

**Program Fact Sheet****Self Study Year**

2016-2017

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Department of Political Science

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)

43

6. Ratio of Total Students to Full Time Nucleus Faculty

8.60

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

42

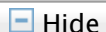
9. List of SpecializationsCity/ Local
Health**10. Mission Statement**

The mission of the master of public administration program is to develop and enhance the theoretical understanding, knowledge and skills of current and future managers in public service with particular emphasis on the North State region.

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

Summer, Fall, Spring

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

**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.	Western Association of Schools and Colleges
List year of most recent recognition.	2009
If no,	
If the program is located outside the United States:	
Since your last review, have there been any changes that would create any potential legal impediments that	No

NASPAA should consider in conducting a program review 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 would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

Is the entire degree devoted to executive education? No

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

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

There are no differences. Students complete the same core courses and the same number of units of electives.

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)

Mission Statement

The mission of the master of public administration program is to develop and enhance the theoretical understanding, knowledge and skills of current and future managers in public service with particular emphasis on the North State region.

Date of Adoption

A version of the above mission statement was originally adopted in the 1994-1995 academic year, reviewed and updated in 2008, and slightly revised again in early fall 2016 to its current version. The most recent revision included "with particular emphasis on the North State region."

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)

In AY1994-1995, when the MPA program was first seeking accreditation through NASPAA, the program developed a mission statement through a process (a series of meetings) involving the graduate and undergraduate public administration coordinators, the MPA committee, and the public administration advisory committee. Our program was subsequently granted its initial accreditation in 1996.

In 1995 the program began a series of exit surveys of students graduating from the MPA program, and in spring 2002 and spring 2007 the program conducted a survey of alumni of the program. With the assistance of these instruments and the public administration advisory committee, the program has continued to evolve its mission and goals. The mission was reviewed and updated by the MPA Committee and the public administration advisory committee in an interactive series of meetings in 2008.

In fall 2016 our MPA committee once again undertook a review of our mission statement and, while we reaffirmed our mission statement at this time, we decided upon a minor revision (see 1.1.1. above). This process involved an open-ended interview questionnaire distributed to our MPA committee members and current students. The questionnaire was distributed in an electronic "google form," and the anonymous, open-ended answers were distributed for consideration and discussion at our inaugural fall "retreat" meeting in September 2016. In addition to our MPA committee, the Interim Dean of Graduate Studies and the Associate Dean of the College of Social and Behavioral Sciences attended a portion of this retreat. Information from our annual exit survey of graduates and the most recent NASPAA Alumni survey was also utilized for purposes of discussion--in order to broaden the voice of stakeholders--along with the presence of our MPA internship coordinator, who has regular ongoing contact with practitioners in our service area.

The aforementioned distributed questionnaire via the "google form" contained the following questions, which were adapted from a strategic planning process available online at: <http://nonprofithub.org/wp-content/themes/nonprofithub/img/landing-pages/mission/nonprofithub-missionstatement.pdf>.

Question 1: What does (or would) it look when we are doing our best work?

Question 2: What do you want our MPA program to be known for?

Question 3: What do you want the MPA program to achieve?

Question 4: What unique contributions can we make as an MPA program?

Immediately following our discussion and consideration of our mission, we continued at our retreat meeting to utilize the information, along with recent assessment data, to discuss revisions of our curriculum design. This process provided us with an ability to examine

our program from a holistic perspective--beginning with our mission--and the ability to consider the relevant data sources--feedback from students and committee members elicited from the questionnaire, information from our exit survey of graduates, information from our recent participation in the NASPAA alumni survey, assessment data, and relevant information from our annual NASPAA report/survey from the past 4 years. This led to the decision to implement some specific program changes, an example of which is described in "Improvement Example 1" under section 1.3.2 below. In this manner, our mission review process guides our decision-making about our program design.

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

The mission of the MPA program at CSUC broadly aims "to develop and enhance the theoretical understanding, knowledge, and skills for public service managers." This emphasis on theory, knowledge, and skills are linked to our values most specifically in our core curriculum. While public service values are infused throughout all of our program curriculum--we ensure that all students receive a strong foundation delivered through their core coursework. For example, the MPA program's "POLS 662: Organizational Theory" and "POLS 602: Public Administration and Democracy" core courses reflects the emphasis our program places on ethics and diversity. Our "POLS 660A: Public Management" and "POLS 660B: Public Personnel Administration" core courses emphasize the values of serving the public with competence, efficiency, and objectivity--and above, all this requires involvement with the profession. And, finally, our "Administration of Public Financial Resources" and our "Methods" core courses emphasize accountability and transparency by providing students with the requisite tools for data and budget analysis. Students' understanding, knowledge, and skills development culminates in their final required practicum, POLS 680, whereby students must successfully complete a professional research paper (Policy Analysis). Moreover, our program goals more specifically underscore the values emphasized by the CSUC MPA program (see 1.2 below).



Standard 1.2

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

Self-Study Instructions:

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

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

Please link your program goals:

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

Our program goals copied below (also publicly available on our department web site) explicitly emphasize that our MPA program values the role of ethics, diversity, and involvement with the profession. Our program goals provide a more concrete articulation of our broad mission by describing that--in developing our students' theoretical understanding, knowledge, and skills--we seek to do this by emphasizing the changing environment that public managers will face in the 21st century, and that this requires that students do so with attention to ethics, with respect for diversity, and maintaining active professional involvement. Moreover, in order to carry out our goal to "bring the best practices of the field of public administration into their careers and their communities" students are taught the importance of accountability and transparency through courses in our core curriculum. Our goals and mission seek to serve our predominant population of students in the North State region of California (16 counties in Northern California--see <http://www.superregion.org/>), and our goals emphasize that we also seek to serve international students. In sum, for our students of the North State and international students, the MPA program at CSUC places an emphasis upon ethics, diversity, involvement with the profession, and "best practices" of accountability and transparency through the delivery of our core curriculum and culminating in students' professional papers.

In serving the North State and international students, our program maintains two areas of concentration in addition to our general MPA degree program. These options are in health administration and local government management. These two areas of concentration reflect the key opportunities for employment for public managers in the North State economy. Furthermore, the health administration option has become increasingly important for our international students.

Overall, it is in the service to the North State economy where our program emphasizes its contributions. Our alumni are placed in key

public management positions throughout our service region. Beyond our service region, our recent international alumni predominately serve in key government positions and hospital administration. (See examples in 1.3 below.)

Program Goals:

*Educate students to assume leadership positions in public, nonprofit and health care organizations and face the changing political and social environments and challenges of the 21st century.

- 1) Develop ethical and well-informed administrators and citizens who contribute to the advancement of public service and citizenship.
- 2) Bring the best practices of the field of public administration into their careers and their communities.
- 3) Serve a diverse student body of full-time, part-time, pre-service, and in-service students including women, minorities, international and disabled students.

*Advance the state of knowledge in the field of public administration through scholarly and applied research and service to the profession.

- 1) Seek out and recruit a diverse faculty and promote an environment in which faculty may improve the quality of their teaching, scholarship, and professional development.
- 2) Encourage faculty to maintain currency in the field, foster student involvement in the field, and integrate academic and practitioner experience through both theory and practice.

Hide Standard 1.3

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

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

Self-Study Instructions:

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

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

1.3.1 Please link your program performance outcomes

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

Each year our program submits an annual report to NASPAA--and this practice serves to generate important data which informs our program governance vis-a-vis our MPA committee's regular meetings. Moreover, we have recently (fall 2016) incorporated a yearly 4-5 hour "retreat" meeting at the beginning of the academic year to reflect upon our mission, goals, and data, and to plan to undertake any program design modifications that may be deemed necessary through the in-depth discussion that is possible in this lengthier meeting time. In addition, we utilize exit survey data to inform our program, which is collected annually through our Office of Graduate

Studies and administered by our Office of Institutional Research. Finally, for the past two years we have participated in NASPAA's annual alumni survey, which provides further data for consideration vis-a-vis our committee meetings/discussions.

In addition, we collect yearly assessment data, which has recently been useful in both informing us of our performance and in motivating our program to undertake some changes in our program's curriculum design (described below in 1.3.2). Furthermore, our student learning outcomes encompass all the NASPAA universal competency domains, and we have recently undertaken changes to better reflect the diversity-related competency domain.

KEY PROGRAM PERFORMANCE OUTCOMES FROM LAST 5 YEARS

I. In undertaking our mission, our program goal that underscores the value of respect for diversity--to "serve a diverse student body of full-time, part-time, pre-service, and in-service students including women, minorities, international and disabled students"--is an area of three key program performance outcomes from the last 5 years.

Outcome 1: We have consistently enrolled a diverse body of students in our MPA program for the past five years, and our most recent data indicates (see diversity planning document in the Appendix) that our body of students is actually more diverse than our surrounding area. Providing our North State area with a diverse body of public managers is an important contribution of our program.

Outcome 2: We have served a fair number of international students in the past five years. Our recent international graduates are serving in key government positions or in hospital administration. For example, one of our alumni works for the government of Thailand's Custom's Office, several serve as hospital administrators in Saudi Arabia, and national ministries.

Outcome 3: In spring 2016 (SSY-1) our MPA committee discussed and subsequently adopted a diversity-related student learning outcome for our program. Our program is hopeful that future assessment of this new student learning outcome (to be assessed in SSY 17-18) will lead the program toward improvements that are directly related to the value we place upon respect for diversity.

II. In undertaking our mission, our program goal that underscores the value of respect for diversity--to "seek out and recruit a diverse faculty and promote an environment in which faculty may improve the quality of their teaching, scholarship, and professional development"--represents two key program performance outcomes from the last 5 years.

Outcome 1: Within our restricted legal context, our program has recruited for our most recent position in several diverse venues and provided a position announcement that placed an emphasis upon candidates with diversity-related research (see position announcement in Appendix).

Outcome 2: Four of our five nucleus faculty attended diversity-related professional development workshops in our SSY, and two of our nucleus faculty attended have the university workshop that addresses diversity in hiring practices.

III. In undertaking our mission, our program goal that values involvement in the profession--to "encourage faculty to maintain currency in the field, foster student involvement in the field, and integrate academic and practitioner experience through both theory and practice"--represents three key performance outcomes in the last 5 years.

Outcome 1: All of our program faculty are current in the field and maintain both active research agendas and relevant service activities that network us with practitioners in our service region. (See curriculum vitas in Appendix).

Outcome 2: For the last 3 years, 1-3 of our MPA students have presented their research at the CSU, Chico Student Research Competition. In our SSY-1, one of our students was finalist and provided with a stipend to attend the state-wide competition presenting her original research on diabetic outcome care management. This research was directly relevant in recently (summer 2017) securing this alumnus with a highly competitive position of employment for the American Diabetes Association in Washington, D.C.

Outcome 3: Our MPA faculty regularly incorporate students into their applied research, research which incorporates practitioners in our service region. For example, Dr. Matthew Thomas, along with several other criminal justice faculty in our department, are actively engaged in applied research with key criminal justice agencies in our service region and regularly involve students in this research. Furthermore, of note, this applied research has allowed a recent alumnus to publish a peer reviewed article and secure advancement in her employment. Dr. Andrew Potter also incorporates students in the conduct of his research, which involves collaborating with staff at the local Area Agency on Aging (AAA) and conducting interviews with other AAAs. Dr. Lori Weber undertakes annual program evaluation for the First Year Experience Office of the university's signature civic engagement programs and involves our graduate students regularly in this research. (Other program faculty's similar contributions are delineated in their curriculum vitas in the Appendix.)

IV. In undertaking our mission, our program goal that values ethics and accountability/transparency--to "develop ethical and well-informed administrators and citizens who contribute to the advancement of public service and citizenship."--represents the following key performance outcome.

Outcome 1: We currently have two alumni who serve on Chico's city council (one of whom is the vice mayor) one one alumnus who serves on the nearby city of Marysville's city council (as mayor). These students continue to maintain connections with our program/department, and one has recently provided (Marysville mayor) an opportunity for employment for one of our current MPA students. We also have an alumnus who works with a program for homeless youth at the Butte County Office of Education and has involved a current MPA student as an intern.

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.

The MPA program at CSU, Chico has been engaged in producing annual assessment reports since 2008. At the beginning of each academic year (or in the spring prior) an assessment facilitator is selected through our MPA committee and is charged with collecting relevant embedded assessment data and submitting a report (due in the fall following the year of the assessment). While the facilitator conducts the analysis of the assessment data, for the past five years the MPA program has included several reviewers in a normed, content analytic process to produce reliable data of which the facilitator analyzes and reports. The outcome of report is discussed with the MPA committee and with the department-at-large in a departmental meeting. Moreover, the report is submitted to the College of Behavioral and Social Sciences' Associate Dean for review/comment.

Examples of How Assessments Are Incorporated for Improvements

Improvement Example 1

The AY15-16 assessment results regarding our students written communication performance prompted an hour-long discussion about our POLS 680 requirement in our September 2016 MPA retreat meeting. Moreover, we included the interim Dean of the Office of Graduate Studies on this discussion--since the dean also has a broader view of other masters' programs final projects/papers/thesis requirements and results. Reservations were expressed about the quality of POLS 680 (our culminating paper requirement) and our ability to guide students to a higher quality result, given that the work on the POLS 680 is currently uncompensated in our department (only a couple departments choose to compensate such work on the CSUC campus).

In addition, we decided that further data and assessment is needed and will be referred to the assessment coordinator to collect for AY16-17. Specifically, we need more than one year of papers--especially since we feel the AY15-16, with such a large number of international students (many of whom were on academic probation in the past), is not generalizable. In addition, we would like to set a performance standard that includes how many we would like to see perform above the proficient/average level of achievement. Finally, since department across the College of Behavioral and Social Sciences will be collecting written communication assessment data--this will allow for some comparison of our program's results.

Our decision (in aforementioned MPA retreat meeting) was to change the structure of the POLS 680 course, whereby students take a 1.0 unit course (POLS 680A) the semester prior to their 3.0 unit paper project (POLS 680B) in which they will prepare, present, and defend a prospectus/plan. Students' presentations/defenses of their plans will be part of a POLS 680 "conference," whereby students taking the full 3.0 units POLS 680B course will also be presenting their full papers. We discussed that this conference will better support a "cohort" model for students who are in the same place in the program in regards to their culminating papers.

On behalf of the MPA committee, the MPA coordinator submitted these curriculum changes in fall 2016, and these changes were approved--to take effect Fall 2018. These changes are intended to improve accountability (on behalf of faculty and students), provide a more public venue for communicating the results of our students' research, and improve the overall quality of the culminating experience--particularly since we are incorporating a High Impact Practice.

Improvement Example 2

In addition, the College of Behavioral and Social Sciences (for the past two years) has been engaging assessment facilitators in college-wide meetings, and furthermore, the university has been engaging assessment facilitators in university-wide workshops conducted by the university's "Academic Assessment Council." Our current assessment facilitator has attended both college-wide and university-wide workshop/meetings, an outgrowth of which, in part, led to the adoption of a diversity student learning outcome for our program, which will be assessed in AY17-18.



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 Department of Political Science

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)

All of our courses in the MPA program are delivered through in-person instruction at the CSU, Chico campus in a small discussion-based seminar format courses of twenty students or less. All courses are offered Monday through Thursday at either 4-6:50 pm or 7-9:50 pm to accommodate the large number of our in-service students. Students are required to complete 39 units of coursework and to complete a culminating "policy recommendation" paper (POLS 680) for a total of 42 units. Students do have a thesis option--but to date this is extremely rare.

Upon acceptance to the program, students are provided with the handout to the program delineating the program requirements, and this handout is available on the department web page. Entering students receive in-person orientation every fall semester through the university's Office of Graduate Studies. In addition, all entering students are contacted by the program coordinator to schedule an in-person meeting to begin discussing their program plan. All students enter as "conditionally classified," and students advance to "classified" status after successful completion (B- or better) of 9 units and submitting a comprehensive program plan to be signed by the MPA coordinator and their culminating paper (or thesis) committee. After the successful completion of 15 units, students advance to candidacy. These "milestones" provide two important/required points of contact between the students and the MPA coordinator in order to ensure timely progression toward their degree. Students whose GPA falls below a 3.0 are placed on academic probation, required to meet with the MPA coordinator, and are provided with one year to raise their GPA. In the past three years, all students who have been placed on probation have raised their GPAs and proceeded successfully to graduation.

Our mission-driven competencies are delivered to all students through 21 units of "core" coursework. Students are advised to take at least two core courses per semester early in their programs (or at least one if attending part time). This core coursework provides a rigorous blend of theory and application to provide a foundation for future careers in public service.

Full time students (9 units per semester) complete our program within five semesters. However, we serve many in-service students who elect to take less than 9 units per semester. For example, our program serves numerous students who are also full time staff at the university and receive a "professional development tuition fee waiver." These students are limited by this waiver program to enrolling in two courses (6 units) per semester.

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

The MPA program at California State University, Chico is one of seven programs in the Department of Political Science and Criminal Justice. Consequently, a total of seven program "coordinators" provide assistance to the department chair and associate chair in the administration of these programs. This assistance is formalized through a "scheduling committee" in Article V, Section 1F to the department constitution (see Appendix). These program coordinators are elected through a process specified by Article III, Section 8 to the department constitution.

The MPA coordinator serves as the administrative head of the program and presides as the chair over the MPA committee. Eligible members of the MPA committee are described in Article V, Section 1C. of the department constitution; not all eligible members choose to participate in the committee as they may be heavily engaged in other service responsibilities. The MPA coordinator is responsible for scheduling program courses in consultation with program faculty. This scheduling is then subject to discussion and approval by the scheduling committee and ultimately, the chair of the department (as specified by Policy 5 of the department constitution). Beyond the chair, the college dean may still choose to cancel courses that are deemed to have low enrollments, and while this is rare, one MPA course was cancelled due to low enrollment (< 5 students) in the SSY.

The MPA coordinator has sole determining influence over student admissions, but does so in consultation with the MPA committee. Additionally, the MPA coordinator is responsible for student advising (approximately five office hours per week and significant email accessibility), submitting the annual report to NASPAA, and serving on the university's "Graduate Council," which consists of all university graduate program coordinators, a (non-voting) student representative from the Council of Graduate Students, and a (non-voting) representative from the university's Education Policies and Programs Committee.

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.

As described in 2.1.2 above, the MPA program is one of seven programs in our department and operates through the MPA committee, which is presided over by the MPA coordinator. This democratic process provides the committee and the coordinator with the ability to oversee the curriculum (see 2.2.2a), scheduling (see 2.1.2 and 2.2.2b), and admissions to the program--so that we may continue to serve our mission. In addition, the assessment coordinator is selected by and reports directly to the MPA committee, hence this assessment process allows our program to continually monitor our student performance and see to it that it is aligned with our mission. Finally, the coordinator's position on the university's "Graduate Council," provides further involvement in university-wide governance to allow our program to best serve our mission. Overall, the program's complete control over the admissions process is probably the most important governance arrangement that allows us to determine the number of students and their qualifications.

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

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

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

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

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

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

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year. 5.00

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year. 7

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 Committee

The constitution for the Department of Political Science and Criminal Justice specifies the MPA Committee under Article V, Section 1C. of the department constitution. At the beginning of each fall semester, the department chair determines yearly committee assignments/eligibility based upon our department constitution. Note that some of our eligible program faculty are engaged elsewhere in significant service duties, and consequently opt out of serving on the MPA Committee.

Policy, Planning, and Curricular Development and Review

The MPA committee meets regularly (typically monthly) throughout the semester and exercises the sole influence over the program's mission, goals, and student learning outcomes. Any changes regarding curriculum in the program may be introduced by any member of the MPA committee, are voted upon by the committee, and are then subject to approval by the department curriculum committee, and finally by a vote of the department at faculty meetings. Once the department has approved changes, they are then forwarded to the College of Behavioral and Social Science's curriculum committee for final approval. Changes that are considered "major" are subject to additional approval beyond the college committee, which include the university's Academic Senate and the Educational Policies and Programs Committee, respectively.

Faculty Recruiting

Furthermore, the department constitution specifies the composition of the hiring committee. This committee, when conducting a hire in the MPA program, must contain two members from the MPA committee and one member from the department who is not on the MPA committee. The chair of this hiring committee is then entrusted with the recruitment of applicants. For example, in our most recent hire, the chair of the committee placed advertisements on the NASPAA listserv, publicservicecareers.org, and the American Political Science Association's online platform, EJobs.

Faculty Retention, Tenure, and Promotion

Retention, tenure, and promotion of faculty follows the procedures in a collective bargaining agreement between the faculty union and the CSU system. Faculty are reviewed and recommended for tenure by a Retention, Tenure, and Promotion (RTP) committee of the Department of Political Science. They also are reviewed by and receive recommendations from the department chair, a college RTP committee, and the Dean before final review and determination by the Provost. The department constitution outlines the details of the standards and procedures for faculty in "Policy 4."

Student Achievement through Advising and Evaluation

All of our faculty nucleus hold regular in-person office hours (typically 5 hours per week) and regularly check email in order to maintain the highest quality access for students during the academic year (10 months). An assessment facilitator is selected (via a departmental specified nomination and election process) from the MPA committee and 1-2 additional members participate in conducting the assessment evaluation of student learning outcomes each year. In addition, an internship advisor is selected from our nucleus faculty, who oversees the placement and evaluation of student internships.

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 program director--referred to at CSU, Chico as the "program coordinator"--presides as the chair of the MPA committee and is primarily responsible for student advising, providing the department with proposals for new faculty hires in the program (subject to committee review), and new student admissions (upon consultation with members of the MPA committee). While the MPA coordinator may exercise, as chair, substantial influence over setting the agenda of the MPA committee meetings, any member of the committee may propose agenda items, including those related to possible policy/curricular changes.

After successful (B- or better) completion of 9 units, students may move to "classified" status, and after 15 units, students may "advance to candidacy," upon submission of a "Masters Degree Program Plan," which requires approval of the MPA coordinator and the student's culminating professional paper committee. Such a requirement prompts students to visit the program coordinator for advising, although it is typical that students visit on a much more regular basis for advising, particularly during course registration periods. Moreover, the coordinator attends the yearly new graduate student orientation, which is sponsored by the university's Office of Graduate Studies. This orientation provides the coordinator an opportunity to meet and communicate with graduate students at the very beginning of their program.

The current program coordinator also serves as the "assessment facilitator" for the self-study year. The assessment facilitator oversees the yearly assessment of student learning outcomes for the program and completing a yearly assessment report. However, another MPA committee member may also serve in this capacity (and has in previous MPA assessment cycles). Currently, the assessment facilitators are elected yearly through each departmental program committee.

Finally, the MPA program coordinator provides representation on behalf on the program in two important ways. First, the MPA coordinator serves as a member of the department's "Scheduling Committee," which is specified in the department constitution under Article V, Section 1F. It is through this committee that future faculty hiring proposals are initially presented and discussed, prior to continuing on for discussion in the department's "Planning Committee," which consists of all tenured and tenure-track faculty in the department as specified in Article V, Section 1D of the department constitution.

Second, the MPA coordinator serves as voting member on the university's Graduate Council, which consists of all university graduate program coordinators, a (non-voting) student representative from the Council of Graduate Students, and a (non-voting) representative from the university's Education Policies and Programs Committee. The Dean of the Office of Graduate Studies presides over the council, which meets monthly during the academic year.

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 defines "substantial determining influence" as program members who have membership on the MPA committee and may exercise influence over the programs policies and curriculum through voting rights on this committee. In addition, "substantial determining influence" is exercised by the advising responsibilities which are undertaken both by the coordinator of the program, the internship coordinator, and the assessment coordinator.

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)

Our program currently consists entirely of academically qualified faculty. Our program recognizes that providing students regular, ongoing access to faculty is particularly necessary in a graduate program, and we affirm the necessity of maintaining tenure density particularly for graduate programs in the California State University system. Please note that one of our extended faculty during our self-study year, Dr. Sharon Barrios is employed full time as the Interim Dean of Graduate Studies, whereby she continues to serve on our students' culminating paper committees, continues to advise many of our students, and each year through our SSY has taught a "core" course--Organizational Theory--in our program.

Hide **3.1.3**

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

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	15	93	93	100
Courses delivering required Competencies	10	80	90	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)

ASSIGNED TIME

The teaching workload at CSUC is the equivalent of four courses per semester. However, the department provides a one-course reduction in this workload each semester for untenured faculty. Tenured faculty may continue to apply for this reduction based upon continued engagement in research. Details are explained under "Policy 9" in the department constitution (see Appendix for Standard 2).

TRAVEL SUPPORT

Each fall faculty may apply for research-related travel support through both our department and the College of Behavioral and Social Sciences. Details of department travel funds are described under "Policy 1" in our department constitution (see Appendix

for Standard 2).

OTHER SUPPORT

Each year faculty receive professional development funds (\$3000 in first year and \$800 per year subsequently).

Every fall the College of Behavioral and Social Sciences requests proposals for "strategic funding" that provide faculty additional support up to \$5000 for professional development-related expenses. Typically all proposals are provided with either the full request or a proportion of the request, depending upon availability of funds.

In addition, the university Office of Research and Sponsored Programs provides internal research grants, which are awarded on a competitive basis. Typically there is a request for proposals every fall and spring and information is at <http://www.csuchico.edu/resp/facdev/rsg/index.shtml>. Furthermore, when faculty apply for and receive external grant awards, the Office of Research and Sponsored Programs assists with identifying potential funding sources, writing the grant, and managing awarded grant budgets.

Finally, there are three professional leave options. Faculty are eligible for a one or two-semester sabbatical every six years or a "difference-in-pay" leave (less competitive option). Faculty may also take a leave of absence without pay for up to two years.

OFFICE OF FACULTY DEVELOPMENT

Our university's Office of Faculty Development provides yearly orientation for new faculty and a new faculty mentoring program. Three of our nucleus faculty participated in this mentoring program in our self-study year-one as a mentee and two as mentors. Moreover, this office oversees the Center for Excellence in Learning and Teaching, which hosts a yearly conference and provides opportunities for Faculty Learning Communities and grants for teaching related research/activities. More information is at <http://www.csuchico.edu/celt/index.shtml>.

OFFICE OF DIVERSITY AND INCLUSION

The university's Office of Diversity and Inclusion is very active in providing opportunities for faculty learning communities, events, and workshops, which specifically further faculty's diversity-related professional development. More information is located at <http://www.csuchico.edu/diversity/>.

RECOGNITION

The College of Behavioral and Social Sciences hosts a yearly "faculty symposium" whereby faculty can present their current work, and in fall 2016 the keynote speaker was our nucleus faculty, Dr. Matthew Thomas and our new nucleus faculty member, Dr. Andy Potter presented at the 2016 symposium.

Faculty accomplishments are recognized in the college's yearly Vanguard Magazine:

<http://www.csuchico.edu/bss/vanguard/index.shtml> and also in our department's bi-annual newsletter, Political Statements:

<http://www.csuchico.edu/pols/political-statements/index.shtml>. Beginning spring 2017, the university library will be hosting a yearly event, "Inspired," that showcases faculty work. Finally, the Faculty Recognition and Support Committee faculty research, service, and teaching. One of our nucleus faculty, Dr. Matthew Thomas, just received the 2016-17 award for his service: <http://www.csuchico.edu/fs/who/fras.shtml>.

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
Hispanic/Latino				1	1
White, non-Hispanic/Latino	3	3			6
Total	3	3		1	7
Disabled	1	1			2

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.

Our most recent and specific program strategy to ensure diversity in our curriculum has been to adopt a diversity student learning outcome. This SLO will be assessed in the upcoming AY17-18. This assessment will not only allow us to track student performance specifically in this area, but will also allow us to build a detailed accounting of how diversity is infused throughout our curriculum.

Our program maintains a diverse body of students, in fact, one that is actually more diverse than the surrounding city and county (see diversity plan in appendix). This diverse student body is one of our greatest assets in terms of maintaining discussions in our program seminars that address the complex issues which diversity entails--such issues require the presence of underrepresented students with a variety of perspectives and experiences from which to draw upon as they contribute to discussions.

Moreover, our MPA program is located at a university that has an active, committed Office of Diversity and Inclusion, which provides numerous events, workshops and opportunities (<http://www.csuchico.edu/diversity/>). Students and faculty are notified of these opportunities via university announcements, but the MPA advisor also specifically contacts and encourages students and program faculty about those opportunities which are particularly relevant. For example, in our self study year one of our MPA students received a diversity advocacy certificate (a series of workshops conducted by the Office of Diversity and Inclusion). Also, in our self-study year one of our MPA students applied for and was awarded a competitive, fully paid internship in the Office of Minority Health in Washington D.C. through the Hispanic Association of Colleges and Universities. Finally, four out of five of our faculty nucleus attended a diversity workshop in our self-study year.

Hide 3.2.3

3.2.3

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

Our former coordinator, Dr. Donna Kemp (white female) fully retired in spring 2015. Her replacement, Dr. Andy Potter (white male) began this fall 2016. Since the legal context of California does not allow us to consider race as a part of our hiring decisions, alternatively we were able to pursue a strategy whereby we expressed interest in applicants who pursue a research agenda related to diversity. Dr. Potter's research specifically focuses upon issues of diversity (see his vita in Appendix). In addition, one of our former nucleus faculty members, Dr. Sharon Barrios (Hispanic female) was promoted in 2015 to Associate Dean of the Office of Graduate Studies and, as of spring 2016, was promoted the Interim Dean of the Office of Graduate Studies. Dr. Barrios continues to serve on our students' culminating paper committees, continues to advise many of our students through her position as interim dean, and through our SSY has continued to teach a "core" course--Organizational Theory--in our program.

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

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

Self Study Instructions

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

 Hide **3.3.1**

Provide 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)

Dr. Mahalley Allen's book chapter in the edited volume, Teaching Civic Engagement: From Student to Active Citizen, was published and is distributed by the prestigious American Political Science Association as part of its nation-wide initiative to reinvigorate civic engagement across college campuses. This highly visible book continues to make an impact on the discipline of political science and is also distributed to key stakeholders through highly visible organizations such as the American Association of Colleges and Universities, the American Democracy Project, and the Campus Compact (for a full list of partners see <http://web.apsanet.org/teachingcivicengagement/additional-teaching-resources/partners/>).

In 2015, Dr. Andrew Potter co-authored the a paper on community health clinics (i.e. safety net providers of primary care) in the journal Health Affairs, and presented the same findings at a press briefing, hosted by Health Affairs, at the National Press Club in Washington, DC. Health Affairs is a high-impact journal in the field of health policy, and is also widely read by policymakers and other health care practitioners. Thus, the press briefing itself was attended by approximately 200 federal policymakers and media.

Dr. Matthew Thomas was the keynote speaker at CSU, Chico College of Behavioral and Social Sciences' Faculty Colloquium Series in November of 2016 (<http://www.csuchico.edu/bss/events-temp/faculty-colloquium.shtml>). His presentation, "Reforming New Orleans: The Contentious Politics of Change in the Big Easy," was based on his co-authored book by the same title (with Peter Burns, 2015, Cornell University Press). The book and lecture highlight the importance of local bureaucracy in the advancement or stifling of policy change. The work uses the backdrop of Hurricane Katrina, and the resulting devastation in the city of New Orleans, to focus on the critical nature of post-disaster policy change, in the face of pre-existing relationships and resources. The book has been well-reviewed, and is being used in classes to demonstrate the importance of local, state, and national actors in determining the shape of local public policy.

Dr. Viotti's collaborative research has inspired and influenced the MPA projects of several students. In addition, the dissemination of knowledge and methods from the research has impacted the scholarly and professional trajectories of a number of our graduate students. For example, although the MPA program is a terminal, professional degree for many of our students, several of his graduate research assistants have pursued Ph.D. programs after working with him as research assistants. Several students also have been hired for professional roles that require the technical skills that they have gained from conducting experiments and analyzing the results. These placements have included positions in government budgeting (e.g., Butte County) as well as in the private sector (e.g., Google and Facebook).

The research presented in Dr. Lori Weber's 2016 co-authored publication, "Student Voice in a Campus Civic Engagement Program: A Description and Assessment" in the journal, *Communication Teacher*, has been utilized in reports/grant proposals to the CSU Chancellor's Office to secure continued funding for first-year experience programs on the CSU, Chico campus.



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)

Our program utilizes five main avenues for recruitment that are consistent with our mission's emphasis on the North State region of California (primarily Butte, Colusa, Glenn, Shasta, Tehama, and Yuba counties).

- 1) Our Alumni serve as tool for recruitment, since program has been in existence since 1969, and many of our alumni serve throughout the North State. Moreover, a little over ten percent of our program consists of full time staff at CSUC, who receive a tuition waiver. For example, the university's Office of Financial Aid employs two of our graduates, one of our current students works in this office, and one newly enrolled student.
- 2) We also recruit through our undergraduate programs. In our SSY, for example, two African American undergraduate students were recruited and will begin our program AY17-18.
- 3) We also recruit at our university's annual "Graduate School Fair." This fair has proved to be a "first connection" for several of our current students and two students who will begin AY17018 (all of whom are underrepresented minority students).
- 4) Each year a representative staff member from the Office of Graduate Studies attends the Northern California Forum for Diversity in Graduate Education, and we recruit from a list of prospective students generated at this conference.
- 5) Our program maintains updated program information through our department web page and maintaining updated information for NASPAA. Our program communicates the cost of attaining a degree (in addition to NASPAA's site) through our Office of Graduate Studies web site (<http://www.csuchico.edu/sfin/fees-tuition>) and on our department web page (<http://www.csuchico.edu/pols/graduate>).



Standard 4.2 Student Admissions

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

The MPA program's admissions policy is consistent with the university-wide graduate admissions policy. Specifically, these requirements state, "[a]pplicants who wish to pursue a master's degree must have an undergraduate grade point average of at least 2.75 in the last 60 semester units of course work attempted and at least 3.0 in the last 30 units attempted." Moreover, international applicants to the MPA program must submit a TOEFL score of at least 550 (80 on the internet based test). Finally, all applicants are required to submit a statement of purpose and two letters of recommendation. There is no GRE requirement in the MPA program.

These requirements were discussed and affirmed (notably, the TOEFL requirement) in the MPA committee in AY 15-16. Our goal is to strike the balance between access--the mission of the CSU system--and quality. In some cases, students who do not meet the minimum GPA requirements may be admitted if they demonstrate other characteristics for success (e.g., extensive work experience since undergraduate work, volunteer experience, recent coursework with B- or better, ect.). Above all, our program's mission seeks to educate public managers for the North State region, and our program goals extend this to include a percentage of international students. Consequently, we affirm the value of access as primary, which guides us in maintaining a generous admissions policy, whereby we are currently able to accept a very high percentage of our applicants. Moreover, this admission policy has allowed us to maintain a diverse population of students.

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)

There are no currently no exceptions to the above criteria.

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	Optional
Standardized Tests	Required
GRE	No
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
Minimum Required	2.75
Statement of Intent	Required
Essay/Additional Writing Sample	N/A
Professional Experience	N/A
Interview	N/A
Special Mission Based Criteria	N/A
Other	N/A

Hide **4.2.2a**

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

4.2.2a Admission Numbers	Self Study Year (SSY)
Total SSY Applicants	18
Total SSY Admits	16
Total SSY Enrollments	12
Fall SSY Total Full Admissions	13
Fall SSY Total Conditional Admissions	0
Fall SSY Total Full Enrollments	9
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	4
Fall SSY Total In-Service Enrollments	5

Hide **4.2.2b**

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

Our program, through ongoing discussions in our MPA Committee meetings and our admission practices, continually affirms the mission of the entire California State University system, which is "to encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study" and our own mission "to develop and enhance the theoretical understanding, knowledge and skills of current and future managers in public service with particular emphasis on the North State region." In our self study year, similar to recent years, we continue to have the ability to admit all qualified applicants who submit a complete application. Moreover, a very high percentage of students we admit (three quarters in our SSY) also enroll in our program. Finally, these admitted and enrolled students are more diverse than the surrounding city and county (see our diversity planning document in the Appendix for Standard 4b). Consistent with our mission, most of our students either currently have or secure public service careers in the North State region of California. However, we also affirm as a goal to serve a small percentage of international students, but the MPA committee has decided to currently keep these numbers to about ten percent or less of our program so that they may receive the additional resources necessary for English language learners (e.g., writing assistance at the university ESL Resource Center, more frequent advising, more frequent revision of written work with instructor guidance).

 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 explicitly link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

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

Upon acceptance to the program, students are provided with the handout to the program delineating the requirements, which is also available on the department web page. Entering students receive orientation every fall semester through the university's Office of Graduate Studies and all entering students are contacted by the program coordinator to begin discussing their program plan. All MPA students enter as "conditionally classified," and advance to "classified" status after successful completion of 9 units and submitting a program plan to be signed by the MPA coordinator and their graduate committee. After the successful completion of 15 units, students advance to candidacy. These "milestones" provide two important points of contact between the students and the coordinator in order to ensure progression toward their degree.

The university's Office of Graduate Studies serves as the administrative arm of support for graduate coordinators. Specifically, staff in this office provide the oversight requiring students have filed a Masters Degree Program Plan with the office, advance to classified status and candidacy with signed approval by their graduate coordinator, maintain a minimum 3.0 GPA, and have filed their application for graduation and graduation clearance form (signed by their graduate coordinator) at least one semester in advance of graduation.

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)

Students whose GPA falls below a 3.0 are placed on academic probation, required to meet with the MPA coordinator, and are provided with one year to raise their GPA. In the past three years, all students who have been placed on probation have raised their GPAs and proceeded successfully to graduation. Students on academic probation are advised to seek additional assistance (typically with their writing) through the university's writing center (<http://www.csuchico.edu/slc/wtutorinfo.shtml>) and, for English Language Learners, through the university's ESL Resource Center (<http://www.csuchico.edu/engl/student-resources/eslcenter.shtml>). Moreover, the coordinator discusses students' course load under such circumstances, since taking less units, particularly if a student is working full time, often can assist with students' academic performance.

 Hide **4.3.3**

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

7

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.)

- 1) Office of the Dean of Student Services, Butte Community College, Oroville, CA
- 2) Training Administrator at Institute of Public Administration, Riyadh, Saudi Arabia
- 3) Administrative training at King Kahlid Hospital, Riyadh, Saudi Arabia
- 4) Teaching Practicum serving university's signature Civic Engagement Program, the Town Hall Meeting, California State University, Chico
- 5) Teaching Practicum serving university's signature Civic Engagement Program, the Town Hall Meeting, California State University, Chico
- 6) Butte County Office of Education, Homeless Education Project
- 7) Human Resources Department, Rehan Global Tradelink Limited, Gwalior, India

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)

Our current internship coordinator, Dr. Matthew Thomas, supervises the student internship placements and has extensive knowledge and networks established (especially through alumni) for potential placements. Students are also encouraged to seek internships on their own, as part of their development in eventually finding public sector employment. As part of the internship coordinator's supervising capacity, the s/he oversees students' required written papers at the commencement of their internships and confirms students' hours with supervisors at students' internship placements. Students typically maintain contact with the internship coordinator throughout the internship, providing opportunities for advice and mentorship. The exceptions are generally interns who are out of the area during their internship. The majority of internships are unpaid--primarily because they are in the public sector-- but agencies are encouraged to be creative in terms of stipends or mileage grants for interns.

4.3.4a(5)

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

Our internship placements especially underscore the aspect of our mission that seeks to build the skill set for future managers in public service. Moreover, of the seven placements for the SSY, four reflect our mission's particular emphasis on serving the North State region of California. The other three internship placements for the SSY are international students and reflect the following program goal: Serve a diverse student body of full-time, part-time, pre-service, and in-service students including women, minorities, international and disabled students.

Hide **4.3.4b**

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

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	3
City, county, or other local government in the same country as the program	2
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	1
Private Sector - research/consulting	0
Private sector (not research/consulting)	2
Military Service	0
Obtaining further education	0
Unemployed seeking employment	0

Unemployed not seeking employment	1
Status Unknown	5
Total Number of Graduates	14

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

- In an effort to gauge student performance and account for diversity within our curriculum, our program recently adopted a diversity student learning outcome (see Standard 5).
- The university's Office of Diversity and Inclusion provides resources for faculty, students, and staff, of which our program faculty and students have taken advantage. For example, four out of five of our nucleus faculty attended a diversity workshop in our SSY.
- In 2015, the university began providing (mandatory) diversity training for department chairs and all faculty search committee chairs. Two of our program's nucleus faculty have attended this training entitled, "Strategies for Avoiding Unconscious Bias in the Hiring Process." Information from this training was distributed to our most recent MPA faculty search committee in fall 2015.
- Many of our Department sponsored speakers/events, attended by MPA program faculty and students, specifically incorporate issues of diversity. For example, in our SSY, Dr. Gary Segura of Stanford University, delivered a "Constitution Day" keynote address in the university's student union (with several hundred attendees). His address was entitled, "The Future is Ours: How Demographic Change and Latino Voters Are Changing American Politics in 2016 and Beyond." Dr. Segura also met with graduate students for lunch in a smaller more informal exchange of ideas. Moreover, in 2016 our student honor society, Pi Sigma Alpha, in collaboration with the department, hosted Jonathan Rauch, contributing editor for The Atlantic Journal. He presented "Why Free Speech Is The Only Safe Space for Minorities."
- For the past three years, a university representative from the Office of Graduate Studies has attended the Northern California Graduate Diversity Forum and distributed lists of potentially interested students. For the past three years, the MPA coordinator has

contacted these students as a recruitment effort.

- For the past three years, the MPA coordinator has attended the university's Graduate School Fair, and this past year this fair facilitated the recruitment of several underrepresented minority students into the program, due in part to outreach within one of our university's most diverse undergraduate majors, criminal justice.

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

A university representative from the Office of Graduate Studies attends the annual Northern California Graduate Diversity Forums and distributed lists of potentially interested students to graduate coordinators. For the past three years, the current MPA coordinator has directly contacted these students as a recruitment effort. In addition, for the past three years, the current MPA coordinator has attended the university's Graduate School Fair, and this past year this fair facilitated the recruitment of several underrepresented minority students into the program, due in part with coordinated outreach within our university's most diverse undergraduate major, criminal justice. Also, as a concrete example, In our SSY, two African American undergraduate students from CSUC were recruited and will begin our program AY17-18. Finally, our alumni network has served as a powerful tool for recruitment, including underrepresented minority students. For example, in our self study year, a current student who is an underrepresented minority (who was recruited herself by an alumni family member), recruited a minority applicant to our program who will begin fall 2017. Moreover, this applicant would not have been able to begin the program due to the prohibitive out-of-state tuition costs, so the Graduate Coordinator worked with the staff at the Office of Graduate Studies to ensure that this student received in-state tuition (she was qualified under CA Assembly Bill 540--but if that fell through we had worked to grant her a non-resident tuition waiver as an alternative).

Hide **4.4.3a**

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

Please Check One: US Based Program

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

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

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

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	0	1	0	0	1
American Indian or Alaska Native, non Hispanic/Latino	0	1	0	1	1
Asian, non Hispanic/Latino	0	1	1	2	3
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	1	0	1	1
Hispanic / Latino	6	10	2	7	20
White, non-Hispanic/Latino	5	13	8	13	31
Two or more races, non Hispanic/Latino	3	0	3	0	3
Nonresident Alien	7	11	4	6	18
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	21	38	18	30	78

Disabled	2	3	2	0	5
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Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

I have provided the unique totals in the "Total" column in the above table, in order to avoid counting the same student twice across the two years (AY2015-16 & AY2016-17).

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: Complete the following table for all students enrolling in the program in the year indicated, enumerating categories of 'diversity' appropriate for your location.

Group	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
1 N/A						

Hide Standard 4.4.3c

4.4.3c

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

N/A

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

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

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

In spring 2016 (SSY-1), our MPA committee engaged in re-evaluating our program's student learning outcomes (SLOs) in relation to NASPAA's universal competencies. Committee members were prompted via an email document to select which SLOs fit best with which competencies, and these determinations were discussed at the proceeding MPA Committee meeting. The committee determined that our SLO #1 and SLO #4 affirm our commitment to guiding our students as leaders and managers in public governance. Our course alignment matrix indicates which courses in our curriculum engage the these SLOs and is posted online, along with these SLOs, at <http://www.csuchico.edu/pols/graduate/> under the "MPA Program" link.

Student Learning Outcome #1: Students apply academic theory to practice, including to the development of ethical skills associated with public administration.

Student Learning Outcome #4: Students demonstrate an understanding of the roles of relevant actors in the policy process.

To participate in and contribute to the public policy process

In spring 2016 (SSY-1), our MPA committee engaged in re-evaluating our program's student learning outcomes (SLOs) in relation to NASPAA's universal competencies. Committee members were prompted via an email document to select which SLOs fit best with which competencies, and these determinations were discussed at the proceeding MPA Committee meeting. The committee determined (similar to the above competency) that our SLO #1 and SLO #4 affirm our commitment to guiding our students as participants in and contributors to the public policy process. Our course alignment matrix indicates which courses in our curriculum engage the these SLOs and is posted online, along with these SLOs, at <http://www.csuchico.edu/pols/graduate/> under the "MPA Program" link.

Student Learning Outcome #1: Students apply academic theory to practice, including to the development of ethical skills associated with public administration.

Student Learning Outcome #4: Students demonstrate an understanding of the roles of relevant actors in the policy process.

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

In spring 2016 (SSY-1), our MPA committee engaged in re-evaluating our program's student learning outcomes (SLOs) in relation to NASPAA's universal competencies. Committee members were prompted via an email document to select which SLOs fit best with which competencies, and these determinations were discussed at the proceeding MPA Committee meeting. The committee determined that our SLO #1 and SLO #2 affirm our commitment to guiding our students as analytical and critical thinkers. Our course alignment matrix indicates which courses in our curriculum engage the these SLOs and is posted online, along with these SLOs, at <http://www.csuchico.edu/pols/graduate/> under the "MPA Program" link.

Student Learning Outcome #1: Students apply academic theory to practice, including to the development of ethical skills associated with public administration.

Student Learning Outcome #2: Students apply analytical and research skills to the study of public organizations and policy.

To articulate and apply a public service perspective

In spring 2016 (SSY-1), our MPA committee engaged in re-evaluating our program's student learning outcomes (SLOs) in relation to NASPAA's universal competencies. Committee members were prompted via an email document to select which SLOs fit best with which competencies, and these determinations were discussed at the proceeding MPA Committee meeting. The committee

determined that our SLO #1 and SLO #3 affirm our commitment to guiding our students to articulate and apply a public service perspective. Our course alignment matrix indicates which courses in our curriculum engage the these SLOs and is posted online, along with these SLOs, at <http://www.csuchico.edu/pols/graduate/> under the "MPA Program" link.

Student Learning Outcome #1: Students apply academic theory to practice, including to the development of ethical skills associated with public administration.

Student Learning Outcome #3: Students demonstrate proficiency in communicating ideas and perspectives about public administration matters

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

In spring 2016 (SSY-1), our MPA committee engaged in re-evaluating our program's student learning outcomes (SLOs) in relation to NASPAA's universal competencies. Committee members were prompted via an email document to select which SLOs fit best with which competencies, and these determinations were discussed at the proceeding MPA Committee meeting. The committee determined that while SLO #4 (listed below) affirms our commitment to diversity, that none of our SLOs addressed it adequately. Consequently, in an follow up meeting (late spring 2015), the committee discussed and adopted SLO #5 Our course alignment matrix indicates which courses in our curriculum engage the these SLOs and is posted online, along with these SLOs, at <http://www.csuchico.edu/pols/graduate/> under the "MPA Program" link.

Student Learning Outcome #4: Students demonstrate an understanding of the roles of relevant actors in the policy process.

Student Learning Outcome #5: Students demonstrate proficiency in communicating knowledge, awareness, appreciation, or sensitivity of differences associated with race, ethnicity, gender identity, sexual orientation, religion, age, disability, language, and/or socioeconomic status within the field of public administration.



Standard 5.2 Part A: Mission Specific Required Competencies

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

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

N/A



Standard 5.3 Part A

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

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

N/A

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

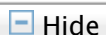
N/A

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

N/A

5.3.4 Optional: If the program would like to add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.) please do so here.

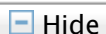
N/A



Standard 5.1-5.3 Part B

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

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



Standard 5.1 Part C

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

Universal Required Competencies: One Assessment Cycle

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

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

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

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

Described below is from our most recent, completed assessment cycle from AY15-16. (Note that the assessment cycle from AY16-17 is completed in the following AY17-18.)

NASPAA Competency: To articulate and apply a public service perspective

Relevant Student Learning Outcome #3: Students demonstrate proficiency in communicating ideas and perspectives about policy and administration matters

2. Evidence of learning that was gathered:

Students' culminating professional papers (from POLS 680: Culminating Practicum) and their oral presentations of these papers.

Description of POLS 680: Culminating Practicum (3 units)

This course is a practicum which demonstrates competence acquired in the MPA program. Each student will complete a professional policy analysis paper that requires the application of both theory and methods. This professional paper will be presented at the end of the course. This is the final course in the MPA and must be completed by all students except those completing a thesis.

3. How evidence of learning was analyzed:

Assessment was conducted of the papers and presentations of all graduating students from AY15-16.

Two faculty (graduating students' POLS 680 committee--chair and second reader) assessed/scored each paper and presentation for

students graduating in AY15-16.

A normed rubric (see Appendix) was utilized for both the oral presentations and the written presentations. The oral communication rubric was adapted from a rubric created by the university's Communication Studies Department and the chair of the university-wide Academic Assessment Council. The written communication rubric was adapted from a VALUE rubric available from the American Association of Colleges and Universities.

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

The AY15-16 assessment prompted an hour-long discussion about our POLS 680 requirement in our September 2016 MPA retreat meeting. Moreover, we included the interim Dean of the Office of Graduate Studies on this discussion-since the dean also has a broader view of other masters' programs final projects/papers/thesis requirements and results. Reservations were expressed about the quality of POLS 680 and our ability to guide students to a higher quality result, given that the work on the POLS 680 is currently uncompensated in our department (some departments choose to compensate such work on this campus).

In addition, we decided that further data and assessment about our POLS 680s is needed and will be referred to the assessment coordinator to collect for AY16-17. Specifically, we need more than one year of data-especially since we feel the AY15-16, with such a large number of international students (many of whom were on academic probation in the past), is not generalizable. In addition, we would like to set a performance standard that includes how many we would like to see perform above the proficient/average level of achievement.

Our decision (in aforementioned MPA retreat meeting) was to change the structure of the POLS 680 course, whereby students take a 1.0 course (POLS 680A) the semester prior to their 3.0 unit paper project (POLS 680B) in which they will prepare, present, and defend a prospectus/plan. Students' presentations/defenses of their plans will be part of a POLS 680 "conference," whereby students taking the full 3.0 units POLS 680B course will also be presenting their full papers. We discussed that this conference will better support a "cohort" model for students who are in the same place in the program in regards to their culminating papers.

On behalf of the MPA committee, the MPA coordinator submitted these curriculum changes in fall 2016, and these changes were approved--to take effect Fall 2018. These changes are intended to improve accountability (on behalf of faculty and students), provide a more public venue for communicating the results of our students' research, and improve the overall quality of the culminating experience-particularly since we are incorporating a High Impact Practice.

In addition, this fall we began a department-wide discussion about compensating faculty for the POLS 680 courses (along with masters thesis units). Other departments' approaches to compensation will be discussed. This issue will be addressed again at our department fall 2017 retreat meeting.



Standard 5.2 Part C

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

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

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

N/A

2. Evidence of learning that was gathered:

N/A

3. How evidence of learning was analyzed:

N/A

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

N/A



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.

Infused throughout our curriculum, students are provided with a range of experiential exercises and interactions with practitioners. Below are some examples that faculty currently and regularly provide in their courses. To assist in gauging frequency, I have also indicated whether these exercises are in required, core courses or electives. In addition, students have the opportunity to take either a 120 hour or 300 hour internship, which is overseen by our internship coordinator, Dr. Matthew Thomas (see Standard 4.3.4).

Dr. Mahalley Allen

In Dr. Mahalley Allen's MPA elective course, POLS 653: Environmental Policy and the Law, her students complete a policy implementation paper assignment in which they do an implementation analysis of two different statutes addressing the same topic of the EPA's Brownfields Redevelopment Program.

Dr. Andrew Potter

Dr. Potter (who began in Fall 2016) has involved practitioners in his courses and in research he is conducting with students. In his course on Mental Health Policy and Administration (a required course for our Health Option students and taken by many of our other students as well), he brought in a guest speaker with expertise in homelessness, who discussed his experience working on homeless policy in Sacramento County. Dr. Potter has also involved students in his own research, which involves collaborating with staff at the local Area Agency on Aging (AAA) and conducting interviews with other AAAs. In the future, Dr. Potter will also involve students in his Aging Policy course (also in our Health Option) in the AAA's periodic survey of its program recipients, a possibility he has discussed with the AAA's Executive Director.

Dr. Diane Schmidt

In our required core course, POLS 660B: Seminar in Public Personnel Administration, Dr. Diane Schmidt assigns students a class period topic and each student must find a public administrator who works in that subfield specialization (e.g., benefits). The student must locate the guest speaker and inform them of the topic and brief them on the material assigned for the reading. The speaker then shows up at the top of the class hour and is given a minimum of 20 minutes to speak to the students about what they do and how they do it. The speaker usually takes more time than that, especially when the students have lots of questions. The Q&A continues until all questions have been exhausted. Dr. Schmidt also has students work with practitioners in our MPA elective course, POLS 659: Collaborative Community Management. The students must work with practitioners in the public sector, and/or private/nonprofit sector to complete their collaboration projects.

Dr. Matthew Thomas

With the passage of California Assembly Bill 109 (AB 109), and its enactment in October of 2011, faculty in the Department of Political Science and Criminal Justice have produced a series of reports on Butte County efforts to deal with what is commonly referred to as criminal justice realignment. AB 109 decreased the population of the severely overcrowded California Prison system, sending many of those prisoners to the counties. This has meant that counties have to either greatly expand their own secure detention facilities, or come up with alternative programs for those convicted of lower level offenses. The Butte County Sheriff's Office, Butte County Probation, and the Butte County District Attorney all devised a series of alternative programs to deal with this change. Our MPA nucleus faculty member, Dr. Matthew Thomas (along with others from our department), worked with these agencies to help them understand the impacts of the programs, as well as the success of the programs. The projects took substantial time in terms of data collection, and students in the department played a critical role. Several graduate students, such as MPA graduate, Sarah Messer, took lead roles in supervising research interns who observed ride-alongs, home visits, and engaged in data collection at the county's Day Reporting Center. This project allowed graduate students to apply the qualitative and quantitative research skills they had learned in the MPA program to better understand the dynamics of these programs, and they experienced significant interactions with both administrators and "street-level bureaucrats" throughout the process.

Dr. Charley Turner

Dr. Charley Turner always hosts practitioner guest speakers for our elective course, 601: State and Local Government-usually a member of city council or someone from the city planning department.

Dr. Paul Viotti

For our required core public budgeting and finance course, POLS 660C, Dr. Paul Viotti developed a budgeting simulation laboratory that enables students to simulate budgeting problems. Dr. Viotti utilizes a programming approach called "agent-based modeling" to simulate the outcomes of various agents interacting in the same system. The language that is used, Netlogo, is developed by Northwestern University under a National Science Foundation grant. The assignments in the labs enable students to transform abstractions in budgeting theory. Examples of labs include modeling conflicts between executive and legislative branches and simulating the effects of changing marginal tax rates on revenue and economic inequality. The programming language itself is easy to learn and it frequently demystifies programming to students. In this regard, many students who enter the MPA program arrive with a fair degree of "mathematical anxiety" and an aversion to statistics and other forms of computational analysis. The budgeting labs that utilize Netlogo enable students to work in groups to model budgeting problems. In the process, many become more comfortable using quantitative and computational tools as they turn abstractions into simulations.

Dr. Lori Weber

In Dr. Lori Weber's required core quantitative methods course, POLS 631, students learn applied data analysis skills, which culminates in an oral and written project at the end of the semester utilizing real-life data. For example, in our self study year students in this course examined the following: Mental Health and Well Being among Asian American ethnicities, utilizing the 2015 California Health Interview Survey; Generational Differences in Attitudes toward Job Security, utilizing the 2014 General Social Survey; Reducing Risk-Taking Behavior among Youth, utilizing a study entitled "Health Behavior in School-Aged Children," archived at the Inter-University Consortium for Political and Social Research (ICPSR); Education and Contraceptive Use utilizing a study entitled "The National Couples Survey," archived at ICPSR; Exploring the Relationship between Poverty, Educational Level, and Binge Drinking Behavior, utilizing the National Election Study Series, archived at ICPSR; California Prison Realignment and Recidivism, utilizing locally collected data (by nucleus faculty Dr. Matthew Thomas and other department faculty); State Policies and Human Trafficking, utilizing data collected by the nonprofit, nongovernmental organization to combat human slavery, Polaris.

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.

6.1a Overall budget for program

Decreasing

Hide

6.1b

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

The MPA program does not have a separate budget from our overall department. Consequently, it is difficult to isolate the adequacy of our program's resources from the overall department budget. However, in the following I would like to emphasize that the ongoing resource challenges for our program are primarily adequate staff and faculty.

STAFF RESOURCES

Our department has extremely limited office staff, since our they serve all seven programs in the Department of Political Science and Criminal Justice, and we currently have the greatest number of undergraduate majors (1100) at the entire university, as of fall 2016 in our SSY. We have the following five undergraduate programs in our department: general political science, legal studies, international relations, public administration, and criminal justice. In addition to the MPA graduate program, we also have a MA program in political science. While staff are extremely helpful in as many ways possible, historically a portion of an office staff member's position was to

serve the MPA program and this luxury is no longer the case. Consequently, the MPA coordinator now performs many of these administrative duties.

On the upside, the university's Office of Graduate Studies also provides staff support to our graduate coordinators and programs—specifically staff dedicated to admissions and graduation. Moreover, this office provides the data needed to monitor our graduate programs (e.g., admissions, enrollment, and diversity data) and coordinates, along with the Office of Institutional Research, a yearly exit survey of our graduates.

FACULTY RESOURCES

Our department is able to provide seven programs due to efficiencies across these many programs. Most notably, our faculty members (and our courses, for that matter) serve numerous programs. Consequently, our MPA program faculty—including all nucleus faculty—serve numerous other programs through their teaching and service workload. Moreover, our graduate programs and undergraduate programs enrich each other in numerous ways (e.g., our MPA students may serve as paid teaching assistants, mentors, or paid tutors for our undergraduates). Moreover, our graduate students may be involved with faculty on research, along with undergraduates.

On the downside, our faculty can easily be stretched too thin serving numerous programs. Moreover, as a department we submit hiring requests directly to the Dean of the College of Behavioral and Social Sciences, which are then subsequently presented to the university's Provost. While we endeavor as a department so that our programs do not "compete" with each other for limited resources, we are often in the circumstances whereby a program with more immediate needs receives priority in our hiring requests.

Fortunately, in recent years (since the recession) we have been able to replace our recent retirements in our department. For example, Dr. Donna Kemp, former coordinator of our MPA program, fully retired in spring 2015. Her replacement, Dr. Andy Potter, began this fall 2016. However, I should note that due to our need to create efficiencies across programs in our department, Dr. Potter also serves several of our undergraduate programs. Dr. Kemp taught exclusively graduate courses in our MPA program. Consequently, Dr. Potter as a replacement has still forced us to trim our availability of MPA course offerings. Furthermore, we have not received a replacement for Dr. Sharon Barrios, who departed as nucleus faculty in our program in January 2012 to serve as Associate Dean of the Office of Graduate Studies. In June 2015, Dr. Barrios was promoted to Interim Dean of the Office of Graduate Studies. She has continued to serve our program through our self-study year in a more limited capacity, but due to an increase in her duties this will not longer be the case in the future. Consequently, this leaves us short one full time faculty member, and the university's position on administrative departures (they have retreat rights back to the department at any time) makes it challenging for us to seek a replacement.

PROGRAM ADMINISTRATION

The MPA coordinator receives assigned time (one course release per year) for the service responsibilities related to the MPA program. These responsibilities include coordinating monthly program meetings, overseeing the curriculum and submitting any curriculum proposals for changes deemed necessary by the program committee, advising 40-50 students, admissions, and annual reporting to NASPAA. Historically, the coordinator received two course releases per year for these responsibilities, but the current situation in the department with seven programs and such a large number of undergraduate majors—it is only possible to provide the resources for one course release per year per program coordinator.

Finally, the program has undertaken ongoing assessment since the mid 2000s. The assessment facilitator for the program received professional development money for assessment duties. While the amount of compensation in the SSY has just been decreased, the fact that assessment facilitators are compensated at all provides a good standard that is not practiced uniformly across other colleges at the university. However, given faculty members busy workloads, to add on additional duties such as assessment without accompanying release time from other workload responsibilities will continue to remain a challenge.

TEACHING LOAD AND CLASS SIZE

As aforementioned in the 3.1.4 section of this report, the department provides a one-course reduction in this workload each semester for untenured faculty. Tenured faculty may continue to apply for this reduction based upon continued engagement in research. Details are explained under "Policy 9" in the department constitution. Consequently, our resources are very adequate with respect to teaching workload.

Our departmental resources also allow us to maintain small class sizes for our graduate programs. All of our courses in the MPA program are capped at 20 students (this is down from 25 students about four years ago). While most of our core courses fill up with close to 20 students, many of our electives are even smaller. There is also some fluctuation in this, which periodically leads to the necessity to cancel an under-enrolled course, but this latter situation is rare. At this point, we find that we are able to serve about 40-50 students total in our program, but would be unable to serve much more.

CLASSROOMS/OFFICES/MEETING SPACE

Our department maintains a dedicated seminar room for our MPA courses, and in addition, our methods course has access to the two computer classrooms (25 computers each classroom) maintained by the College of Behavioral and Social Sciences. Moreover, these computer classrooms include dedicated support staff. While office space is at a premium, our department is still able to provide our full time faculty with their own office space, and all are located in vicinity of each other and our department office. Finally, our department, through a generous private donation from one of our emeritus faculty, has been able to update a conference room with a dedicated touch screen computer and a large table that can also accommodate a small seminar.

LIBRARY/INFORMATION TECHNOLOGY

The department has a dedicated librarian who works with our faculty and students. While this librarian has a variety of responsibilities, part of her job responsibilities are to work with faculty in several of the disciplines in the College of Behavioral Social Sciences.

Moreover, she has developed expertise relevant to the disciplinary areas to which she is assigned and serves as a resource to both our faculty and students-http://libguides.csuchico.edu/prf.php?account_id=6950.

In the self study year, the MPA coordinator met with the newly hired dean of the university library to discuss resources. The dean is operating with a very slim library budget, but is working hard to address this issue in coming years. The dean has committed to several important initiatives. One is to provide a workshop series to faculty/staff-which commenced in AY16-17. Second, the dean has begun an ongoing series entitled "Inspired" that showcases faculty research/work at a yearly reception. Moreover, the dean is interested in providing library research training support for incoming graduate students, and as part of a "pilot" for this initiative the MPA coordinator and he are collaborating on a workshop for the fall 2017 entering MPA class which will be provided on the evening of the first week of classes, August 24th, following a meet and greet reception. The dean has committed to providing dedicated library space for faculty and also for graduate students (e.g., dedicated study area). Finally, the university's "Technology and Learning Program," which provides extensive support for faculty teaching with information technology moved to a newly remodeled space in the library in spring 2017. This space includes a computer lab whereby faculty may meet with TLP staff for one-on-one assistance-<http://www.csuchico.edu/tlp/>.

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	POLS 600: American Institutions and Public Organizations	One semester, session, or quarter per year
Course 2	POLS 602: Public Administration and Democracy	One semester, session, or quarter per year
Course 3	POLS 631: Research Methods	More than one semester, session, or quarter per year
Course 4	POLS 660A: Public Management	One semester, session, or quarter per year
Course 5	POLS 660B: Public Personnel Administration	One semester, session, or quarter per year
Course 6	POLS 660C: Administration of Public Financial Resources	One semester, session, or quarter per year
Course 7	POLS 662: Organizational Theory in the Public Sector	One semester, session, or quarter per year

Hide 6.2b

6.2b For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and 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 represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

Full time students graduate within two to two and one-half years, so our number of course offerings for the specializations above allow them, with regular advising, to proceed timely to graduation. When students are unable to get courses needed, substitutions can be made upon approval of the MPA coordinator (e.g., relevant courses in the Political Science MA program or the university's MBA program, such as Conflict Resolution, which has been a course that is highly relevant and available for our MPA students).

In addition, the frequency of offerings delineated in 6.2b will increase next year, since one of our program faculty who teaches in both specializations was on leave (for the spring of the SSY-1 and fall of the SSY).

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 has been requested in previous sections of the self-study; this standard addresses *how* and *where* the key elements of the data are made publicly accessible.

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

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

Hide General Information about the Degree - From Eligibility Section

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

Degree Title	http://www.csuchico.edu/pols/graduate/index.shtml
Organizational Relationship between Program and University	http://www.csuchico.edu/pols/index.shtml
Modes of Program Delivery	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf
Number of Credit Hours	http://catalog.csuchico.edu/viewer/pols/PADMNONEMP.html
Length of Degree	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf
List of Specializations	http://catalog.csuchico.edu/viewer/pols/PADMNONEMP.html
Number of Students	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf

Hide Mission of the Program - From Standard 1

Mission Statement	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf
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Hide Faculty - From Standard 3

Number of Faculty Teaching in the Program	http://www.csuchico.edu/pols/documents/MPA%20Handout.pdf
Program Faculty identified including credentials	http://www.csuchico.edu/pols/documents/MPA%20Handout.pdf

Hide Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state)	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf
Description of Financial Aid Availability, including Assistantships	http://www.csuchico.edu/graduatestudies/

Hide Admission - From Standard 4.2

Admission Criteria	http://www.csuchico.edu/graduatestudies/prospective-students/apply/graduate-admissions.shtml
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Hide Career Services - From Standard 4.3

Distribution of placement of graduates (#)	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf
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Hide Graduates - From Standard 4.3

Completion Rate (Percentage of class entering five years prior to self-study year that graduated within 100% of degree program length and within 200% degree program length)	http://www.csuchico.edu/pols/graduate/MPA%20Program_May%202016.pdf
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If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

Since internship placements can be very specific to each students' needs, experiences and networks, students are advised to meet with the internship coordinator for further contextual information about internship opportunities.

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 (!) No