Hide **Program Fact Sheet**

Self Study Year

2017-2018

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a School of Public Policy/Affairs/Administration/Public Service

3. Geographic Arrangement Program Delivery

Main Campus

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

In Person Instruction

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

35

6. Ratio of Total Students to Full Time Nucleus Faculty

5.00

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

48

8. List of Dual Degrees

Other (Please explain)

Other Dual Degrees

We do not offer specially-designed dual degrees, but students in the program often pursue multiple masters degrees, including masters in community and regional planning, nonprofit management, environmental studies, conflict resolution, law, and others.

9. List of Specializations

Other (Please specify)

Specialization List Other

We allow students to craft "fields of interest" in coordination with their personal advisors. Popular fields include Nonprofit Management, Community and Regional Planning, Environmental Policy, and Research Methods.

10. Mission Statement

The purpose of the Master of Public Administration program at the University of Oregon is to promote evidence based decision making and the efficient and ethical stewardship of societal and environmental resources by professionals in the public and nonprofit sectors. We support this purpose by training a diverse cohort of students from the US and abroad to be effective administrators, analysts and advocates in their communities. The MPA curriculum offers a close connection between multi-disciplinary policy-oriented research and opportunities for real world applications. Students are supported in creating a customized course plan that allows for the most effective use of their time as full-time or part-time students. Our program combines a rigorous academic approach in the development of analytical and managerial skills with highly experiential opportunities.
Revised and approved May 11, 2018.

11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	Other (please specify)
Other Academic Calendar Year	

Fall, Winter, Spring, Summer

12. Language of Instruction	English

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

Hide **Preconditions**

Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

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

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

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

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

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

If Yes,

Provide name of accreditor.	Northwest Commission on Colleges and Universities (NWCCU)
List year of most recent recognition.	2017

If no,

When was the degree program established?	1964

If the program is located outside the United States:

Since your last review, are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.

No

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

in your country or region?

Public Values

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

Hide **Primary Focus**

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

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

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

Hide **Mode of Program Delivery**

Mode of Program Delivery	In Person Instruction

Hide **Remote Sites and Locations**

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

Hide **Standard 1. Managing the Program Strategically**

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

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

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

Self-Study Instructions:

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

Hide **1.1.1 - 1.1.3**

Provide Program Mission

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

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

The purpose of the Master of Public Administration program at the University of Oregon is to promote evidence based decision making and the efficient and ethical stewardship of societal and environmental resources by professionals in the public and nonprofit sectors. We support this purpose by training a diverse cohort of students from the US and abroad to be effective administrators, analysts and advocates in their communities. The MPA curriculum offers a close connection between multi-disciplinary policy-oriented research and opportunities for real world applications. Students are supported in creating a customized course plan that allows for the most effective use of their time as full-time or part-time students. Our program combines a rigorous academic approach in the development of analytical and managerial skills with highly experiential opportunities.
Revised and approved May 11, 2018.

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

REVIEW
In April and May of 2018, the mission statement went through its most recent review process. Feedback on the mission statement was solicited from all current students, all current MPA faculty, a subset of about fifteen randomly selected alumni, and five key prospective employers (subsets of our lists of alumni and employers were used to avoid exacerbating email fatigue among our key stakeholders). Feedback that was received was discussed among the MPA faculty during a meeting on May 11, 2018. Based on the feedback and discussion, we made some slight revisions to the mission statement and adopted the revised version.

DEVELOPMENT
The mission statement was originally developed during the 2010-2011 academic year. The MPA

faculty developed the mission to help focus evaluation on the purpose and goals of the program and the achievement of core competencies. The new mission statement reflected the NASPAA standards, the goals of the program and University, and the recommendations of the program's stakeholders.

Faculty developed the mission statement using a seven step process.

1. Gather background information from other MPA/MPP programs around the US.
2. Establish a program mission statement, relying on examples and knowledge of faculty.
3. Identify stakeholders of MPA program and gather feedback.
4. Solicit participation from stakeholders.
5. Hold mission review meetings via phone, email or in-person depending on stakeholders' preference.
6. Compile evaluation for faculty consideration.
7. Finalize mission statement.

Faculty members initiated the mission review process by gathering background information from various MPA and MPP programs. Reviewing mission statements from other similar programs allowed the faculty the opportunity to reflect on what unique qualities the University of Oregon MPA program has. During a program meeting in December 2010, the faculty drafted a sample program mission statement.

Next, faculty identified current MPA students, alumni, and potential employers as the key stakeholder groups for this process. The department surveyed stakeholders from each group, compiled their feedback and revised and adopted the new mission statement.

The mission statement is used to create the competencies for students, develop evaluation criteria of students, to guide the program in its recruiting efforts, and to guide curriculum development.

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

A. Evidence based decision making benefits both public service professionals and the broad public.

B. Public and nonprofit administrators and analysts must be efficient, effective and ethical stewards of societal and environmental resources.

C. A rigorous and experiential curriculum serves students as they learn to apply classroom ideals to the realities of public service professions.

D. A rigorous and experiential curriculum serves our community, as students provide substantive and valuable contributions to regional agencies in the form of analysis and consulting services.

The Urban Institute (2008) notes, "Evidence based policy is a rigorous approach that draws on careful data collection, experimentation, and both quantitative and qualitative analysis to answer three questions: What exactly is the problem? What are the possible ways to address the problem? And what are the probable impacts and costs of each?"

As an MPA program with a dual focus in policy and management, we widen the scope of evidence-based policy making to include evidence based managing: Implementation of policies requires managers to use data and information skillfully. Public administration also requires managerial skills in convening networks of stakeholders, motivating a workforce, and reaching out to competing constituencies to forge common solutions. Through it all, while focusing on both policy and management, we train students to be careful stewards of financial and environmental resources for the broad public benefit.

Hide **Standard 1.2**

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

Self-Study Instructions:

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

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

Please link your program goals:

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

IDENTIFYING MAJOR PROGRAM GOALS

As identified in the program mission, the purpose of the Master of Public Administration (MPA) program at the University of Oregon is to promote evidence based decision making and the efficient and ethical stewardship of societal and environmental resources by professionals in the public and nonprofit sectors. The following program goals relate directly to this purpose;

1. Promote evidence based decision making and managing in public service professions.

2. Promote the efficient, effective, and ethical stewardship of societal and environmental resources in the public and nonprofit sectors.

3. Train a diverse cohort of students from the US and abroad to be effective administrators, analysts and advocates in their communities.

The fourth program goal explains the primary tools used to train students to achieve the purpose of the mission.

4. Provide a rigorous and highly experiential curriculum so that students can apply classroom ideals to the realities of public service professions.

LINKING TO MISSION'S PURPOSE AND PUBLIC SERVICE VALUES

These goals promote the public service values embedded in our mission:

A. Evidence based decision making benefits both public service professionals and the broad public. (Linked to goal 1)

B. Public and nonprofit administrators and analysts must be efficient, effective and ethical stewards of societal and environmental resources. (Linked to goal 2)

C. A rigorous and experiential curriculum serves students as they learn to apply classroom ideals to the realities of public service professions. (Linked to goal 4)

D. A rigorous and experiential curriculum serves our community, as students provide substantive and valuable contributions to regional agencies in the form of analysis and consulting services. (Linked to goal 3)

LINKING TO POPULATION OF STUDENTS, EMPLOYERS, AND PROFESSIONALS THE PROGRAM INTENDS TO SERVE

SERVING STUDENTS:

All four goals serve as a focus of guiding our program's structure and activities, as well as communicating to prospective students what the program emphasizes. As the goals suggests, our student population includes a diverse cohort of students from the US and abroad who are committed to becoming or continuing as professionals in the public and nonprofit sectors. The mission and goals also emphasize the wide range of academic backgrounds our students have. Because the program emphasizes a dual focus in policy and management, we have crafted a program that blends a demanding and highly skills-based curriculum with intensive experiential curricular components throughout the 2-year course of study.

SERVING EMPLOYERS:

All four goals call on faculty to promote specific skills that can be applied to a broad range of careers in government and nonprofit service professions. In addition, the policy-management distinction is so blurred as to be scarcely noticeable, due to integration of these two focuses in the curriculum and activities. Much more important are the skills that students bring to their careers. Analysts need managerial skills to advance in their careers, and managers need analytical skills to be effective managers and leaders. Finally, the heavy emphasis on evidence based decision making in our curriculum provides students with the tools to apply their analytical skills to administrative and analytical positions in their careers. In addition, it provides multiple opportunities for students to apply these skills while they are in the 2-year program.

SERVING PROFESSIONALS:

Through the experiential components woven into the curriculum, based on goal 4, both faculty and students serve public and nonprofit professionals in a systematic way. In their first month of study, students attend a one-day field trip to Salem (Oregon's capital) to talk with government and nonprofit advocates. This sets the tone of public stewardship and expectations for the students for the work that they will do on agencies' behalf later in their degree program.

After we have students complete the 48-hour simulated policy analysis exercise (at the beginning of their 2nd year of study), students are ready to put their core coursework into action as professionals. Second-year courses that provide direct services to practitioners and agencies are: internship (required), capstone applied research project (required), and several popular elective courses: strategic planning, program evaluation, nonprofit board governance, nonprofit management consultancy, and resource development.

LINKING TO THE CONTRIBUTIONS YOUR PROGRAM INTENDS TO PRODUCE TO ADVANCE THE KNOWLEDGE, RESEARCH, AND PRACTICE OF PUBLIC POLICY, AFFAIRS, AND ADMINISTRATION

ADVANCING KNOWLEDGE:

We contribute to the advancement of the knowledge of public administration by equipping our students with the tools to be effective, efficient and ethical professionals in the public and nonprofit sectors. Our program teaches students to critically analyze situations and to suggest and implement innovative solutions that take into account the unique nature of the public and nonprofit sectors. For example, students learn techniques to identify and engage potentially broad groups of stakeholders affected by policy decisions. In addition, students learn to consider the equity and efficiency of policy alternatives, accounting for the fact that the effects of a policy are not just monetary. Emphasis of these types of skills prepares our students to be informed leaders and analysts in the field. Goals 1 and 2 speak to our intention of training students with the tools to advance public administration.

We strive to provide a diverse learning environment for our students by encouraging students from all backgrounds to apply. We welcome students from a full spectrum of cultural, professional and academic backgrounds because a broad range of experience enriches the learning environment and challenges us to widen our perspectives. A diverse program better prepares our students to be effective leaders in the public and nonprofit sectors.

ADVANCING RESEARCH:

Motivated by goal 2, as faculty members, we strive to make our research relevant, timely, and informative for the profession. We are free to develop our expertise in certain policy fields, and recruit new faculty members with a wide range of policy interests (rather than a targeted interest). However, we also require that the faculty candidates we recruit are big thinkers in the classroom; quick with analogies, and showing interest in a wide range of pressing policy and management issues. This broad teaching focus (while allowing faculty freedom to pursue very specialized policy research agendas) helps faculty members see the professional relevance of their research, find complementary research from other fields to enhance our own academic backgrounds, and understand what research is useful for the profession.

Faculty members also contribute to the advancement of the field by being active and leading scholars in their fields. Their research helps promote efficient decision making in the public and nonprofit sectors. For example, Grant Jacobsen's research informs public administrators within the electric utility sector about the type of programs and policies that could be implemented to induce energy conservation. Renee Irvin's published research and presentations to nonprofit practitioner audiences stresses evidence based approaches to management conundrums in the nonprofit and philanthropic sectors. Benjamin Clark's research enhances our knowledge of how technology affects and enhances public sector management. Nicole Ngo's research and presentations to policy makers in sub-Saharan Africa and the U.S. focus on the importance of air quality monitoring and environmental policy, such as emissions standards, on public health using a rigorous evidence-based approach.

ADVANCING PRACTICE:

As motivated by goals 3 and 4, our students contribute to the practice of public administration through their participation in internships, on boards, and through their consultancy projects. The program provides a pool of highly trained students as interns to local, regional, national and international public and nonprofit agencies. Students also provide analysis and consulting services to the public and nonprofit sector via the MPA capstone and consultancy projects. These projects help solidify theories and practices learned in the classroom and expose the agencies working with the students to innovative ideas from students.

Hide **Standard 1.3**

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

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

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

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

1.3.1 Please link your program performance outcomes

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

A logic model, provided in the Appendix, outlines our approach to evaluation. As seen in the model, our mission leads to our goals. Our goals are achieved by using our inputs to create activities which lead to immediate and long-term outputs. These outputs are the basis of the performance outcomes described below. Our assessment evaluates whether our performance outcomes are being achieved. In extreme cases, assessment could also lead to changing our mission or goals.

DESCRIBING PERFORMANCE OUTCOMES

Goal 1: Promote evidence based decision policy making and managing in public service professions.

Goal 1 Performance Outcomes:

i. Graduates obtain jobs that focus on using evidence in program and policy analysis, evaluation, and management.

ii. Graduates are well-trained in public speaking and writing to convey their analysis of complex topics to a broad audience of executive leaders and practitioners.

iii. Through our curricular outreach and service learning opportunities, agencies receive assistance from our students in the form of research projects that aid their policy and management decision making.

iv. Faculty members produce evidence based research that informs the policy and management professions.

Goal 1 Performance outcomes are evaluated through student job placements, annual capstone performance evaluations, student exit surveys, alumni surveys, internship placements, and faculty year-end reviews. Some examples of insights from these measures below. Additionally, section 5.1 highlights how we have used capstone data, alumni surveys, and end-of-year surveys to assess core competencies related to lead and manage in public governance.

• Review of capstone data shows that MPA students have successfully provided assistance for a variety of agencies, including the Higher Education Coordinating Commission, Oregon Health Authority, the US Forest Service, the Oregon Department of Environmental Quality, the City of Eugene, and Lane County via service learning projects. In these projects, students use quantitative

and qualitative evaluation methods to reach conclusions and provide recommendations to their clients.
• In our most recent alumni survey, mean scores for skills in "effectively advocating for your ideas in a written report were very high (4.2 on a 5 point scale with 1 representing very dissatisfied and 5 representing very satisfied). Scores for "making an effective oral presentation to a group" were also quite high (4.1).
• Scores for some of the management related questions were weaker, especially related to budgeting. We have responded to this by assigning one of PPPM's best teachers to the public budgeting class (Rebecca Lewis) and by hiring a new faculty member with expertise in public budgeting and finance (Ben Clark).
• Almost all students go on to use evidence based decision making in their careers. For example, some of the jobs our recent graduates obtained include serving as a performance auditor for the Oregon State Audits Division, a workforce analyst for the Oregon Employment Division, and a legislative policy analyst for the state of Oregon Treasury.

Goal 2: Promote the efficient, effective, and ethical stewardship of societal and environmental resources in the public sectors.

Goal 2 Performance Outcomes:

i. MPA core coursework has a strong focus on economics and financial management; evaluating effective organizations and administrative processes; and administering policy, administrative, and management changes to maximize the use of scarce societal and environmental resources.

ii. MPA core coursework emphasizes ethics in research, policy analysis and management.

iii. Faculty conduct research that inform policy and practice related to public affairs.

Goal 2 performance outcomes are evaluated through regular curricular review and faculty year-end reviews. For example, regular curricular review has led to ethical choices in leadership and management being woven into several of our core courses, i.e. Public Sector Theory, Public Management, Research Methods, and Public and Nonprofit Financial Management. Rather than a stand-alone course in ethics, we consider it more important to weave ethics as a consistent theme throughout our coursework. Students become socialized to be public stewards of resources for public benefit and learn to anticipate the ethical dilemmas that they will face as government and nonprofit sector professionals. With respect to faculty research, faculty conduct research that informs public service professionals using evidence based methods. For example, in a recent study, Grant Jacobsen examines the incidence of incentives for energy efficiency investments across income groups. This study will help inform policy makers about how to structure incentive programs to avoid contributing to economic inequality. Further examples of the impact of faculty research are provided in section 3.3.2.

Goal 3: Train a diverse cohort of students from the US and abroad to be effective administrators, analysts and advocates in their communities.

Goal 3 Performance Outcomes:

i. Students come to the program from the US and abroad.

ii. Students have a variety of racial and ethnic backgrounds.

iii. MPA recruits have various professional backgrounds including professional experience in planning, public policy or administration; professional experience not related to field; non-professional experience; and no prior experience.

iv. MPA graduates obtain jobs as administrators, analysts and advocates in their communities.

Goal 3 is measured by the composition of the student body and student job placements. These measures indicate MPA students come from a variety of backgrounds. Presently, 31% of students are out-of-state, 6% are international students, 60% are female, and 15% persons of diversity. In addition, students come with various work histories, with some students coming in with no professional experience, some with professional experience unrelated to the field, and some with professional experience in planning, public policy, or administration. With respect to jobs, MPA students have been successful at gaining jobs after graduating, with 74% of graduates finding employment in a position related to the degree within six months of graduation over the last seven years. Almost all students go on to use evidence based decision making in their careers. For example, some of the jobs our recent graduates obtained include serving as a performance auditor for the Oregon State Audits Division, a workforce analyst for the Oregon Employment Division, and a legislative policy analyst for the state of Oregon Treasury.

Goal 4: Provide a rigorous and highly experiential curriculum so that students can apply classroom ideals to the realities of public service professions.

Goal 4 Performance Outcomes:

i. MPA students complete two or more applied research projects:

ii. MPA students with less than two years of professional experience complete a professional internship.

Goal 4 performance outcomes are measured by the annual capstone evaluation and internship placements. Capstone data has shown that are students have successfully applied their skills toward completing projects for a wide variety of agencies (more detail on these project provided later in section 5.4.1). Review of internship placements also shows are students have been successful in completing internships to further their experiential education (see section 4.3.4a for details on recent internship placements).

LINKING TO PURPOSE AND PUBLIC SERVICE VALUES

Our goals are directly motivated by are public service values. Our goal of "promoting evidence based decision policy making and managing in public service professions" is directly linked to our public service value that "Evidence based decision making benefits both public service professionals and the broad public." Our goal of "promoting the efficient, effective, and ethical stewardship of societal and environmental resources in the public and nonprofit sectors" is linked to our value that "public and nonprofit administrators and analysts must be efficient, effective and ethical stewards of societal and environmental resources." Our goal of "training a diverse cohort of students from the US and abroad to be effective administrators, analysts and advocates in their communities" is linked to our value that "a rigorous and experiential curriculum serves our community, as students provide substantive and valuable contributions to regional agencies in the form of analysis and consulting services." Finally, our goal of "provide a rigorous and highly experiential curriculum so that students can apply classroom ideals to the realities of public service professions" relates to our value of "a rigorous and experiential curriculum serves students as they learn to apply classroom ideals to the realities of public service professions."

LINKING TO POPULATION OF STUDENTS, EMPLOYERS, AND PROFESSIONALS THE PROGRAM INTENDS TO SERVE

Students:

The program's population includes a diverse cohort of students from the US and abroad who are committed to becoming professionals in the public and nonprofit sectors. The program supports students in creating customized course plans that allow for the most effective use of time for both full-time and part-time students. The program measures its progress in providing adequate services for its students using the performance outcome measures listed below, as well as the scores from June 2017. Scores are on a -2 to +2 scale.

Rate your satisfaction (Scale: -2 to +2)
Overall satisfaction with the department 0.53
Sense of community within the department 1.05
Amount of rigor in coursework 0.26
Efforts to promote a diverse, inclusive community 0.95
Number of required (core) courses 1.00
Availability of elective offerings in my area of interest 0.11
Availability of elective offerings in general 0.61
Availability of faculty 0.84
Flexibility of program 0.95
Availability of technology (labs, equipment) 0.72
Job search support 1.00

Employers, Practitioners and Policy Makers:

Graduates leave our MPA program ready to enter the workforce. They leave with analytical and managerial skills learned in the classroom and sharpened through experiential learning opportunities like the capstone applied research project and their internship. These skills include the ability to make thoughtful decisions, based on evidence and the ability to convey those decisions effectively through writing and public speaking.

Feedback from alumni and advisory board members over the years highlighted the need for MPA graduates to have excellent financial management skills, experience working in teams, public speaking, and writing for a fast-paced professional audience. Subsequently, we have emphasized these skills in the curriculum:

* Public speaking exercises in most core courses, the 48-hour and the Capstone courses.
* Team-based 48-hour and Capstone projects, with additional training in team building and negotiations from an external consultant.
* Memoranda writing and report writing built into the core curriculum from the first academic quarter of the program.
* Public and Nonprofit Financial Management, formerly an elective, is now a core course for the

MPA.

The program measures its ability to teach students these highly desirable skills by measuring the following:

1. Developing a budget proposal.
2. Analyzing revenue issues.
3. Effectively advocating your ideas in a written report.
4. Making an effective oral presentation to a group.
5. Working effectively in a team.

Students benefit and serve practitioners through our curricular outreach and service learning opportunities. Agencies receive assistance from our students in the form of research projects that aid their policy and management decision making. Agencies benefit from the evidence-based methods students use and from students' knowledge in areas like economics, financial management and program evaluation. For example, students have worked with the following agencies after graduating:

* Bonneville Power Administration
* City of Salem, Oregon
* Criminal Justice Commission
* Department of Environmental Quality
* Neighborhood Economic Development Corporation
* Oregon Dental Service Companies
* Office for Oregon Health Policy & Research
* Oregon Court Appointed Special Advocates Network
* Oregon Governor's Office Economic Revitalization Team
* Oregon Health Authority
* U.S. Forest Service
* Washington State Workforce Training and Education Coordinating Board

LINKING TO THE CONTRIBUTIONS YOUR PROGRAM INTENDS TO PRODUCE TO ADVANCE THE KNOWLEDGE, RESEARCH, AND PRACTICE OF PUBLIC POLICY, AFFAIRS, AND ADMINISTRATION

ADVANCING KNOWLEDGE AND RESEARCH:

Graduates of the MPA program leave with the skills to be successful professionals in the public and nonprofit sectors. They advance the knowledge in the field by applying their skills learned while in the program. In particular, the following performance outcomes illustrate the skills developed in the program that students apply to advance the knowledge of public administration. Goals 1, 2, and 4 are directly oriented around advancing knowledge, research, and evidence-based decision making.

Faculty members contribute research in policy and public administration on a variety of topics. Their work promotes and tests the ideals espoused in the MPA curriculum such as evidence based decision making and the efficient and ethical stewardship of societal and environmental resources. Their work contributes to the larger body of knowledge about public administration and challenges policy makers to keep working on more efficient, effective and ethical solutions.

ADVANCING PRACTICE:

Our students advance the practice of public administration by their active participation in the community through participation in internships, consultancy projects and on boards. These experiential learning opportunities benefit our students as well as the communities that they serve. Through our curricular outreach and service learning opportunities, agencies receive assistance from our students in the form of research projects that aid their policy and management decision making. For the self study year, students in the capstone completed research and recommended courses of action for the agencies listed below. Additional agencies received assistance during the self study year through service learning assignments and activities built into other courses.

* Lane County (part-time and pay equity employee project)
* Higher Education Coordinating Commission (evaluating Oregon's open educational resources)
* City of Seattle Department of Transportation (impact of emerging transportation technologies)

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

STUDENT LEARNING

Student learning is assessed through the following:

Annual Performance Evaluation Data from the Capstone Projects - The capstone instructor rates performance individually and for groups using criteria that are directly linked to core competencies.

An Annual Exit Survey - The exit survey measures students satisfaction with various elements of the program and their self-assessed skill development, as well as comments on the strengths and weaknesses of the program.

An Alumni Survey - The alumni survey is similar to the exit survey, but is distributed to alumni to gather impressions from our students once they have gone on and begun their careers.

Course Evaluation - Course evaluations are conducted through UO's central processes for each course. These evaluations include both numerical scores and open-ended comments.

In-class Peer Evaluations - In-class evaluations of faculty are performed by peers annually (for junior faculty) and semi-annually (for tenured faculty).

Feedback from Student Advisory Board - The student advisory board is comprised of an elected member from each cohort for each program in PPPM. The board provides another forum for student feedback on the MPA program.

FACULTY PRODUCTIVITY

Faculty productivity (research and service) is monitored on an annual basis. All tenure track faculty members are required to submit an annual self-assessment to the department head. Pre-tenure faculty also undergo a third-year review for renewal of their contract.

The tenure process includes evaluation based on teaching (evaluated through course evaluations and peer evaluations), research, and service. Criteria for research and service are described below.

Research and Scholarship. Normal expectations for a faculty member are to produce, on average, one to two refereed journal articles per year while at the University of Oregon and to have in the range of 6-10 journal articles when reviewed for tenure and promotion, at least some of which must be in the most highly regarded peer-reviewed journals in the field.

Administrative and Professional Service. Administrative service is the contribution faculty members make to the governance of the university, the program, the school, and the college. Professional service refers to the contributions that faculty members make to the governance of the professional societies to which they belong and to the larger profession.

Public Service. Public service refers to the application of professional skills and knowledge to benefit communities and organizations. High quality public service advances knowledge and innovative practice. Criteria for evaluating professional public service include:

* measurable impacts on the issue, problem, program, agency, community, or society that are the target of activities
* scope, originality, generalizability, and effectiveness of the work
* evaluative judgment of the quality of the work by professional peers, clients, or external reviewers.

Productivity for graduate career services director:

The graduate career services director provides monthly reports to MPA faculty about placements and achievements of students at the PPPM School meetings. This forum allows faculty and the director to assess and discuss what steps can be taken to make job placement more feasible for graduates.

EXAMPLES:

1. Feedback from capstone students (collected through course evaluations and the student advisory board) suggested that students did not feel as though they were receiving enough training in qualitative skills earlier in the course. In response, we added more material related to qualitative methods in Research Methods and added assistant instructors with experience with qualitative skills to assist in the capstone project.
2. There has been only modest satisfaction with the capstone project in general. In response, we hired a leading scholar in public administration (Ben Clark) and he is now overseeing the course. He has begun to form an impressive set of partnerships with various organizations, including Lane County government, which are likely to improve the quality of capstone projects going forward.
3. Students, through informal channels, have expressed concerns that the school and program can do more to support equity and inclusion. In response to this, we added questions to our surveys to explicitly measures student opinion on equity and inclusion. We have also formed the equity and inclusivity initiative, which meets throughout the year, to focus on issues within PPPM related to equity and inclusion. This group has been lead by Dyana Mason. We have hired several faculty recently to increase the diversity of the faculty. We have also worked to recruit diverse students using the funds provided through the Promising Scholar Award.
4. Comments on the capstone project indicated that pass fail grading did not provide students with incentives to do their best. In response, we changed the capstone to letter graded.
5. Comments related to the capstone and in the annual survey pointed out to issues with team work

and the importance of team work in the real world. In response, we have changed our orientation week to focus on team building skills and stressed that incoming students should strive to get the most out of team-oriented projects during their program.
6. Students on the advisory board have called for increased academic rigor. In response, PPPM instated formal grading guidelines.
7. Students on the advisory board have called for increasing academic and professional mentorship. In response, the career services director now works with students to complete a professional development worksheet that advisors and students can review together during their meetings.

Hide **Standard 2. Matching Governance with the Mission**

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

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

Indicate relationship of the program to the institution

In a School of Public Policy/Affairs/Administration/Public Service

Indicate Modes of Program delivery

In Person Instruction

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

The program delivers its curriculum and support on campus. Students entering the program arrive on campus a week early to attend a two-day retreat in the foothills of the Cascade Mountains, complete a math refresher course, and participate in other orientation activities. During their first year, students focus on completing most of the eight core curriculum courses. Over the two-year period, students also complete 24 credits or more in their chosen concentration, a professional development course and an internship. During their second year, students complete the 48-hour policy project, elective courses, and the capstone applied research project, allowing students the opportunity to apply their academic knowledge to practical real world problems.

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

The current MPA Program Director is Grant Jacobsen. The Program Director:

Serves as the NASPAA faculty liaison
Oversees recruitment and admissions
Serves students requiring special exceptions to the curriculum, or reviews cases of academic dishonesty or insufficient progress (in all cases, in partnership with the student's faculty advisor)
Organizes the MPA faculty in curricular decision making
Coordinates with school on administration of the internship program
Oversees expenditure of foundation funds restricted to the MPA program

The School of Planning, Public Policy & Management head, Rich Margerum, negotiates with the

Dean for budget increases, for faculty salary increases (UO's collective bargaining agreement sets many of the general parameters for salary increases, including tenure and promotion, merit increases, and cost of living adjustments), and for academic or staff personnel changes. Margerum runs the school meetings, oversees the administrative staff, and has primary decision making authority for changes in budget allocations to different programs within the school. As a general rule, budgetary resources (e.g., graduate employee allocations) are split evenly among the MPA, MCRP, and MNM programs.

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

The autonomous nature of the MPA program decision making allows the MPA faculty to respond quickly to feedback from students (including survey data), employers, and other external entities. Once the faculty decides on a curricular or operations change, we are able to make the curricular changes either immediately or for the next academic year cycle. Decisions are made through regular MPA faculty meetings and implemented primarily through changes to the program handbook.

Hide **Standard 2.2**

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

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

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

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

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

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

2.2.1a Please note the total number of nucleus faculty members in the program 7.00

for the Self Study Year.

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year. 17

Hide **2.2.2**

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

The MPA faculty members collectively administer the following:

Curricular changes - Determined through discussion and voting (as appropriate) in MPA faculty meetings (major changes must be reviewed and approved by the Graduate Council and the University Senate with deference to the MPA faculty as the disciplinary experts).
Hiring of tenure-track MPA faculty - MPA faculty serve as chair and members of the search committee, although the search committee may have a non-nucleus MPA faculty member as a member. Final recommendation to the Provost is based on a School-wide vote, with some deference given to MPA faculty.
Review of applicants - Exclusively conducted by MPA faculty each spring.
Serves on Graduate Employee committee - One MPA faculty member.
Nomination of students for awards and Pi Alpha Alpha - Undertaken during spring MPA faculty meetings.
Advising of students - MPA faculty assigned to MPA students for the incoming cohort each fall.

The MPA program operates as an independent decision-making authority. MPA faculty design and modify the curriculum, choose and apply admission and retention standards for students, and search for faculty candidates (if the budget allows), setting search criteria to meet MPA program needs.

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

The current MPA Program Director is Grant Jacobsen. The Program Director:

Serves as the NASPAA faculty liaison
Oversees recruitment and admissions
Serves students requiring special exceptions to the curriculum, or reviews cases of academic dishonesty or insufficient progress (in all cases, in partnership with the student's faculty advisor)
Organizes the MPA faculty in curricular decision making
Coordinates with the school on administration of the internship program
Oversees expenditure of foundation funds restricted to the MPA program

Hide **2.2.3**

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

2.2.3 Faculty Governance Comments

The MPA program and its nucleus faculty (which includes the program director) operates autonomously with respect to curriculum, learning outcomes, student performance, admission, advising, and awards. The MPA faculty is also allowed substantial discretion in recruiting and hiring new faculty members when new MPA program faculty positions are open.

Tenure and promotion decisions are made under the auspices of the School of Planning, Public Policy & Management, which includes non-nucleus MPA faculty members. Thus, tenure and promotion cases are jointly considered within the school, but tenure and promotion committees for MPA faculty members are composed of a majority of MPA faculty members.

Other joint decisions within the school are the allocation of graduate teaching fellow positions, fundraising initiatives, marketing, and organizing school events.

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

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

Self-Study Instructions:

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

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

Hide **3.1.2**

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

An academically qualified professor in our MPA program has a Ph.D. in public policy, public administration, economics, political science, or a related field. Our faculty members have the technical background to teach students to make economically efficient decisions, use evidence based decision making and to consider the ethical implications of the decisions public administrators make.

Because we are not a large MPA program, our faculty members must have a broad outlook in teaching, even if they specialize in a specific policy area. Thus, our MPA faculty search announcements typically note:

"Research that informs a broad audience of academicians, policy makers, and practitioners is of particular interest to us. While the policy focus of the individual field is open and you will find our school a supportive place for furthering your specific focus in research, we seek candidates who are able to consider broad applications of evidence based policy making and management in the classroom at the undergraduate and graduate level, and in an interdisciplinary setting."

Tenure-track faculty members form the MPA faculty nucleus and all are active researchers, publishing in peer-reviewed academic journals and participating in professional service in their respective fields of research. Post-tenure review occurs annually, with a more extensive review every three years. Pre-tenure promotion and tenure requirements ensure that both pre-tenure and tenured faculty members maintain their professional currency with an active research and national service agenda.

Our professionally qualified faculty members must have either a terminal degree in the field (J.D. or Ph.D.) and/or executive-level experience in the government or nonprofit sectors. Serving as a consultant is not sufficient to be considered a professionally qualified faculty member. The candidate must be currently employed at an executive level in a government or nonprofit entity, or have had over 5 years of experience in that capacity, in positions that are directly related to his or her teaching responsibilities in the MPA program.

Hide **3.1.3**

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

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

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	63	52%	48%	90%
Courses delivering required Competencies	13	100%	0%	100%

Hide **3.1.4**

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

The program strives to provide resources, incentives, and standards for faculty members to remain current in their fields.

With respect to resources, faculty are allocated $2000 per year for faculty development and additional funding is required to attend one major disciplinary conference (e.g., NASPAA, APPAM).

With respect to incentives, faculty members are regularly reviewed by the School Head based on the school's merit criteria. These critera focus on scholarship, teaching, and service and relate to merit raises allocated through UO's CBA.

With respected to standards, faculty members who are tenure track but have not yet received tenure must produce a body of research in the field of public policy or public administration in order to be renewed for a 2nd 3-year contract (if newly hired) and to receive tenure. The following are excerpts from our tenure and promotion criteria:

"Normal expectations for a faculty member are to produce, on average, one to two refereed journal articles per year while at the University of Oregon and to have in the range of 6-10 journal articles when reviewed for tenure and promotion. There is a further expectation that at least some of these articles will be published in the most highly regarded peer-reviewed journals in the field. Other evidence for the quality of research includes:
* peer-reviewed books
* research monographs
* presentations at professional and or academic meetings
* invited presentations
* the number of times the faculty member's work is cited by other researchers
* grant awards
* special awards and recognition
* invited book chapters
* book reviews, commentaries, or editorials in professional publications

3. Administrative and Professional Service. Administrative service is the contribution faculty members make to the governance of the university, the program, the school, and the college. Professional service refers to the contributions that faculty members make to the governance of the professional societies to which they belong and to the larger profession. Examples include:
* serving as a peer reviewer for a journal
* serving on a journal editorial board
* reviewing grant proposals
* doing site visits for professional program accreditation
* serving on committees
* editing a journal
* serving as an elected official

4. Public Service. Examples include:
* work with a community organization or planning agency to address a pressing problem or issue
* collaboration with a civic agency as a partner in planning, implementation, or evaluation of a program

* training of citizens or professionals in order to build capacity
* development and dissemination of professional knowledge in ways that make it more understandable and accessible to professionals and citizens
* assistance to community groups, such as data analysis, problem solving, program evaluation, or needs assessment
* serving on public boards and advisory committees"

Tenured faculty members go through similar major reviews, which are conducted every six years.

Non tenure track faculty members are guided in constructing their courses (and syllabi) to incorporate rigor and depth in coverage of the course topic. Syllabi are reviewed for appropriate amount and quality of readings and assignments (up to date, relevant, and complementary to existing coursework in the curriculum).

Hide **Standard 3.2**

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

Self-Study Instructions

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

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

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

Hide **3.2.1**

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

Please check one:	US Based Program
Legal and institutional context of program precludes collection of diversity data.	No

Hide **3.2.1a**

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic	0	0	0	0	0
American Indian or Alaska Native, non-Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	2	0	0	3
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	1	0	0	0	1
White, non-Hispanic/Latino	4	4	0	2	10
Two or more races, non Hispanic / Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race or Ethnicity Unknown	2	1	0	0	3
Total	8	7	0	2	17
Disabled	N/A	N/A	N/A	N/A	N/A

Hide **3.2.1b**

Non U.S. based

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

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

Hide **3.2.2**

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

Central to our mission is to train a diverse cohort of students to be effective administrators, analysts, and advocates in their communities. To successfully achieve this, we seek to maintain a diverse faculty group, maintain an inclusive environment, and acquire skills and awareness related to equity an inclusion. Our general approach to diversity is outlined in our diversity plan in the Appendix. Efforts related to diversity are also described below (efforts to enhance the diversity of our students are mostly reported in Section 4).

1. During the 2017-2018 hiring cycle, PPPM hired two new faculty that will increase the diversity of our faculty (John Arroyo and Jose Melendez). These faculty will teach classes across the school, including classes taken my MPA students. The new hires were part of a search that was targeted at "engaging diverse communities", which reflects the school's and the program's desire to enhance the diversity of the faculty and the number of courses that directly address issues related to diversity.

2. We include diversity statements in all job postings.

3. We require job candidates to explicitly answer questions about how they would incorporate diversity into their job responsibilities during the hiring process.

4. We continue to look to leverage UO's "target of opportunity" hires program to attract a senior hire that could potentially add to the diversity of the faculty.

5. We use UO's Underrepresented Minority Recruitment Program to help attract faculty from underrepresented groups.

6. We provide incentives for faculty to contribute to equity and inclusivity by making contributions to equity and inclusivity part of hiring, tenure, and promotion decisions.

7. Host internal UO teaching workshops to increase faculty awareness and skills related to issues of equity and inclusivity (e.g. session on power and privilege with Dr. Johnny Lake).

8. We encourage faculty to attend university-wide workshops on topics related to equity and inclusivity that are hosted through Academic Affairs or the Teaching Engagement Program. (e.g., session with TEP and Rehearsals for Life on difficult dialogues).

9. We sponsor speakers or conferences related to equity and inclusivity (e.g., housing affordability conference).

10. We establish joint research initiatives with select municipalities on issues related to equity and inclusivity (e.g., Ben Clark's work with the lane county government).

11. We incorporate assessment of equity and inclusivity in peer teaching evaluations.

12. We support capstone and elective projects on topics related to equity and inclusivity.

13. We incorporate diverse perspective in readings, case studies, and theories

14. We are part of maintaining PPPM's "Equity Initiative" group that serves as a student-faculty collaboration focused on issues related to equity and inclusivity at PPPM, on-campus, and more broadly.

15. All faculty annually attend a meeting on equity and inclusivity that is hosted by the Equity Initiative and facilitated by an outside speaker.

Hide **3.2.3**

3.2.3

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

Since 2012, Neil Bania (white male) and Jessica Greene (white female) have left the MPA program. We have added Nicole Ngo (asian female), Dyana Mason (white female), Saurabh Lall (asian male) and Ben Clark (white male) to the faculty. Additionally, the school of PPPM hired three new faculty during the 2017-2018 hiring cycle. Two of the hires are latinx men and one is a white female. One of these scholars is expected to work across all three Masters programs and the other two, while predominantly planning faculty, are expected to contribute to the availability of electives taken by MPA students. Collectively, the diversity of the faculty has increased.

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

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

Self Study Instructions

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

Hide **3.3.1**

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

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

Hide **3.3.2**

List some significant outcomes related to these exemplary efforts.

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

Grant Jacobsen's research on building codes has spurred a new, active literature on the effect of energy codes on energy consumption. In part based on his research, he was invited to serve as a program reviewer for the U.S. Department of Energy. This review involved traveling to D.C. and watching and evaluating presentations from energy efficiency councils that had received DOE funding.

Based on her research on bus retrofits, Nicole Ngo was contacted by researchers working with the New York City mayor's office to help assess the health impacts of other policies associated with emission standards.

Saurabh Lall collaborated with researchers at Emory University's Goizueta School of Business to develop an ongoing research project, the Global Accelerator Learning Initiative (GALI), the first international effort to study entrepreneurial accelerators in 2015. The program currently aggregates entrepreneur and venture-level data from 178 accelerator programs. The anonymized data have been made available through the website www.galidata.org to academic researchers, resulting in 3 scholarly publications to date (and roughly 10 that are in progress or under review). Findings from these studies have been used by policymakers in several international donor agencies and foundations, including USAID, the Inter-American Development Bank, The Lemelson Foundation, and Omidyar Network. The project also received media coverage in TechCrunch, Forbes, and Devex.

Renee Irvin has completed a historical review of 424 U.S. family foundations over 1955 to 2015 to map the extent of "mission change" visible in the foundations' grant making topics and geographical focus. Her paper, co-authored with a masters student, has been revised and resubmitted to a prominent nonprofit research journal. The article provides a baseline view of what typical change looks like in private independent foundations, including how foundations respond to social movements as generations pass.

Dyana Mason's research on the role of nonprofit organizations in advocacy and policy processes has led to one of the leading national nonprofit advising organizations, Independent Sector, to reach out for guidance on developing new advocacy training tools for nonprofit managers across the country. She argues that nonprofit organizations are central to the role of policymaking in the American political system, and that all nonprofit organizations should be involved in policy processes in some way to ensure more equitable outcomes for clients and stakeholders.

The first project in the Policy Lab with Lane County that was established by Ben Clark is leading to changes in pay equity across a 3000 person organization.

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

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

Student recruitment is primarily oriented around three information sessions in the fall and an open house for admitted students in the winter. We also send program representative to attend 1to 3 Idealist graduate fairs across the US and to several graduate fairs in Oregon. We have occasionally advertised the program through various channels (i.e. Facebook advertisements), however there has been little evidence that advertising has successfully attracted students to the program. To assist in encouraging admitted students to enroll, the MPA program has some modest resources to offer to incoming students. Typically, this has been comprised of three terms of Graduate Employee support and $37,500 in tuition remissions. These resources have been offered to high quality students in the applicant pool that also demonstrate a sincere interested in the program (typically through a non-generic cover letter).

According to its mission, the MPA Program trains a diverse cohort of students from the US and abroad. In order to achieve this goal, the program encourages people from all backgrounds to apply in their recruitment materials, such as the MPA Viewbook and the MPA Admissions page. Additionally, whenever possible, we have used UO scholarship programs, such as the Promising Scholar Award, to assist in attracting students from underrepresented groups to our program. We have also sent representatives to conferences designed to reach underrepresented groups, such as the Hispanic Leadership Institute conference and sent mailing to groups disproportionately comprised of underrepresented groups, such as the McNair Scholars.

The MPA program website indicates that that the program typically takes two years to complete. Prospective students can find information on annual tuition and fees through the University registrar's "How Much Will It Cost" page.

Hide **Standard 4.2 Student Admissions**

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

The admissions committee seeks applicants who demonstrate their commitment to public service in their statement of purpose and via the experience on their resume. We are open to accepting students from the business sector (career-changers) with no public service background if, in their statement, they have clearly articulated career goals and aspirations commensurate with providing services and designing solutions for broad public benefit. Reference letters and volunteer experience also provide us with indirect evidence of the prospective student's public service ethic.

We require submission of transcripts, TOEFL (if necessary), a statement of purpose, resume, and references from three faculty members and/or supervisors. GRE scores are strongly suggested but not required. When students have been out of school for an extended length of time, we allow students to have all three reference letters from prior supervisors or employers instead of faculty members.

We are also committed to educating a diverse cohort of students. We accept applications from potential students with any undergraduate or graduate degree provided they meet certain academic standards. Because our program places extensive emphasis on quantitative skills to facilitate their training as evidence based policy makers and managers, we use the GRE scores to assess quantitative ability, and - if GRE scores are missing - we look for successful completion of university-level math and statistics coursework.

Hide **4.2.1b**

4.2.1b Exceptions to Admissions Criteria

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

We do not allow conditional admissions to the program. However, we take a holistic view toward admissions decisions. Deficiencies in one area can be compensated for elsewhere. For example, we are sometimes willing to admit students with relatively weaker academic records if they have more experience, strong letters, and a compelling cover letter that demonstrates their passion for public affairs. If a student is denied admissions but we see an area where they could readily improve their application, we will sometime recommend that they re-apply if they take certain actions (e.g., taking the GRE).

Hide **4.2.1c**

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

Hide **GRE**

*Denotes Optional Field

Hide **GMAT**

*Denotes Optional Field

Hide **LSAT**

*Denotes Optional Field

GPA	Required

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

Hide **4.2.2a**

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

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

4.2.2a Admission Numbers	**Self Study Year (SSY)**
Total SSY Applicants	33
Total SSY Admits	27
Total SSY Enrollments	10
Fall SSY Total Full Admissions	37
Fall SSY Total Conditional Admissions	0
Fall SSY Total Full Enrollments	14
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	2
Fall SSY Total In-Service Enrollments	12

Hide **4.2.2b**

4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year.	32

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

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

Hide **4.2.2c**

4.2.2c Admitted/Enrolled Students and Mission

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

Students admitted in recent cohorts have undergraduate majors in a wide variety of backgrounds (e.g. education, journalism, sociology, economics, political science, history, public administration). They also come from a variety of personal and professional backgrounds. However, each student demonstrated a commitment to public service in their statement of purpose or through their past experiences. Additionally, each admitted student has demonstrated the capability to succeed via their previous academic and/or professional experience. Our admitted students help us achieve our mission's goal of promoting "evidence based decision making and the efficient and ethical stewardship of societal and environmental resources by professionals in the public and nonprofit sectors. "

Hide **Standard 4.3 Support for Students**

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

Self-Study Instructions

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

4.3.1 Academic Standards and Enforcement

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

The program's academic continuance and graduation standards are communicated to students via the Master of Public Administration Policy Handbook. These standards are monitored and enforced by faculty members and PPPM staff. Students meet with their assigned faculty member advisor at the beginning of their program, at the mid-point of their studies (mid-program review), at the end of their programs as students apply for graduation, and as needed during any part of the academic year. Faculty advisors provide advice about coursework within and outside of the school, answer questions related to program requirements, and help students design a plan so that they will graduate on time. The advisor assists the student with a revised academic plan if necessary. Additionally, the graduate school provides alerts to the program when students are in violation of policies based on their GPA.

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)

On a quarterly basis, we monitor student GPAs to track students who are falling near or under the 3.0 GPA threshold. The faculty advisor meets with the student and determines a course of action. Often, this may include encouraging a student to finish incomplete grades before taking more classes, reducing his or her course load, or assisting him or her with external services (counseling, writing assistance, etc.) on campus. The student may be placed on probationary status if necessary, meaning that the student has a limited amount of time to improve his or her grades and if a minimum threshold is not achieved within a certain period of time, the student may not be allowed to register for the next academic quarter. In practice, students are given enough flexibility to eventually finish the program and graduate and it is rare that accommodations are not enough to allow a student enough time to follow through to graduation.

Hide **4.3.3**

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

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

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	19.00	12.00	15.00	16.00	16

4.3.3b

Please define your program design length: Quarters
6

4.3.3c Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations

that impede progress towards graduation). (Limit 250 words)

A full-time student can expect to graduate in 2 years (3 quarters each year). Part-time students may take longer, though the vast majority of our graduates complete the program in 2-3 years.

Hide **4.3.4**

4.3.4 Career counseling and professional development services

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

The Career Services Director (Julie Voelker-Morris) provides a range of career counseling and professional development services, including instruction for academic internships. As a team, the student and Career Services Director chart a path of career-building experiences that may include internships, volunteer opportunities, and membership on boards or commissions. The Career Services Director takes an individualized approach to career advising and job search assistance. All students receive one thorough review of their resumes. In their final year, students are encouraged to meet regularly with the Career Services Director to develop a tailored job search strategy and to take advantage of the many online resources.

The Career Services Director also co-teaches Professional Development, a one-credit course. Students complete the course during their first term in preparation for an academic internship. The curriculum focuses on professional development planning, resume and cover letter writing, networking, and interviewing.

The Career Services Director provides the following specific career support services and activities:

* In-person and online career advising, internship advising, and job search assistance
* Intensive advising for PMF, ICMA, and other competitive programs
* Cover letter and resume reviews
* Mock interviews-in-person, phone, and Skype
* Refresher group workshops on topics covered in the first-term professional development course
* Events for network building and knowledge of the field (I'm not certain I like this phrasing but am thinking here of County Day and Net Night)
* Online internship and job resources
* Referrals for informational interviews, internships, and volunteer opportunities
* Weekly electronic distribution of internship and job postings
* Promotion of UO Career Center services for graduate students

Julie Voelker-Morris Biography: I have been teaching in higher education for 20 years so bring extensive instructional knowledge and practice to my role. Additionally, I worked as an administrator in professional theatre for 13 years. I have served on educational advocacy and policy organizational boards in the state of Oregon (Oregon Arts Commission art education advisory group and Lane County Stand for Children board), speaking to state legislators, school board members, and the like. I recently served on a blue-ribbon panel for a bill developed by the statewide Cultural Advocacy Coalition. I have published or presented at professional conferences on arts and culture in public park settings, the state of arts education policy and practice in Oregon, and the history of large-scale theatrical pageants sponsored by the City of Eugene, Oregon. I have special interests in issues related to diversity, equity, and inclusion in the arts and culture sector.

4.3.4a(1) Internship Requirement

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

Students with less than two years of relevant full-time professional experience are required to take PPPM 604 Internship for a minimum of three credits. The pre-requisite for PPPM 604 Internship is PPPM 623 Professional Development (described in 4.3.4 above) and one term of master's degree course work. Faculty advisors and the Career Services Director recommend that students, especially those with minimal experience, complete a full-time summer internship and a part-time internship during another academic term to complement their coursework.

The Career Services Director teaches PPPM 604 Internship and meets individually with students to develop their learning goals for the course. Learning goals and site placement should align with individual students career goals. Students work with their internship supervisors to develop specific tasks and responsibilities that will support the achievement of their learning goals. The requirements for receiving credit include the following: 1) signed PPPM Internship Agreement with learning goals and tasks/responsibilities, 2) satisfactory completion of the midterm memo, 3) satisfactory completion of the final memo, and 4) submission of a quality work product. Each student also receives midterm and final evaluations from their agency supervisors.

Students with two or more years of relevant full-time professional experience are not required to take PPPM 604 Internship. In lieu of the internship, three credits of elective courses must be taken and a waiver form must be completed by the student and signed by the Career Services Director, the student's advisor, and the MPA Program Director.

Hide **4.3.4a(2)**

4.3.4a(2) How many internship placements did the program have during the Self Study year?	13

Hide **4.3.4a(3)**

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)	Center for Renewable Energy and Appropriate Technology for the Environment, Eugene, Oregon City of Eugene, Oregon City Manager's Office Municipal Court City of Springfield, Oregon Community Development Office Economic Development Office Congressman Peter DeFazio's Regional Office, Eugene, Oregon Department of Parks and Recreation, City of Albany, Oregon Greater Portland Inc, Portland, Oregon Institute for a Sustainable Environment Ecosystem Workforce Program, Eugene, Oregon

Network Startup Resource Center, Eugene OR and Dakar, Africa
Parks Division, Lane County Oregon
Sustainable Cities Initiative, Eugene, Oregon
University Advancement, University of Oregon, Eugene, Oregon

4.3.4a(4)

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

The Careers Services Director provides support to and academic supervision of students who undertake an internship for credit. The support begins with advising and brainstorming a potential list of internship opportunities that will likely support a student's career interests. The Career Services Director suggests organizations and encourages the student to read the evaluations of former interns at particular sites. This support continues through the development of substantive learning goals to ensure the student has an opportunity to integrate theory and practice and develop career-building skills and abilities. The Career Services Director closely monitors student progress throughout the term through midterm and final assignments and contact with the internship supervisor. All supervisors are asked to complete midterm and final evaluations on the progress students have made toward the achievement of their learning goals.

Faculty advisors and the Career Services Director encourage students to complete a summer internship. Throughout the academic year, students receive announcements from the Career Services Director regarding competitive summer internships with nonprofit organizations, foundations, and all levels of government.

Job search support is provided to students who have the opportunity to apply for positions at the conclusion of their internships. The Career Services Director works individually with students to ensure their application materials are polished and professional.

There is limited financial assistance for unpaid interns through the UO. Students may apply in the fall and spring for department and school awards. In addition, the UO Alumni Chapters in Washington, D.C. and New York City offer annual internship scholarships.

4.3.4a(5)

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

The mission of the program is to prepare students for professional positions such as administrators, analysts, and advocates in the public and nonprofit sectors. Integral to this training are academic internships where students apply their coursework in real world settings that support their career interests in public service. As indicated in 4.3.4a (3) above, all of the students completed academic internships with various levels of government or with an organization closely connected to the public sector. These students had the opportunity to learn from policy analysts, city managers, and senior management. These experiences will aid in their education and help them form careers as public service leaders.

Hide **4.3.4b**

Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table

below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

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

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	2
State, provincial or regional government in the same country as the program	4
City, county, or other local government in the same country as the program	3
Obtaining further education	1
Status Unknown	2
Total Number of Graduates	12

Hide **Standard 4.4 Student Diversity**

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

Self-Study Instructions:

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

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

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

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

- **Etc.**

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

Supporting student diversity is a priority for the MPA program. Diversity activities are primarily outlined in our Diversity Plan. Below, we highlight some examples specifically related to student diversity.

1. We seek to maintain a diverse faculty group that is able to attract a diverse group of students. Efforts to enhance faculty diversity are described primarily in Section 3.2.2.

2. We seek to recruit a diverse studeny body. Efforts related to this are described in Section 4.1.

3. We sponsor speakers or conferences related to equity and inclusivity (e.g., housing affordability conference).

4. We establish joint research initiatives that include students with select municipalities on issues related to equity and inclusivity (e.g., Ben Clark's work with the lane county government).

5. We incorporate assessment of equity and inclusivity in peer teaching evaluations.

6. We support capstone and elective projects on topics related to equity and inclusivity (2018 examples: "Diversity and Inclusion in Nonprofit Associations and Industries," "Lane County Part Time and Pay Equity Employee Project")

7. We incorporate diverse perspective in readings, case studies, and theories.

8. We are part of maintaining PPPM's "Equity Initiative" group that serves as a student-faculty collaboration focused on issues related to equity and inclusivity at PPPM, on-campus, and more broadly. This group meets regularly throughout the year. Students and faculty meet annually to discuss issues related to diversity, equity, and inclusiong (e.g. 2018's Listening and Action Session hosted by Chris Esparza). The group is led by Dyana Mason, one of our nucleus faculty.

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

4.4.2 Program Recruitment Diversity Activities

Faculty work to recruit and admit students from diverse backgrounds. When possible, we have obtained supplementary funding from the UO Graduate School to assist students of color or from developing nations to attend our program. One example of this is the "Promising Scholars Awards," which we have used to obtain generous support packages for students of diverse backgrounds. We also send representatives to recruit at conferences that are likely to attract underrepresented populations, such as the United States Hispanic Leadership conference. We send recruitment mailings to groups that are more likely to be comprised of people from underrepresented populations, such as McNair Scholars. During admissions discussions, faculty also recognize that a student's background may affect their performance based on conventional measures, such as standardized test scores, and we seek to take a holistic view toward evaluating applications.

Hide **4.4.3a**

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

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

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

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

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

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	1	0	0	0	1
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	1	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	1	0	0	1
White, non-Hispanic/Latino	5	6	2	8	21
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	1	1	2
Total	6	7	3	10	26
Disabled	N/A	N/A	N/A	N/A	N/A

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

The university of Oregon does not collect information on disabilities.

Hide **4.4.3b**

4.4.3b Ethnic Diversity - Enrolling Students

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

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

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

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

Hide **Standard 4.4.3c**

4.4.3c

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

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

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

Self-Study Instructions:

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

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

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

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

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

Our program expects students to master the universal competency "to lead and manage in public governance" by mastering skills in public program and project management, financial management, engaging and collaborating with stakeholders and leading change in policy and program creation and implementation. The skills are operationally defined and evaluated using the following student learning outcomes:

Recommend actions by clients or other agencies
Respond appropriately to feedback and suggestions
Develop a budget and time line for project completion
Describe policies in a clear and compelling fashion
Answer questions from peers and supervisors
Demonstrate professional speaking and presentation skills
Make collaborative decisions about plans and tasks
Adopt and implement a problem resolution framework
Supervise employees or fellow team members
Manage distribution of tasks across team members
Communicate clearly and tactfully orally and in writing

Students learn about leadership and management techniques in core courses like Public Management and Public and Nonprofit Financial Management, and Public Sector Theory. Students then apply these skills in later coursework (in group projects) and in real world projects for government or nonprofit agencies. The ability for students to study, learn and practice their leadership and management skills prepares our students to become successful public service professionals.

To participate in and contribute to the public policy process

Training in the participation in and contribution to the policy process helps students become effective administrators, analysts and advocates by familiarizing students with the process used to make decisions in and about their communities.

The MPA program develops students' ability to approach the policy process using evidence based decision making. Students learn these skills in core courses such as Public Policy Analysis, Public Sector Economics and Public Budget Administration. Students practice describing policy analysis issues, developing policy alternatives, recommending policies and presenting this information to broad audiences in their applied projects. The skills are operationally defined and evaluated using the following student learning outcomes:

Explain a policy or management problem or question
Research alternative measurement or policy approaches
Recommend actions by clients or other agencies
Obtain necessary information on policies and practices
Develop a budget and a timeline for project completion

Citizen and organizational participation in the public policy process appears first as an introductory topic in the students' first term of the MPA program in the Public Sector Theory course. Also in the first term of the program, students learn how to craft a memorandum with an executive summary of an issue or a straightforward, convincing and concise policy recommendation. Public speaking skills are incorporated into almost all core courses as well, from the first term onward.

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

The program develops the ability of students to analyze, synthesize, think critically, solve problems and make decisions in order to provide a foundation for evidence based decision making and efficient stewardship of societal and environmental resources. These skills are emphasized throughout all eight core courses and used in each applied project. The skills are operationally defined and evaluated using the following student learning outcomes:

Explain a policy or management problem or question
Synthesize and summarize previous studies
Carry out a quantitative, qualitative or mixed analysis
Research alternative measurement or policy approaches
Recommend actions by clients or other agencies
Appraise existing research and information
Develop specific research questions and plans
Obtain necessary information on policies and practices
Respond appropriately to feedback and suggestions
Develop a budget and a timeline for project completion
Describe policies in a clear and compelling fashion
Answer questions from peers and supervisors
Adopt and implement a problem resolution framework
Use proper spelling, grammar and tone

To articulate and apply a public service perspective

A public service perspective is emphasized in every curricular component of the program. Students learn to identify equitable policy and management solutions for broad societal benefit in classes like Public Sector Theory and Public Management. Students learn how to measure costs and benefits for different stakeholder groups using economic theory in classes like Public Sector Economics and Public Policy Analysis. Students apply these techniques in their real world application projects. Faculty members teach students to evaluate questions and problems from a viewpoint that allows for the efficient and ethical allocation of resources for society and the environment. The skills are operationally defined and evaluated using the following student learning outcomes:

Explain a policy or management problem or question
Recommend actions by clients or other agencies
Describe policies in a clear and compelling fashion
Answer questions from peers and supervisors

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

The MPA program teaches students to communicate and interact with a diverse and changing workforce and citizenry by requiring students to participate in projects with clients and agencies in the community. These experiences challenge students to develop professional communication skills and give students the opportunity to collaborate with a variety of stakeholders in the public and nonprofit sectors. Students leave our MPA program ready to be effective administrators, analysts and advocates in diverse communities. The skills are operationally defined and evaluated using the following student learning outcomes:

Explain a policy or management problem or question
Write a detailed and well-organized report
Recommend actions by clients or other agencies
Obtain necessary information on policies and practices
Respond appropriately to feedback and suggestions
Create organized and visually compelling slides
Describe policies in a clear and compelling fashion
Answer questions from peers and supervisors
Demonstrate professional speaking and manner
Make collaborative decisions about plans and tasks
Adopt and implement a problem resolution framework
Supervise student employees or fellow team members
Communicate clearly and tactfully orally and in writing
Use proper spelling, grammar and tone

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

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

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

None

Hide **Standard 5.3 Part A**

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

Hide **Standard 5.1-5.3 Part B**

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

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

Hide **Standard 5.1 Part C**

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

Universal Required Competencies: One Assessment Cycle

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

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

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

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

Student learning for all outcomes is assessed by student performance in the capstone project. The capstone instructor annually rates each student in each of the skills described in Section 5.1. These skills are directly mapped in the same database to core competencies. See the Appendix for average scores for each skill for each year between 2014 and 2017, as well as the crosswalk of how these skills relate to core competencies. For this response, we will focus on lead and manage in public governance. Skills associated with this competency are:

Recommend actions by agencies
Respond to public feedback and suggestions
Develop a budget and time line for project completion
Describe policies clearly
Respond to feedback from peers and supervisors
Demonstrate professional speaking and presentation skills
Make collaborative decisions about plans and tasks
Adopt and implement a problem resolution framework
Supervise employees or fellow team members
Communicate clearly and tactfully orally and in writing
Effectively analyzing management problems

We also measure this competency through student surveys to both current students and alumni that asks them to rank their skills in specific areas. The survey questions related to leading and managing public governance are as follows:

Rate your skils in:
Effectively analyzing management problems
Effectively analyzing policy issues
Developing a budget
Effectively advocating your ideas in a written report
Making an effective oral presentation to a group
Working effectively in a team
Resolving disputes among people
Providing leadership in an organization

2. Evidence of learning that was gathered:

In our most recent assessment cylce, we reviewed many types of assessment data, including capstone evaluation data, MPA end-of-year survey, 2010-2013 alumni survey, employment summary, internship list, recent job placement, recent internship placement, diversity data for faculty, and diversity data for students. Much of the assessment focused on capstone evaluation data. Scores are provided below.

CAPSTONE RATINGS:

Mean student ratings for each of the specific skills described above are below (1 (low) to 5 (high) point scale)..

Recommend actions by clients or other agencies: 4.7
Respond appropriately to feedback and suggestions: 4.5
Develop a budget and time line for project completion: 4.6
Describe policies in a clear and compelling fashion: 4.6
Answer questions from peers and supervisors: 4.7
Demonstrate professional speaking and presentation skills: 4.5
Make collaborative decisions about plans and tasks: 4.5
Adopt and implement a problem resolution framework: 4.6
Supervise employees or fellow team members: 4.5
Manage distribution of tasks across team members: 4.6
Communicate clearly and tactfully orally and in writing: 4.8

END-OF-YEAR SURVEY (-2 (low) to 2 (high) point scale)

Means for response to the end-of-year student survey questions were also collected:

Effectively analyzing management problems: .22
Effectively analyzing policy issues: .37
Developing a budget: -.11
Effectively advocating your ideas in a written report: .80
Making an effective oral presentation to a group: .68
Working effectively in a team: .89
Resolving disputes among people: .35
Providing leadership in an organization: .11

ALUMNI SURVEY (1 (low) to 5 (high) point scale)

Mean responses for the alumni survey (2010-2013 graduates; conducted 2015) are below:

Effectively analyzing management problems: 4.0
Effectively analyzing policy issues: 4.2
Developing a budget: 3.5
Effectively advocating your ideas in a written report: 4.2
Making an effective oral presentation to a group: 4.1
Working effectively in a team: 4.4
Resolving disputes among people: 3.8
Providing leadership in an organization: 4.3

3. How evidence of learning was analyzed:

Patterns in the scores overall and how they are changing over time are discussed annually in MPA faculty meetings (most recently in June 2018). For example, percentage changes in skills, based on the Capstone data, are as follows (positive numbers indicate an improving trend):

Recommend actions by clients or other agencies: -2%
Respond appropriately to feedback and suggestions: 5%
Develop a budget and time line for project completion: 19%
Describe policies in a clear and compelling fashion: 11%
Answer questions from peers and supervisors: 3%
Demonstrate professional speaking and presentation skills: -3%

Make collaborative decisions about plans and tasks: 28%
Adopt and implement a problem resolution framework: 15%
Supervise employees or fellow team members: 20%
Manage distribution of tasks across team members: 34%
Communicate clearly and tactfully orally and in writing: -5%

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

One of the primary takeaways from this assessment cycle is that changes that the program has implemented in response to improving teamwork have been successful and will continue to be employed. This was noted by the marked improvement in skills related to making collaborative decisions about plans and tasks, adopting and implementing a resolution framework, supervising employees or fellow team members, and managing the distribution of tasks across team members.

We have made several changes in recent years that have been aimed at improving the development of teamwork skills. For example, we have been working with the Holden Center using the StrengthFinder assessments. All incoming students now complete the assessment online, then have a workshop on it at fall orientation. Ben Clark revisits this assessment with a few class-long sessions in key graduate classes, including public management and capstone, as students begin to work in groups. Students are made aware of where their strengths are and those of their group members. Students then write up how these strengths fit together as a group and as a group they can work toward a successful outcome based on these. These grounp-level assessments help students to think about what they are more likely to succeed at and also where their group may struggle because a lack of a particular type of strength within the group. It also helps the students to identify the different types of work styles and communication styles their classmates may have and how that may change how they can successfully work together. Collectively, these changes have helped make our students more capable of leading and managing public organizations, where group work is crucial to organizational success.

The clearest program deficiency at the moment, based on the student survey and the capstone assessment data, appears to be in quantitative skills. Although this deficiency is only indirectly related to leading and managing public organizations, it is still a shortcoming that was noticed in our assessment cycle. In response, Laura Leete is planning to incorporate more quantitative tasks in the Public Sector Economics and Public Policy Analysis. Nicole Ngo is planning to increase the relative focus of Research Methods on quantitative methods (as opposed to qualitative methods). Grant Jacobsen is evaluating options for re-working the labs in Quantitative Methods to allow for students to do more work with independently collected data.

Hide **Standard 5.2 Part C**

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

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

Hide **Standard 5.4.1 Professional Competencies**

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

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

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

Students regularly conduct case studies, do student-based consulting, complete internships, give presentations to practitioners, do service learning, and conduct team-based problem solving. Students also regularly participate attend formal meetings of public organizations and attend guest lectures by professionals. Students are made most aware of professional practice through their internships and capstone projects. Students are also provided an opportunity to simulated a professional practive through our annual 48-hour project. Examples of internships that have been completed are listed below, followed by examples of capstone projects.

INTERNSHIP EXAMPLES:
Army Corps of Engineers
Associated Students of the University of Oregon (ASUO)-Men's Center
Association of Oregon Counties
Bureau of Land Management
Cal Young Neighborhood Association
California Commission on Status of Women and Girls
California State Legislature
Center for Intercultural Dialogue
Chemeketa Community College
City of Adair Village
City of Albany-Public Works, Parks & Recreation
City of Bellingham-Planning
City of Bend-Community Development
City of Coburg--Planning
City of Cottage Grove-Planning, Community Development
City of Durango
City of Eugene-Animal Services, City Manager's Office, Community Development, Engineering/Transportation, Planning & Development, Office of Sustainability, Office of Diversity & Equity, Neighborhood Services, Public Works Engineering, Municipal Court, Adaptive Recreation, Purchasing, Parks & Open Spaces
City of Eureka-Finance
City of Gresham-Planning, City Manager's Office
City of Florence
City of Hillsboro-Planning
City of Junction City-Planning, Finance
City of Klamath Falls-Community Development
City of Lake Elsinore-Community Development
City of Lake Oswego-City Manager's Office, Parks and Recreation
City of Lincoln City-Planning

City of Long Beach-Planning
City of Milwaukie-Finance
City of Oakridge
City of Portland-Office of Sustainability, Attorney's Office
City of Salem-Community Development
City of Seattle-Planning and Development
City of Sherwood-Planning
City of Sisters-Community Development
City of Springfield-Planning, Public Works, City Manager's Office, Finance, Transportation
City of Tigard
City of Yuba City
City of Veneta-Community Development
City of Wilsonville
City of Woodland

CAPSTONE EXAMPLES
Oregon Higher Education Coordinating Commission
Oregon Department of Environmental Quality
Oregon Department of Health and Human Services
Lane County Public Health
Planned Parenthood of Southwestern Oregon
Oregon Business Development Department
Association of Oregon Counties
Oregon Employment Department
Neighbors for Clean Air
Oregon Department of Justice
Oregon Health Authority
United States Forest Service
Oregon CASA Network
Neighborhood Economics Development Corporation

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

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

Self-Study Instructions:

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

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

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

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

Hide **6.1b**

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

BUDGET:
The budget has generally been adequate. Additional resources could be helpful for furthering the program's efforts related to recruitment and student diversity.

PROGRAM ADMINISTRATION:
Grant Jacobsen serves as the MPA director and receives one course reduction.

SUPPORTING PERSONNEL:
We have adequate administrative staff, including three staff that are focused primarily on PPPM.

TEACHING LOADS/CLASS SIZES/FREQUENCY OF CLASS OFFERINGS:
Teaching loads are reasonable yet slightly above average for an R1. The School might consider providing a course reduction for research-active faculty (there is precedent for this approach in other UO units). Class sizes are typically in the 20 or 30s for graduate courses, which is reasonable. Core courses are offered once/year, which is adequate. We would like to offer a broader array of electives and offer them with more frequency. This would likely require hiring additional faculty.

INFORMATION TECHNOLOGY:
IT support has been adequate. Faculty computers are replaced every 3 years. Software is update regularly in student labs.

LIBRARY SUPPORT:
Libary support is adequate. The library has dedicated a staff member to handle PPPM's requests (Jonathan Cain).

CLASSROOMS, OFFICES, MEETING SPACES:
The hiring of several new faculty has posed some space constraints, though they have not yet reached the point of being non-tenable. Some of the spaces that are allocated primarily to student

activities, such as the Hendricks basement, are substandard. Space issues should be alleviated by the construction of a new building, for which plans are presently underway.

Hide **6.2a**

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

	Required Course (list them by course catalogue name and number)	Frequency
Course 1	PPPM 618 Public Sector Theory	One semester, session, or quarter per year
Course 2	PPPM 628 Public Sector Economics	One semester, session, or quarter per year
Course 3	PPPM 629 Public Budget Administration	One semester, session, or quarter per year
Course 4	PPPM 633 Public Management	One semester, session, or quarter per year
Course 5	PPPM 636 Public Policy Analysis	One semester, session, or quarter per year
Course 6	PPPM 637 48-Hour Policy Analysis Project	One semester, session, or quarter per year
Course 7	PPPM 638 Capstone Applied Research Project I	One semester, session, or quarter per year
Course 8	PPPM 638 Capstone Applied Research Project II	One semester, session, or quarter per year
Course 9	PPPM 656 Quantitative Methods	One semester, session, or quarter per year
Course 10	PPPM 657 Research Methods in Public Policy and Management	One semester, session, or quarter per year
Course 11	PPPM 604 Internship	Every semester, session, or quarter
Course 12	PPPM 684 Public & Nonprofit Financial Management	One semester, session, or quarter per year
Course 13	PPPM 623 Professional Development	One semester, session, or quarter per year

Hide **6.2b**

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

Hide **6.2c**

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

We do not offer any formal specializations/concentrations. Instead, we craft "fields of interest" based on a students interests. These are customized by student in coordination with the student's advisor. A field of interest approval form and field of interest list of examples is provided in the Appendix.

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

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

Self-Study Instructions

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

In preparing its Self Study Report for Standard 1-6, the Program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

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

Hide **Data and Information Requirements - Provide URLs**

The information listed below is expected to be publicly availably through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. Programs are expected to ensure ongoing accuracy in all external media on an annual basis.

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

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

Degree Title	https://pppm.uoregon.edu/grad/master-of-public-administration
Organizational Relationship between Program and University	https://pppm.uoregon.edu/
Modes of Program Delivery	http://classes.uoregon.edu/
Number of Credit Hours	https://pppm.uoregon.edu/grad/master-of-public-administration
Length of Degree	https://pppm.uoregon.edu/grad/master-of-public-administration
List of Dual Degrees	N/A
List of Specializations	N/A
Fast-track Info	N/A
Number of Students	https://pppm.uoregon.edu/grad/master-of-public-administration#Admissions

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

Mission Statement	https://pppm.uoregon.edu/grad/master-of-public-administration#Admissions

Hide **Faculty - From Standard 3**

Number of Faculty Teaching in the Program	https://pppm.uoregon.edu/faculty-staff/faculty
Program Faculty identified including credentials	https://pppm.uoregon.edu/faculty-staff/faculty

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

Tuition Cost (in state and out-of-state)	https://financialaid.uoregon.edu/cost_of_attendance
Description of Financial Aid Availability, including Assistantships	https://pppm.uoregon.edu/grad/funding

Hide **Admission - From Standard 4.2**

Admission Criteria	https://pppm.uoregon.edu/apply/master-of-public-administration

Hide **Career Services - From Standard 4.3**

Distribution of placement of graduates,	https://pppm.uoregon.edu/grad/master-of-public-

graduating from the year prior to the data year (number)	administration

Current Student - From Standard 4.3

Internship Placement List	https://pppm.uoregon.edu/grad/master-of-public-administration

Graduates - From Standard 4.3

Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years)	https://pppm.uoregon.edu/grad/master-of-public-administration

Warning:

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

Submit and Lock (!)	Yes