, and accessibility.
- Promoting, respecting, and upholding principles consistent with the democratic process, the rule of law, and/or U.S. and state constitutions, such as equality, fairness, representativeness, and due process in protecting rights.
- Opposition to discrimination and harassment.
- The exercise of compassion and empathy in service delivery.

1.1.6 Describe Program Use of Stakeholders in Mission Development

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

<table>
<thead>
<tr>
<th>Frequency of Involvement</th>
<th>Type of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>every 2-3 years</td>
</tr>
<tr>
<td></td>
<td>Approval of mission, Able to initiate a mission review and development, Advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Alumni or Alumni Board</td>
<td>every 2-3 years</td>
</tr>
<tr>
<td></td>
<td>Advisory in early stages of mission review and development</td>
</tr>
<tr>
<td>Advisory Board</td>
<td>Semi-annually or more often</td>
</tr>
<tr>
<td></td>
<td>Approval of mission, Able to initiate a mission review and development, Advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Employers</td>
<td>every 2-3 years</td>
</tr>
<tr>
<td></td>
<td>Advisory in early stages of mission review and development</td>
</tr>
<tr>
<td>University Administration Faculty</td>
<td>never</td>
</tr>
<tr>
<td></td>
<td>Approval of mission, Able to initiate a mission review and development, Advisory in early stages of mission review and development, Advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>Semi-annually or more often</td>
</tr>
<tr>
<td></td>
<td>Approval of mission, Able to initiate a mission review and development, Advisory in early stages of mission review and development, Advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Members from other University Colleges/Schools</td>
<td>never</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>never</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

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

We do not distinguish between an Alumni Board (which we don't technically have) and our Advisory Board (which contains many alumni but is not exclusive to alumni).
We do survey a broader group of program alumni to get input about our mission. In these surveys we not only ask about the mission itself, we ask about how well we do in equipping students with the skills that correspond to our mission.

In developing and reviewing the mission we attempt to define stakeholders directly but broadly. That is, who are those most linked to our program? Thus, for the category "employers," we do not limit it to those who currently employ our graduates; rather we focus on the broader public, nonprofit, and health sectors. Thus, we survey current and prospective employers of our graduates. Again, we do not only ask about the mission itself, we ask them to rate the importance of corresponding skills and also how well the program does in teaching these skills to students (employers of our graduates only).

Since our last self study report we have increased stakeholder involvement in our program substantially. Our Advisory Board is more actively involved and their input is more formalized than it previously was. They know that our mission statement is important to the functioning of the program and role it plays in strategically managing the program. This is also true of the MPA Student Organization, which did not even exist until two years ago. We have found that there is a learning curve involved in training stakeholders in the importance of the mission to curricular development, recruitment and admissions, assessment, etc. Once they understand the model, they are happy to actively participate.

**Standard 1.2**

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

**Self-Study Instructions:**

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

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

The program has defined both goals and objectives that correspond to the mission. The way that the faculty have conceptualized the linkage between mission, goals and objectives is represented in our Strategic Management Logic Model attached to this self-study. To summarize, we view the mission as a very brief, succinct statement, thus necessarily abstract. Clarification and elaboration of the mission is provided through the goals and objectives. Goals are either specific to the program (Goals 1-2) or specific to faculty who teach in the program (Goal 3). Finally, objectives are more specific and measurable and are linked to both the mission and its goals.

**GOALS:** The goals of the program are specifically linked to a primary aspect of our mission: preparing people to enter into or advance in government and related fields. The goals expound upon and clarify what the program means by these rather abstract statements.
GOAL 1:

The goal that is linked to preparing people to enter into or advance in government and related fields is:

The University of North Dakota’s MPA Program seeks to prepare its students for public service by developing and supplementing the following: GOAL 1 OBJECTIVES: Skills related to critical and analytical thinking, decision-making, and communication. An understanding of:

- The theories and practice of public management, and the design and analysis of public policy.
- The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
- A recognition of, and appreciation for, the role of diversity in public service delivery.

GOAL 2:

The program has detailed an additional goal related to the population it intends to serve: North Dakota. Although this is not the only stakeholder group, population, or student group the program wishes to serve, as a state university we have a special commitment to the State. The goal further specifies that serving the state will take place through education of students and through research activities. The third program goal is:

The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals and through the research activities of the Bureau of Governmental Affairs.

GOAL 3:

The goal and related objectives that program faculty have defined for themselves are also linked clearly into the public service values and the educating public servants aspects of our mission. Faculty specify that they have student and public service objectives. Faculty also have set objectives related to education of public servants. In particular, faculty strive for teaching excellence and innovation, mentoring and serving students, serving North Dakota and the profession through teaching, service, and scholarship, and conducting relevant and accessible research related to the sectors we serve. The faculty feel that achieving these objectives is necessary for the program to achieve its first two goals and its overall mission. The faculty GOAL is:

The University of North Dakota’s MPA Program faculty are dedicated to:

GOAL 3 OBJECTIVES:
• Excellence and innovation in teaching.
• Student service and mentorship.
• Serving the community, North Dakota, and profession through teaching, service and scholarship.
• Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

Our mission goals and objectives correspond to the public service values that our program is attempting to instill in its students. Following is a list of those values, following by an explanation of how the value links to our mission:

• Dedication to service in the public interest.
  The University of North Dakota is the oldest state-supported university in the state system. We mention service to North Dakota twice in our mission goals and objectives, once related to the program itself and once related to the faculty who teach in it. Thus, service to the state through teaching and scholarship is a major emphasis of our program. The scholarship component includes individual faculty scholarship as well as research that occurs through the program’s research arm, the Bureau of Governmental Affairs, which has a history of providing policy analysis, polling related to State public policy issues, and applied research (including a publication called Governing North Dakota, which is used many State schools as a resource). The program’s faculty explicitly state their dedication to “excellence and innovation in teaching” as an objective. We make the connection between excellence in the classroom and serving the public interest. The faculty also list “student service and mentorship” as an objective that we are dedicated to. Again, this can be linked directly to the public service value of “service in the public interest.”

• Personal and professional ethics and integrity.
  The faculty make connections between this public service value and every goal and objective in the mission statement. For instance, part of effective decision-making, data gathering, critical thinking, data analysis, etc., must involve having a sound ethical foundation. For this reason, the faculty refer to ethics in two of the core competency dimensions that it aims to teach to students.

• Pursuit of quality, performance excellence, and the efficient and responsible use of resources.
  Part of our mission is related to teaching students skills related to critical and analytical thinking, so that they can become effective decision makers. Another part specifically identifies the public, nonprofit, and healthcare sectors as our emphases. Our view is that equipping students with these skills will ultimately serve the sectors in which we intend them to work. All of these sectors have focuses on performance excellence. The public sector focuses, for instance, on efficiency related to budgeting and service delivery; the nonprofit sector struggles with sustainability; and the health sector struggles
with finding a balance between cost and quality. Thus, the public service value is reflected in our mission priority of preparing students to be effective administrators in all of these sectors.

• Promoting accountability by striving for transparency, accuracy, and accessibility. The program aims to make information available for public consumption. Although this may not be stated directly in our mission goals and objectives, indirectly we can’t accomplish the mission without conforming to this public service value. In particular, transparency, accuracy, and accessibility are necessary for the proper functioning of the program, such as the faculty’s stated dedication to “student service and mentorship.” In order to effectively serve our students and allow them to succeed in the program we have to be transparent, which enhances our accountability. We strive for transparency by making information about the program and its functioning available though our website. We also feel that we can’t accomplish our mission related to serving North Dakota without complete access to research we produce (accessibility) and, in some cases, the data that was collected (transparency leading to increased accuracy and accountability). The outlets for this research and data are the websites connected to the program (uploaded to Standard 7 as a complete list): the MPA website for research specific to the program or funded by the program, and the Bureau of Governmental Affairs website for research connected to North Dakota.

Another mission goal that the faculty has for themselves is to conduct research that is relevant and accessible to both practitioners and academics and has the potential to improve the practice of public, nonprofit, and health administration. The faculty want to make their research accessible, not only among academics, but also among practitioners. In fact, the program would like applied faculty research, where possible, to be directly accessible to decision makers in North Dakota in order to improve policy and administration in the state. This means that data and results collected by the Bureau of Governmental Affairs should also be made available through its website.

• Promoting, respecting, and upholding principles consistent with the democratic process, the rule of law, and/or U.S. and state constitutions, such as equality, fairness, representativeness, and due process in protecting rights. This public service value is reflected in two of our mission goals: “The theories and practice of public management, and the design and analysis of public policy,” and “The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.” The above value relates to very definition of public service and how public administration differs from business administration. The program feels that teaching students about “public” management, the “public” and “public” policy can’t be accomplished without instilling this public service value. It is no surprise then, that several of our core competency dimensions covered in Standard 5 can also be linked back to these mission goals and this particular public service value.

• Opposition to discrimination and harassment.
This public service value is linked to the program’s mission related to educating professionals in North Dakota. Discrimination leads to underrepresentation. We aim for a representative bureaucracy, and therefore aim to enhance the diversity of the North Dakota public, nonprofit, and healthcare sectors by enhancing the diversity of the students in our program. In particular, we wish for our program to mirror the North Dakota ethnic makeup. One of our recruiting priorities is Native Americans from the State, a group traditionally discriminated against and therefore underrepresented in government. Our mission, diversity plan, assessment plan, and admission policy (which highlights our recruiting priorities), all reflect this commitment. In fact, in our mission objectives we clearly state that we aim to develop the following in our students: “a recognition of, and appreciation for, the role of diversity in public service delivery.”

- The exercise of compassion and empathy in service delivery.
  We feel this is a core public service value, directly linked to the statement of objective in our mission that we want to supplement in our students “a recognition of, and appreciation for, the role of diversity in public service delivery.” The program conceptualized the above as a core public service value that we are linking into when we attempt to have a diverse student body and, in particular, educate Native Americans from North Dakota. Diversity in the classroom, related to faculty, students, and content, leads to more empathy when interacting with diverse populations after students graduate and enter the professional workforce.

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

In the program goals and objectives, we make either direct or indirect reference to whom we intend to serve, including the student population. By extension, because we do not specify anything in our objectives distinguishing pre-service from in-service, professional versus nonprofessional, etc., it is clear that the program has always served, and continues to serve both subpopulations of students and makes no distinction between the two. In fact, we feel that taking this position enhances program diversity. Our mission goals do specify the following, however, which relates directly to the population of students we serve as well as the employment sectors we focus on:

- The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The program and stakeholders, in the mission development process, had long detailed discussion about this statement. The previous mission made reference to preparing students for the “business” sector. Eventually it was consensus opinion from all stakeholders that, 1) we do not intend by design to gear students toward the “business” sector, 2) our curriculum, with the exception of one elective course (“Government and Business,” which looks at the intersection of the sectors), does not relate specifically to “business.” The complications arose because we do clearly intend to prepare students in the health administration emphasis for the healthcare
sector, and some of those organizations will be “for profit.” However, we viewed that as a specific instance, which is covered by our inclusion of healthcare in the mission. The program’s historic justification for including “business” in the mission (“Some of our students go into business...”) did not fit with the program’s evaluation logic model because it defied the linear progression of intent. In other words, everything in our mission must be linked to our outcomes by design; if some of our students have ended up in the private sector (outside healthcare) by happenstance, it doesn’t mean that we should include that in our mission. Rather, we should revisit our curriculum and program and be sure that we are adequately preparing students for the public, nonprofit, and healthcare sectors as we intend to. The program, several years ago, had long discussions about the inclusion of nonprofits in the mission. We had to seriously consider whether we did an adequate job of preparing students for this sector, or whether it was like the reverse logic “business” argument: “some of our students go into the nonprofit sector, therefore we should include it in our mission.” Regarding nonprofits we came to a much different conclusion. The program recommitted to preparing students for nonprofits and created curricular options in social entrepreneurship, which would allow student interested in nonprofits to have some relevant electives. The first of these courses will be offered in the fall of 2011: Creation and Management of Social Enterprises. The three related sectors, or subsectors, that we focus on – government, nonprofits, and healthcare organizations – are how we define “government and related fields.” It is the opinion of the faculty and stakeholders that:

1. We clearly do intend to serve these sectors, as well as the organizations and professionals within them;
2. We have specific curricular offerings related to all three of these sectors;
3. Our conceptualization of public service values spans all three of these sectors;
4. Our logic model for strategic management of the program adequately comprises all three sectors;
5. By design, our students do enter into these three sectors and practice as professionals; thereby we clearly serve all three.

Having these mission sector focuses, allows us to be more targeted in our recruiting and admissions as well. When expressing interest in the program, students will often contact the Director with questions about the program. The Director provides information, which allows the students to self-select. For instance, a student contacted the Director stating that he was interested in pursuing an advanced degree in a healthcare related field so that he could work in the health insurance industry as an executive. The Director pointed out that the student might be better suited for an MBA program, possibly supplemented by a certificate in health administration, or an MHA program. Cases like this are somewhat difficult because health administration spans sectors (and insurance companies can be nonprofits), so ultimately it may boil down to whether a student is more interested in profit or public service values. Nonetheless, our mission does allow us to help students to self-select and to focus our recruiting efforts.

The program makes additional reference to the population it intends to serve in its Goals. As stated above, the faculty decided that the objectives could be divided into
“programmatic” (see GOALS 1-2) and “faculty” (see GOAL 3), which is likely different from the way other programs detail their goals and objectives. In our view, however, some of the objectives are more focused on the program itself (an outcome of the program) and some more focused on the faculty who teach in the program (an outcome of specific faculty). Granted, sometimes these are very difficult to disengage.

The program goal that is related to the population we intend to serve is:

- The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals and through the research activities of the Bureau of Governmental Affairs.

The faculty objective that is related to the population we intend to serve is:

- Serving the community, North Dakota, and profession through teaching, service and scholarship.

The program faculty are committed to serving the State as part of their role as MPA faculty members at a state university. This is done through teaching, service (including “being a resource”) and scholarship. We also mention our intent to educate future State and community public service professionals. Thus, we clearly intend to serve North Dakota by educating people who are from the state, and therefore, we assume will often remain in the state. This last assumption can be problematic and, indeed, North Dakota has a serious public policy problem in general related to out-migration (often called the “brain-drain”) of young professionals who are educated in the state. To our benefit, however, most of our students intern in North Dakota, which provides a professional linkage, and we have a history of training in-service students who are already public service professionals in the State. These students most often remain in the State after graduation.

The faculty and program recognize that serving the state is a priority and have made it a very visible part of the mission goals and objectives. However, we also recognize that we serve students from other locations and the profession. In fact, we have made concerted efforts to diversify our student population and made strides in that regard. One way of serving North Dakota is to specifically serve the Native American student population in general and the reservations that are within North Dakota. Our formal admissions policy, detailed elsewhere in this self-study, specifically mentions Native Americans from North Dakota as a recruiting priority and recognizes this in the admissions process. The program also has consciously expanded the parameters of its student body, proximity wise, by moving to an online-assisted delivery mode. This was done, in part, to make it easier to diversify our student population, which we have been able to do. We, of course, have not lost sight of our commitment to North Dakota, but we must balance that commitment with another mission objective related to diversity, which is to prepare students for public service by developing and supplementing:

- A recognition of, and appreciation for, the role of diversity in public service delivery.
We aim to accomplish this, in part, by having a diverse student body, not only in terms of race or ethnicity, but also related to location, background, professional experience, etc. Our hybrid teaching model has allowed us to expand all of these aspects of diversity, while better serving the state of North Dakota by making the program available to all areas of the state and not just Bismarck, the capital.

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

The program’s mission goals outline its intent to “advance the knowledge, research and practice” of the sectors it serves in two primary ways: by educating future public service professionals, and through faculty scholarship.

First, we advance the sectors by “preparing people to enter into or advance in government or related fields.” By preparing future public service professionals we are advancing the discipline, which is defined by the professionals who work within it. More specifically, our mission objectives clarify that we prepare students for public service by developing and supplementing the following:

1. Skills related to critical and analytical thinking, decision-making, and communication. An understanding of:
2. The theories and practice of public management, and the design and analysis of public policy.
3. The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
4. The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
5. A recognition of, and appreciation for, the role of diversity in public service delivery.

Here we have clarified the skills and knowledge that students will be equipped with after graduating with an MPA from our program. By pursuing these objectives in the classroom we are aiming to train a new generation of administration and policy specialists who will become leaders in both the practitioner and academic communities. Our objective is for our graduates to have sound critical thinking and analytical skills in order to be effective decision makers but also to have the ability to do applied research. Through our assessment plans, we link specific skills and knowledge goals to specific aspects of our curriculum, and we assess the extent that we are achieving these goals. We have also mapped the universal competencies to these mission objectives, showing how well they conform to our conceptualization of the competencies (see Curriculum Assessment tool, which is attached to the uploaded Strategic Management Logic Model and is labeled as Appendix 1B).

Second, we advance the sectors through faculty scholarship. Language related to this is found in our faculty Objectives under Goal 3:

• Serving the community, North Dakota, and profession through teaching, service
and scholarship.

- Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

Faculty members are accountable to do research related to the program area in which they teach. They are hired with this expectation and evaluated according to it. Evidence of this scholarship can be applied research or pure research, or a combination thereof, as long as a linkage can be made to the program. This expectation can also be fulfilled through applied research related to North Dakota. In fact, faculty members are encouraged to engage in this type of research as part of their overall research program. Examples of this include research on the linkage between government taxes and regulation on the relocation and location decisions of businesses in North Dakota (Jensen) and the provision of public services in North Dakota cities and towns (Wood and Harsell). The research arm of the program, the Bureau of Governmental Affairs, has a rich history of serving North Dakota through applied research. For instance, the Bureau produces a publication every two years called “Governing North Dakota.” The Bureau also does research specifically for the MPA program, related to North Dakota. For instance, in the fall of 2010 the Bureau did a survey of government officials, a survey of MPA graduates, and a survey of North Dakota residents related to taxation, spending, and the federal deficit. These surveys are posted on the Bureau’s website. In the fall of 2011, a survey is planned, in conjunction with our Research Methods course, which will examine diversity within the government workforce. The survey will be carried out partially through the Bureau but will be developed by students taking the required methods sequence. The students will be involved with the survey distribution as well, gaining first-hand experience with the design and implementation of primary research, and they will create a database and analyze the data in the second sequence course.

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

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

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

In this section we describe performance output and process measures that have been achieved in the last 5 years, which are linked to our program's mission, goals, and more specifically, objectives. The program's strategic management logic model distinguishes between output/process measures and outcomes. Our understanding of this question ("the processes for collecting the data relevant to all standards should be described in section 1") is that it is asking for output measures used for assessment purposes related to the mission.

Thus, in this section we present a partial list of outputs related to goals and objectives. More detail can be found in the a) Program Plan for Assessment of Student Learning and the b) Program Plan for Assessment of Faculty Performance, both of which are Appendices to the MPA Strategic Management Logic Model and have been uploaded to this self-study. In this section only the teaching and learning goals of the mission will be discussed, since the question addresses program outputs rather than faculty performance outputs.

**Goals 1-2 will be detailed below:**

**GOAL 1 AND ACCOMPANYING OBJECTIVES:**
The University of North Dakota's MPA Program seeks to prepare its students for public service by developing and supplementing the following:
Skills related to critical and analytical thinking, decision-making, and communication. An understanding of:
- The theories and practice of public management, and the design and analysis of public policy.
- The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
- A recognition of, and appreciation for, the role of diversity in public service delivery.

Goal 1 is a teaching and learning goal, and therefore the assessment process linked to Goal 1 is contained in the MPA Program Plan for Assessment of Student Learning, which is attached to the Strategic Management Logic Model and labeled as Appendix 1A.
Assessment of Outputs (below are examples of output measures, for comprehensive list see Plan for Assessment of Student Learning):

1. Universal Competencies:
The program has adopted the universal competencies specified by NASPAA. We have begun to modify somewhat our generation of output data to conform to these competencies. This will allow the program to adequately assess the competencies and evaluate student performance linked to the competencies. Our conceptualization and operationalization of these competencies is detailed under Standard 5. A performance outcome tied to the universal competencies is the comprehensive exams that students must take at the end of their program, detailed below. We have mapped these competencies to the Goal 1 Objectives. This matrix is contained as an appendix (Appendix 1B) to our Strategic Management Logic Model, and is named the Curriculum Assessment Tool.

2. Comprehensive Examinations:
Comprehensive exams are useful tools for evaluating the extent that students acquire knowledge related to the field. The exams are designed to assess the degree that students acquire the universal competencies set by NASPAA and adopted by the program, and the degree that students acquire the knowledge and skills highlighted in the objectives related to Goal 1 of our mission. The exams allow program faculty to gauge the extent that students have learned specific course material corresponding to competencies. The exams are divided into sections and students must answer questions linked to the competencies and, at the same time, linked to certain courses in the program. Day one of the exam reflects courses that are required of all MPA students. Day two of the exam has questions that are more specific to the student’s sector emphasis, thus might contain questions about public administration courses or health administration courses. Regardless of emphasis however, the questions will always reflect the universal competencies.

Three members of the core MPA faculty grade each question on the exam independently. The grades are then aggregated across faculty to arrive at a final grade. Performance on the exam allows us to directly assess the degree that we are meeting our related mission goals and objectives.

3. Student Independent Studies or Theses
Students at the end of their program must engage in independent research under the guidance of program faculty. The project allows faculty members to gauge the degree that students have gained important skills and knowledge necessary to be an effective administrator. For instance, we specified the skills/knowledge we view as important in our mission goals and objectives. Some of these skills (and this knowledge) are then evaluated by an assessment committee, related to the independent study. The specific items that are evaluated by the committee are: skills related to critical and analytical thinking, decision-making, and communication. The assessment committee also gauges the degree that each independent study’s focus conforms to the expectations of the program, also reflected in our mission. The committee indicates whether the
study falls into one of the following areas: public administration, public policy (including health policy), nonprofit administration, or health administration.

4. Internships
A student internship serves many vital functions, including the opportunity for students to directly apply the knowledge and skills that they learn throughout the program to a workplace setting. There are many assessment outcomes that the program uses related to internships. For instance, students fill out objectives with their site supervisor prior to the internship, and the program can gauge the fit of these objectives with the skills/knowledge with which the program aims to equip students, including universal competencies and mission goals/objectives. Students also produce an internship paper, which reports on an applied project that the student completed for the organization; this, along with the journal the student keeps, allows the program to match internship experiences with the skills it attempts to instill. Finally, the site supervisor fills out and returns two performance evaluations of the students, which also are linked to the skills/knowledge contained in our mission objectives. The program and Department are currently moving toward the creation of an internship coordinator to improve the internship experience for students.

5. Graduation Rates
Gauging graduation rates of students allows the program to understand whether or not students graduate from the program, what percentage graduate, what is the average time to graduation, and graduation rate broken down by students subgroups (e.g., students from North Dakota, online versus local, minority status, admission category, etc.). Graduation rates represent a clear, direct outcome of the intent of the program to accomplish its goals of equipping students with the skills and knowledge to be effective administrators. Graduation rates also allow us to assess whether we are meeting the service to North Dakota aspects of our mission, by gauging whether students from North Dakota are graduating from our program.

6. Placement Rates and Types
In order to understand whether our graduates are working in the sectors specified in our mission objectives, we must track job placements. We expect that most students will find employment within the sector they prepared for.

7. Alumni Surveys and Surveys of current and potential employers of our Graduates:
Although an indirect measure, asking people to assess the degree that our graduates possess the skills and knowledge we intend to equip them with is useful. These people fall into two groups: our program Alumni and the people who have worked with them, employ them, or could potentially employ them (public, nonprofit and health administrators). These measures are very important to our mission development process, as described elsewhere in this section, since they are a primary means used to reach out to stakeholders.

GOAL 2:
Serving North Dakota by educating future State and community public service
professionals and through the research activities of the Bureau of Governmental Affairs.

Below are some examples of assessment of outcomes for Goal 2. This goal and its assessment can be found in the Program Plan for Assessment of Performance and Administration, which is an appendix (Appendix 4) to the MPA Strategic Management Logic Model.

1. The amount and quality of Bureau of Governmental Affairs research disseminated through various channels, including its website and distribution of hard-copy Bureau publications. Through pure and applied research the Bureau of Governmental Affairs serves the State and community, and supports the practice of public affairs.

2. Gauging whether or not we are educating public service professionals related to North Dakota is relatively straight-forward: We assess a) how many of our admitted students are residents of North Dakota, and b) whether our graduates work in positions within North Dakota.

3. We also can assess the amount and type of research that is specific to North Dakota. Thus, the assessment of this aspect of Goal 2 would involve gauging whether research done with and through the Bureau has a North Dakota connection.

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

As mentioned in 1.3.1, the mission goals specify two service focuses of the program, and clarify that the service occurs through teaching (curricular options and education of students) and scholarship (faculty and Bureau):

1) North Dakota (assessment plans are contained in appendices to the MPA Strategic Management Logic Model: Appendix 2, Program Plan for Assessment of Faculty Performance, and Appendix 4, Program Plan for Assessment of Program Performance and Administration). This section will not comment on faculty performance outputs, as per the instructions.

2) The public, nonprofit and healthcare sectors (assessment plan for this objective is contained in the “MPA Program Plan for Assessment of Student Learning,” which is Appendix 1A of the MPA Program Strategic Management Logic Model).

These two service focuses relate to students in the program and employers of graduates:

Assessment of outputs related to these populations allows us to gauge the degree that the program complies with the goal specifics (sector focus) and the extent that we are serving North Dakota through research and education. The use of these outputs in assessment is detailed in the above assessment plans. Following are some examples of outputs related to these two focuses:

Assessment of outputs related to North Dakota focus:
1. The amount and type of research disseminated through various channels: publication through the Bureau’s website, news stories about Bureau research, distribution of hard-copy Bureau publications. Through pure and applied research the Bureau of Governmental Affairs serves the State and community, supports the practice of public affairs, and supports the field.

2. Gauging whether or not we are educating public service professionals related to North Dakota is relatively straight-forward: We assess how many of our admitted students are residents of North Dakota and whether our graduates work in positions within North Dakota.

Assessment of outputs related to differential sector focus:

1. Although differential course content related to health and nonprofit sectors is a curricular input, the number of students taking these courses is an output. In particular, the number of program graduates who were in the Health Track allows us to determine the extent that we are serving that sector. With the nonprofit sector such a determination is more problematic since we don’t have a formal track related to nonprofits. We do, however, have course options related to nonprofits, beginning in the fall of 2011.

2. Different comprehensive exam for health track students. All students receive the same first day subject exam, meant to reflect the required courses. On the second day of the comprehensive exam, Health Track students receive a different exam that is specific to health administration.

3. Internships specific to sectors. Students typically self-select internships that are specific to the sector they wish to work in, on the advice of the program. Thus, Health Track students will intern at healthcare organizations. The program can track this output. Although the number of internships in each sector is an output, a further output that allows the program to differentiate the degree that students with different emphases are equipped with the mission-based skills and knowledge is to use the two performance appraisals that internship supervisors complete for each intern.

4. Independent study emphasis. Students will often choose independent study topics that relate to their programmatic emphasis, particularly in the case of the Health Track. The independent study assessment committees fill out an assessment form during each student’s required independent study assessment presentation that categorizes the sector area that the study reflects: public administration, public policy (including health policy), health administration, or nonprofit administration.

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

Our mission objectives delineate the commitment of faculty and the program itself to producing applied and pure research, which advances knowledge, research, and the practice of the field. This is not only an essential part of the program’s mission but it
also becomes a performance expectation for core faculty that permeates recruitment, retention, and appraisal of faculty for promotion. The record of faculty activities related to pure and applied research clearly demonstrates our achievements in this area. The expectation is clearly communicated to faculty when they are hired and reviewed, and is supported not only by the Department that the program resides in, but the College and University evaluation procedures as well. Further clarification of the types of contributions can be found under Standard 3 comments.

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

The assessment of the program and its components is done as part of a multi-part strategic management framework. Assessment is an important part of the entire process, the results of which ultimately feedback into the components being assessed: teaching and learning, curriculum, faculty performance, student services, and program performance and administration. But all components in the model flow from the program’s mission and goals, thus must all feedback to it. As the model represents, all of these activities are assessing the mission and goals of the program. These components are identified as inputs and activities in the logic model and each has its own assessment plan, which are contained as appendices to the global logic model. The global model is called, “UND MPA Strategic Management Logic Model.” It contains the following assessment appendices:

— Appendix 1A: MPA Program Plan for Assessment of Student Learning
— Appendix 1B: MPA Program Curricular Assessment Table
— Appendix 2: MPA Program Plan for Assessment of Faculty Performance
— Appendix 3: MPA Program Plan for Assessment of Student Services
— Appendix 4: MPA Program Plan for Assessment of Program Performance and Administration

The MPA Strategic Management Logic Model and the above assessment appendices have been uploaded to this section of the self-study.

Each of the Assessment Plans has examples of how assessment has been utilized to improve the program. These examples are contained in the final column of each Plan, labeled: “Use of Results and Process for Documentation & Decision-Making.”

Following are illustrative examples of how assessment activities led to program improvement, from each assessment tool:

Assessment of Student Learning
Mission objective being assessed:
--The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations

Example of using assessment to improve program (closing the loop):
As part of assessment related to student learning, the program assesses course content and curriculum linked to the mission. Assessment led to the conclusion that specific nonprofit related curriculum options were nonexistent in current General and Health Track offerings and that we, therefore, were not conforming to our mission. Over the course of 2-3 years, 4 new curriculum options were developed related to nonprofits and social entrepreneurship and inclusion of the nonprofit sector in our mission goals was reaffirmed in the 2011 by the MPA Steering Committee, MPA Advisory Board, the MPA Student Organization, and Surveys of professionals and Alumni.

Assessment of Faculty Performance
Mission objective being assessed:

--Student service and mentorship

Example of using assessment to improve program (closing the loop):

To assess this objective, a matrix was created which showed the ways that each core faculty member was providing service to the MPA program. The matrix indicated that there were some balance issues in the fall of 2010. Some faculty were engaging in more extensive service to the program. Discussion ensued in the MPA Steering Committee meeting about the service categories and people were encouraged to assess the balance of their own efforts and make corrections if necessary. By summer of 2011, significant improvements were noted, especially with regard to the number of independent studies faculty in the program advise and involvement with the comprehensive exams (writing and grading).

Assessment of Student Services
Input being assessed:

--Admissions

Report of output measures (class sizes, completed applications, admission process and decisions, enrollments, diversity) to the to Steering Committee in early fall, 2010 led to revamping of the program’s admissions policies and plan. It was decided that the program was growing too quickly and that we should be attempting to grow it in a specific way (to enhance diversity). Specific policy changes were: 1) establishment of a GRE/GPA formula cutoff for denial and another for consideration of provisional admission, 2) a process for consideration of provisional applications (once at the end of each semester, core faculty will consider all provisional applications and vote on whether to admit each student), 3) establishment of a higher GPA cutoff for certificate students to reserve space for MPA students, and 4) raising the course fee for distance students. Also, the program had to balance these new policies with its Diversity Plan, which led to the specification in our admission policy of our recruiting priorities and how applications from minorities and members of other underrepresented group will be processed to ensure full consideration: rather than being subjected to hard cutoffs, these applicants will be automatically considered for provisional admission by the MPA core faculty members.
Assessment of Program Performance and Administration
Input being assessed:

--Stakeholder engagement

Based on assessment of the amount and level of stakeholder engagement in program governance, particularly related to the Advisory Board (number of times the Board meets, attendance at board meetings, diversity characteristics of the Board, formal processes related to Board functioning, etc.), the MPA Steering Committee decided to revamp the Board during the 2010-2011 academic year. The Board had been an informal entity with little opportunity for input into program governance, low attendance, no clear role for members, etc. The Committee, with the Director’s suggestion, wanted a more active Board. A formal job description was created and sent to existing Board members, along with a letter describing the change, the rationale, and the new direction, along with an invitation for them to remain members under the new structure. The revamped Board met for the first time in April, 2011. The new Board is well diversified with regard to the sectors we aim to serve in our mission (public, nonprofit, and health) and in other important ways (number of female members as well a Native American female member).

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

See above response to 1.3.4
Standard 2.1 Administrative Capacity:

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

Self-Study Instructions: In preparing its SSR, the program should indicate: Organizational Relationship of the Program to the Institution located in a political science department.

Mode of Program Delivery
Mix of classroom and online

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

There is a single program, but it is delivered simultaneously in two ways. All courses needed to complete the MPA are offered in a hybrid format. Each class has a group of local students and also has distance students who enter the classroom remotely. All students are required to attend the "live" class, and they all have the same requirements and expectations. This technology allows synchronous ("real-time") delivery of the MPA program to students at any location, as long as they have access to the required equipment, which consists of a high-speed internet connection, video and audio. The program does not differentiate students in any way based on delivery mode. They apply the same way, are considered for admission in the same manner, have access to the same courses (except one elective course which is currently campus only), have the same degree expectations, and are assessed in the same manner. In fact, local students have the option of registering for the courses online, or signing into the course remotely if they are traveling, and distance students can attend the courses in-person if they are on campus, or if they move to Grand Forks. The one difference for the students is the fee structure; there is a course fee of $75 per credit for online students, which helps to pay for technology support. Also, the combined JD/MPA program is not available in the online format because the Law School does not offer its degree online. The 5 year (BSPA/MPA and BS/MPA) program is not available to online students because the respective undergraduate degrees are not available online.

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

Jason Jensen directs the MPA program. The Director receives a stipend and a course reduction and is elected by the Department to serve a three-year term (no term limits). The Department of Political Science and Public Administration’s Rules of Governance specifies the role and authority of the position. The position does not have hierarchical personnel authority over faculty in the Department. The ultimate
decision making authority related to the program direction, strategy, curricular changes, etc. is the MPA Steering Committee, which is comprised of all faculty who teach at least one course in the MPA program. Day to day responsibility for program administration falls to the MPA Director. The Steering Committee has a Chair who is a core member of the MPA faculty, who works closely with the MPA Director on creating the Steering Committee agenda. The Advisory Board also plays a role in program administration. Significant decisions related to program direction (e.g., mission) are brought to the Board and they serve in an advisement capacity. Their input is then brought to the Steering Committee via the Director.

Two administrative support persons work with the MPA program. The Departmental administrative assistant performs various tasks related to the program, such as coordinating classroom space, permission numbers for enrollment, meeting minutes, etc. The College has a “Graduate Advisor” who works with all graduate programs in the College, performing various duties as needed. For the MPA program, she handles inquiries into the program and processes paperwork related to applications. She works closely with the MPA Director related to applications and Graduate School communications.

Following are the job responsibilities of the MPA Director:

- Attend the NASPAA conference and serve as liaison with NASPAA
- Produce NASPAA annual reports.
- Organize and coordinate the completion of the NASPAA self-study.
- Organize and coordinate the completion of the MPA program evaluation done by the Graduate School.
- Oversee recruitment and retention of students.
- Coordinate orientation activities.
- Oversee marketing and advertising of the program.
- Advising for current students up to point where they choose independent study advisor.
- Organize and facilitate Advisory Board meetings and MPA steering committee meetings, in conjunction with the respective chairpersons of committees.
- Responsible for MPA assessment activities, including the development and maintenance of assessment plans, the ongoing collection of data, the analysis of data, and reporting of data to MPA Steering Committee.
- Oversee and coordinate the review of all applications to the MPA program and certificates.
- Coordinate the scheduling, writing, administration and grading of the MPA comprehensive exam 3 times per year.
- Coordinate with faculty from across the university, related to the MPA program.
- Coordinate course scheduling with Department Chair and other relevant Departments.
- Coordinate program development and curricular changes.
- MPA student records: approval of programs of study, petitions, and other forms.
- Point of contact regarding the Presidential Management Internship Program (PMI).
• Faculty advisor for the MPA Student Organization.
• Coordinate tuition waivers and Graduate Assistantships for the Department.
• Assign graduate assistants to faculty members and supervise their activities.
• Oversee performance evaluations for graduate assistants.
• Fiduciary responsibility for the two MPA budgets, includes overseeing and approving expenditures.
• Attend graduate school training seminars.
• Liaison with the Graduate School.
• Serve as a member of the CoBPA Graduate Programs Committee.
• Administer and coordinate the internship process.
• Serve as a search committee Chair or member for any PA faculty searches.
• Serve as a member of the Tenure and Promotion Committee when core members of the MPA faculty are being reviewed, and provide the Committee with information about faculty research, teaching, and service, linked to the program.

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

The Master of Public Administration program is housed in a Department of Political Science and Public Administration with nine members. Although every member of the Department is involved in the program through teaching, there are six faculty who formally make up the MPA faculty nucleus. The Department is housed in the College of Business and Public Administration. The Graduate School, headed by a Graduate Dean, administers all graduate programs at the University. Attached are the organizational charts of the University of North Dakota, the College of Business and Public Administration, and the Department of Political Science and Public Administration, as well as a chart representing MPA program governance.

The Department also offers undergraduate degrees in public administration and political science, and four 12 credit graduate certificates. All Department faculty teach at least one course in the MPA program, and all have advised independent studies. Because everyone teaches at least one course, all serve on the MPA Steering Committee as well. There are two additional faculty who teach one course in the program. One is from the Department of Economics and the other from the UND School of Law. Both teach in the Health track. The track was created as a cooperative initiative, and other graduate/law students take these courses outside of the MPA. Both of these faculty members also serve on the MPA Steering Committee. The program also relies on cooperation with the Law School to provide the joint JD/MPA program.

All strategic, programmatic, and curricular changes to the MPA program must be formally approved by the MPA Steering Committee, which is made up of all faculty who teach in the program, including faculty from outside the Department. The Steering Committee elects a chairperson, separate from the MPA Director, who works closely with the MPA Director to develop meeting agendas. The Committee relies on
input from the MPA Director for agenda items and program information, but any member can request additions to the agenda. All members have voting privileges. The MPA Director, in turn, serves as a conduit of information between the Steering Committee and both the MPA Student Organization (which the Director advises) and the MPA Advisory Board (which the Director organizes and facilitates).

Any formal changes to the program must also receive Departmental support, which isn’t an issue, since all members of the Department serve on the Steering Committee. All course and program changes are approved through a process established by the University. Approval by the Department, the College of Business and Public Administration Curriculum Committee, the College of Business and Public Administration Dean, the University Curriculum Committee, the Graduate Committee, the University Senate, and the Provost are required. New programs must also be approved by the North Dakota State Board of Higher Education.

The MPA Director is elected by the Department for a three-year term with no term limits. The MPA Director receives a one-course reduction per year, so teaches a 2/2 load, which includes two courses in the MPA program. The Director also receives an administrative stipend from the College of $5,500 and an additional variable stipend from the MPA budget for off-contract summer hours.

The College and Department have committed to maintaining six core members of the MPA program. See 2.2.3 below for elaboration on the faculty nucleus.

The above structure adequately maintains the structure and mission of the program. The members of the Steering Committee all participate in the program and thus have some interest and expertise related to public administration. The PA nucleus faculty are hired and evaluated based on their support for the program and its mission. They all have substantive expertise in “government and related fields” and they have significant determining influence over the program and its direction, which includes development, refinement, and implementation of the mission and the program’s objectives. They all engage in research related to the courses they teach in the program, and are all committed and effective teachers.

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

<table>
<thead>
<tr>
<th>SCORE</th>
<th>WHO PARTICIPATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program and Policy Planning</td>
<td>High</td>
</tr>
<tr>
<td>Establishing Degree Requirements</td>
<td>High</td>
</tr>
<tr>
<td>Making and implementing recommendations regarding</td>
<td>High</td>
</tr>
<tr>
<td>Task</td>
<td>Frequency</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>admission of students setting quota</td>
<td></td>
</tr>
<tr>
<td>Advising Students</td>
<td>High</td>
</tr>
<tr>
<td>Specifying Curriculum and Learning Outcomes</td>
<td>High</td>
</tr>
<tr>
<td>Evaluating Student Performance and Awarding Degrees</td>
<td>High</td>
</tr>
<tr>
<td>Appointing, Promoting Faculty</td>
<td>Medium</td>
</tr>
<tr>
<td>Participating in defining and assuring faculty performance</td>
<td>Medium</td>
</tr>
</tbody>
</table>

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 designation of a core faculty member in the MPA program is a distinction that has been institutionalized in the College of Business and Public Administration and in the Department of Political Science and Public Administration. Six faculty lines have been designated as core MPA faculty, and these individuals are recruited, hired, and evaluated related to this designation. There has been institutional support related to these lines from the Provost’s Office, down through the College Dean’s Office, to the Department.

All members of the Department of Political Science and Public Administration teach at both the undergraduate and graduate level. Thus, core members of the MPA faculty are all involved in the undergraduate programs as well. Since all members of the Department teach in the program, they all take some ownership of the program. This model has allowed the Department to avoid infighting and protects the integrity of the MPA program. Similarly, all members of the Department serve on the MPA Steering Committee, because they teach in the program. The MPA Steering Committee is the governing body of the program, with input from students, the Advisory Board, and the Director. Policy, curricular, and large-scale changes are formally decided in the Steering Committee.

When recruiting a core member for the MPA faculty, the Department organizes a subcommittee that contains members of the MPA core faculty. This subcommittee is charged with reviewing applications and reporting back to the Department with rankings, comments and an overall evaluation of the candidates. The subcommittee considers the fit of the applicants with the MPA program classes they would be
expected to teach and how their Ph.D. preparation has prepared them to be a core member of the MPA faculty. This generally includes having substantial coursework in public administration (a Ph.D. in the field or a formal emphasis if the Ph.D. is in a related field, such as Political Science), and evidence of either the possibility of research in the field or a proven track record of research. The Department then chooses a “short-list” and the subcommittee members call references before again reporting back to the full Department with its recommendations.

Evaluation of current faculty members is accomplished through the Departmental Tenure and Promotion Committee. The Committee is made up of all tenured members of the Department, which includes the MPA Director and perhaps other members of the core MPA faculty. Untenured faculty are reviewed yearly and tenured faculty every three years. When a core member of the MPA faculty is reviewed, Committee members look heavily to the Director of the MPA program and core members of the MPA faculty for guidance. The Committee considers the expectations that were given to the faculty member at the time of hiring. If the faculty member being reviewed is a core member of the MPA faculty, the Committee will consider whether h/she is doing research of in public administration at an acceptable quantity and quality; the level and quality of service to the program; and the quality of teaching in MPA courses. The Committee produces a report where it reinforces the faculty member for successes and attempts to manage performance related to these areas, in the case of any shortcomings.

In addition to the above, day-to-day “determining influence” falls much more to the core members of the MPA faculty than to other members of the Steering Committee. This includes certain admissions decisions, evaluation of students (e.g., curricular advising, and advising projects, careers, membership in honorary, etc.), and the awarding of degrees (e.g., writing and grading comprehensive exams).

“Core” members (part of the nucleus) of the MPA faculty have the following expectations, which guide hiring and evaluation:

TEACHING: Teach two courses in the MPA program.
RESEARCH: Engage in public administration research. This is defined as research linked to at least one of the courses taught in the MPA program. Evidence of research may consist of publication or conference presentations, or, for new faculty members, development of such products.
SERVICE TO THE MPA PROGRAM: *Serve on the MPA steering committee. *Writing and grading of the comprehensive exams, as needed. *Review of applicants to the program being considered for provisional admission. *Serve as advisor to independent studies or Chair of theses. *Serve as ad hoc advisor to students regarding courses, research, careers, etc. *Pi Alpha Alpha involvement, which may include advising, nominating committee, or induction ceremonies. *Participate in orientation activities. *Participate in hiring process related to core MPA faculty members. *Participate in assessment through their membership on student independent study assessment committees. *Assist with the selection of graduate assistants, as needed. *Working on accreditation related issues, such as the NASPAA Self-Study. *Service to the Bureau of Governmental Affairs may also be considered.
service to the MPA program. This may include directing the Bureau or working on Bureau projects, such the "Governing North Dakota" publication.
**STANDARD 3: Faculty Performance**

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

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

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

The Department of Political Science and Public Administration hires tenure-track faculty who have an earned doctorate in the area they will be teaching. At times, tenure track faculty are hired ABD, but are contractually required to complete their dissertation and degree in a specified time frame (typically one year or less). All nine members of the Department are in tenure-track positions, and all have doctorates. All members of the Department have Graduate Faculty membership at UND. Membership is ranked and faculty must be a member of the Graduate Faculty to serve as an independent study advisor. The Department has not hired an adjunct to teach any course in the program in recent memory, certainly since it has been accredited by NASPAA. However, one of the courses in the program (Health Law and Ethics) has been taught by an adjunct faculty member recently. This person is recruited and hired by the Law School. The person hired must have a J.D. degree. Another course in the program, Health Economics, has been recently staffed by an instructor, who is a member of the Economics Department. He is ABD, and has been on a yearly contract in a non tenure-track position for quite some time. If the Department were to hire an adjunct to teach a course, that person would need to at least have an earned Master's degree in the field they are teaching, supplemented with significant professional experience in the field. The College of Business and Public Administration has specific definitions for professionally qualified faculty versus academically qualified faculty, largely derived from the College's experience with AACSB accreditation. The Department has derived its own version of these definitions for the MPA program, which follow:

- Faculty Criteria for Academically (AQ) and Professionally Qualified (PQ) Faculty teaching courses offered by the Master of Public Administration program should be either AQ or PQ. The definitions of faculty classifications are detailed below:
Academically Qualified (AQ)
A faculty member in the MPA program will be considered academically qualified (AQ) provided s/he meets the following conditions:

1. Possesses a doctoral degree in (or related to) the field in which s/he is teaching; and
2. Has a research program that includes at least one of the areas in which s/he is teaching in the MPA program, as evidenced through publication, applied research, and/or conference presentations.

Exceptions:
(i.) Faculty members who are ABD will be considered AQ if they are completing their first year of service in the MPA program.
(ii.) Faculty members who have received a doctoral degree in the discipline in which they teach within the last 5 years will be considered AQ.
(iii.) Faculty members who have a doctoral degree, but not in the area in which they provide instruction, but have a publication record in an area related to their teaching requirements will be considered AQ.

Professionally Qualified (PQ)
A faculty member in the MPA program will be considered professionally qualified (PQ) provided s/he meets the following conditions:

1. Possesses at least a masters degree in the area they teach; and
2. Is currently working in the field defined by the class they are teaching, or
3. Has at least five years of experience in the field defined by the class they are teaching.

Exceptions:
(i.) Faculty members who are not currently working in the field, but vacated a full-time position in the field within the last 5 years related to the area in which they are teaching will be considered PQ.
(ii.) Faculty members who have been in ABD status for more than one year at UND, but have some experience in the field in which they are teaching, with be considered PQ.

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

<table>
<thead>
<tr>
<th></th>
<th>Academically Qualified</th>
<th>Professionally Qualified</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td>90</td>
<td>10</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Required Courses</td>
<td>100</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>
3.1.5 Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

New faculty are given a reduced teaching load in their first academic year. The Department and College are also very accommodating when it comes to equipment or software requests from new faculty members. There is a one-year mentorship program at UND, called The Alice Clark mentoring program. New faculty are encouraged, but not required to be part of this program. They are given a monetary incentive to participate in the program. The program entails weekly meetings for new faculty, where guest speakers are brought in to discuss wide-ranging topics, including teaching advice and publication strategies. Participants are also paired with a mentor, who is a senior faculty member, generally from the new faculty member's academic area. They meet throughout the academic year to discuss issues that arise and University/professional life.

There are $2500 summer research and teaching grants available through the College of Business and Public Administration. To be eligible, a faculty member must hold a full-time tenured or tenure-track appointment in the College of Business and Public Administration. Priority is given to project proposals that strengthen the research agenda of junior faculty. Faculty who are interested must write a two page proposal, which is reviewed by a committee. New faculty are strongly encouraged to apply for these grants; thus, grant proposals and awards are heavily weighted toward assistant professors. The success rate for the summer research grants is generally high; in fact, in some years the College has actively attempted to get more faculty interested in applying.

The University has no sabbatical requirement for faculty members. There is, however, a developmental leave policy at the University, which is very similar to sabbaticals at other universities. The developmental leave allows faculty members to receive a portion of their salary for a semester or academic year. Recently, a faculty member who teaches in the program was a Fulbright Scholar for a year under the development leave option.

The Department is very generous with travel to conferences. Faculty members have received general Departmental support for conference travel at 100%, up to twice per year. There is also the option of applying for support from a University Senate travel fund (Senate Scholarly Activities Committee). Finally, the MPA program itself has funded faculty travel, when related to the faculty member's role as a core member of the MPA faculty. The MPA program recently began funding core MPA faculty members' American Society for Public Administration memberships and their induction fee for Pi Alpha Alpha. The program felt that receiving PA Times and Public Administration Review was important for remaining current in the field.

The Office of Instructional Development (OID) supports the enhancement of instruction and the professional development of UND faculty members as teachers. The Office offers funding, consultation, and assistance to individuals, departments, and colleges. It also offers instructional Development Contracts to faculty and staff who provide instructional development and faculty development services to others.
Pending funding, Development Leave Supplements are available to faculty members engaging in instructional development activities while on leave.

The Faculty Instructional Development Committee provides support for course and curriculum development that goes beyond the means of individual faculty members and academic units. The Committee calls for proposals on a monthly basis and makes grants to individuals and groups of faculty members. Projects might include the design or redesign of units, courses, or sequences of courses; experimentation with new instructional strategies; or development of new teaching materials. The Committee also offers a small number of Summer Instructional Development Professorships.

The office of Research Development and Compliance has limited funds available to assist faculty with the cost of projects or activities, which are likely to lead to support from an outside agency and to help faculty in meeting required cost-sharing commitments on certain projects.

MPA faculty are eligible to apply to the Graduate School for appointment as Summer Graduate Research Professors through a program originally sponsored by the Hill Foundation, and more recently funded through University sources. Each summer, up to eight members of the Graduate Faculty may be provided a stipend to assist them in the conduct of their own research and in the guidance of graduate student research under their direction through the course of the summer.

The UND Faculty Research Seed Money Committee distributes funds to support projects by faculty in any Department of the University. The goal of the Seed Money Program is to enhance the ability of the faculty to submit successful extramural research grant applications. Award amounts may range from $1,000 to $20,000. One core MPA faculty member recently received a seed-money grant.

**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.

**Strategies used in recruitment**
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment, Advertisement is placed in publications and on listservs that serve diverse audiences, Advertisement is sent to schools with concentrations of diverse graduate students, Databases are purchased and ads sent., Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application, Faculty, administrators, women, and professional staff of color to help uncover the available pool., Invitations are sent to authors of articles from publications, such as Black Issues in Higher Education, which
feature people of color in the field. Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position. Evaluation criteria are used to create an inclusive pool of candidates. Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process.

**Specify**
The MPA program has a Diversity Plan, which addresses our commitment to diversity and the steps taken to enhance diversity in three areas:
1) Faculty recruitment screening, selection and retention,
2) Student recruitment, admissions, retention and support, and
3) Student experiences. The Diversity Plan has been uploaded as an attachment to Standard 3.

**Strategies used in retention**
New faculty are assigned to a faculty mentor, New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator. New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development. New faculty regularly meet with the program director or chair to discuss issues and needs.

**Other strategies used to assure students are exposed to diverse experiences**
Use of guest lecturers

**Specify Other**
The MPA program has a Diversity Plan, which addresses our commitment to diversity and the steps taken to enhance diversity in three areas:
1) Faculty recruitment screening, selection and Specify 'other' retention,
2) Student recruitment, admissions, retention and support, and
3) Student experiences. The Diversity Plan has been uploaded as an attachment to Standard 3.

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

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

**3.2.3a U.S. Based**

<table>
<thead>
<tr>
<th></th>
<th>Full Time Male</th>
<th>Full Time Female</th>
<th>Part Time Male</th>
<th>Part Time Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, non-Hispanice/Latino</td>
<td>9</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
</tbody>
</table>
3.2.3c
Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? (Limit 500 words)

Faculty and the program are committed to diversity. This commitment is reflected formally through inclusion of diversity in one of the goals of the program connected to the mission and through its Diversity Plan, which details efforts and goals related to 1) faculty recruitment screening, selection and retention, and 2) student recruitment, admissions, retention and support, and 3) student experiences.

Mission Goal and Objective related to diversity:

The University of North Dakota’s MPA Program seeks to prepare its students for public service by developing and supplementing the following:

- A recognition of, and appreciation for, the role of diversity in public service delivery. The ultimate goal of the MPA program is to have “Diversity across the curriculum,” that is, to have diversity components and experiences in all program courses that have been shown through evaluation procedures to effectively meet our mission objective. Because of the potential for diversity efforts in the classroom to have counterintuitive results, an evaluation process was instituted. Two of the core faculty members (Scheurer and Jensen) are carrying out an assessment of different diversity related “interventions” in courses. They are using a pre/post assessment of select courses, which will eventually be extended to all courses. The assessment tool being utilized in the evaluation is a modified version of The Multicultural Awareness-Knowledge-Skills Survey (MAKSS). Assessment using the survey began in select courses in fall, 2010 and will have been extended to five courses by spring, 2012. Data analysis will then occur, and ultimately the assessment will be extended to all courses. Assessment linking the Diversity Plan to the Curricular Assessment plan led to realization of the ad hoc nature of integrating diversity into courses. A formal assessment of course content was implemented in fall of 2010, beginning with a single course and extending to three courses by spring of 2011. The goal was to assess different approaches to diversity related curriculum using the MAKSS as a tool. Pre to post assessment per course is done, and data from each course added to aggregate database. This effort will lead to eventual “diversity across the curriculum,” which will be evaluation driven. Examples of methods used to integrate diversity include:

  - Public Budgeting and Financial Management: Examining a case that highlights the challenges and struggles that minority business owners face in contracting with government and the justification for Affirmative Action programs related to proposals and contracting.

  - Research Methods: Having students help to design a survey and assist in the implementation of the survey that is meant to gauge the degree of diversification of the public sector and the variables that are related to diversity in public
administration. This will include having the students personally contact a minority public administrator and interview him or her.

- Political and Public Policy Analysis: Having students carry out data analysis procedures on the above survey, including coding and database creation, supplementing the survey data with secondary data, as well as statistical analysis.

- Seminar, Legislative and Executive Processes: There is a week devoted to examining the role race and gender plays in legislative decision making, such as roll-call voting and representation.

- Public Personnel Administration: The following topics are integrated into the course:
  - How managers in the public sector respond to an aging workforce
  - The impact of disabilities on the success of those working in the public sector
  - Policies relating to the policies the federal government and states and local government have or do not have in place regarding gays, lesbians, and transgender individuals
  - Racial inequality in the public sector
  - Sexual harassment and sex discrimination, and racial discrimination

3.2.4 Current Faculty Diversity Efforts
Describe how the diversity of the faculty has changed in the past 5 years.
(Limit 250 words)

Faculty diversity has improved slightly over the last five years. Five years ago Rob and Mary Kweit resigned, and two new core MPA faculty members were hired: one white male and one white female. There was no other faculty turnover related to the courses in the MPA program until Steve Light, a core member of the MPA faculty took a new position as Associate Provost for Undergraduate Education at UND. He remained somewhat involved in the program, but essentially began to transition away from his role as a core MPA faculty member. The Department was allowed to hire a one-year replacement for Light, with the eventual promise of having the permission to hire a tenure-track replacement if Light and the Provost agreed that he would remain in the position. The Department hired a female replacement for a one-year non tenure-track appointment. She was slated to teach Administrative Law for the MPA program if she had agreed to stay for a second year. Unfortunately she was hired away by another university into a tenure-track position before the Department was given permission by the Provost to replace Light with a tenure-track person. Since then the Department has received permission to recruit and replace Light and is currently advertising with the hope of having someone hired by August, 2012. This new hire will be the sixth core MPA faculty member, bringing the nucleus back to full strength. We have hired another one-year replacement, Aaron Ley, and he will be teaching during the 2011-2012 academic year, including the MPA course Administrative Law. He holds a Ph.D. and is academically qualified but unfortunately does not add to the program’s diversity. The Department has high hopes of hiring a new core faculty member who
does enhance diversity and is going to great lengths to attempt to ensure that it happens, consistent with our Diversity Plan. On a positive note, the UND School of Law has hired a full time tenure-track faculty member who will be teaching our Health Law and Ethics course (cross-listed with the Law School and required for our Health Track students). The new faculty member is female, and she replaces a male adjunct faculty member who had been teaching the course recently.

Standard 3.3 Research, Scholarship, and Service

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

Self Study Instructions

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

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

3.3.1

The MPA program is housed in the Department of Political Science and Public Administration, and all six members of the faculty nucleus are members of that Department. Thus, all six members are governed by the expectations of that Department; these expectations are contained in the Department’s Rules of Governance. Two faculty from outside the Department teach in the program, and their expectations may be different, according to their own department and/or College. All members of the Department of Political Science and Public Administration teach at least one course in the program, and the members of the MPA nucleus teach at least two courses. Departmental faculty are evaluated in accordance with the Rules of Governance. Following are the expectations (criteria) for research, teaching, and service:

Criteria of Evaluation

a. Teaching

In evaluating a faculty member's teaching effectiveness, the Department will consider peer evaluation and student evaluations of the faculty member's effectiveness primarily in lecture classes, discussion groups, and seminars.
The evaluations may include in-class activities, activities surrounding classroom instruction such as class preparation, syllabi, etc., and activities beyond the classroom such as advisement, administrative obligations, and overall concern for teaching effectiveness. The quality of instruction shall be evaluated in the following areas: respect for students, command of the subject matter, careful preparation, effective communication and continuing professional growth.

b. Research
In evaluating a faculty member's research, the Department will rely primarily on peer evaluation. The quality of research will be evaluated such that the faculty member's research contributions will be weighed according to the following priorities: books; book chapters; refereed articles in national publications; articles in regional publications; receipt of fellowships; grants; or other awards indicating recognition of professional or research accomplishment; formal scholarly presentations; editing, reviewing, indexing, abstracting, or other editorial work for professional or scholarly publications; in-service research and unpublished research.

c. Service
The Department will consider service to the University and community through administrative positions, participation in organizations, and presentations before University and community organizations. The quality of service will be evaluated in the following areas: active participation in and support for the governance of the Department of Political Science and Public Administration and its mission, participation on University committees, authorship of reports, academic and career advisement of students, holding office in professional organizations on a national, state, and local level, and service to national, state, and local communities through advisory positions, speeches, and other activities.

d. Expectations
Members of the Department of Political Science and Public Administration are expected to make contributions in the areas of teaching, research, and service as well as make a commitment to the mission of the Department and the University.

Considering these three categories, the Department places the highest priority on teaching; the priorities for the remaining two categories - research and service - are determined by the individual faculty member in consultation with the Department, particularly through the Department chairperson. However, each member of the Department is expected to demonstrate accomplishments in research and service. Thus, minimally all full-time faculty will be evaluated for their contributions in teaching, research, and service consistent with the following Departmental priorities: at least 50 percent for teaching; at least 25 percent for research, and at least 10 percent for service. While these minimum percentages will not apply to faculty members who hold administrative positions, such faculty members are nevertheless expected to devote some time to all three categories. Moreover, under special
circumstances, such as release time for research, the ratio given above may be altered for the individual faculty member.

Evaluation for Tenure

a. Tenure in the Department of Political Science and Public Administration
   In order to be recommended for tenure, the faculty member must possess an advanced degree (normally the Ph.D.), must demonstrate marked teaching effectiveness, exhibit a commitment to the mission of the Department, and show evidence of scholarly and/or creative accomplishment, a contribution to his/her profession and a demonstrated spirit of concern for society. A faculty member who does not demonstrate marked teaching effectiveness will not be recommended for tenure. A faculty member who demonstrates marked teaching effectiveness but whose contributions are judged as inadequate with regard to commitment to the mission of the Department, research, and service will not be recommended for tenure.

Evaluation for Promotion

a. Promotion in the Department of Political Science and Public Administration
   In considering a faculty member for promotion to a higher rank, the Department will consider a faculty member's degree and experience, and will evaluate the faculty member's teaching, research, and service. The Department will consider promotion on the basis of the following criteria:
   - **Teaching.** Effective teaching is an indispensable criteria for promotion.
   - **Contribution to One's Discipline or Profession.** A second indispensable criterion for promotion is evidence of noteworthy contributions to one's discipline or profession in the form of research and creative work and/or outstanding professional competence and activity.
   - **Research and creative work.** Evidence of scholarship and creative work is found in the faculty member's published research or recognized activity.
   - **Professional competence and activity.** Contributions to one's field are often in the form of demonstrated distinction in the special competencies characteristic of the profession or discipline.
   - **Contributions to Society.** Other areas of activity are recognized as crucial to the effective functioning of the University. Faculty members may contribute their special knowledge to the benefit of society as a whole, and they may serve the University in administrative roles, committee memberships, and the like.

Those faculty members who have been recognized for teaching excellence and have strong contributions and accomplishments in both research and service will be recommended for promotion. The time periods specified below are not intended to indicate the normal or usual time spent in a particular rank prior to promotion.

All votes for or against promotion will be by recorded vote, and the record of such votes will be made a part of the promotion file.
(1) Promotion to Professor. In the Department of Political Science and Public Administration, a faculty member who has held the rank of Associate Professor for seven (7) years will be considered for promotion but will be recommended only if the faculty member has an advanced degree (normally the Ph.D.) and has been recognized for teaching excellence and for contributions and accomplishments in both research and service during the seven years that the faculty member has been an Associate Professor. Based upon the recognition achieved by the faculty member in teaching, research, and service, the Department of Political Science and Public Administration may recommend promotion to Professor prior to or subsequent from the seven year time in rank.

(2) Promotion to Associate Professor. In the Department of Political Science and Public Administration a faculty member who has held the rank of Assistant Professor for five (5) years will be considered for promotion but will be recommended only if the faculty member has an advanced degree (normally the Ph.D.), and has demonstrated marked teaching effectiveness and has made strong contributions and strong accomplishments in both research and services during the five years that the faculty member has been an Assistant Professor. Based upon the marked teaching effectiveness and strong contributions and accomplishments in research and service of the faculty member, the Department of Political Science and Public Administration may recommend promotion to Associate Professor prior to or subsequent from the five year time in rank.

(3) Promotion to Assistant Professor. In the Department of Political Science and Public Administration a faculty member who has held the rank of Instructor for four (4) years will be considered for promotion but will be recommended only if the faculty member has an advanced degree (normally the Ph.D.), and has demonstrated effectiveness as a teacher and has made a contribution and achievement in both research and service during the four years that the faculty member has been an Instructor. Based upon the effectiveness of teaching and contributions and accomplishments in research and service of the faculty member, the Department of Political Science and Public Administration may recommend promotion to Assistant Professor prior to or subsequent from the four year time in rank.

Although all Departmental members teach at least one course in the MPA program, members of the Department who are also members of the MPA faculty nucleus are distinguished in the following ways:

Are hired specifically as members of the faculty nucleus, which means that they can generally be hired at a higher salary because the College considers the “market” of the position and “public administration” has higher market salaries than “political science.”
• Must teach two courses in the MPA program.
• Must provide service to the MPA program. This includes such things as writing/grading comprehensive exams, advising students and independent studies, etc.
• Must engage in research activities in public administration. This has been interpreted as research activities related to at least one, but preferably both, of the courses they teach in the MPA program.

These expectations are part of the evaluation of each faculty member as part of their regular evaluation (yearly for untenured members and every three years for tenured faculty). Evaluation is always done by the Department’s Tenure and Promotion Committee, which is made up of all tenured members of the Department. The MPA Director is always part of this committee, since the Director’s position must be filled by a tenured faculty member. The committee looks to the Director to interpret the degree that members of the MPA nucleus are meeting the above expectations. The Committee always produces a written evaluation, which is meant to guide the faculty member according to the Committee's expectations.

The College of Business and Public Administration has a separate process for consideration of merit raises. Each year all College faculty members enter all activities (including teaching, research and service) into a Web portal called “Digital Measures.” The Chair of each Department accesses these reports and makes a determination of merit level based on criteria that the College provides related to teaching, research and service. These detailed criteria are available on request.

The current structure of the program is sufficient to allow the program to meet its mission. First, the program maintains its core because there are six dedicated positions, which were created and supported from the Provost, College, and Department. Faculty are hired into these positions and evaluated according to the expectations of these positions. Through these positions, the program courses get taught, public administration research is produced, and service to the program and to the North Dakota, the profession, and the community take place. Other members of the Department who teach in the program and, indeed, all faculty who teach in the program, have a degree of ownership in the program because they all serve on the MPA Steering Committee.

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

This response will only relate to the efforts of the core members of the MPA faculty. Although there are six dedicated core (nucleus) faculty lines, Steven Light has taken an administrative position on campus and we are currently recruiting his replacement. Since he was a core member for most of period being asked about, we have also included a discussion of his exemplary activity. In addition to Steven Light, there are five current members of the core: Jason Jensen, Dana Harsell, Robert Wood, Kate Scheurer, and Andy Hultquist.
Several of the faculty chose a publication to represent an exemplary effort. Jason Jensen reported the following publication:


The publication has the potential to make a significant impact on the field because it addresses an important question in public administration that has heretofore not received much attention: Are the attitudes and behaviors of public employees different from the general population? Public employees have significant opportunities to impact not only bureaucratic outcomes (size of budgets, etc.), but also public policy outcomes and perhaps even elections if they mobilize as a group. We pooled data across 18 countries to gauge differences related to the Bureau Voting Model, which had not been tested outside of the U.S. The model posits that government employees are more left leaning, vote at a higher rate and vote for candidates on the left. Empirical support for the model as a whole was generally weak.

The publication has generated interested among the academic community, as evidenced by the number of citations in just two years, and the fact that the authors have been asked to review three follow up studies. The research also generates a lot of interest when discussed in classes, since the article is directly about practitioners in the profession. The article is generally referred to in our Public Budgeting course when discussing variables related to growth of government over time, agency theory, and how bureaucrats impact public officials (i.e., a “budget maximization” perspective).

Andy Hultquist chose to list the following forthcoming publication:


This study presents applied empirical research evaluating the economic outcomes associated with a specific federal policy using a unique secondary data set. It is expected that this forthcoming publication will impact administrative action by informing future U.S. base closure decisions and, as the most comprehensive examination of this ongoing policy in the last decade, also contribute to future scholarship.

As an analysis of a particular public policy, the study also provides a practical example of the methodological/policy analysis techniques and policy theory which Professor Hultquist communicates in both classes he teaches in the MPA program: Political and Public Policy Analysis and Seminar in State and Local Government. This work thus exposes students to not only the process and data underlying the research, but also its results and policy implications, building an effective link between classroom theory and policy analysis/research in practice.

Dana Harsell chose to discuss the following publication:

This publication, similar to Hultquist’s and Jensen’s has the potential to both enhance teaching and learning in the courses taught by Harsell, but also to impact practitioners in the field by enhancing the way that public services (in this case healthcare benefits) are delivered and administered in a rural context with the use of technology, inter-agency cooperation and public-private partnerships. The publication also has a diversity linkage since the data was gathered through the Government Rural Outreach (GRO) initiative, a former UND federally funded office, which targeted underserved groups on the great plains (heavily weighted toward Native Americans).

Kate Scheurer chose to discuss a research effort specifically related to both North Dakota and the courses she teaches in the MPA program (Public Personnel and Legislative/Executive Processes), which also includes Dana Harsell as a coauthor (with linkages to his own courses):

*City Governments in North Dakota: A Preliminary Analysis of Maternity Leave Policies” (with Brian Urlacher and Dana Harsell), under review at Review of Public Personnel Administration. An earlier version was presented at the Midwest Political Science Association meeting.

The research examines the variation that exists in mechanisms and practices that are available to accommodate the need for extended maternity or family leave across local governments in North Dakota. This analysis suggests that there is minimal variation in the formal maternity and/or family leave policies of municipalities in North Dakota and few efforts to revise or expand such policies. However, there is considerable variation in the use of leave authorized under the Family Medical Leave Act (FMLA), the mechanisms city’s have in place to accommodate unusual situations, and the frames that are associated with FMLA.

This research has the potential to impact not only local government decision makers but also decision makers attempting to craft policy related to maternity leave policies. The research has, and will continue to, inform the two courses that Kate Scheurer teaches and thus has directly benefited students in the MPA program. The research, since it relates to North Dakota administrative and public policy, will eventually be available through the Bureau of Governmental Affairs website as a direct resource for practitioners in the field.

Robert Wood, the Director of the Bureau of Governmental Affairs, chose to highlight research that clearly demonstrates the connection between the Bureau, the MPA program, and policy and administrative outcomes.

The research in this example was a statewide survey conducted in the spring of 2010 for the North Dakota Alliance for Renewable Energy, an advocacy group working with the state legislature on energy policy. They wanted to know more about energy usage
patterns, awareness and utilization of existing tax incentive programs, and attitudes toward several types of renewable energy. Professor Wood and his team of student employees gathered and analyzed data to answer these questions. The results provided valuable information to the legislature on several energy-related bills in the most recent session, bridging the gap between research and practice. In addition, projects like this provide hands on opportunities for the students involved to polish their research skills and apply classroom principles to a real-world setting.

Steven Light is recognized as one of the nation’s leading experts on “Indian gaming,” or casinos owned and operated by tribal governments. The impact of tribal casinos on tribal government administration has been profound, as over 230 tribes in the last two decades have created their own regulatory commissions, managed new revenue streams, and disbursed new public services, boosting overall government capacity. At the same time, Indian gaming is regulated at the state and federal levels, creating numerous intergovernmental jurisdictional issues, including regulation, law enforcement, and revenue collection.

Light has interfaced with numerous public and industry officials at the tribal, state, and federal levels. In 2008, he was called for the second time to testify before a regulatory oversight hearing of the U.S. Senate Committee on Indian Affairs. The hearing concerned the regulatory efficacy of the National Indian Gaming Commission. Light and his co-director of the Institute for the Study on Tribal Gaming Law and Policy testified on three issues: the agency’s government-to-government tribal consultation policy, the agency’s accountability in the context of rulemaking, and the agency’s potential for capture by its stakeholders. The testimony’s timing roughly coincided with the publication of Light’s third book on Indian gaming and an article published in the American Review of Public Administration on the transformative nature of tribal gaming on tribal-state intergovernmental relations:


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

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

The program's recruitment plan has evolved over the course of the program's history but has always been connected to the program's mission. Since the last self-study, our recruitment has changed emphasis in many ways and remained constant in others. The consistent recruitment strategy, in line with our mission to serve the state of North Dakota, has been to focus efforts on Bismarck, the state capital. Our recruiting in Bismarck has been primarily the function of an employee of the Division of Continuing Education, who works in Bismarck. The success of recruitment in Bismarck has generally focused on state employees and been a function of the individual holding the job. Our recruitment plan evolved from focusing exclusively on Bismarck as a distance site to making the program available to all areas of North Dakota, by migrating from dedicated, site-specific interactive video as a distance delivery mode, to online assisted delivery. This change meant we weren't limited by proximity to Bismarck or Grand Forks. The results of this change, related to serving the state, have been very successful. Thus, we are better conforming to our mission. The migration to Internet assisted delivery has also allowed us to enhance our recruiting in a strategic way in order to better meet our mission. Traditionally our program has suffered from a lack of diversity in the student body. We have had difficulty recruiting minority students, mainly due to location of the Grand Forks and Bismarck combined with the ethnic makeup of the state and region. We found a way around this limitation by removing proximity barriers. With Internet assisted delivery we now can bring the program to students anywhere, as long as they have access to the equipment. The result of this migration has been an increase in the diversity of our students and classrooms. This initial success has encouraged the faculty to make more active attempts to recruit minority applicants, as the next stage in our recruitment plan. This phase will be more active, now that the foundation is in place. In other words, we care currently as large as we want to be under existing resources,
but feel we can improve the diversity mix of the student population. Our main thrust in this effort is to focus on both North Dakota and diversity by continuing and enhancing our recruitment and outreach to Native American applicants. In the SSY, these efforts have been widespread, including, 1) establishing networks between both current students and alumni and potential applicants. One of our new Advisory Board members is a female Native American alumnus, and she will be an important networking resource. A current Native American student has helped with the recruitment of three students, one of whom has been admitted recently and two who are committed to applying. 2) Interacting and networking with the McNair Program (participants are juniors or seniors, who are first generation and low income, or who are from an underrepresented group). The Director has personally met with four Native American students during the SSY, who are currently undergraduates at UND. One of those students has recently applied and been admitted to the program.

The program’s recruitment plan also includes increasing the number of well-qualified applicants, and subsequently students. This is also consistent with our mission objective of having a high quality MPA program. Migrating from interactive video delivery to online assisted delivery has allowed us to accomplish this as well, which is discussed below under “Applicant Pool and Mission” 4.1.3.

The program also benefits from recruitment that is more generic. We have an updated brochure, website, and have a presence on the social networking site, Facebook. The College of Business and Public Administration, the Graduate School and the Division of Continuing Education all have recruitment and marketing personnel who assist the program in its efforts. Faculty from the program have attended recruiting events as well. These events are mostly focused on pre-service students.

The strategy for in-service student recruitment has traditionally focused on Bismarck. Recently, however, a new strategy has evolved out of our assessment of recruiting. As part of a survey distributed to public and nonprofit administrators in North Dakota, we asked about the awareness level of our MPA program. Thirty-five percent of respondents were aware of our program. Given that it was a statewide survey and we had only specifically focused our recruitment efforts on Bismarck and Grand Forks, we thought that this was not really surprising. However, we did see it as a signal that we need to expand our recruiting strategy to other corners of the state. We also noted that city employees and nonprofit administrators had a much lower awareness of the program compared to state and federal employees. Again, this was not surprising given that state and federal employees are more likely to work in the state capital of Bismarck. Our new recruiting efforts, then expand the focus on city governments. Moreover, nonprofits have become a more integral part of our program and have been an area of our mission that we neglected in the past. We have resolved this strategically by creating a nonprofit curricular component (discussed elsewhere in this self-study) and now can much expand and focus our recruiting efforts on this sector.

We attempt to be very upfront about the cost of obtaining the MPA. In fact, we feel that we are so competitively priced that it is good advertising. We have created a tuition and fee table (broken down by student status, i.e., resident, nonresident, etc.)
that is displayed on our website for prospective students, and our brochure contains the web address. The reason we don't include it in the brochure is because it needs to be updated yearly as tuition rates change. Web link to program cost (tuition and fees): [http://business.und.edu/academics/academic-programs/mpa/tuitionandfeesnew.cfm](http://business.und.edu/academics/academic-programs/mpa/tuitionandfeesnew.cfm)

4.1.2a Program Recruitment Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

<table>
<thead>
<tr>
<th></th>
<th>Self Study Year Minus 1</th>
<th>Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
</tr>
<tr>
<td>Part-Time</td>
<td>15</td>
<td>34</td>
</tr>
</tbody>
</table>

4.1.2b Program Recruitment

<table>
<thead>
<tr>
<th></th>
<th>Self Study Year Minus 1</th>
<th>Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Service</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Pre-Service</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Other</td>
<td>Admission Denied: 2</td>
<td>Admission Denied: 14</td>
</tr>
</tbody>
</table>

4.1.3 Applicant Pool and Mission

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

Our last self-study reported that applications from the 1999-2000 to 2002-2003 time period ranged from 14-29, for an average of 19. The 27 applications in SSY-1 represent a 42% increase over that average and the 49 applications in our SSY represent a 158% increase over that average. Clearly our applications have increased substantially. Along with this, the selectivity of the program has increased. In the previous self-study, the average denials per year were less than 1. In our current self-study year we rejected 14 applicants to the program. This increase in applications, selectivity, and program size can be attributed to our recruiting plan, which included a decision to migrate to online assisted delivery and away from interactive video delivery.

We continue to serve a mix of both pre-service and in-service students, a distinction not made in our mission. We also continue to serve both part time and full time students, but our program contains a majority of part time students. Along with the increase in applications, decisions have been made by the MPA Steering Committee to manage growth. For instance, during the fall of the SSY, program faculty decided on a three-prong approach to containing growth: raise the minimum GPA for
certificate students, since they are not our priority and are taking up classroom space we want reserved for MPA students; raise the per credit course fee for distance students; and, implement a cutoff for "normal" admissions, whereby a GPA/GRE threshold was set for denial. Regarding the latter, program diversity imperatives preclude the application of this minimum for some students.

When the decision was made to migrate from IVN to Internet assisted delivery, the costs and benefits were carefully weighed over a period of time. One of the primary perceived benefits was the enhancement of minority recruitment. Our applicant pool subsequently expanded greatly, and we have been able to successfully expand the diversity of our student population. Another perceived benefit was to make our program accessible to all areas of North Dakota, not just the capital of Bismarck and the home campus of Grand Forks. This is also part of the program's and the University's mission as a public university. We have also been able to better meet this aspect of our mission. Finally, we wanted to raise the quality of the program by recruiting academically stronger students and being more selective in admissions. This is totally consistent with our historic desire to deliver a high quality program with rigorous standards. Implicit here is our assumption that quality of the students is an important aspect of the quality of the program.

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

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

4.2.1a Admissions Criteria and Mission How do your admission polices reflect your program mission? (Limit 250 words)

THE ADMISSIONS POLICIES OF THE PROGRAM, LISTED IN DETAIL BELOW (4.2.1c), ARE CONSISTENT WITH, AND SUPPORT, OUR MISSION IN THE FOLLOWING WAYS:

• The program considers minority status in all of its admission decisions. One of the questions on the generic Graduate School application is ethnic background. All minority applicants receive full consideration from the core MPA faculty regardless of their GRE score and undergraduate GPA. This is consistent with the mission of the program. The program also considers evidence in the application
that the applicant would enhance the diversity of the program, such as whether the applicant grew up in poverty, has a disability, or is a first generation college student.

• In deciding whether to admit an applicant for provisional admission, in the case where the GRE and/or GPA falls short of the minimum, the core MPA faculty uses state residency as one of the indicators it considers. This is consistent with the program's mission to serve the state of North Dakota.

• In using the "hard" indicators of undergraduate GPA and GRE/GMAT scores in setting an admissions threshold, the program strives to admit the applicants with the most potential for success in graduate school. This is consistent with our mission objective to sustain the quality of the MPA program and, more generally, to deliver a high quality program. The assumption is the quality of the program is linked to the quality of the students, both while in the program and ultimately as working professionals who are associated with the program.

Information on our admissions policy is available on our website at: http://www.business.und.edu/academics/academic-programs/mpa/admissions.cfm.

4.2.1b Admissions Criteria

• Bachelor's Degree (or equivalent)
• Prescribed Undergraduate Majors
• Minimum GPA
  o 2.75
• Standardized Test Scores
  o GRE
  o GRE Qualitative
  o GRE Quantitative
  o GMAT
  o LSAT
  o TOEFL
  o Other
• Resume
• Required years of professional experience
• Specific types of experience
• Letters of Recommendation
  o 3
• Professional Referral(s)
• Unique/Mission-based Criteria
• Essay or Writing Sample
• Statement of Intent
• Interview

4.2.1c
In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside
of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

4.2.1c Exceptions to Admissions Criteria

Following are the admissions policies for the UND MPA, including consideration of applicants for "provisional" category. The exceptions to the admission policy are explained as well.

Exceptions are based on our mission objectives, which are to have, "A recognition of, and appreciation for, the role of diversity in public service delivery," to "Maintaining a high quality MPA program," and "Serving North Dakota by being a resource and by educating future State and community public service professionals."

APPLYING FOR ADMISSION TO THE MPA PROGRAM

Those who wish to be considered for the MPA program are required to submit an application and supporting materials to the Graduate School. The Graduate School serves as the clearinghouse for applications. The program does not see or have access to files until the Graduate School certifies them as complete.

All applicants are required to submit the following materials:

1) Application form. Applicants are required to use the online application, which is available at: http://graduateschool.und.edu.

2) Application fee; required for each application submitted. The application fee is waived for McNair Scholars.

3) Three letters of recommendation. The MPA program prefers that at least one recommendation be from a college instructor.

4) One official copy of all academic transcripts.

How transcripts are used:
- Applicants must have a four-year bachelor’s degree from a recognized college or university to be considered for the MPA program.
- To be considered, applicants must have a cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.00).

Notes on GPA: Students not meeting the minimum GPA requirement are not considered further, unless meeting one of the below exceptions*. If a student not meeting the cutoff is ultimately admitted, it will only be under Provisional Status.

5) Statement of Goals and Objectives. Applicants should explain their background and career objectives and how the MPA would help them succeed. Also, they should highlight experiences that are relevant, or that will
help us become more familiar with them. Applicants also have the ability to upload a resume into the application system.

6) Graduate Record Examination (GRE) General test or, the Graduate Management Admission Test (GMAT) or the Law School Admission Test (LSAT). Notes on standardized tests:
   • The program does not waive the standardized test requirement.
   • The LSAT will be accepted only for students applying to the joint JD/MPA program.
   • Graduate School policy is that GRE and GMAT scores must not be older than 5 years, because the testing service will not send them to the graduate school.
   • The Graduate School must receive an official copy from the testing service.

How the program uses standardized tests:
   o For any category, we set a minimum GRE score (verbal + quantitative) of 960, which is equivalent to a 480 on the GMAT. Students not meeting the minimum GRE or GMAT are not considered further, unless meeting one of the below exceptions.
   o For applicants meeting the minimum GRE and GPA requirements, we use the following formula, which factors in both undergraduate GPA and GRE (verbal and quantitative) or GMAT score. A relatively lower GPA could be compensated for by a high GRE score and vice versa.
      ((Verbal GRE + Quant. GRE)/2) + (200 * UGGPA)
      ▪ We look for a MINIMUM formula score of 1100 to be considered for Approved or Qualified admission. Applicants with formula scores less than 1100, are considered for Provisional admission, as long as the applicant meets the minimum GPA and GRE cutoffs.

7) A minimum TOEFL Score of 550 on the paper-based test or 213 on the computer-based test, or for the Internet-based TOEFL, a composite score of 79, with minimum scores of 21/30 (Speaking*); 19/30 (Listening); 19/30 (Reading); and 17/30 (Writing) for applicants whose native language is not English. Applicants may also meet language requirements by presenting IELTS scores of 6.5.

Notes on the TOEFL: *Applicants being considered for Graduate Teaching Assistantships must achieve these minimum TOEFL scores, and have a minimum score of 26/30 on the Speaking subtest.

*Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

8) Minimum competence in public administration, administrative sciences, and methodology. This competence is normally demonstrated by at least one course in each of five fields (Political Science, Accounting, Economics,
Management, and Statistics), by special exams in the fields, or by practical experience.

Note on competency courses: *The program has five competency areas that need to be met by taking at least one undergraduate course: statistics, political science, economics, accounting, and management. Any course from these areas will suffice. If students apply and we note that one or more has not been taken, they can still be accepted into the program and would be given a period of time after starting the program to complete the missing requirement(s) (usually before earning 18 credits in the program). UND offers all of these, some possibly online, but they can be taken anywhere. The credits do not count toward the credits needed for the MPA degree. If the courses are not taken from UND all transcripts need to be forwarded to the Graduate School. Another option is to take a challenge exam in the subject area. In this case, students generally study independently and take a multiple-choice exam, on which they must score at least 70%.*

9) Twenty hours in the social sciences, business administration, and related fields.

### MPA ADMISSIONS PROCESS

When reviewing applications, the program considers all application materials closely, including letters of recommendation, professional experience, accomplishments, statement of goals and objectives, undergraduate institution and major, JR/SR GPA, and any special circumstances. If the student is above the minimum formula score of 1100 (see above) and all other factors are acceptable, he or she is admitted as follows:

- **Approved:** The student has taken at least one course from each of the five competency areas.
  - From the Graduate catalog:
    - Approved Status
    - Students who have met the minimum admission requirements stipulated by the Graduate School and have met all departmental requirements for admission are granted admission to Approved Status.

- **Qualified:** The student is missing at least one of the competency courses but not more than two.
  - From the Graduate catalog:
    - Qualified Status
    - Admission to Qualified Status may be granted to applicants who have met all requirements except for prerequisite coursework, which must be completed prior to advancement to candidacy. Students will not be admitted to Qualified Status with more than six (6) credits of outstanding prerequisites. Upon completion of the conditions of acceptance, and provided the student has earned a GPA of at least 3.00 for all work attempted, he/she is eligible to advance to Approved Status. Students in
Qualified Status may be dismissed if they fail to meet the conditions of their acceptance.

• Provisional: The student is missing more than two (six credits) competency courses.

  From the Graduate catalog:
  o Provisional Status
  o Admission to Provisional Status may be granted to applicants who have shortcomings related to one or more of the general Graduate School or program level admission requirements (e.g., low GPA, low GRE/GMAT test scores). The first obligation of students admitted to Provisional Status will be to meet all of the conditions specified at the time of admission. Students in Provisional Status may be dismissed after one registration if their GPA is below 3.00, or if they have failed to meet other specified conditions. Students in Provisional Status are not eligible for graduate teaching, research, or service assistantships.

Note on “Deferred” Status: The MPA program does NOT use the deferred admission option of the Graduate School.

• Qualified and Provisional admission offers include a stipulation that the student completes the competency courses within a specified period of time after matriculating.

The following process is used for Provisional admission consideration if a student has a formula score less than 1100, but meets the minimum GPA and GRE thresholds:

• Once per semester, toward the end of each semester, the core MPA faculty will consider applicants for potential Provisional admission. Each faculty member reviews the entire application file and votes whether to admit the student provisionally and what the stipulations will be. A student must receive positive votes from a majority of the faculty reviewing the file in order to be admitted. If admitted, stipulations likely would include a requirement to get at least a B in each of the first four courses (12 credits) in the program, which is a more stringent requirement than the Graduate School’s minimum 3.0 GPA standard for all graduate students. Programmatic considerations are also made, such as current enrollment and whether faculty members think there is adequate space for additional students.

*Exceptions to the above GPA, GRE, or formula minimums:
  o If a student does not meet the minimum threshold for qualified or approved status but indicates on the application that he/she is a member of a group that the MPA program has identified as a recruiting priority, the file will be automatically circulated to the core MPA faculty to vote on possible Provisional admission. Recruiting priorities are as follows:
    o Native American and other minority students from North Dakota;
    o Minority students from outside North Dakota;
    o First generation college students and other socially or economically disadvantaged students.

Additional Information for applicants:
The Graduate School inactivates files in instances when the application was denied. Individuals wishing to reapply must submit a new application including all transcripts and letters of recommendation. Test scores will be retained for a period of one year, but must be current at the time of reapplication.

The program does not distinguish between pre-service or in-service applicants, or part-time and full-time applicants in its admission process.

The program uses the same admissions process for online and on-campus students.

4.2.2a(1)

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

<table>
<thead>
<tr>
<th></th>
<th>Admits Self-Study Year Minus 1</th>
<th>Admits Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Admission of Full Time Students</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Conditional Admission of Full Time Students</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Full Admission of Part Time Students</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Conditional Admission of Part Time Students</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

4.2.2a(2)

<table>
<thead>
<tr>
<th></th>
<th>Admits Self-Study Year Minus 1</th>
<th>Admits Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Admission of In-Service Students</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Conditional Admission of In-Service Students</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Full Admission of Pre-Service Students</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Conditional Admission of Pre-Service Students</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>
4.2.2b (1)
4.2.2b - Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

<table>
<thead>
<tr>
<th></th>
<th>Admits Self-Study Year Minus 1</th>
<th>Admits Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Admission of Full Time Students</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Conditional Admission of Full Time Students</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Full Admission of Part Time Students</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Conditional Admission of Part Time Students</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

4.2.2b (2)

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Students Self Study Year Minus 1</th>
<th>Enrolled Students Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Enrollment of In-Service Students</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Conditional Enrollment of In-Service Students</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Full Enrollment of Pre-Service Students</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Conditional Enrollment of Pre-Service Students</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

4.2.3 Admitted/Enrolled Students and Mission
Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. (Limit 250 words)

The program’s mission and accompanying goals/objectives relate to our student body in several ways. First, we have language in our mission goals specific to sectors that we aim to serve (“The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations”). We thus receive applications from, and admit students who are already working in these areas and/or intend to work in all of these sectors when they graduate from the program. We communicate these sector focuses at the recruiting stage, and we consider a student’s goals and objectives related to these sectors at the admission stage. Thus, enrolled students also reflect these sector focuses.

Second, we specifically mention diversity in our mission goals: “A recognition of, and appreciation for, the role of diversity in public service delivery.” This diversity statement gets translated into our formal Diversity Plan, which highlights our goal of
enhancing diversity in our student body. Our assessment plan highlights efforts to achieve diversity at the recruitment and admission stage. Finally, our formal Admissions Policy highlights how we have a specific recruiting priority related to diversity and reflects how we ensure that students who can add to program diversity are ensured full consideration by all core MPA faculty members. These processes have led us to realize some success related to one of our recruiting priorities: Native American students from North Dakota.

Third, we have language in our mission goals and objectives about serving North Dakota: “The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals . . .” The fact that we admit and enroll students from North Dakota means that we are working to meet this aspect of our mission.

**Standard 4.3 Support for Students**

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

**Self-Study Instructions**

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

**4.3.1 Academic Standards and Enforcement**

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

The program and the Graduate School are both responsible for communicating expectations for academic progress and meeting the requirements for graduation. The program accomplishes this through orientation, advising and by providing documents to students. One such document, "The Complete Guide to Program Processes," is provided through our website (http://www.business.und.edu/academics/academic-programs/mpa/completenguideprogramprocesses.cfm). It was created based on assessment of student services; feedback from students indicated problems with understanding the processes related to the program, such as registration, independent study, comprehensive exams, forms required by the Graduate School, etc. This document is meant to portray the process and timeline related to being an MPA from the time a student is admitted until the point where he or she must apply for graduation and complete all program requirements. The document contains active links to other useful documents and websites, such as manuals related to the comprehensive exam, internships, and the independent study. The program also maintains two listserves in which students are automatically
enrolled when they are admitted. One is maintained by the College’s Graduate Advisor and the other by the Department of Political Science and Public Administration’s Administrative Secretary, which also contains all MPA students. Both of these individuals, with the Director’s input, send out reminders to students of various deadlines, requirements, and other items of advice.

The Graduate School’s role is to track student’s formal requirements related to submission of a “program of study,” completion of any qualifications that are part of admission offers, advancement to candidacy, advisor appointment, submission of an independent study topic proposal, application for graduation, maintaining the minimum GPA, etc. The Graduate School sends out reminders and confirmations to students and always carbon copies the Program (Director) and the student’s advisor. Thus, if a student gets placed on academic probation because of a low GPA (under 3.0), a copy of the letter the Graduate School Dean sends to the student is sent to the MPA Director. The Director then initiates a meeting with the student and advises the student on an academic plan. Graduate School communications serve as cues to the student and faculty to get something completed (such as an application for graduation). The program itself keeps a database of all students in the program and various data fields connected to these students. All Departmental faculty can access this database because it is stored on the shared drive. It is regularly updated by the program Director and by support staff.

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)

Rarely, students are admitted on a provisional basis because of issues with their application credentials (e.g., low GPA, low standardized test scores, or both). When this happens, stipulations are made as part of the admission offer. Usually this entails the requirement that students get a B or higher in their first 12 program credits (4 courses). This is a more stringent requirement than maintaining a 3.0 GPA, which all students in the program have. The program, with assistance from the Graduate School, tracks whether the student meets these stipulations. Provisional admission gives a student the opportunity to prove himself/herself in the classroom, but if he or she is not capable of completing the program we want to find out as soon as we can, which we think is fair to the student and upholds the integrity of the program. These students, and students who are placed on academic probation, are strongly encouraged to meet regularly with the MPA Director for advisement.

The University has a good support structure for students who need certain types of special assistance. For instance, related to learning services relevant to graduate students, the University offers the following: American Indian Student Services, Career Services, Counseling Center, Disability Services for Students, Math Learning Center, Multicultural Student Services, Student Success Center, Women's Center, and a Writing Center.
The Student Success Center provides programs and services to students to aid in the development and implementation of their educational plans and goals. The Center provides some services that are relevant to graduate students, such as student success classes, tutoring, and “Adult Re-entry peer mentoring sessions.”

The Student Support Services Program at the University of North Dakota is funded by the United States Department of Education. This program is designed to provide support services to economically disadvantaged, first-generation students and / or students with disabilities. The program takes a holistic approach to support, ranging from Academic Assistance, Financial Assistance, and Personal Assistance, and Cultural and Social Assistance.

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

<table>
<thead>
<tr>
<th>Initial Enrolled</th>
<th>Graduated 100% of Program Length</th>
<th>Graduated in 150% of Program Length</th>
<th>Graduated in 200% of Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Full-Time Students in the SSY-5 Cohort</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Number of Part-Time Students in the SSY-5 Cohort</td>
<td>4</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Total Number of Students in the SSY-5 Cohort</td>
<td>9</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

4.3.3b Completion Rate additional information / explain Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)
The program is designed to be a two-year program for a full-time student. Thus, a student could take 9 credits per semester for the first three semesters and 8 in the final semester (independent study is only 2 credits). Students often will take a course or complete their internship in the summer, thereby lightening their load during the regular academic year. We advise in-service students not to take 9 credits because of the workload and the importance of finding a comfortable balance that will enhance success in the program. Since our program is weighted toward part-time students, the length of time it takes to complete the program is increased. Also, part-time, in-service students are more apt to withdraw from the program after learning how much work it is and how difficult it can be to balance work and graduate school.

When full-time students do not complete the program in two years it usually means they were not able to complete their independent study and comprehensive exams in their final semester. Graduate programs often struggle with finding interventions for the many students who get to the independent study or thesis stage and linger. Our program has been considering a capstone class as a replacement for the independent study in its current form. This is an assessment driven consideration that has been in the discussion stage for over a year. One of the potential benefits we see to the capstone is that it would add structure to the independent study. Our proposal, which is on the agenda for the MPA Steering Committee to consider again in fall of 2011, is that students would still do an independent study but it would be in the confines of a more traditional classroom experience, where they would have deadlines, clearer expectations and would receive more immediate instructions (and feedback) regarding the process. We expect this model, if approved, would increase the completion rate while decreasing the completion time.

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

Students have two formal institutional options for career services: the Career Services office at UND and the Pancratz Career Center in the College of Business and Public Administration. The former provides assistance that is necessarily generic, but valuable, such as Networking Tips, Job Search Assistance, Practice Interviews, Career Inventory Assessment, Co-ops and Internships, Career Fairs and Etiquette Luncheon, Career Connect - The Link Between Employers and Students, Cover Letter Assistance by Appointment, Resume Assistance and Critiques by Appointment. The latter, located in our College, provides services more specific to the needs of our MPA students: Career Development Programming, Individual Advising on Career Development, Internship and Co-op Placement, Professional Mentorship Opportunities, Peer and Alumni Connections, Corporate Relations, and Business and Government Career and Internship Fairs. The Pancratz Career Center is a new College initiative and has been running for less than a year. The MPA Director and Chair of the Department of Political Science and Public Administration have met with the Center Director regarding services specific to the public administration field.

Less formally, students also receive career counseling from faculty in the program, both during advising meetings and as part of classes. The former is quite common, in particular when students enter the program and are attempting to choose courses or
an emphasis (with guidance from the MPA Director), when they are contemplating an internship, and when they are about to graduate from the program. Faculty often write letters of recommendation for students and have discussions with them regarding application strategies. At times, faculty play a more direct role by helping students to network with professionals in the field.

4.3.4a(a) Internship Requirement Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a link to these policies on the program's website. (Limit 250 words)

The program has an internship requirement. Consistent with the program’s mission, internships in public agencies (federal, state, local), nonprofit organizations, or healthcare facilities are acceptable. The program only specifies that, “An internship involves spending time at an agency serving the public.”

Students wishing to register for the required internship must first meet the eligibility standards:
“To be eligible to register for an internship, a student must be accepted in the MPA program, be in good academic standing, i.e., have a GPA of at least 3.0, and have completed at least 12 credits in the MPA program. Additionally, the student must have identified an acceptable internship position and have permission from the MPA Director.” The student receives three course credits (POLS 580, Administrative Internship) for completing the internship.

The internship is graded and requires submission of all requisite forms, including objectives. Students must also:
- Complete at least 300 hours of internship activity
- Submit mid-term and final evaluations signed by internship sponsor
- Maintain and submit (entire) notebook with time and work journal
- Submit a paper (included in notebook)

The program has an internship manual that describes the entire internship experience, from purpose and eligibility to requirements and forms. Internship manual website link:
http://business.und.edu/academics/academic-programs/mpa/internshipmanual.pdf

The program has always recognized that it is unreasonable to make in-service students engage in a traditional internship. Thus, the program has traditionally made allowances for students to make a case to have their internship requirement waived. Following is the program’s waiver policy and the web link containing the policy:

Those MPA students without at least one year of professional experience in a public sector or other public affairs agency are to complete a public service internship. The internship is served in a government office at the local, state or national level or in an appropriate public affairs organization, such as a private nonprofit agency. For students in the Health Track, a healthcare delivery or policy organization would be appropriate.
If students wish to have their internship requirement waived, they should:

1) Write a letter to the MPA Director requesting that their internship requirement be waived. In the letter, students must provide an explanation of why they believe they have met the requirement of having “at least one year of professional experience” in a relevant organization.
2) Provide a current resume documenting the work described in the aforementioned letter.

Upon receipt of the student’s letter and resume, the MPA Director will evaluate the student’s request. If approved, a memo will be placed in the student’s MPA file stating that the internship requirement has been waived.

Professional public service would preferably be at the administrative level, where duties may include (but not be limited to) working with budgets, completing supervisory tasks (human resources related duties, such as hiring and evaluation, conducting training, etc.), working with entities in the public sector, writing grant proposals, and working with diverse clienteles. Waiver policy web link: http://business.und.edu/academics/academic-programs/mpa/internships.cfm

In cases that are not clear cut, the MPA Director either circulates the matter to the core MPA faculty for input and vote or puts the item on the agenda of the MPA Steering Committee.

4.3.4a(2) Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

<table>
<thead>
<tr>
<th>National or central government in the same country as the program</th>
<th>Self-Study Year Minus 1 Pre Service</th>
<th>Self-Study Year Minus 1 In Service</th>
<th>Self-Study Year Pre Service</th>
<th>Self Study Year In-Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>State, provincial or regional government in the same county as program</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>City, county, or other local government in the same country as the program</td>
<td>3</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Nonprofit domestic-oriented</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Granted to Students (who would normally be required to complete one)</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>5</td>
</tr>
</tbody>
</table>
4.3.4a(3)
Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, ongoing monitoring of the student internship. (Limit 250 words)

Students are supervised both by an MPA faculty member and a site supervisor. The site supervisor is in charge of overseeing activities at the internship site and twice evaluating the intern formally, with an instrument provided by the program. The faculty member is responsible for coordinating the internship for the program, including approval of the site, duties, and objectives, processing of forms, advising the student about the program’s expectations for the internship paper, and grading the student based on all of the materials provided (specific grading criteria covered in manual). The program compensates the faculty member who coordinates the internship on a per-student basis. Most of the internships get supervised by the MPA Director and a majority occur during the summer months. The reason for this is that the Director is the de facto advisor for students in the program until they select an independent study advisor, thus initial conversations about internships occur with the Director. Initial advisement is often related to finding an appropriate internship, and the Director can serve as a valuable resource in this regard. For instance, during the summer of 2011, two MPA students interned at Hennepin County, MN, after the MPA Director made a personal contact with a former Advisory Board member who is the CFO of Hennepin County. Also, during the summer of 2011, a student interned at the Grand Forks City Planning Office after the MPA Director contacted the City Planner, a program Alumnus and Advisory Board member, to inquire about internship opportunities. Since the Director is in the best position to network with stakeholders and has the experience of coordinating many internships, the position naturally becomes the hub for internship related information and advice. It is the student’s responsibility to find an internship location, but the faculty in the program are very helpful resources.

Students can either do a paid or an unpaid internship. The program does not dictate compensation, although the preference is that students are paid. If the internship is unpaid the program does not have resources available to compensate the student, although we have broached this subject with potential donors through the UND Alumni Association (for nonprofit-based internships, since nonprofit organizations often do not have the ability the pay interns).

4.3.4a(4)a
Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

The program’s mission clearly specifies the sectors for which we intend to prepare students in the following objective:

- The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The distribution of internships appropriately mirrors these sectors, although Table 4.3.4a(2) doesn’t adequately reflect this because healthcare-related internships are not distinguished
from nonprofit or governmental internships. To illustrate, during the 2009-2010 and 2010-2011 academic years, internships were distributed as follows:

- 26% City Government
- 17% County Government
- 9% State Government
- 26% Federal Government
- 9% Health Administration - nonprofit
- 13% Nonprofit

Each of these internships was directly linked to our mission. Moreover, 65% of the internships were North Dakota-based organizations. Serving North Dakota is also in our mission goals/objectives, and placing interns within state organizations that serve the public is a direct or indirect service to the State. It could also be argued that internships serve an important role in allowing us to accomplish our mission goals related to instilling public service values and equipping students with the skills and knowledge they need to be effective administrators.

4.3.4b
Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

<table>
<thead>
<tr>
<th></th>
<th>Self-Study Year Minus 2 Pre Service</th>
<th>Self-Study Year Minus 2 In Service</th>
<th>Self-Study Year Minus 1 Pre Service</th>
<th>Self-Study Year Minus 1 In Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Graduates</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>National or Central Government in the same country as the program</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>State, Provincial or regional government in the same country as the program</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>City, County, or other local government in the same country as program</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nonprofit Domestic-Oriented</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Nonprofit/NGOs internationally-Oriented</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Private Sector (not research/consulting)</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Obtaining further education</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Unemployed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Status Unknown</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

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

4.4.1 Ongoing 'Diversity' Activities

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

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

(Limit 250 words)

The MPA program's commitment to diversity begins with the goals that accompany its mission statement. We explicitly incorporated diversity into our program’s goals by stating that the program aims to prepare its students for public service by developing and supplementing: "A recognition of, and appreciation for, the role of diversity in public service delivery.”

The program has actively promoted diversity and has a diversity plan (uploaded to this Standard) in place that addresses our commitment to principles of public service diversity. That plan has been uploaded to this self-study portal.

The program promotes diversity in many ways. Some examples follow:

FACULTY
The program promotes a climate of inclusiveness and actively attempts to recruit a diverse faculty. We are currently undergoing a job search to fill an open position in the MPA faculty nucleus; the proactive steps the program and Department will take to attempt to better diversify our faculty and program are contained in our diversity plan. Individual members of the MPA faculty nucleus may engage in diversity related service activities. For example, Kate Scheurer is a member of Women Studies Executive Committee. Because of her expertise and research interests related to
gender issues in politics and administration, she has presented at 4 different campus diversity-related events in the last three years. Following are the titles of her presentations: “Race and Gender in Politics,” , “Diversity in Law, Business, & Politics,” “Elections, Politics, and Women,” “Running in High Heels: A Panel Discussion of Women who Ran for Office.” These presentations are all related to the courses she teaches in the MPA program.

The faculty have been strategically incorporating diversity activities into the curriculum, recognizing that we can supplement somewhat the lack of faculty diversity. Our interest in diversity has been the topic of discussion, in particular attempts to figure out the best way to integrate diversity activities into the curriculum. Two members of the MPA faculty core (Scheurer and Jensen) formalized a way to study the effectiveness of classroom activities, a study that is ongoing. Faculty have experimented with different teaching supplements (e.g., cases and other content), and students in those classes are given a pre- and post-assessment in an attempt to gauge the effectiveness of the approaches. The assessment tool was derived from an existing questionnaire called The Multicultural Awareness-Knowledge-Skills Survey (MAKSS). When these assessments are complete, the faculty hopes to better understand which curricular approaches are most effective and least effective. We also hope to share the outcome of this study with the wider NASPAA community.

Two techniques that are being assessed follow:

In the first part of the sequence, which is our “Research Methods” course, students will discuss diversity in the public sector and will come up with a formal survey to assess issues related to diversity. They will carry out formal data gathering, where public employees will be asked their opinions about the importance of having a diverse public sector. Each student will also be responsible for personally finding and interviewing public administrators who fall into a predetermined diversity category. In the second course, which is called “Political and Public Policy Analysis,” students will create a database and analyze the results of the survey/interviews, supplementing the data with secondary data from other sources also related to diversity.

Following are examples from courses that have integrated diversity into the curriculum and have been assessed using the MAKSS survey: in Legislative/Executive Processes there is a week devoted to examining the role race and gender play in legislative decision making, such as roll-call voting and representation. In Public Personnel Administration the following topics are covered in-depth: how managers in the public sector respond to an aging workforce; the impact of disabilities on the success of those working in the public sector; policies relating to the policies the federal government and states and local government have or do not have in place regarding gays, lesbians, and transgender individuals; racial inequality in the public sector; sexual harassment and sex discrimination, and racial discrimination.

The faculty also occasionally bring in guest speakers to their courses, who enhance the diversity of the classroom experience. The most recent example of this was summer semester, 2011, when Mark Jendrysik had Carolyn Becraft as a guest in Administrative Ethics. Carolyn served in the Department of Defense as the Assistant

STUDENTS
The program also attempts to serve a diverse group of students, recognizing that the classroom experience will be enhanced for all students, and the public service sector will be best served by having a diverse set of program graduates. Below, in 4.4.2, we outline efforts to recruit for student diversity.

Student Activities:
The MPA Student Organization (MPASO), advised by faculty from the program, also takes an interest in diversity activities on campus. For example, the MPASO only began as a formal group in the 2009-2010 school year, but that first year the group partnered with the UND Center for Genocide Studies and brought Roxanna Saberi to campus for an event. Ms. Saberi had just published a book based on her experiences as a political prisoner in Iran. The MPASO raised almost $10,000 to fund the daylong event. The presentation, which was free to the public, was attended by almost 1,000 people and received front-page coverage from the local newspaper. Students who were not part of the MPASO were given extra credit for attending. The MPASO linked this event to diversity because, through her book and presentations, Ms. Saberi has become a leader in human rights and equality for women. Her presentation touched on many related aspects, such as government and legal oppression of its citizens, due process rights, torture, etc.

Students also benefit from a rich array of guest speakers and events sponsored by the College of Business and Public Administration that bring diverse voices to bear on issues salient to those interested in public administration. For instance, each year the College sponsors the Hultberg Lectureship, which is a daylong event. Successful female graduates of the College are brought back for a day, where they talk to classes about various issues. The day culminates with a panel that includes the four women and a moderator. Discussion generally centers on the challenges that women face on the job market and in the professional work force.

Occasionally the MPA program and Department sponsor or cosponsor speaker events related to diversity, aimed at not only our own students, but also the larger UND community. For example, we cosponsored an event on changing government work policies related to women. This featured two speakers:

1) Carolyn Becraft. Topic: Changing Military Policy on Women with Children. Carolyn talked about her experiences while she was working on changing the Unites States Military policy that prevented women with children from serving and resulted in women who became pregnant being discharged. She was successful in changing the policy in the early ’90s. Carolyn served in the Department of Defense as the Assistant Secretary of the Navy for Manpower and Reserve Affairs (1998-2001) and as Deputy Assistant Secretary of Defense for Military and Community Support (1993-1998).

2) Vivienne Swanigan. Topic: Development of LA Workplace Violence Training Program. Vivienne is a Deputy City Attorney for the City of Los Angeles. Her current work is primarily in Workplace Violence, and several years ago she
took it upon herself to design and implement a Workplace Violence Training Program for city employees. She spoke on how she built this program from the ground up, despite very limited resources.

ADVISORY BOARD
The MPA program reconstituted its Advisory Board during the 2010-2011 school year. The program had a history of having a “symbolic” Board made up of many people, most of whom never attended meetings. The Board had no formal advisory role, and there was no mechanism for input. The new Board is designed around clearer expectations for members, as reflected in a Job Description. The new Board also was created to be more diverse. It is about half women and includes a Native American female graduate of the program. It is also more diverse regarding the backgrounds and expertise of members. We ensured that all sectors we aim to serve through our mission were represented on the Board: public, nonprofit, and healthcare.

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

(Limit 250 words)

The MPA program actively attempts to recruit for diversity, particularly in our goal to serve Native Americans from North Dakota, who represent North Dakota’s largest minority population. We have been successful in this regard, although we strive to improve. The percentage of Native Americans in our program is greater than the percentage of Native Americans in North Dakota. Our formal admissions policy, which is also contained in this self study, contains specific reference to our recruiting priorities (Native Americans and other minorities from North Dakota, minorities from elsewhere, other disadvantaged groups, etc.) and the process of considering applicants ensures that the faculty nucleus gives full consideration to all applicants who are members of our recruiting priority groups. In other words, they are never automatically denied admission because of quantitative credentials (GRE and/or GPA). Rather, files are automatically circulated to all members of the MPA faculty nucleus, and everyone votes on whether to admit the candidate. In this manner, faculty can give full attention to the file, paying careful attention to other indicators of success, such as letters and professional experiences and carefully weighing these factors against the program’s desire for diversity, its recruiting priorities, and its diversity plan.

Native American recruitment involves such methods as working directly with UND Native American related programs and organizations, such as the UND McNair program, which is a federal program for disadvantaged college students. One of the focuses of the program is to mentor disadvantaged students toward graduate school. The Director of McNair sets up meetings between students and the Director of the MPA program. Thus, these students are connected to the program while undergraduates, and they are closely tracked and mentored as they progress toward
graduate school. One recent Native American student was admitted this way, and two others are currently involved in this mentoring process and are planning to apply within a year. Even if the students do not choose UND for graduate school, the program considers it a success if they go to graduate school at all. One of the core MPA faculty members is a member of the McNair Applications Committee, which allows us to maintain close contact with the program. Aside from this individual approach, the Director of the program has also made presentations to groups at the University, such as the office of American Indian Student Services (AISS).

The program has found that creating a recruiting network can be very effective. By this we mean that formal efforts to recruit minority students by having current minority students provide referrals. This method has been successful from time to time.

It should be noted that the program does not only define diversity with regard to ethnic or racial diversity. In fact, in our formal admissions policy, we highlight several recruiting priorities: “First generation college students and other disadvantaged students, as indicated by conditions such as extreme poverty, hardship, disability, etc.” In other words, we focus on hardship as indicated in many ways. The program, throughout its history has always had a very strong female to male balance, so we have never had to include gender considerations in our formal admission policies. We also have found that diversity related to proximity can enrich classroom experiences. Thus, although we have take our commitment to serving North Dakota very seriously, we attempt to balance it with the need to bring diverse perspectives into the classroom. This broader diversity perspective includes people from different places (urban versus rural), cities, states, and countries (we have had international students from diverse places ranging from Malawi, China, Ethiopia, and Columbia). It also includes having students from different political persuasions, religious backgrounds, professional backgrounds, and of varying age. Although we don’t formally include mention of these types of diversity in our admissions policy, faculty may informally consider such factors when deciding whether to admit a student in provisional status.

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

4.4.3a
4.4.3a Ethnic Diversity - Enrolling Students
Student Diversity (with respect to the legal and institutional context in which the program operates):

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

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

<table>
<thead>
<tr>
<th>Race or Ethnicity</th>
<th>Self-Study Year Minus 1 Male</th>
<th>Self-Study Year Minus 1 Female</th>
<th>Self-Study Year Male</th>
<th>Self-Study Year Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native, Non Hispanic/Latino</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White, Non-Hispanic/Latino</td>
<td>16</td>
<td>16</td>
<td>22</td>
<td>17</td>
<td>71</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Race or Ethnicity Unknown</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
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<td>24</td>
<td>24</td>
<td>88</td>
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<td>unknown</td>
<td>unknown</td>
<td>unknown</td>
<td>unknown</td>
<td>unknown</td>
</tr>
</tbody>
</table>

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

The diversity efforts related to our student population are contained in our Diversity Plan (uploaded to this Standard) and our Admission Policy, which identify underrepresented ethnic groups as a recruiting priority, particularly Native Americans / American Indians from North Dakota (largest minority group in ND). If the enrollment numbers in the above Table are compared to the percentage of each ethnic group in ND, our percentage of Native Americans is higher than the percentage in the State:

Black or African American: Program Percent 0%; North Dakota Percent 1.2%
American Indian and Alaska Native: Program Percent 9%; North Dakota Percent 5.4%
Asian Persons: Program Percent 0%; North Dakota Percent 1%
Native Hawaiian / Pacific Islander: Program Percent 0%; North Dakota Percent 0.2%
Hispanic / Latino: Program Percent 2%; North Dakota Percent 2%
White Persons: Program Percent 88%; North Dakota Percent 89%

While the program is a fairly representative cross-section of North Dakota, we want to further enhance the diversity of the student population, which is clearly reflected in our Diversity Plan and Admission Policy.
As indicated in the Table, the student population is very balanced with regard to gender.

Although we have made strides to enhance diversity since our last self-study report and have realized improvements with regard to some ethnic groups, our goal is to become a more diverse program. Our Mission, Diversity Plan and Admissions Policy are evidence of our commitment. On a positive note, we have already admitted three Native American students for the fall of 2011, and we expect all will matriculate.

Does the legal and institutional context of the program preclude collection of diversity data?
5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

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

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

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

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

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

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

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

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. In addition, these same elements may become part of the program's annual reporting during the period of accreditation. The program may upload charts or other graphics below if they would like to further elaborate on their process, provided the required narrative fields are also answered.

PART A. Defining competencies consistent with the mission
Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

The MPA faculty went through a process of conceptualization and operationalization regarding the universal competencies. In brief, the core MPA faculty conceptualized the competencies related specifically to our program and what we are attempting to accomplish in educating our students. This was an interactive and iterative process involving extended communication by the core faculty members. Dimensions and indicators of the concepts were derived, discussion ensued, refinements were made, etc. until the faculty had arrived at a set of dimensions that we thought were:

a. Satisfactory representations of what our view of the concept is and our notion of advanced public administration education.
b. Connected to our mission goals and objectives in a way that was congruent. Thus, in other words, the program didn’t arrive at a dimension of the concept that we felt was externally driven; rather it was consistent with the mission of the program.
c. Could be measured and assessed in ways that were satisfactory.
d. Related to the concept and somewhat mutually exclusive to one another.
e. Manageable. In other words, we didn’t want to attempt to define the concepts too broadly because the program itself has a limited curriculum.
After and during conceptualization, the faculty compared the dimensions to our program goals and objectives and began to think about assessment of the dimensions within the context of our current Strategic Management Logic Model. We found that the dimensions matched up nicely with our program goals and objectives, which in many ways was an external validation of our conceptualization process. Finally, we categorized the new dimensions according to the coverage of them in our curriculum courses, creating a matrix for assessment purposes, which is an appendix to our Strategic Management Logic Model (Appendix 1B: MPA Program Curricular Assessment Table; uploaded to Standard 1 with the Logic Model).

The first dimension that the program identified for the concept, “To lead and manage in public governance” was:

*Understanding the similarities and differences between public and private sector management Justification: The program takes the position that students’ development of an understanding of this difference should be a core element of any public administration program. A recognition of the differences between public and private administration provides students with the first key skill that allows them to improve their own performance as public administrators, by appropriately applying general administrative principles to situations that call for them, and applying specifically public administrative principles to situations with a uniquely "public" character (items O2-O4 below act to help define for students just what goes into differentiating that "public" character from other, private sector contexts).

As a program in a College of Business, we are keen to recognize the differences between the sectors. However, our program is perhaps different from many in that we also want students to understand how and when the sectors merge and the distinction becomes blurred. This relates to our program in three ways: 1) we have a course called, Government and Business, which examines the intersection between the sectors (regulation, corporate government affairs, lobbying by business, etc.); 2) We have a health administration track, and health organizations can be public, nonprofit, or private; 3) In the fall of 2011 we are beginning to offer courses in social entrepreneurship and social enterprise, which are organizations that very typically blur sectors (nonprofits with a for-profit spin-off; private businesses with a prosocial mission).

The dimension is consistent with the following mission objectives of the program:

  O2: The theories and practice of public management, and the design and analysis of public policy.
  O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
  O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Using data and information systems to enhance policymaking and administrative decision-making
Justification: Due to the increasing reliance on data and incorporation of evaluation and analysis in administration and the policy process, our program has a significant focus on teaching skills related to data management and analysis, because we think these skills and tools are essential for effective performance as a public manager or policymaker. Whether one is asked to produce such analysis firsthand or to evaluate and act upon it, an ability to use and understand data has become an essential requirement for the modern public administrator in effective professional performance. Understanding and facilitating the storage of data is also important for students. This dimension also includes background and exposure to the process and issues related to administrative decision-making.

The dimension is consistent with the following mission objectives of the program:

- **O1**: Skills related to critical and analytical thinking, decision-making, and communication.
- **O4**: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Intergovernmental and interinstitutional context and relations, and networking*

Justification: Given the significant and increasing level of intergovernmental regulation, interaction, and financial interdependence, public managers need to be able to effectively work across levels of government and across institutions at all levels. Part of this ability involves learning what those institutions are, the actors present in those institutions, and the varying systemic constraints and demands that actors face at those various levels of government and administration.

The dimension is consistent with the following mission objectives of the program:

- **O2**: The theories and practice of public management, and the design and analysis of public policy.
- **O3**: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- **O4**: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Public resource management*

Justification: With this dimension, the program is highlighting the importance of responsible management of public funds. This, of course, relates to the budgeting process but also links to issues related to ethics and accountability of public administrators.

The dimension is consistent with the following mission objectives of the program:
02: The theories and practice of public management, and the design and analysis of public policy.
03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Managing organizational structures and processes

Justification: Managers should have general and specific knowledge about management, including exposure to various theoretical perspectives related to the effective management of organizations. This includes perspectives of general organizational theory and theories/perspectives more specific to public management.

The dimension is consistent with the following mission objectives of the program:

- 01: Skills related to critical and analytical thinking, decision-making, and communication.
- 02: The theories and practice of public management, and the design and analysis of public policy.
- 03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- 04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Managing and leading people, or human resources

Justification: Managers should be exposed to theories and perspectives related to the interactions of people in the workplace setting, in particular the interactions between supervisors and subordinates. This includes learning about leadership theories, the “human relations” approach or school of thought (organizational behavior), and issues more specific to human resource management in the public sector.

The dimension is consistent with the following mission objectives of the program:

- 02: The theories and practice of public management, and the design and analysis of public policy.
- 03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- 04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Understanding the specific North Dakota context related to public management
Justification: The program has included service to North Dakota in its mission and has rich history of educating public service, nonprofit, and health administration professional from the State and/or who remain in the State. The faculty realize that there are certain public management related issues that are specific to North Dakota, such as: administration in rural, low-population settings (service provision, dealing with a dwindling tax base, rural economic development, etc.). Thus, faculty aim to include material in courses, where relevant, that is specific to North Dakota.

The dimension is consistent with the following mission goal of the program:

G2: The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals...

To participate in and contribute to the public policy process

Discussion about the remaining dimensions of the universal competencies will be limited to the program’s justification of the conceptualization, rather than repeating the process of conceptualization, which was outlined above.

Dimension: *Approaches and models of policy analysis

Justification: The program views exposure to the process of policy analysis as a crucial part of the training for public administrators, who are very typically working in environments that require involvement in the policy development and analysis stages. We view analysis as occurring primarily at the pre-policy stage where, for instance, administrators may be choosing among various options using empirical decision-making tools, or at the post stage, where administrators might be engaging in evaluation of policies that have been implemented.

The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.
O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Structures and processes related to the policy process

Justification: Administrators should also have an understanding of the total process related to public policy, including the various stages. Particular emphasis is given to the impact and importance of bureaucracy in implementation and the role of evaluation in improving the performance of current and future policy.
The dimension is consistent with the following mission objectives of the program:

02: The theories and practice of public management, and the design and analysis of public policy.
03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Development and creation of policy

Justification: Since administrators often must participate in the development and creation of policy, it is important to expose students to the tools and techniques of analyzing policy before it is implemented, as well as the knowledge about their place in the larger process. This includes, but is not limited to, analyzing the costs and benefits of policy proposals.

The dimension is consistent with the following mission objectives of the program:

01: Skills related to critical and analytical thinking, decision-making, and communication.
02: The theories and practice of public management, and the design and analysis of public policy.
03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Institutional and Stakeholder roles and interactions

Justification: Students should understand how institutions of government (including federal executive management) impact the policy process, and how those institutions impact, and are impacted by, the actions of public bureaucracy. Students should also recognize the role in the policy process of, and the impact of government policy on, nongovernmental stakeholders such as public and private interest groups. Attention is also given to anticipating and understanding policy impacts on disadvantaged populations who may not be able to effectively participate in the policy process themselves.

The dimension is consistent with the following mission objectives of the program:

02: The theories and practice of public management, and the design and analysis of public policy.
03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Role of bureaucracy in policy development and implementation

Justification: Students should learn about the role of the bureaucracy in public policy, and how the bureaucracy fits into the larger institutional context of U.S. government, particularly related to the public policy process. They should also understand how bureaucracy plays a role in the formation and implementation of policy.

The dimension is consistent with the following mission objectives of the program:

- O2: The theories and practice of public management, and the design and analysis of public policy.
- O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Understanding the specific North Dakota context related to public policy

Justification: The program includes North Dakota in its mission prominently and has a rich history of educating policy professionals who work within the State after graduation. There are some policy issues that are more prevalent in, and specific to, North Dakota that the faculty want to educate students about. For example, out-migration, access to healthcare, etc. Faculty therefore attempt to integrate material about North Dakota policy issues in relevant courses.

The dimension is consistent with the following mission goal of the program:

- G2: The University of North Dakota’s MPA Program seeks to serve North Dakota by educating future State and community public service professionals...

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

Dimension: *Locate, assess, gather, and manage primary and secondary source data

Justification: As mentioned above, the program places an emphasis on data gathering and analysis related to administrative and policy decision-making. This particular dimension relates mostly to gathering and processing of data, which would include research methodologies for public administration.

The dimension is consistent with the following mission objectives of the program:

- O1: Skills related to critical and analytical thinking, decision-making, and communication.
- O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
Dimension: *Employ quantitative and qualitative methods in decision-making

Justification: We feel the ability to make sound decisions by collecting and using all available information is crucial for good administration. Also, administrators should be solid critical thinkers, having the ability to weigh information objectively in a neutral, unbiased manner. Administrators should also have the ability to use methods of research to gather the appropriate primary and secondary data for the situation, which could include quantitative or qualitative approaches. Lastly, administrators should be able to apply statistical tools for analyzing the data collected.

The dimension is consistent with the following mission objectives of the program:
O1: Skills related to critical and analytical thinking, decision-making, and communication.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Identification and assessment of policy and administrative assumptions and their consequences

Justification: Part of being an effective administrator involves having the ability to recognize assumptions versus empirical based evidence. Processing these assumptions and gauging their impact on decisions is crucial, as is being open about any assumptions and their impacts.

The dimension is consistent with the following mission objectives of the program:
O1: Skills related to critical and analytical thinking, decision-making, and communication.
O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

To articulate and apply a public service perspective
Dimension: *Appreciate competing values

Justification: Public administrators exist in a political system and must serve a diverse constituency; therefore it is crucial to have an understanding, respect and appreciation for competing values.

The dimension is consistent with the following mission objectives of the program:
01: Skills related to critical and analytical thinking, decision-making, and communication.
03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
05: A recognition of, and appreciation for, the role of diversity in public service delivery.

Dimension: *Understanding of the history of American public administration thought, competing frameworks and intellectual perspectives

Justification: In order for students to become members of the profession there is a need to understand how the profession evolved, what other disciplines it is linked to, its place in the larger academic and professional community, and the authors / perspectives that have defined the field. We feel that understanding how others define, and have historically defined, the role of the bureaucracy is a key element in students’ ability to define and appreciate their own individual role and impact as a public administration professional.

The dimension is consistent with the following mission objectives of the program:
- O2: The theories and practice of public management, and the design and analysis of public policy.
- O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Appreciate the role of diversity in a representative bureaucracy

Justification: This is an important part of the program, as reflected in our mission. The faculty in the program are dedicated to the idea of a representative bureaucracy. This means that the public sector should be diverse, just like the society it serves, and should be actively aware of that diversity.

Administrators are expected to work in similarly diverse political systems, where they must interact with and appreciate the perspectives of diverse institutions, stakeholders, actors, and populations. In order to be an effective administrator, students must learn to understand the issues related to working in a diverse setting and to appreciate perspectives and experiences that are different from their own, particularly as they relate to public service delivery, balancing these different perspectives and communicating their decisions in a manner that is equitable and neutral.

The dimension is consistent with the following mission objectives of the program:
02: The theories and practice of public management, and the design and analysis of public policy.

03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

05: A recognition of, and appreciation for, the role of diversity in public service delivery.

Dimension: *Understand and apply profession's code of ethics to situations and decisions

Justification: The program embraces the code of ethics of the profession, especially as reflected in ASPA's formal code of ethics. The program is committed to exposing students to this code of ethics and getting them to understand the linkages between ethics and administrative / policy decisions.

The dimension is consistent with the following mission objectives of the program:

01: Skills related to critical and analytical thinking, decision-making, and communication.

02: The theories and practice of public management, and the design and analysis of public policy.

03: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

05: A recognition of, and appreciation for, the role of diversity in public service delivery.

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

Dimension: *Develop ability to recognize, consider, respect, and balance competing majority and minority perspectives related to administration and policy.

Justification: Public administrators' actions in the design and implementation of policy in a diverse society affects multiple groups, often with different impacts. Appreciation of the presence of these groups, their perspectives, and needs is a key step to identifying the impacts that policy has on these groups. It is also a necessary aspect of developing administrators’ ability to balance the impacts of policy across groups, minimize negative, unintended impacts of policy, and make difficult choices when the objectives of multiple populations conflict.

The program thus takes a two-prong approach to teaching about diversity:

STEP 1: Recognize diversity and the need for its appreciation (related to the dimension, “Appreciate the role of diversity in a representative bureaucracy,” covered above under, “To articulate and apply a public service perspective”
STEP 2: Act appropriately on that recognition of diversity (this dimension)

The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.
O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
O5: A recognition of, and appreciation for, the role of diversity in public service delivery.

Dimension: *Communicating the results of analysis to diverse audiences verbally and/or in writing

Justification: Communication skills are, and have always been, one of the primary focuses of the program, because effective administrators and policy specialists must have good oral and written communication skills. Key among these skills is an ability to tailor one’s presentation style and content to the information needs of a variety of audiences and situations, while taking care to maintain accuracy and avoid distortion of one’s message and findings.

The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

Dimension: *Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders

Justification: A good administrator balances many considerations when arriving at decisions, including the ethical implications of decisions and the degree that decisions may have particular impacts on diverse populations and individuals. These considerations relate to the ethical stance of the decision maker. Thus, the program wishes to equip students with a strong ethical foundation that they can rely on when making administrative and policy decisions.

The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
04: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

05: A recognition of, and appreciation for, the role of diversity in public service delivery.

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

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

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

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

**Standard 5.3 Part A: Mission Specific Elective Competencies**

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

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

Does your program have any mission-specific competency? Yes

If yes, please elaborate

The program offers a track option in health administration. The track requires that students take four courses related to health administration: Health Organization and Administration, Health Economics, Health Policy, and Health Law and Ethics. The health courses expose students with sector specific skills and knowledge that supplement, but also align with, their coursework in public administration. The program’s goal is to educate future healthcare professionals who have a firm grounding in public service values, have solid administrative skills related to public service, and have also been exposed to the health administration field.

The track supports our mission in many ways. First, it allows us to better serve North Dakota.
The state has no other option for graduate training in health administration. North Dakota has many serious issues related to healthcare, including access issues related to shortages of healthcare professionals. It is appropriate for the state’s lead university to provide as much programming as possible to help alleviate some of these issues. The program has a mission goal that specifies health administration: “The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.” As such, the program has decided that preparing students for the healthcare sector is an integral part of what we do. But, those students also are exposed to the other core mission goals and objectives, including public service values.

Specific student learning outcomes for Health Administration track:
Students who pursue the health track are equipped with the following unique competencies: 1) lead and manage a health organization, and 2) participate in and contribute to the health policy process. The health administration specific learning outcomes for these competencies are related to the comprehensive exams that students take in the final stages of completing the program. The exams are two days. On the first day, students all take the same exam parts, which are related to general public administration, and on the second day the students in the health track take a different exam, specific to health administration and the assessment of the above competencies. There are two parts to this health specific exam; the first part assesses a student’s knowledge about general health administration, management, and leadership, including course topics related to the health industry, health information systems, health human resources, health finance, and health quality. The second part of the health specific exam assesses a student’s knowledge related to health policy, including the aspects of health economics that are specific to policy. The health track student have the same basic required courses that all MPA students take, so they are also equipped with the MPA core competencies. Their internships and independent studies are further opportunities to refine sector-specific knowledge and skills.

**Standard 5.1-5.3 Part B**

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

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

**Competencies -- Stage of Assessment**
For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.
Courses and Required Competencies
For each of the listed competencies, please list all relevant required courses:

Competency 1

1. To lead and manage in public governance;
   - Dimension: Understanding the similarities and differences between public and private sector management
     Courses:
     - POLS 531, Survey in Public Administration
     - POLS 580, Administrative Internship
     - POLS 997, Independent Study
     - POLS 502, Seminar, State and Local Government
     - POLS 536, Public Personnel Administration
     - POLS 538, Public Budgeting and Financial Administration
     - POLS 539, Administrative Law
     - POLS 503, Government and Business
     - POLS 508, Seminar, Legislative and Executive Processes
     - POLS 532, Public Policy
     - POLS 533, Administrative Ethics
     - POLS 552, Health Policy

   - Dimension: Using data and information systems to enhance policymaking and administrative decision making
     Courses:
     - POLS 500, Research Methods
     - POLS 501, Political and Public Policy Analysis
     - POLS 580, Administrative Internship (varies)
     - POLS 997, Independent Study
     - POLS 502, Seminar, State and Local Government
     - POLS 538, Public Budgeting and Financial Administration
     - POLS 539, Administrative Law
     - POLS 551, Health Organization and Administration
     - ECON 575, Health Economics
     - POLS 593, Legal and Ethical Issues in Healthcare

   - Dimension: Intergovernmental and interinstitutional context and relations, and networking
     Courses:
     - POLS 531, Survey in Public Administration
     - POLS 580, Administrative Internship (varies)
     - POLS 997, Independent Study (varies)
     - POLS 502, Seminar, State and Local Government
     - POLS 538, Public Budgeting and Financial Administration
     - POLS 539, Administrative Law
POLS 503, Government and Business
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration
POLS 552, Health Policy ECON 575, Health Economics

Dimension:
  Public resource management
Courses:
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 502, Seminar, State and Local Government
POLS 538, Public Budgeting and Financial Administration
POLS 551, Health Organization and Administration
ECON 575, Health Economics

Dimension:
  Managing organizational structures and processes
POLS 500, Research Methods
POLS 501, Political and Public Policy Analysis
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship
POLS 997, Independent Study (varies)
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 503, Government and Business
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration
ECON 575, Health Economics
POLS 593, Legal and Ethical Issues in Healthcare

Dimension:
  Managing and leading people, or human resources
Courses:
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration

Dimension:
  Understanding the specific North Dakota context related to public management
Courses:

POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 502, Seminar, State and Local Government
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 508, Seminar, Legislative and Executive Processes
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration

**Competency 2**

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

**Dimension:**

- Approaches and models of policy analysis

**Courses:**

- POLS 500, Research Methods
- POLS 501, Political and Public Policy Analysis
- POLS 580, Administrative Internship (varies)
- POLS 997, Independent Study (varies)
- POLS 502, Seminar, State and Local Government
- POLS 538, Public Budgeting and Financial Administration
- POLS 508, Seminar, Legislative and Executive Processes
- POLS 532, Public Policy
- POLS 552, Health Policy
- ECON 575, Health Economics

**Dimension:**

- Structures and processes related to the policy process

**Courses:**

- POLS 531, Survey in Public Administration
- POLS 580, Administrative Internship (varies)
- POLS 997, Independent Study (varies)
- POLS 538, Public Budgeting and Financial Administration
- POLS 539, Administrative Law
- POLS 503, Government and Business
- POLS 508, Seminar, Legislative and Executive Processes
- POLS 532, Public Policy
- POLS 552, Health Policy

**Dimension:**

- Development and creation of policy

**Courses:**

- POLS 501, Political and Public Policy Analysis
- POLS 531, Survey in Public Administration
- POLS 580, Administrative Internship (varies)
- POLS 997, Independent Study (varies)
- POLS 538, Public Budgeting and Financial Administration
- POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 552, Health Policy
ECON 575, Health Economics
POLS 593, Legal and Ethical Issues in Healthcare

Dimension:
  Institutional and Stakeholder roles and interactions
Courses:
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 503, Government and Business
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration
POLS 552, Health Policy
ECON 575, Health Economics
POLS 593, Legal and Ethical Issues in Healthcare

Dimension:
  Role of bureaucracy in policy development and implementation
Courses:
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 502, Seminar, State and Local Government
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 552, Health Policy

Dimension:
  Understanding the specific North Dakota context related to public policy
Courses:
POLS 501, Political and Public Policy Analysis
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 502, Seminar, State and Local Government
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 552, Health Policy
**Competency 3**

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

- **Dimension:**
  - Locate, assess, gather, and manage primary and secondary source data
- **Courses:**
  - POLS 500, Research Methods
  - POLS 501, Political and Public Policy Analysis
  - POLS 580, Administrative Internship (varies)
  - POLS 997, Independent Study
  - POLS 536, Public Personnel Administration
  - POLS 538, Public Budgeting and Financial Administration
  - POLS 539, Administrative Law
  - POLS 508, Seminar, Legislative and Executive Processes
  - POLS 551, Health Organization and Administration

- **Dimension:**
  - Employ quantitative and qualitative methods in decision making
- **Courses:**
  - POLS 500, Research Methods
  - POLS 501, Political and Public Policy Analysis
  - POLS 580, Administrative Internship (varies)
  - POLS 997, Independent Study
  - POLS 538, Public Budgeting and Financial Administration
  - POLS 539, Administrative Law
  - POLS 508, Seminar, Legislative and Executive Processes
  - POLS 551, Health Organization and Administration
  - ECON 575, Health Economics
  - POLS 593, Legal and Ethical Issues in Healthcare

- **Dimension:**
  - Identification and assessment of policy and administrative assumptions and their consequences
- **Courses:**
  - POLS 501, Political and Public Policy Analysis
  - POLS 580, Administrative Internship (varies)
  - POLS 997, Independent Study (varies)
  - POLS 502, Seminar, State and Local Government
  - POLS 536, Public Personnel Administration
  - POLS 538, Public Budgeting and Financial Administration
  - POLS 508, Seminar, Legislative and Executive Processes
  - POLS 532, Public Policy
  - POLS 533, Administrative Ethics
  - POLS 551, Health Organization and Administration
  - ECON 575, Health Economics

**Competency 4**

4. To articulate and apply a public service perspective
Dimension: Appreciate competing values
Courses:
POLS 500, Research Methods
POLS 501, Political and Public Policy Analysis
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 502, Seminar, State and Local Government
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 502, Seminar, State and Local Government
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 533, Administrative Ethics
POLS 552, Health Policy
ECON 575, Health Economics
POLS 593, Legal and Ethical Issues in Healthcare

Dimension: Understanding of the history of American public administration thought, competing frameworks and intellectual perspectives
Courses:
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes

Dimension: Appreciate the role of diversity in a representative bureaucracy
Courses:
POLS 500, Research Methods
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes
POLS 533, Administrative Ethics

Dimension: Understand and apply profession's code of ethics to situations and decisions
Courses:
POLS 531, Survey in Public Administration
Competency 5
5. To communicate and interact productively with a diverse and changing workforce and citizenry

Dimension: Develop ability to recognize, consider, respect, and balance competing majority and minority perspectives related to administration and policy

Courses:
POLS 501, Political and Public Policy Analysis
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 502, Seminar, State and Local Government
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration
POLS 593, Legal and Ethical Issues in Healthcare

Dimension: Communicating the results of analysis to diverse audiences verbally and/or in writing

Courses:
POLS 500, Research Methods
POLS 501, Political and Public Policy Analysis
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship
POLS 997, Independent Study
POLS 502, Seminar, State and Local Government
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 503, Government and Business
POLS 508, Seminar, Legislative and Executive Processes
POLS 532, Public Policy
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration
POLS 552, Health Policy
ECON 575, Health Economics
POLS 593, Legal and Ethical Issues in Healthcare
Dimension:
Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders

Courses:
POLS 500, Research Methods
POLS 531, Survey in Public Administration
POLS 580, Administrative Internship (varies)
POLS 997, Independent Study (varies)
POLS 536, Public Personnel Administration
POLS 538, Public Budgeting and Financial Administration
POLS 539, Administrative Law
POLS 508, Seminar, Legislative and Executive Processes
POLS 533, Administrative Ethics
POLS 551, Health Organization and Administration
ECON 575, Health Economics

Competency 6

Mission-specific competency 1: To lead and manage a health organization

Courses:
POLS 551, Health Organization and Administration
POLS 593, Legal and Ethical Issues in Healthcare

Competency 7

Mission-specific competency 2: To participate in and contribute to the health policy process.

Courses:
POLS 552, Health Policy
ECON 575, Health Economics

Standard 5.1 Part C
Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe
1) how the competency was defined in terms of student learning;
2) the type of evidence of student learning that was collected by the program for that competency,
3) how the evidence was analyzed, and
4) how the results were used for program improvement.
Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

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

Dimensions of the concept that the program has defined:

- Develop ability to recognize, consider, respect, and balance competing majority and minority perspectives related to administration and policy
- Communicating the results of analysis to diverse audiences verbally and/or in writing
- Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders

One of the learning outcomes for this competency, in particular the second indicator, is related to gauging oral and written communication skills. Before 2010, the program assessed this competency dimension indirectly by asking about the skill when we surveyed employers of our graduates and our graduates and directly by professors in individual courses evaluating presentations the students give. A new assessment procedure was initiated in the fall of 2010, whereby students completing their independent studies would have to give a formal, conference style, presentation of the results of the study before graduating. An assessment committee consisting of the advisor and two other members of the MPA faculty would rate each student's oral communication skills using a rubric (attached to this Standard). Also, beginning in the fall of 2011, a separate committee of the Director and two other MPA faculty will take a sample of the studies completed in the previous year and assess written communication skills using a rubric (attached to this Standard).

Evidence of learning that was gathered:

The assessment tool scores are entered into a database. An overall oral communication score is calculated for each student by adding his or her scores on the three dimensions. Then a mean (other descriptive statistics are also calculated) score is calculated across all students, which gives an overall indication of how the program is doing overall in teaching this competency. We also calculate statistics for each of the three dimensions, across students. Results have thus far indicated, albeit with a limited number of graduates (low N) that our graduating students score high in oral communication overall. However, we did note some variation across students, which could be due to normal variation among students related to this skill, or it could indicate that some students learn the skill better than others during the program. Before we draw any conclusions and make any changes we will wait until we have more students in the database. Thus, so far we have not made any changes based on assessment results.

We also administered a survey in the fall of 2010 to our graduates and employers of our graduates, where we asked a question about how the MPA program did at teaching oral and written communication skills.
How evidence of learning was analyzed:

The assessment tool scores are entered into a database. An overall oral communication score is calculated for each student by adding his or her scores on the three dimensions. Then a mean (other descriptive statistics are also calculated) score is calculated across all students, which gives an overall indication of how the program is doing overall in teaching this competency. We also calculate statistics for each of the three dimensions, across students. Results have thus far indicated, albeit with a limited number of graduates (low N) that our graduating students score high in oral communication overall. However, we did note some variation across students, which could be due to normal variation among students related to this skill, or it could indicate that some students learn the skill better during the program.

The survey data was entered into a database and analyzed statistically. Results indicated a very high mean rating (between 1 and 2 on a scale of 5, with 1 being excellent) for both written and oral communication skill levels.

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

Regarding oral communication, before we draw any conclusions and make any changes we will wait until we have more students in the independent study assessment database. Survey results, although indirect measures, indicate that we don't need to make changes in the way we teach this competency. So far we have not made any changes based on assessment results. By the end of the 2011-2012 academic year, we should have assessed enough students to begin to draw some more defensible conclusions, and we hope it validates the indirect assessment results that the survey provided.

Standard 5.3 Part C
Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

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

Definition of student learning outcome for the competency being assessed:

The health administration-specific core competencies are:

1) lead and manage a health organization, and
2) participate in and contribute to the health policy process.
The health administration specific learning outcomes for these competencies are related to the comprehensive exams that students take in the final stages of the program. The exams are two days. On the first day, students all take the same exam parts, which are related to general public administration, and on the second day the students in the health track take a different exam, specific to health administration and the assessment of the above competencies. There are two parts to this health specific exam; the first part assesses a student’s knowledge about general health administration, management, and leadership, including course topics related to the health industry, health information systems, health human resources, health finance, and health quality. The second part of the health specific exam assesses a student’s knowledge related to health policy, including the aspects of health economics that are specific to policy. The health track students have the same basic required courses that all MPA students take, so they are also equipped with the MPA core competencies. Their internships and independent studies are further opportunities to refine their sector-specific knowledge and skills.

Evidence of learning that was gathered:
Three members of the MPA faculty grade the comprehensive exams independently. Every health-track student who has graduated since the track started more than 10 years ago has taken a version of the exam. Since the faculty who teach the courses and the course content have changed much over time, the program finds it most useful to assess the grades of health-track students on the comps and the passage rates in two year blocks (the courses are also taught every two years). Moreover, the questions change over time. The questions are assessment inputs taken from a test bank of questions written by faculty who teach the courses and need to be updated periodically because of changes in the field and changes in the way the courses are taught.

How evidence of learning was analyzed:
Examining grades and passage rates over time indicates that students in the health track have a higher passage rate and higher grades than students in the general track, but this may be a statistical artifact related to the smaller number of health track students. Moreover, when looking at the two parts to the health exam (each specific to one of the above competencies), we noted no meaningful difference in grades of section passage rates across sections. Overall the data point to a satisfactory outcome related to these two mission-specific competencies. However, when faculty reviewed the questions during the 2010-2011 academic year it was found that many of the questions had to be dropped and new questions added. Thus, some changes were made on the input side.

How the evidence was used for program change(s) or the basis for determining that no change was needed:
Overall the data point to a satisfactory outcome related to these two mission-specific competencies. However, when faculty reviewed the questions during the 2010-2011 academic year it was found that many of the questions had to be dropped and new questions added. Thus, some changes were made on the input side.
### Standard 5.4 Professional Competence

#### Section 5.4 Professional Competence

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

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending formal meetings (e.g. planning board)</td>
<td>F</td>
</tr>
<tr>
<td>Case studies</td>
<td>R</td>
</tr>
<tr>
<td>Externally-based projects (e.g., student consulting)</td>
<td>S</td>
</tr>
<tr>
<td>Guest lectures</td>
<td>R, S</td>
</tr>
<tr>
<td>Internships</td>
<td>R</td>
</tr>
<tr>
<td>Instructors from the profession (Adjunct or part-time instructors)</td>
<td>S</td>
</tr>
<tr>
<td>Presentations of student work to practitioner panels or juries</td>
<td>S</td>
</tr>
<tr>
<td>Professional meeting participation (APPAM, ASPA, etc)</td>
<td>S</td>
</tr>
<tr>
<td>Service Learning</td>
<td>S</td>
</tr>
<tr>
<td>Simulations</td>
<td>N</td>
</tr>
<tr>
<td>Team Based Problem Solving</td>
<td>R</td>
</tr>
<tr>
<td>Volunteer work (paid or unpaid)</td>
<td>S</td>
</tr>
</tbody>
</table>
6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

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

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

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

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).
If available, please provide the budget of the degree seeking accreditation
$527,407.65*

Overall budget for program
Increasing

Faculty Salaries for Full Time
Has remained stable

Faculty Salaries for Professional Adjuncts and Part Time Instructors
Not applicable

Faculty Travel
Has remained stable

Assistantships and Other Forms of Student Support
Increasing

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

The MPA program has access to three primary sources of funding:

First, the Department's state-appropriated budget consists of salaries and fringe benefits for all faculty in the Department, including the core MPA faculty. The Department's budget also includes an operating budget where travel and other operating expenses are contained. It is difficult to separate the MPA program from the Department's budget. For past reports we have simply taken the total budget times .66 to roughly estimate how much of the total is accounted for by MPA core faculty members (six of nine members). This is not accurate, however, since all nine members of the Department teach in the program. Nonetheless, this budget figure tends to increase over time because of faculty salary increases related to merit, cost of living, and adjustments for market factors. Money for raises has been available every year, going back at least until 1999 and certainly since the last accreditation review. Travel money has remained stable. Department members also are able to apply regularly to a University-wide fund for travel before looking to Departmental funds. It should be noted that in FY 2010-2011 the salary numbers decreased from the previous FY because one of the core MPA faculty members, Steve Light, moved into University administration (became an Associate Provost) and his salary is no longer reflected in the total salary figure. Rather, the Department hired a one-year visiting professor, and that salary is in the aggregate salary figure. It should also be noted that the Department didn't lose the faculty "line." In fact, we are currently in the process of recruiting a tenure-track replacement for Steve Light. It is worth noting that the Department has an Alumni fund for general donations. While not designated specifically for MPA, there's no reason that the Department can't utilize some of
those funds for MPA needs – faculty travel, supplies, student and Advisory Board banquet, etc.

To summarize, the above figure is not an accurate portrayal of the MPA "budget," but was calculated as follows: Fiscal Year July 1, 2010-June 30, 2011

Regular salaries (administrative support) = $30,265.97
66% of Reg. Salaries = $19,975.54

Faculty Salaries = $530,458.88
66% of Faculty Sal. = $350,102.86

Fringe Benefits = $188,755.48
66% of Fringe = $124,578.61

GTA Salaries = $19,518.30
• These are our three one-quarter-time GTAs for the year. We had two additional one-time half-time GTAs for the spring semester, funded through the Graduate School, which are not reflected in the above figure.

Total Operating = $20,049.00
66% of operating = $13,232.34

Total MPA Budget: $527,407.65

There are two funds specific to the MPA program, which the MPA Director controls. These funds are related to distance delivery. The University of North Dakota allows 60% of the tuition generated from online course delivery to flow back to the program. This applies to the online student tuition generated from all courses in the program. Also, the MPA program has a course fee attached to all courses it offers online (which is all but one). This $75 per credit fee is charged to distance students, and the funds are under the direct control of the MPA Director. The tuition and fee budgets have been steadily increasing in direct proportion to online course enrollments. The funds from these budgets have been used to directly compensate faculty who teach in the program (a teaching stipend and a one-time course development stipend), to purchase equipment for faculty to assist in course delivery, to fund travel for students and faculty, to supplement Pi Alpha Alpha dues for new faculty and student inductees, to pay for ASPA membership for core faculty members, to pay for program brochures and advertising, to fund assessment activities such as surveys, and to fund Advisory Board activities, including a dinner. Both of these budgets are variable, depending on enrollment in the distance portion of the MPA program. It is important to note that NEITHER of these budgets are reflected in the overall budget figure.
To summarize, budget trends have been increasing overall. The program is in a very sound position financially and has been able to make expenditures that have improved morale of the faculty, enhanced teaching effectiveness, and directly benefited students. These additional resources have allowed us to better conform to our mission and related goals/objectives. The University of North Dakota has been in the rare, and enviable, position of being a state university located in a state with an ongoing budget surplus. The university system, therefore, has not been subject to the draconian budget cuts that most other state systems have been subjected to recently.

6.1b
6.1b. Resource Adequacy: Program Administrator

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

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

- Teaching release time is provided to program administrator(s)
- Additional compensation is provided to program administrator(s)
- Designated GA support is provided to program administrator(s)
- Designated staff support is provided to program administrator(s)
- Program administrative duties are assigned to a tenured faculty member

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

The College and University have shown support for the program by making
accommodations related to program administration. The MPA Director is on a nine-month contract but has been able to receive supplemental compensation during the summer months. During the spring of the SSY, the MPA program was given two additional half-time GAs, and during the summer of the SSY, the program was able to hire a half-time GA to assist with the self-study. As indicated in the above table, the Director receives a stipend and course reduction during the academic year, GA support, and administrative support.

The support for program administration is adequate for our needs and allows us to meet our mission. We are able to perform all tasks relevant to administering the program.

6.1c. Resource Adequacy: Supporting Personnel

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

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

**Clerical Support**
- Allows for continuous program improvement

**Student Recruitment**
- Allows for continuous program improvement

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

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

**Alumni Relations/Services**
- Adequate to maintain mission but insufficient for program improvement
In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. (Limit 250 words)

Two staff members assist in the delivery of the MPA program. The first is the administrative assistant of the Department of Political Science and Public Administration. This position serves the entire department, but, because of the nature of the Department's programs, devotes a large portion of time to the MPA and the MPA Director. Second, the College of Business and Public Administration has a staff person whose title is Graduate Advisor and Accreditation Coordinator. The position provides differing duties and levels of service to the College's programs. Regarding accreditation, the position assists the College with AACSB-related issues, but does not provide assistance to the MPA program related to NASPAA accreditation. This was the program's choice, since we wanted more control. The position does, however, assist with program applications and recruitment. The person currently in the position answers inquiries from prospective students, with the MPA Director's guidance, attends recruiting fairs, meets with prospective students at times. She also assists current students at times by helping with Graduate Schools forms and requirements and updating the program's listserv.

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

**Clerical Support**
- Shared clerical support with department or college

**Recruitment Coordinator**
- Assigned to a staff person with other responsibilities

**Internship Coordinator**
- Assigned to the program administrator

**Placement Director**
- Program relies on college or university alumni services

**Alumni Relations/Services**
- Program relies on college or university alumni services

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

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

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

All courses in the program are offered on a two year cycle and are simultaneously available to both distance and local students. The exception to this is a elective course titled Government and Business, which is offered to local students only and is offered every year.

Faculty in the Department of Political Science and Public Administration have a 2/3 (or 3/2) teaching load. This has been decreased from a 3/3 teaching load since the last self study, with the College's support, so that faculty members could better conform to the overall mission of the Department and the MPA program, which includes both research and service expectations in addition to teaching. The decreased load has better allowed faculty to focus on student and community service, and on engaging in research, all linked to the MPA program objectives.

All faculty in the program teach a mix of undergraduate and graduate courses. Core MPA faculty teach more graduate courses as part of their load compared to other members of the Department of Political Science and Public Administration. When faculty members teach a graduate course they receive extra compensation, in part because of a recognition that graduate courses are more demanding than undergraduate courses, and because of the technology burden of teaching a hybrid course. The first time a faculty member teaches an MPA course, he or she receives a $1500 dollar course development stipend. This is a recognition by the MPA Steering Committee that there are time commitments to learning the technology and course software platforms, and that the program is committed to quality teaching. Faculty also receive a $2000 dollar stipend each time they teach a graduate course, regardless of enrollment, and $200 per online student over 10. Again, the Committee recognized that teaching a graduate class is more demanding, and effort is linked to the number of students in the course, which all links back to the objective to have quality teaching and committed faculty in the program.

New faculty receive a reduced teaching load in their first semester and first year to
better transition into their new position. This is part of the Department’s efforts at new faculty development.

Faculty in the program are on nine-month contracts. Faculty sometimes choose to teach in the summer. If so, these courses are under separate contracts, and faculty are paid separately from their regular contract.

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

Several of the faculty members who are part of the nucleus choose to teach summer courses. But, summer courses are outside of their nine-month tenure track contracts, so they are not considered overload. Faculty members have never taught additional sections of MPA courses as overloads. The only overload situation in the last three years that faculty members have chosen to pursue during their nine month contract periods are related to undergraduate online teaching. Two members of the faculty nucleus have developed online sections of undergraduate courses and are paid directly by the Division of Continuing Education. Once developed, these courses in subsequent semesters require some periodic updating. Technically this is an overload because it is outside the regular 2/3 teaching load, but these course offerings, although listed as a course option in each subsequent semester, are not equivalent to teaching a regular course. Faculty members, if they volunteer for this, are compensated on a per-student basis for these courses and enrollment varies greatly. Faculty members pursuing these opportunities are still held accountable for their regular teaching, research, and service expectations. Since these two faculty members are members of the MPA faculty nucleus, they are still expected to serve the MPA program, which includes service to students, service related to program administration, regular teaching assignments, and to engage in program-related research activities.
During the self-study year and two preceding years, how frequently were your required courses offered?

<table>
<thead>
<tr>
<th>Required Course (list them by course catalogue name and number)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1 POLS 500, Research Methods</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 2 POLS 501, Political and Public Policy Analysis</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 3 POLS 531, Seminar, Public Administration</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 4 POLS 580, Administrative Internship</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 5 POLS 997, Independent Study</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 6 POLS 502, Seminar, Problems in State and Local Government</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 7 POLS 536, Public Personnel Administration</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 8 POLS 538, Public Budgeting and Financial Management</td>
<td>One semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 9 POLS 539, Administrative Law</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 10 POLS 503, Government and Business</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 11 POLS 508, Seminar, Legislative and Executive Processes</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 12 POLS 532, Public Policy</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 13 POLS 533, Administrative Ethics</td>
<td>Every semester, session, or quarter</td>
</tr>
<tr>
<td>Course 14 POLS 551, Health Administration and Organization</td>
<td>Every semester, session, or quarter</td>
</tr>
<tr>
<td>Course 15 POLS 552, Health Policy</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 16 POLS 593, Health Law and Ethics</td>
<td>Less than once per year</td>
</tr>
<tr>
<td>Course 17 ECON 575, Health Economics</td>
<td>Less than once per year</td>
</tr>
</tbody>
</table>
For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

<table>
<thead>
<tr>
<th>Specialization Name</th>
<th>Specialization A</th>
<th>Specialization B</th>
<th>Specialization C</th>
<th>Specialization D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Administration</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of courses required within the Specialization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of courses offered within the Self Study Year</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of courses offered in SSY-1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of courses offered in SSY-2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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)

There are two Track options for MPA students: the General Track and the Health Track. Students in either track must take the required core classes, which consist of POLS 500, POLS 501, POLS 531, POLS 580, and POLS 997. Students in the General Track must then choose at least two courses from each of two groupings. The first grouping is meant to represent public management related topics (e.g., public personnel, public budgeting, etc.) and the second grouping is meant to represent extra-organizational environment topics (e.g., public policy, legislative and executive processes, etc.). Thus, students have some flexibility to gear their program toward their specific interests. Students in the Health Track must take four required health administration related courses, which are offered sequentially over a two year period. All courses in both Track options are shown in the table of “required” courses above. But, please note that students would not end up taking all courses on this list.

All regular classroom-based courses in the curriculum, except for POLS 503, Government and Business, are offered on a two-year cycle. POLS 503, a combined
MPA/MBA course is offered yearly because it requires a trip to Washington, D.C., thus enrollment must be limited, necessitating that it be offered more often. The program was designed as a two year program, if a student pursues the program full time (9 credits per semester). Thus, all required courses and elected courses necessary for either the General Track or the Health Track are offered in any two year time period. Administrative Internship (POLS 580) and Independent Study (POLS 997) can be taken in any semester.

6.1e. Resource Adequacy: Information Technology

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

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

More than Adequate

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

Computer and technology resources for students are appropriate for our mission. The College has several computer labs that students can use, and students have access to free printing as well as any software that would be needed for class or research purposes, including SPSS (PASW), Microsoft Office, etc. The wider University also has computer labs that local students can access. The Library services that are technology based are detailed in the next section.

Since our program relies heavily on technology for delivery, we have had close working relationships with the Division of Continuing Education and the UND Center for Instructional and Learning Technologies. These two support offices allow us to deliver our program using the “hybrid” classroom described elsewhere in this self-study. These offices provide support for students accessing these classrooms from a distance. They have 24-hour student support services, if students have technology-related issues when accessing our courses.

The technological environment provided for students, faculty, and staff is continuously being improved. All computers for student labs, classrooms, faculty and
staff offices are on a three-year replacement cycle. Swipe card access was recently added to Gamble Hall, allowing 24-hour lab access for all faculty, staff, and students. In addition to the traditional computer labs, there is also a mobile cart computer lab, which includes 32 laptop stations that can be transported to any room in the building. The use of Citrix on campus allows students to access necessary software anywhere the Internet is available. The College has also upgraded four existing classrooms with additional technology to better enable distance students in our hybrid programs to interact with the professor and campus students. In conjunction with the hybrid classrooms, the College is piloting a “collab station,” which allows five or more students, locally and at a distance, to interact and share documents on a 55” television screen. To facilitate continuous communication on the latest CoBPA news additional flat screen televisions have been added throughout Gamble Hall with new updated closed circuit channels. The most recent technology advancement is in the Pancrantz Career Development Center, which is now equipped to conduct online/distance interviews if students are unable to travel for potential job interviews. This also allows employers that might otherwise find travel to North Dakota to be cost prohibitive to interview our students.

Computer hardware, software and support in the College of Business and Public Administration have been very good historically and allows us to meet our mission. Faculty get regular upgrades to computers and have access to all of the latest versions of software, including specialty programs related to research, such as SPSS (PASW), STATA, SAS, etc. Within the CoBPA, we have a technology support office staffed by a Technology Director, Desktop Support Lead, and a Desktop Support Specialist. These individuals ensure that the equipment is running and functional. They are also well versed in understanding where technology is going and are working effectively with the campus, as we are moving toward some changes in service delivery. Our program fee provides support for dollars available to address student needs. Each year, a strategic technology plan is created and acted upon to address the needs that students have in all departments across the college.

Our technology support system also extends beyond the College. The Center for Instructional and Learning Technologies provides immediate assistance to students and faculty in support of distance education technologies. CoBPA has also partnered to help bring additional technology support into the building in the evenings to address any problems that may arise.

Faculty technology needs are also addressed by the technology support office. Faculty request software packages and the staff make them available. Databases are also purchased through this office. These arrangements may be made to support instruction or research. Faculty in the College have access to unlimited free printing,
copying, and faxing. The Department of Political Science and Public Administration also funds technology related purchases from time to time, as needed. Typically these are related to specialty software products, or teaching/research related items meant to benefit the Department specifically, such as a Departmental laptop and camera. Finally, the MPA program has purchased computer and technology related items for the faculty in the program. Distance student course fees fund these expenses. All program faculty received an IPad in the fall of 2010 as a tool to improve teaching. These items allow faculty to grade papers and exams electronically and efficiently deliver them back to students.

6.1f. Resource Adequacy: Library

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

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

Adequate

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

LIBRARY RESOURCES FOR THE DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (with Public Administration emphases on Health Administration, Public Administration, and Nonprofit Management):

University of North Dakota libraries provide adequate support for master’s level study in public affairs and administration and to allow the program to meet its mission. The main library, the Chester Fritz Library, with its branches, is the largest library in the state of North Dakota with access to over 2 million volumes, 73,976 e-books, 47,832 electronic journal subscriptions ($1.6 million), a shared Federal Depository Library, a North Dakota State Government Documents collection, and 120 abstracts and indexes ($405,561). The library maintains publisher and general journal article databases such as Business Source Premier, Academic Search Premier, Emerald
(international management), Sage, Wiley, SpringerLink, and JSTOR, with many specialized databases such as Criminal Justice Abstracts, CINAHL, Health Source: Nursing/Academic Edition, and PubMed. The monographic allocation for the Department of Political Science and Public Administration has averaged $5,288.48 per year over the past three years based upon a University Senate approved "Book Monies Distribution Formula." Also, during 2010/2011, $418.30 was spent on Standing Orders and $36,214.46 on journals specifically for the Department of Political Science and Public Administration. Interlibrary loan networks allow access to materials beyond our collection. A librarian, assigned to our department and distance services has provided web pages of resources, and she is available via toll free or local phone numbers, email or chat, as well as in person for research appointments, classroom instruction, and the preparation of tutorials or handouts. The Harley E. French Library of the Health Sciences and the Thormodsgard Law Library provide additional resources.

Library link to the Chester Fritz Library's Political Science & Public Administration Resources by Subject web page: http://libguides.und.edu/political-science-and-administration

Library link to the Chester Fritz Library's Distance students web page: http://libguides.und.edu/distance-education

6.1g 6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces
The SSR should explain how the program's classroom and other learning spaces, as well a physical and online facilities for students faculty and staff, are appropriate to the method of program delivery.

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

More than Adequate

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

The College of Business and Public Administration (CoBPA) has a history of providing students and faculty with excellent facilities. We have generous alumni and friends of the College who have continued to show support by providing funding for remodeled classrooms, conference rooms, and centers. Extensive remodeling of the CoBPA 1968 Gamble Hall building began in 1998 and has to date totaled more than two million dollars. In the past five years the College has invested more than $600,000 in renovations by adding the Pancratz Career Development Center and remodeling the OtterTail Suite, Dean’s Office Suite, John C. Berg (PricewaterhouseCoopers)
Accountancy Suite, and Gate City Bank Management Learning Center.

Program fee dollars have provided outstanding support for our students. This fee originated in 2003 and was raised to $150 per semester for our students in 2007. These dollars are used to ensure that the teaching infrastructure for students is strong. All classrooms are equipped with teaching stations that provide access to the CoBPA network, allowing easy access to files for faculty and students. Students also have access to computer labs with up-to-date machines and less wasteful printing stations.

Selected classrooms in the CoBPA have been outfitted to provide for hybrid instruction. This means having in-person instruction in the classroom happening simultaneous with distance instruction. We have worked with various campus technical staff (Center for Instructional and Learning Technologies) to ensure that the classrooms have more than sufficient hardware and software to deliver this instruction. We have shared in this expense.

As mentioned regarding classroom renovations, we continue to improve our classrooms and our relationships with constituencies that have supported these classroom upgrades. In total, CoBPA has invested more than $2 million in improving our classrooms and offices. The classroom improvements have greatly enhanced the environment for teaching and learning.

The Department of Political Science and Public Administration has a dedicated conference room that is also used for teaching small courses. The room is equipped for teleconferencing and offering online/hybrid courses in a synchronous manner. The room is currently being upgraded to better allow hybrid course delivery and facilitate meetings/presentations at a distance. The Department was allotted over $30,000 last academic year from the university-wide technology fund for the upgrade.

All faculty have their own offices, with adequate space. There is a suite for Graduate Assistants, where each has their own desk, computer, and cubicle.

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

More than Adequate

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

As mentioned, each full-time tenure-track faculty member has an individual office,
complete with desk, furniture, computer, etc. Advising sessions and meetings with students can be easily accommodated, in private. At the time of this self-study, the program does not have any part-time adjunct faculty members. The program's Graduate Assistants also have adequate space with individual desks, computers, and cubicles. However, since they are all in a suite, there is little privacy.
Data and Information Requirements - Provide URL's

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

General Information about the Degree - From Eligibility Section

**Degree Title**
http://www.business.und.edu/mpa/

**Organizational Relationship between Program and University**

**Modes of Program Delivery**
http://www.business.und.edu/academics/academic-programs/mpa/programdeliveryoptions.cfm

**Number of Credit Hours**
http://www.business.und.edu/academics/academic-programs/mpa/programrequirements.cfm

**Length of Degree**
http://www.business.und.edu/academics/academic-programs/mpa/completeguidetoprogramprocesses.pdf

**List of Dual Degrees**
http://www.business.und.edu/academics/academic-programs/mpa/jointmbajd.cfm

**List of Specializations**
http://www.business.und.edu/academics/academic-programs/mpa/coursesandtracks.cfm

**Fast-track Info**
http://www.business.und.edu/academics/academic-programs/mpa/bspampandbampaprogram.cfm

**Number of Students**

**Mission Statement**
http://www.business.und.edu/academics/academic-programs/mpa/mission.cfm
Admission Criteria
http://www.business.und.edu/academics/academic-programs/mpa/admissions.cfm

Number of Faculty Teaching in the Program
http://www.business.und.edu/academics/academic-programs/mpa/faculty.cfm

Faculty Identified within the Unit Including Rank
http://www.business.und.edu/academics/academic-programs/mpa/faculty.cfm

Tuition Cost (in state and out-of-state)
http://www.business.und.edu/academics/academic-programs/mpa/ tuitionandfeesnew.cfm

Description of Financial Aid Availability, including Assistantships
http://www.business.und.edu/academics/academic-programs/mpa/financialassistance.cfm

Internship Placement List
http://www.business.und.edu/academics/academic-programs/mpa/internshipplacements.pdf

Completion Rate (percentage of class entering 5 years prior to self study year that graduated within 2 years, and within 5 years)
# Faculty Profiles

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Type of Qualification</th>
<th>Highest Degree Earned</th>
<th>How involved in Program - check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Jensen</td>
<td>Associate Prof</td>
<td>Tenured</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Teaching, Governance, Public Affairs, Research, Community Service</td>
</tr>
<tr>
<td>Andy Hultquist</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Teaching, Governance, Public Affairs, Research, Community Service</td>
</tr>
<tr>
<td>Robert S. Wood</td>
<td>Associate Prof</td>
<td>Tenured</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Teaching, Governance, Public Affairs, Research, Community Service</td>
</tr>
<tr>
<td>Katherine Scheurer</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Teaching, Governance, Public Affairs, Research, Community Service</td>
</tr>
<tr>
<td>Dana Michael Harsell</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Teaching, Governance, Public Affairs, Research, Community Service</td>
</tr>
</tbody>
</table>

## Research or Scholarship

**Jason Jensen**


**Andy Hultquist**


**Robert S. Wood**


**Katherine Scheurer**

I currently have the manuscript, “City Governments in North Dakota: A Preliminary Analysis of Maternity Leave Policies” (with Brian Urlacher and Dana Harsell)

**Dana Michael Harsell**

Jones, Dale and Dana Michael Harsell. 2007. "Learning to Build Capacity: Applying the GPP Model to Other Governments." In Pursuit of Performance:

## Community Service

**Jason Jensen**

**Andy Hultquist**

I serve as an expert resource for local news media on stories related to politics and policy issues. I also oversee polling and applied research projects through the

**Katherine Scheurer**

**Dana Michael Harsell**

Featured speaker, "My Taxes Paid for That? Why the Arts are Good for Democracy" for the Art and Democracy Lecture Series. Sponsored by the North Valley Arts Council. Empire Theater, Grand Forks, ND (June 28, 2008)

## Efforts to Engage Students

**Jason Jensen**

The MPA program did not have a formal student organization until 2009, when the MPA Director, Jason Jensen, initiated the new MPA Student Organization. in

**Andy Hultquist**

**Robert S. Wood**

The Bureau provides opportunities for students to work on our polling and applied research projects, applying concepts they have studied in the program and

**Katherine Scheurer**

**Dana Michael Harsell**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Full or Part Time</th>
<th>Qualification</th>
<th>Highest Degree Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Jensen</td>
<td>Associate Prof</td>
<td>Tenured</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Andy Hultquist</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Brian R. Urlacher</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Aaron J. Ley</td>
<td>Lecturer</td>
<td>Non-tenure</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Robert S. Wood</td>
<td>Associate Prof</td>
<td>Tenured</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Paul E. Sum</td>
<td>Associate Prof</td>
<td>Tenured</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Daniel Owens</td>
<td>Lecturer</td>
<td>Non-tenure</td>
<td>Full Time</td>
<td>Academically</td>
<td>MS</td>
</tr>
<tr>
<td>Katherine Scheurer</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Mark S. Jendrysik</td>
<td>Professor</td>
<td>Tenured</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Dana Michael Harsell</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Full Time</td>
<td>Academically</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Julia L. Ernst</td>
<td>Assistant Prof</td>
<td>Tenure Track</td>
<td>Full Time</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Demonstrate their Academic or Professional Qualifications**

- **Jason Jensen**: Publishes in area of program responsibility, Attends annual conferences and/or workshops associated with area of program responsibility, Provides community or professional service in the area of program responsibility, Provides community or professional service in the area of program responsibility, Maintains professional certification in area of program responsibility
- **Andy Hultquist**: Publishes in area of program responsibility, Attends annual conferences and/or workshops associated with area of program responsibility, Provides community or professional service in the area of program responsibility, Provides community or professional service in the area of program responsibility, Maintains professional certification in area of program responsibility
- **Brian R. Urlacher**: Attends annual conferences and/or workshops associated with area of program responsibility, Is currently or previously employed in field associated with area of program responsibility
- **Aaron J. Ley**: professional service in the area of program responsibility, Maintains professional certification in area of program responsibility
- **Robert S. Wood**: Publishes in area of program responsibility, Attends annual conferences and/or workshops associated with area of program responsibility, Provides community or professional service in the area of program responsibility
- **Paul E. Sum**: Publishes in area of program responsibility
- **Daniel Owens**: professional service in the area of program responsibility, Is currently or previously employed in field associated with area of program responsibility
- **Katherine Scheurer**: professional service in the area of program responsibility, Is currently or previously employed in field associated with area of program responsibility
- **Mark S. Jendrysik**: Attends annual conferences and/or workshops associated with area of program responsibility
- **Dana Michael Harsell**: Publishes in area of program responsibility, Attends annual conferences and/or workshops associated with area of program responsibility, Provides community or professional service in the area of program responsibility
- **Julia L. Ernst**: in field associated with area of program responsibility
<table>
<thead>
<tr>
<th>Name</th>
<th>Type of Qualification</th>
<th>Highest Degree Earned</th>
<th>Areas of Specialization Relevant to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Jensen</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Was hired to teach Health Administration and Policy Analysis. Has taught Health Administration since 1999, but does not teach policy analysis anymore. Also taught Statistical Methods, Policy Evaluation, Public and Urban Economics.</td>
</tr>
<tr>
<td>Andy Hultquist</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Statistical Methods, Policy Evaluation, Public and Urban Economics.</td>
</tr>
<tr>
<td>Brian R. Urlacher</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Research Methods, Negotiation Analysis.</td>
</tr>
<tr>
<td>Aaron J. Ley</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Governance studies, Administrative Law &amp; Policy.</td>
</tr>
<tr>
<td>Robert S. Wood</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Public Policy.</td>
</tr>
<tr>
<td>Daniel Owens</td>
<td>Professionally</td>
<td>MS</td>
<td>Economist with PhD. course work in Health Economics.</td>
</tr>
<tr>
<td>Katherine Scheurer</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Public Personnel Administration, Organization Theory, Legislative Studies.</td>
</tr>
<tr>
<td>Mark S. Jendrysik</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Ethics.</td>
</tr>
<tr>
<td>Dana Michael Harsell</td>
<td>Academically</td>
<td>Ph.D.</td>
<td>Executive Administration, Public and not-for profit administration of public programs.</td>
</tr>
<tr>
<td>Julia L. Ernst</td>
<td>Other</td>
<td></td>
<td>Health Administrative Law/Ethics.</td>
</tr>
</tbody>
</table>
### MISSION

The mission of the MPA Program at the University of North Dakota is to instill public service values and to prepare people to enter into or advance in government and related fields.

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>Inputs - Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students for public service by developing and supplementing the following (objectives):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT LEARNING OBJECTIVES &amp; GOALS</td>
<td>INPUTS - EDUCATIONAL EXPERIENCES</td>
<td>ASSESSMENT METHODS</td>
<td>TIMELINE</td>
<td>USE OF RESULTS AND PROCESS FOR DOCUMENTATION &amp; DECISION MAKING</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>OBJECTIVE 1</strong></td>
<td><strong>O1, O2, and O3:</strong> Specific course content (see Appendix 1B, Curriculum Assessment Table)</td>
<td><strong>O1, O2, and O3:</strong> Have faculty indicate the degree that their course contains content related to the areas. See Appendix 1B, Curriculum Assessment Table</td>
<td><strong>O1, O2, and O3:</strong> Faculty assessment of their courses will occur every four years (after teaching it twice). Student assessment of course content occurs yearly.</td>
<td><strong>O1, O2, and O3:</strong> Assessment of independent studies in spring of 2010 indicated inconsistent quality related to objective skills and little opportunity to assess oral communication. This led to revamping of the process during summer of 2010 with a new process in place in the fall of 2010. The new process included the creation of a manual that outlined a pre study proposal and post study presentation, both made to an assessment committee.</td>
</tr>
<tr>
<td>Skills related to critical and analytical thinking, decision-making, and communication</td>
<td>Analytical and critical thinking: Use of the independent study and comprehensive exam. Students will assess the degree that each course meets the content objective at the end of the semester through a survey.</td>
<td></td>
<td></td>
<td>Ind. study 3 person assessment committees used surveys to rate students at the time of their final; indicated that students weren’t taught specific skills related to oral communication in their regular coursework, and that students didn’t have a good grasp on the research process. This and other feedback led faculty to propose a capstone model to replace the independent study. The proposed capstone course will focus on developing specific skills, such as presentation skills, and skills related to the research process (critical and analytical thinking, decision making, and communicating in writing). Consideration of this proposal is on the agenda for the MPA Steering Committee, fall of 2011. Also, student confusion about the process and logistics of the study led to the creation of a programmatic timeline that is distributed to students and available through our website. Change made in spring, 2011.</td>
</tr>
<tr>
<td><strong>OBJECTIVE 2</strong></td>
<td><strong>Written communication:</strong> Every course has writing assignments and essay exams. The independent study or thesis and the comprehensive exams. Oral communication: Presentations in select courses, requirements for participation, and presentation of ind. study to assessment committee.</td>
<td><strong>Surveys of employers, potential employers and internship supervisors asking specifically about skills. Review of syllabi by MPA Director to gauge use of writing assignments and oral presentations.</strong></td>
<td><strong>Employer surveys will be done on a three year cycle to gauge all skills. The MPA Director will make a two year review of syllabi.</strong></td>
<td>Employer surveys given in fall of 2010 indicated that the program did well in equipping students with skills relevant to these objectives.</td>
</tr>
<tr>
<td>An understanding of: The theories and practice of public management, and the design and analysis of public policy</td>
<td><strong>Performance appraisals by internship supervisors.</strong></td>
<td><strong>Two performance appraisals given: midterm and final.</strong></td>
<td></td>
<td>The comprehensive exam results indicate that students have performed generally well related to these areas.</td>
</tr>
<tr>
<td></td>
<td><strong>Review of comprehensive exams by graders. The comprehensive exams cover the main content areas of the discipline. They are graded independently by 3 faculty members.</strong></td>
<td><strong>The comprehensive exam is given three times yearly. Employer surveys will be done on a three year cycle.</strong></td>
<td></td>
<td>Graduation rates have generally been acceptable. Data indicates that a vast majority of our graduates end up working in one of the sectors specified in our mission goals.</td>
</tr>
<tr>
<td></td>
<td><strong>Review of independent studies and theses by individual advisors and assessment committee members, using rubric related to O1, O2, and O3.</strong></td>
<td><strong>3 person assessment committees will attend presentations upon completion.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Details</td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
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<td></td>
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<tr>
<td><strong>Objective 4</strong></td>
<td>The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Differential course content related to health and nonprofit sectors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Methods</strong></td>
<td>Have faculty in health and nonprofit courses indicate the degree that their course contains content specific to the areas. See Appendix 1B, Curriculum Assessment Table.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Faculty assessment of their courses will occur every four years (after teaching it twice).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Results and Process for Documentation &amp; Decision Making</strong></td>
<td>Examination of faculty course content led to conclusion that nonprofit related curriculum options nonexistent in current General and Health Track offerings and that we weren’t conforming to our mission. Over the course of 2-3 years, 4 new curriculum options were developed related to nonprofits and nonprofit emphasis was reaffirmed by Steering Committee, Advisory Board, the MPA Student Organization, and Survey of professionals and Alumni. Health comp exam passage rate is higher than general comp exam. No change needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships specific to sectors.</td>
<td>Performance appraisals from internships specific to sectors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different comprehensive exam on Day 2 for health track students.</td>
<td>Performance appraisals given twice during internships: midterm and final.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Independent Study Assessment Committee Activities</td>
<td>The comprehensive exam is given three times yearly.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Ad hoc, for each ind study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 5</strong></td>
<td>A recognition of, and appreciation for, the role of diversity in public service delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Linked to MPA program strategic management plan and MPA program diversity plan (recruiting, admissions, faculty recruiting, MPA Student Organization activities, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Methods</strong></td>
<td>Surveys of graduating students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Assessment using the survey began in select courses in fall, 2010 and will have been extended to 5 courses by spring of 2012. Data analysis will then occur with extension to all courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Results and Process for Documentation &amp; Decision Making</strong></td>
<td>Assessment linking diversity plan to curricular assessment plan led to realization of ad hoc nature of integrating diversity into courses. A formal assessment of course content was implemented in fall of 2010, beginning with a single course and extended to 3 courses by spring of 2011. Goal was to assess different approach to diversity related curriculum using the MAKSS as a tool. Pre to post assessment per course is done and data from each course added to aggregate database. This effort will lead to eventual “diversity across the curriculum,” which will be evaluation driven.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific course content related to diversity.</td>
<td>Surveys of employers and potential employers containing questions about diversity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre/post assessment of select courses, eventually extended to all courses, where we will have diversity across the curriculum. Assessment tool is, The Multicultural Awareness-Knowledge-Skills Survey (MAKSS)</td>
<td>Assessment of course content was implemented in fall of 2010, beginning with a single course and extended to 3 courses by spring of 2011. Goal was to assess different approach to diversity related curriculum using the MAKSS as a tool. Pre to post assessment per course is done and data from each course added to aggregate database. This effort will lead to eventual “diversity across the curriculum,” which will be evaluation driven.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alumni surveys indicate that the program does well at promoting diversity in its program.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 1B: MPA Program Curricular Assessment Table

<table>
<thead>
<tr>
<th>Universal Competency</th>
<th>Course Coverage</th>
<th>Required 6 credits from</th>
<th>Required 6 credits from</th>
<th>Req Health Admin Track</th>
<th>Mission Teaching-Related Goals/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. To lead and manage in public governance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the similarities and differences between public and private sector management</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using data and information systems to enhance policymaking and administrative decision making</td>
<td>X X X X X X X X</td>
<td>X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intergovernmental and interinstitutional context and relations, and networking</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public resource management</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing organizational structures and processes</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing and leading people, or human resources</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
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</tr>
<tr>
<td><strong>2. To participate in and contribute to the public policy process</strong></td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches and models of policy analysis</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Structures and processes related to the policy process</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development and creation of policy</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional and Stakeholder rules and interactions</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of bureaucracy in policy development and implementation</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. To analyze, synthesize, think critically, solve problems and make decisions</strong></td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Locate, assess, gather, and manage primary and secondary source data</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ quantitative and qualitative methods in decision making</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identification and assessment of policy and administrative assumptions and their consequences</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
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</tr>
<tr>
<td><strong>4. To articulate and apply a public service perspective</strong></td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciate competing values</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of American public administration thought, competing frameworks and intellectual perspectives</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appreciate the role of diversity in a representative bureaucracy</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and apply profession’s code of ethics to situations and decisions</td>
<td></td>
<td>X X X X X X X X X X</td>
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<tr>
<td><strong>5. To communicate and interact productively with a diverse and changing workforce and citizenry</strong></td>
<td></td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Develop ability to recognize, consider, respect, and balance competing majority and minority perspectives related to administration and policy</td>
<td></td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Communicating the results of analysis to diverse audiences verbally and/or in writing</td>
<td></td>
<td>X X X X X X X X X X</td>
<td></td>
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<tr>
<td>Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders</td>
<td></td>
<td>X X X X X X X X X X</td>
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<tr>
<td><strong>Mission-specific competency</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1: To lead and manage a health organization</td>
<td></td>
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<tr>
<td>Mission-specific competency 2: To participate in and contribute to the health policy process</td>
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</tbody>
</table>

Notes: The MPA Program Goals and Objectives are listed below; the above Table indicates the degree that the Mission Goals and Objectives correspond to the Universal Competencies

G1: Promote an appreciation and respect for public service values
G2: Prepare students for public service by developing and supplementing the following (objectives):

O1: Skills related to critical and analytical thinking, decision-making, and communication.

An understanding of:

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

O5: A recognition of, and appreciation for, the role of diversity in public service delivery.
# MPA PROGRAM

## PLAN FOR ASSESSMENT OF FACULTY PERFORMANCE

### MISSION

The mission of the MPA Program at the University of North Dakota is to instill public service values and to prepare people to enter into or advance in government and related fields.

<table>
<thead>
<tr>
<th>Faculty Performance Goals &amp; Objectives</th>
<th>Inputs</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 1</strong></td>
<td></td>
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<tr>
<td>The University of North Dakota’s MPA Program faculty are dedicated to:</td>
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<tr>
<td><strong>OBJECTIVE 1</strong></td>
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<tr>
<td>Excellence and innovation in teaching.</td>
<td></td>
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</tr>
<tr>
<td>01. Courses taught in MPA program</td>
<td></td>
<td>01. Number of courses taught in the MPA program tracked by Chair and MPA Director</td>
<td>01. Tracked annually</td>
<td>01. Core faculty must continue to teach at least two courses in the program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surveys given to MPA graduates.</td>
<td>Ongoing when students graduate and every three years.</td>
<td>Recent survey of graduates indicates that 83% of graduates indicated the quality of instruction either excellent or very good. No action taken,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabi</td>
<td>MPA Director assesses degree that content reflects learning objectives.</td>
<td>Last review indicated that all courses involved writing and most included formal oral presentations and curriculum matrix showed good coverage related to teaching goals and objectives. Certain faculty have been flagged during review activities. Specific plans were implemented which included recommended mentoring and utilization of campus resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student evaluations of teaching effectiveness</td>
<td>Evaluations reviewed by MPA Director, Dept. Chair, and T/P Committee annually for untenured faculty and every 3 years for tenured faculty.</td>
<td></td>
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</tbody>
</table>

APPENDIX 2
<table>
<thead>
<tr>
<th>OBJECTIVE 2</th>
<th>Student service and mentorship.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>02.</strong> Faculty service activities specific to the MPA program and students in the program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE 3</th>
<th>Serving the community, North Dakota, and profession through teaching, service and scholarship.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>03.</strong> Teaching portion met through teaching at least two courses in the program.</td>
<td></td>
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<tr>
<td>Faculty service to the program.</td>
<td></td>
</tr>
<tr>
<td>Faculty service to the State directly.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE 4</th>
<th>Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>04.</strong> Faculty research output.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results and Process for Documentation &amp; Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>02.</strong> The matrix indicated that there were some balance issues in the fall of 2010. Some faculty were engaging in more service to the program. Discussion ensued about the service categories and people were encouraged to assess the balance of their own efforts and make corrections if necessary. By summer of 2011, significant improvement were noted, especially with regard to the number of independent studies faculty advise.</td>
</tr>
</tbody>
</table>

| **03.** The last review indicated that all faculty in the program had provided direct and indirect types of service to the state. |
| Two years ago the Tenure and Promotion committee instituted, as part of its review process of faculty members, to have core MPA faculty describe their research program and to link it to public administration. This was because committee members had been struggling to make connections themselves. Core faculty are expected to engage in public administration research that is linked to at least one of the courses they teach in the MPA program. All faculty in the program currently meet this requirement. |

| **04.** Faculty are encouraged to engage in applied research linked to one of the courses they teach in the program, which would be related to public, nonprofit, or health administration. Faculty are accountable for this type of research productivity but, thus far, the Tenure and Promotion Committee does not distinguish between applied and pure research, because they have decided that they go hand in hand, that there is a fuzzy distinction, and that both serve the profession. |
### MPA PROGRAM

#### PLAN FOR ASSESSMENT OF STUDENT SERVICES

**MISSION**

The mission of the MPA Program at the University of North Dakota is to instill public service values and to prepare people to enter into or advance in government and related fields.

<table>
<thead>
<tr>
<th>Activity Being Assessed</th>
<th>Inputs</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY 1</strong> Recruitment</td>
<td><strong>A1. Website Design / Website Content Brochure(s) and Materials</strong></td>
<td><strong>A1. Assess for accuracy, updated</strong></td>
<td><strong>A1. Yearly, by MPA Director and support staff</strong></td>
<td><strong>A1. Assessment of website led to major overhaul in the spring and summer of 2011. New content was added for prospective and current students; including, but not limited to PDF files of brochures, internship, comps, and independent study manuals, and a new timeline/process for advising/orientation, which attempts to guide students through the program and links them to all information/materials that they will need.</strong></td>
</tr>
<tr>
<td>Division of Cont Ed Activities: Recruitment Fairs, website, phone feedback</td>
<td></td>
<td>Periodic meetings between all recruitment parties to discuss strategies and coordinate.</td>
<td>Every other year</td>
<td></td>
</tr>
<tr>
<td>Graduate School Recruitment Specialists Recruitment Fairs, website, materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Support, College Graduate Advisor: Recruitment fairs, phone calls, email, meetings</td>
<td></td>
<td>Frequent communication between Director and support staff regarding activities</td>
<td>Ongoing and frequent</td>
<td></td>
</tr>
<tr>
<td>Director Activities: recruitment events, phone calls, emails, meetings with prospective students. Efforts at diversity recruitment: interactions with McNair Director, mentoring and meetings with McNair students, personal contacts with minority students, networking with campus organizations linked to diversity</td>
<td></td>
<td>Number of events</td>
<td>Ongoing</td>
<td>New program brochure was created summer of 2011, after it was found that previous brochure was outdated and inaccurate.</td>
</tr>
<tr>
<td>Faculty Activities: one on one recruitment of individuals from class, etc.</td>
<td></td>
<td>Diversity data for program</td>
<td>Reviewed annually by Director, reported to MPA steering Committee</td>
<td>Recent recruitment meeting occurred June of 2011. Topics were coordination of efforts, presentation of new brochures, input from Graduate School about process, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A1.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Being Assessed</td>
<td>Inputs</td>
<td>Assessment Methods</td>
<td>Timeline</td>
<td>Use of Results and Process for Documentation &amp; Decision Making</td>
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<tr>
<td>-------------------------</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>ACTIVITY 2</strong> Admissions</td>
<td>A2. Completed applications, admission process and decisions, enrollments</td>
<td>A2. Data reviewed continually by Director and reported annually to Steering Committee and Advisory Board, generally to coincide with NASPAA annual report.</td>
<td>A2. Ongoing by Director with yearly feedback to Steering Committee and Advisory Board</td>
<td>A2. Report to Steering Committee in early fall, 2010 led to revamping of Admissions policies and plan. Specific policy changes: establishment of a GRE/GPA formula cutoff for denial and another for consideration of provisional admission. A process for consideration of provisional applications (once per semester near end); establishment of a hard GPA cutoff for certificate students to reserve space for MPA students; raising the course fee for distance students. Also desire to recruit for diversity led to policy that all applicants indicating minority or other member of underrepresented group on application automatically considered for provisional by MPA steering committee, rather than being subjected to hard cutoff.</td>
</tr>
<tr>
<td><strong>ACTIVITY 3</strong> Orientation and Curricular Advising (independent study advising under faculty service assessment)</td>
<td>A3. Process and activities</td>
<td>A3. Assessment tools given to MPA students: Exit surveys and interviews that are part of Indep study presentation requirement.</td>
<td>A3. Given upon program completion and as part of indep study presentations; ongoing and ad hoc</td>
<td>A3. Student feedback on open-ended questions indicated that orientation was lacking and students were often unclear about the process related to courses registration, offerings, etc.; the process related to the indep study; the process and structure of the comprehensive exam. Thus, the following were strategies and tools were put into place: a new process / timeline was created that guides students through the program from start to finish and gives useful advise at every stage, from technology requirements and class registration to comprehensive exam structure and process. This is available through our MPA website and was unveiled in the early summer, 2011.</td>
</tr>
<tr>
<td><strong>ACTIVITY 4</strong> Career Services</td>
<td>A4. Website content related to careers</td>
<td>A4. See website assessment under A1</td>
<td>Annual</td>
<td>A4. Although placement data shows that Alumni have a high rate of placement in the public, health, and nonprofit fields (over 90%), student feedback indicates a degree of dissatisfaction with career services specific to public administration. Program is in early phases of confronting this issue and it is in progress. The Department Chair and MPA Director had a meeting with the Director of the Pancratz Career Center to discuss services specific to public administration and will follow up in the fall of 2011.</td>
</tr>
<tr>
<td>Activities of UND Office of Career Services</td>
<td></td>
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</tr>
<tr>
<td>Activities of Pancratz Career Center in College of Business and Public Administration</td>
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<tr>
<td>Activities of Faculty, including Director of MPA program.</td>
<td></td>
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</tbody>
</table>
### Activity Being Assessed

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY 1</td>
<td>Performance of Director</td>
</tr>
</tbody>
</table>

### Inputs

- A1. Activities of Director related to the program (see job description), including activities as core MPA faculty member.

### Assessment Methods

- A1. The Department of Political Science and Public Administration faculty, under the guidance of the Chair, review the Director every three years. This coincides with the Director’s three year term. Faculty vote to appoint the Director to three year terms.

### Timeline

- A1. Every three years.

### Use of Results and Process for Documentation & Decision-Making

- A1. The Department unanimously reelected the Director in January of 2010.

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### MISSION

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<table>
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<th>Inputs</th>
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<th>Timeline</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY 2</strong></td>
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<td></td>
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<tr>
<td>Stakeholder engagement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A2. Activities of the Advisory Board</td>
<td>A2. Number of times the Board meets.</td>
<td>A2. Board meets twice yearly</td>
<td></td>
<td>A2. The MPA Steering Committee revamped the Board during the 2010-2011 academic year. The Board had been an informal entity with little governing input, low attendance, no clear role for members, etc. The Committee, with the Director's suggestion, wanted a more active Board. A job description and letter were sent to Board members describing the change, the rationale, and the new direction, and the letter invited them to remain members under the new structure. The revamped Board met for the first time in April, 2011.</td>
</tr>
<tr>
<td>Student involvement</td>
<td>Existence of formal avenues of input.</td>
<td>Every 3 years</td>
<td></td>
<td>Assessment led to the decision in summer/fall of 2009 that students lacked the ability to engage one another and provide input into the program. The Director facilitated the creation of the MPA Student Organization, which was formalized in the fall of 2009, including incorporation as an official UND student organization complete with a constitution. The group acts as a conduit for student input into program governance and provided formal input into the mission development process through a focus group procedure. The most recent survey was done in the fall of 2010. Feedback indicated that some questioned the inclusion of “business” in our mission statement. This input was part of what led to the reformulation of the mission in the spring of 2011.</td>
</tr>
<tr>
<td>Networking with professionals in the “field”</td>
<td>Survey of Administrators, including Government Employees.</td>
<td></td>
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<tr>
<td>NASPAA and Accreditation Activities</td>
<td>Attendance at yearly NASPAA meeting by Director, along with relevant training.</td>
<td></td>
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<tr>
<td></td>
<td>Annual Report to NASPAA by Director</td>
<td></td>
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<tr>
<td></td>
<td>Liaison activities by Director to Board and Steering Committee</td>
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<tr>
<td><strong>ACTIVITY 3</strong></td>
<td></td>
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<tr>
<td>Faculty Governance</td>
<td></td>
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<tr>
<td>A3. Meeting of the MPA Steering Committee</td>
<td>A3. Attendance at the meetings.</td>
<td>A3. As needed</td>
<td></td>
<td>A3. In the fall of 2010 the MPA Steering Committee, under the suggestion of the Director, appointed a Committee Chairperson. The idea was that this would provide more accountability for the Director, allow the agenda to set by an independent person, and overall it would open up program governance more.</td>
</tr>
<tr>
<td></td>
<td>Frequency of meetings</td>
<td></td>
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<tr>
<td></td>
<td>Meeting Agendas</td>
<td></td>
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<tr>
<td>Activity Being Assessed</td>
<td>Inputs</td>
<td>Assessment Methods</td>
<td>Timeline</td>
<td>Use of Results and Process for Documentation &amp; Decision-Making</td>
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<tr>
<td><strong>ACTIVITY 4</strong></td>
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<tr>
<td>Strategic Management Activities</td>
<td>A4. Strategic Management Plan</td>
<td>A4. Overall Strategic Management Plan in place.</td>
<td>A4. Assessment Plans reviewed yearly by MPA Steering Committee. Strategic Mgt Plan is designed to be fluid, with potential changes coming as new information from assessment arises.</td>
<td>A4. Assessment plans, except for the Teaching and Learning Plan are too new to have appropriate time to assess. The Teaching and Learning Plan was recently revamped but the old Teaching and Learning plan was regularly reviewed by the Department of Political Science and Public Administration yearly. The new assessment plans will be reviewed yearly by the MPA Steering Committee.</td>
</tr>
<tr>
<td></td>
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<td>Teaching and Learning Assessment Plan</td>
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<td>Curriculum Assessment Plan</td>
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<td>Faculty Assessment Plan</td>
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<td>Student Service Assessment Plan</td>
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<td>Program Administration Assessment Plan</td>
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<tr>
<td></td>
<td></td>
<td>Diversity Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission, Goals, and Objectives of the Program</td>
<td>Mission, Goals, and Objectives of the program and faculty (feedback loop)</td>
<td>Mission formally considered yearly by MPA Steering Committee and Advisory Board</td>
<td>Mission development process initiated in the fall of 2010 and continued throughout the 2010-2011 academic year with multiple stakeholder involvement. Culminated with a new mission in late spring, 2011.</td>
<td></td>
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<tr>
<td><strong>ACTIVITY 5</strong></td>
<td></td>
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<tr>
<td>Program Performance: Mission Goal 3: Serving North Dakota by educating future State and community public service professionals and through the research activities of the Bureau of Governmental Affairs,</td>
<td>A5. The amount and quality of Bureau research disseminated through various channels, including its website, hard-copy publications, See also faculty performance indicator related to ND service.</td>
<td>A5. Bureau Director makes yearly report to the Department and program about Bureau outputs.</td>
<td>A5. Annual</td>
<td>A5.</td>
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<td><strong>ACTIVITY 6</strong></td>
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<tr>
<td>Goals Derived from Diversity Plan</td>
<td>A6. Activities related to admissions, recruitment of students and faculty, as well as curricular and co-curricular activities.</td>
<td>A6. Generation of data related to diversity: student and faculty diversity data, number and type of activities in the classroom. Pre/post evaluation of course content related to diversity. Other program and campus activities related to diversity.</td>
<td>A6. Data will be generated yearly by Director and reported to MPA Steering Committee.</td>
<td>A6. Assessment led to restructuring of diversity plan in 2011. Specific emphasis was given to focusing on having a plan in place ahead of our recruitment of new faculty member beginning summer of 2011.</td>
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