MEMORANDUM

TO: Dr. Chandler Stolp, COPRA Chair

FROM: Dr. Ning Li, MPA Director, EWU

DATE: January 8, 2015

RE: Response to COPRA Interim Report for NASPAA Accreditation

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On behalf of the MPA faculty at Eastern Washington University, I would like to express our appreciation for your careful and thorough evaluation of our MPA Program Self-study Report of 2013-14. After thoroughly reviewing the questions and concerns elaborated in the COPRA Interim Report, the MPA faculty have worked actively to address each of the points listed. We are confident that our response to the Interim Report will demonstrate substantial conformance with the NASPAA Accreditation Standards.

In the COPRA Interim Report to our MPA Program, questions or concerns were raised on the twelve items below:

> Item 1: Standard 1.1 – Mission Statement
> Item 2: Standard 1.2 – Performance Expectations
> Item 3: Standard 1.3 – Program Evaluation
> Item 4: Standard 2.1 – Administrative Capacity
> Item 5: Standard 2.2 – Faculty Governance
> Item 6: Standard 3.2 – Faculty Diversity
> Item 7: Standard 4.1 – Student Recruitment
> Item 8: Standard 4.2 – Student Admissions
> Item 9: Standard 4.3 – Support for Students
> Item 10: Standard 4.4 – Student Diversity
> Item 11: Standard 5.1 – Universal Required Competencies
> Item 12: Standard 6.1 – Resource Adequacy

The following addresses each of the above items.

Item 1: Standard 1.1 – Mission Statement

Standard 1.1 states, "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."

The program's mission statement, above, specifies how the program, students, and faculty, intend to support the mission, which focuses on graduating practitioners of public service. However, the mission statement does not specify the type of employers and professionals the program seeks to serve, nor does it specify the program's intended contributions to knowledge and research.

The Commission requests the program provide an explanation of why these elements of the mission statement were omitted. What type of employers and professionals does the program seeks to serve, even if not included in the mission statement? The Commission also requests an explanation of why the mission statement does not speak to the program's contributions to the field. The Site Visit Team should explore with the program how its mission statement guides its relationship with employers, its community, and the broader public service field.

RESPONSE TO ITEM 1.

The MPA Program recognizes that its mission statement does not specify the type of employers or professionals the Program seeks to serve. Since we are a regional institution, the emphasis has always been the regional and local government and nonprofit agencies.

When the Program was established, in 1974, the intent was to serve regional and local governments in Eastern Washington, per the legal mission of the University. This initial intent has endured throughout the history of the Program, although the regional and local emphasis has not been stated in the formal mission statement of the Program. Since the 1990's, most students who enrolled in the MPA Program sought employment in local, non-profit organizations and local government agencies, and some students found careers in state and federal Agencies. The main strength and emphasis of the EWU Program has been on regional and local governments, and the Program has maintained its flexibility and adaptability by also serving those students in the Eastern Washington region who have sought careers in non-profit organizations, as well as careers in State agencies or the Federal Government. In recent years, the Program has begun to attract students from Western Montana, Northern Idaho, and Eastern Oregon who seek regional and local government careers and careers in non-profit agencies in these other geographical regions.

It is important to note that even though many current students and graduates of the MPA Program are categorized on paper as working for State agencies, these students and graduates are actually employed by state institutions of higher education. The state of Washington has a tuition reimbursement program for its employees, and many current students and alumni are or have been taking or have taken advantage of this State program.

The EWU MPA Program seeks to serve all those agencies—regional, local, state, federal, and International—who desire employees trained in the competencies and skills, knowledge bases, and best practices of local and regional administration. Based on reflections from the Self-Study, the intent of the MPA program is to strengthen its traditional local and regional focus. The MPA Program is in the process of jointly working with economics and planning programs to create a graduate certificate program in Regional Economic Policy Analysis. In the future, when appropriate, the Program will create a certificate program in city administration and management. Many international students in the MPA program anticipate employment in local and regional government agencies or in locally and community-oriented non-profit organizations when they return to their respective countries.

Currently, the target student body of the Program includes: (1) working professionals seeking career advancement; and (2) students interested in pursuing future career in the public sector. We will elaborate on future student recruitment in our Response to Item 7.

In order to achieve the MPA Program goals, the Program faculty strives to advance the knowledge, research and practice of public administration. EWU is classified as a teaching institution. "Although the primary function of a faculty member is teaching, he or she is also responsible for maintaining appropriate levels of scholarship/creative activity, and service to the community, university, college, and profession" (The Department of Urban Planning, Public, and Health Administration Policies and Procedures Section 4.1 Faculty Responsibilities). As a matter of fact, the Program mission statement (copied below) does emphasize the contributions to the knowledge and research in the profession:

"**Mission Statement**

EWU's MPA program prepares its graduates to be reflective practitioners of public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration.

To support the achievement of this mission, the MPA program seeks students who will:
- actively engage in professional development
- endeavor to deepen critical thinking skills
- seize opportunities to enhance communication skills

MPA faculty members are:
- accessible to their students
- respectful of others
- welcoming of diverse backgrounds and perspectives
- **actively engaged in research** and public service

The MPA program:
- meets the needs of all students, including non-traditional and international students
- accommodates the schedules of working professionals

- promotes leadership through service to others"
(http://www.ewu.edu/cbpa/programs/public-administration/mission-statement)

To support academic excellence, the University contract with faculty guarantees $1,200 for faculty development for each tenure track position, and the College provides incentives that include up to $2,000 for each successful publication in peer reviewed journals. Both the College Policies and Procedures (P&P) and the Department P&P require faculty members to engage in academic research for retention and promotion.

During the most recent MPA Professional Advisory Council meeting held on November 13, 2014, there were discussions on adding local and regional focus to the Program's mission statement. The Program will also consider expanding the mission statement about contributions to the knowledge and research in public administration.

Item2: Standard 1.2–Performance Expectations

Standard 1.2 states, "The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission."

The program provides in its Self-Study Report 7 MPA-specific goals, as well as several goals shared with its dual degrees and graduate certificates. Each of the MPA goals aim to "prepare students" with certain opportunities, driven by its mission and the universal required competencies.

The Commission's review of the program's stated goals indicates that no measurable objectives or outcomes related the type of students that the program wishes to enroll have been formulated. Nor are there any measureable objectives or outcomes related to the program's contributions to knowledge and research. The Commission requests additional information on how the mission drives its goals with respect to the type of students it recruits, as well as the program's overall contributions. The program should also consider the extent to which it assesses these aspects of the program's mission to determine if its goals are being achieved.

RESPONSE TO ITEM 2.

The MPA Program has identified five student learning objectives at which students demonstrate proficiency:
- lead and manage in public governance;
- participate in and contribute to the public policy process;
- analyze, synthesize, think critically, solve problems and make decisions;
- articulate and apply a philosophy of public service administration practice; and
- communicate effectively and interact productively with a diverse and changing workforce and citizenry.

In addition, the MPA Program believes the most general underlying goal that derives from the Program mission statement is to develop reflective public administration practitioners. Thus, we have identified a sixth student learning objective:

- demonstrate an ability to develop professionally through reflective analysis of employment and educational experiences.

This means that we expect our graduates not only to be technically proficient and broadly educated but also practiced at thoughtful approaches to (1) understanding the challenges they face, and (2) the ways that they attempt to address them.

As indicated in our response to Item #1, although the MPA Program was initially established to serve regional and local governments in Eastern Washington, the regional and local emphasis has not been stated in the formal mission statement of the Program. The same is true for the student learning objectives.   From the COPRA Interim Report, and with the help from Dr. Robert Bifulco Jr., the NASPAA designated liaison for our Program, we have come to realize that, in addition to the above universal core competencies, the Program will actually benefit from formulating some specific, concrete, and measurable learning goals to include statements of student recruitment, student placement, and contributions to the knowledge and research in the profession. The Program faculty will meet to discuss this during the Winter 2015 Quarter and will bring this to the MPA Professional Advisory Council for advice and comments.   The plan is to develop a statement of revised Program Goals and Student Learning Objectives by the end of March 2015. The Program also plans to develop a strategic plan that links program goals and student learning objectives to student selection, program resources, curriculum and outputs.

We feel the Program has developed measures for each of the existing student learning objectives although documents related to those measures were not reported in our Self-study Report. Below is a brief introduction of how the current student learning objectives are assessed.

The five competency areas in which students will demonstrate proficiency are assessed with measureable outcomes. Besides using course evaluations and average course grades as evidence for assessment, the Program relies heavily on students' work in one of the capstone courses -- PADM 602 MPA Portfolio, as each of the above objectives is monitored, in part, through this course. A student's MPA Portfolio should at least include the following:

(1) **PowerPoint Presentation of this Portfolio;**

(2) **Resume;**

(3) **Philosophy of Practice**

- Do you believe that **hierarchical** or **non-hierarchical** approaches to organizing administrative institutions and organizations are most desirable in the public sector?
1. Should administrative processes be **centralized** or **decentralized**?
2. Is the practice of public administration primarily a **science** or an **art**?

3. What seems most desirable to you, a **professionalized public administration** with formally enforced standards of practice, values and ethics, and models of operation, or a **participative public administration** where administrators are 'facilitators' who bring citizens together to collaboratively administer public programs and policies?

4. What **basic values** should guide the study and practice of public administration?

5. Overall, if in a job interview you were asked to describe, briefly, your **administrative style**, as a public servant, how would you respond? How do the **political, economic, social and legal contexts** of public administration affect your approach to management?

6. In your opinion, what is the relationship between **politics, policy** and **public administration**?

7. As an administrator, how would you participate in and contribute to the policy process? Why would you expect to approach it that way?

(4) Change in Public Administration,

- What changes in the practice of public administration do you anticipate occurring in the next ten or twenty years?
- How will those changes affect your professional goals or your career?

(5) Reflective Essay
- Reviewing your knowledge, skills, aptitudes, attitudes, and abilities
    - What are you good at? What are your strengths? In what areas do you need to develop further?
- Assessing your professional development while a student in the MPA program
    - What has being in the program contributed toward your professional development?
    - In what way(s) has the MPA program affected your perspective on how you would (or do) engage in the practice of public administration?

(6) Essay on Diversity
- How has your personal identity affected your work or life in terms of your relationships with others?
- If you carried a different identity, what differences would it make in those relationships?

(7) Reflections on Your Favorite Course(s) and Least Favorite Course(s)

(8) Group or Team Work Experience
- Describe an experience you had in the MPA program that involved group or team work；
- Explain what role you played in the group；
- Describe and evaluate how the team worked together。

(9) Example(s) of your individual work that provides evidence of your ability to analyze, synthesize, think critically, solve problems and make decisions

The MPA Program has also identified individual assessment measures for each of the specific student learning objectives, so that it can more explicitly delineate the way in which Program mission is reflected in the way student learning objectives are achieved and identify the curricular contexts in which different knowledge bases and skills are attained by students. The Program has delineated specific courses in which to achieve specific student learning objectives, as expressed in the course-objective rubric below:

Assessment Points	Student Learning Objectives				
	SLO1	SLO 2	SLO 3	SLO4	SLO5
PADM 500				I, P	
PADM 501			I, P	I	I, P
PADM 503	I		I	I	P
PADM 505		I		I	
PADM 507		I	I, P	I	I,P
PADM 509	I				P
PADM 511	I				P
PADM 513		I	I		P
PADM 515	I		I		P
PADM 517				I,P	I, P
PADM 519	P	P	P	P	P
PADM 601			A		A
PADM 602	A	A	A	A	A

KEYS: I=Introduced**; P=**Practiced**; A=**Assessed
SLO1: lead and manage in public governance;
SLO2: participate in and contribute to the policy process;
SLO3: analyze, synthesize, think critically, solve problems and make decisions;
SLO4: articulate and apply a public service perspective; and
SLO5: communicate and interact productively with a diverse and changing workforce and citizenry.

PADM 500 Personal Assessment (1)
PADM 501 Public Administration Research Approaches (4)
PADM 503 Concepts and Values of Public Service (4)

PADM 505 Public Policy Cycles (4)
PADM 507 Public Policy Analysis (4)
PADM 509 Public Personnel Management (4)
PADM 511 Public Sector Organization Theory and Dynamics (4)
PADM 513 Public Planning and Budgeting (4)
PADM 515 Administrative Law and Regulation (4)
PADM 517 Professional Employment (1)
PADM 519 Public Service Learning Field Experience (2)
PADM 601 Research Project (2)
PADM 602 MPA Portfolio (2)

The MPA Program has identified the following measures to assess the specific student learning objectives:

SLO1: lead and manage in public governance:
- MPA Portfolio Essay: Philosophy of Public Administration;
- Narrative if favorite course(s) are: PADM 503, 509, 511, 515, and/or 519;
- Narrative if least favorite course(s) are PADM 503, 509, 511, 515, and/or 519;
- Course evaluations for three most recent offerings of PADM 503, 509, 511, 515, and 519; and
- Average course grades for each offerings of PADM 503, 509, 511, 515, and 519.

SLO2: participate in and contribute to the policy process:
- MPA Portfolio Essay: Philosophy of Public Administration;
- Narrative if favorite course(s) are PADM 505, 507, 513, and/or 519;
- Narrative if least favorite course(s) are PADM 505, 507, 513, and/or 519;
- Course evaluations for three most recent offerings of PADM 505, 507, 513, and 519; and
- Average course grades for each offerings of PADM 505, 507, 513, and 519.

SLO3: analyze, synthesize, think critically, solve problems and make decisions:
- MPA Portfolio Essay: Philosophy of Public Administration;
- MPA Portfolio Reflective Essay;
- MPA Portfolio Essay on Group or Team Work Experience and Example Paper or Presentation;
- Narrative if favorite course(s) are PADM 501, 503, 507, 513, 515, and/or 519;
- Narrative if least favorite course(s) are PADM 501, 503, 507, 513, 515, and/or 519;
- Course evaluations for three most recent offerings of PADM 501, 503, 507, 513, 515, and 519; and
- Average course grades for each offerings of PADM 501, 503, 507, 513, 515, and 519.

SLO4: articulate and apply a public service perspective:
- MPA Portfolio: Resume;
- MPA Portfolio Essay: Philosophy of Public Administration;
- MPA Portfolio Reflective Essay;
- MPA Portfolio Essay on Group or Team Work Experience and Example Paper or Presentation;

- Narrative if favorite course(s) are PADM 500, 501, 503, 505, 507, 517, and/or 519;
- Narrative if least favorite course(s) are PADM 500, 501, 503, 505, 507, 517, and/or 519;
- Course evaluations for three most recent offerings of PADM 500, 501, 503, 505, 507, 517, and 519; and
- Average course grades for each offerings of PADM 500, 501, 503, 505, 507, 517, and 519.

SLO5: communicate and interact productively with a diverse and changing workforce and citizenry:
- MPA Portfolio Essay on Diversity;
- MPA Portfolio Reflective Essay;
- MPA Portfolio Essay on Group or Team Work Experience and Example Paper or Presentation;
- Narrative if favorite course(s) are PADM 501, 507, and/or 517;
- Narrative if least favorite course(s) are PADM 501, 507, and/or 517; and
- Course evaluations for three most recent offerings of PADM 501, 507, and 517Average course grades for each offerings of PADM 501, 507, and 517.

Rubrics are used to understand and record student achievements of a specific learning objective. Below is an example of a rubric used to assess SLO2 -- participate in and contribute to the policy process:

Indicator: The Philosophy of Practice essay provides a concise and reflective description of the relationships among politics, policy and public administration.

0 = Essay provides no treatment of the relationship among politics, policy and public administration.
1 = Essay provides minimal treatment of the relationship between only two of the three: politics, policy and public administration.
2 = Essay provides general treatment of the relationship among politics, policy and public administration.
3 = Essay provides some specifics and/or uses PADM class concepts in its treatment of the relationship among politics, policy and public administration.
4 = Essay provides some specifics and/or uses PADM class concepts—and is reflective* in its treatment of the relationship among politics, policy and public administration.

Score = ___

The Program also constantly reviews its curricula to make sure student learning objectives are assessed in a more effective way. Having realized PADM 601 does not contribute much to assessment of student learning goals, the Program is in the process of changing PADM 601 Research Project into PADM 601 MPA Capstone. The intent is to better define the performance expectations of students as these expectations relate to the larger mission and stated goals of the Program and to better assess the professional contributions of Program graduates to their employers and their communities, as expressed in their level of competencies, skills, and

knowledge bases related the field of public administration. For example, to test a student's knowledge and skills in public budgeting as part of the comprehensive exam, the student will be given a current expenditure of a real world public agency and be asked to write an essay to identify the budget-classification system, to compare this classification with other alternative classification systems in terms of their organizational features, budgeting orientation, financial focus and cost estimation, to figure out the major problems associated with the budget, and to make recommendations. The following scoring rubric will be used:

Fail	Pass	Exceptional
Unable to explain the basic components of a public budget or its treatment as a policy tool.	Demonstrates a basic grasp of budgeting components, including types of budgets and the budgeting cycle.	Shows a thorough grasp of budgeting components and processes, and can articulate the important policy functions of a public budget.

It is our hope that beginning in the 2015-2016 academic year, the Program will institute a terminal degree process that requires students to take two separate courses, an MPA Portfolio course and an MPA Capstone course, which will respectively require students to: 1) explicate, in an individual MPA Portfolio, personal administrative philosophies, career goals, and reflections on their Program coursework and experiences (as indicated above); and 2) successfully prepare for and pass a written MPA Comprehensive Examination. The Examination will require students to demonstrate in a comprehensive and knowledge-applied framework, their working knowledge of basic theories and administrative practices in each of the student learning objective areas of the Program.

Together, the MPA Portfolio and the MPA Comprehensive Examination will allow the Program to better relate its goals to the performance of its students and provide faculty with a more concrete assessment of goal attainment and fulfillment of Program Mission as expressed in the level of performance of its students.

In addition to the change in terminal degree requirements, the Program has initiated efforts to strengthen the role of its advisory body, the MPA Professional Advisory Council (MPA PAC), to perform assessment activities as they relate to the larger communities to be served by the Program. It is anticipated that the MPA PAC will: (1) perform assessment surveys of employers who have hired EWU MPA graduates to determine employer satisfaction with MPA graduates from the Program; (2) assess and make recommendations regarding program performance based upon their review of student performance in MPA Portfolios and MPA Comprehensive Examinations; and (3) review overall Program performance.

Overall, the Program Mission drives the type of courses offered to students who wish to pursue public sector and non-for-profit sector careers and it drives the targeted competencies and knowledge bases provided in those courses. Students recruited for the MPA Program will be expected to meet the expectations of MPA coursework and to develop and master the skills needed to make significant contributions in their future administrative positions. The Program

contribution to student development of needed skills and knowledge bases will be assessed in the MPA Portfolio and the MPA Comprehensive Examination, as indicated above.

Item3: Standard 1.3–ProgramEvaluation

Standard 1.3 states, "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."
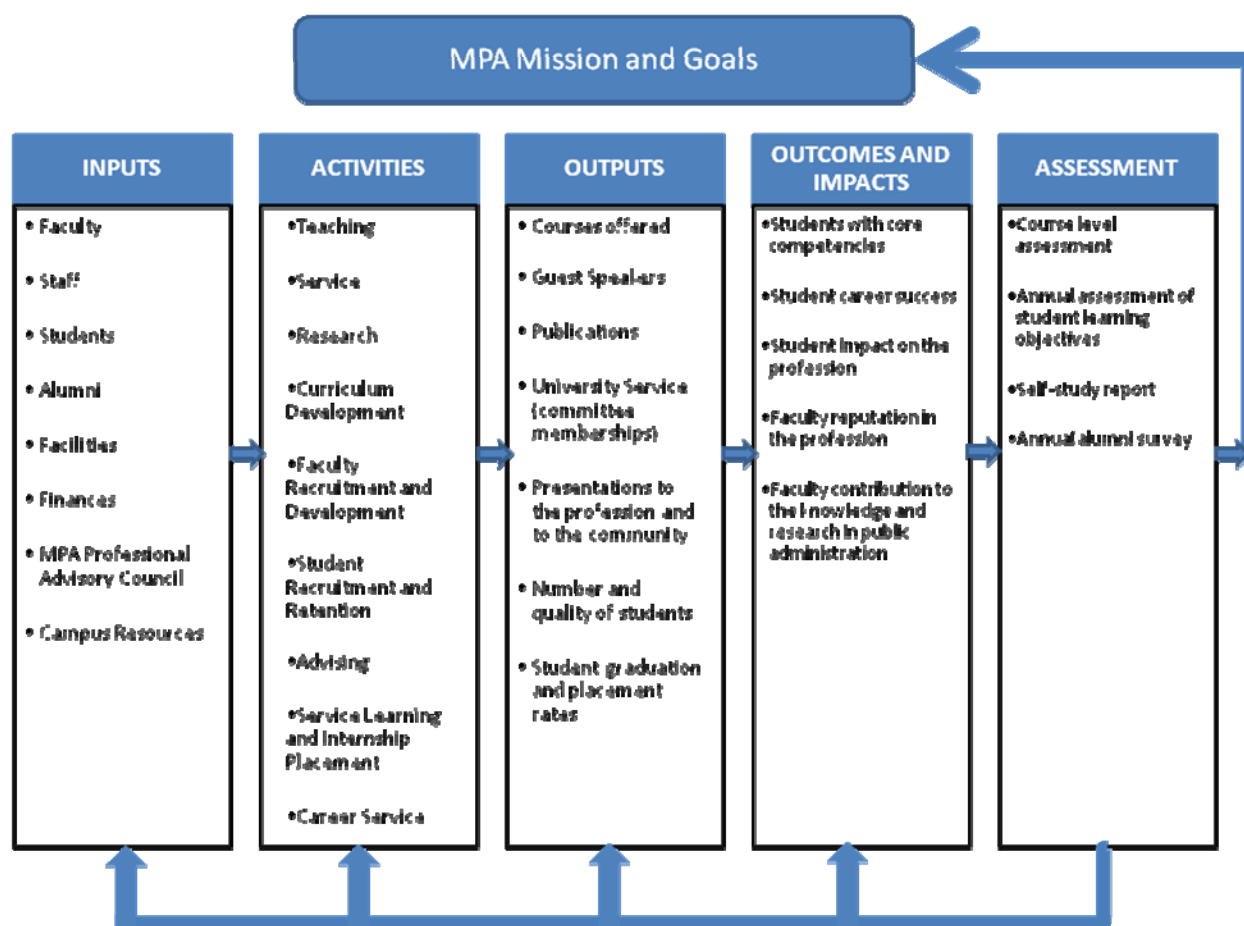
The Self-Study Report articulates the program's plan "to assess at least one student learning outcome per year. In the MPA program, achievement of each of the student learning objectives is also monitored through assessment of the students' work in one of the capstone requirements-the MPA portfolio. For example, one of the requirements in the portfolio is to write an essay in which the student describes his/her philosophy of practice. Another requirement is an essay on diversity and change." The program provides an overview of the student learning objectives it assessed in the past five years, including its use of an alumni survey.

While the program does articulate an overview of its student learning assessment, the types of information collected, applied and reported by the program, it does not include information related to overall program evaluation. For instance, the program does not discuss its recruitment, admissions, enrollments, nor the contributions the program has made to knowledge, research, and practice. The Commission requests additional information on how information on these aspects of the program mission is collected, reported, and used to improve the program. For instance, how does the alumni survey provide information that speaks to the overall program? How can additional information be gathered about job placements that provides the program with information used to improve the program? How does the program use its program evaluation to consider how it is successfully serving its local or regional market?

One way of articulating the program's overall approach to program evaluation, is through the use of a logic model. The Self-Study Instructions request, "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 Site Visit Team should discuss with the program how a logic model or similar visual could help the program articulate its overall program evaluation system, considering not only student learning assessment, but also the program's broader mission-based inputs (students, faculty), activities, measurement and assessment, outputs, and outcomes. Examples of logic models are available on the COPRA website.

RESPONSE TO ITEM 3.

The MPA Program utilizes the following logic model as its guidance to program assessment activities:

MPA Mission and Goals

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES AND IMPACTS	ASSESSMENT
• Faculty	•Teaching	• Courses offered	•Students with core competencies	•Course level assessment
• Staff	•Service	• Guest Speakers	•Student career success	•Annual assessment of student learning objectives
• Students	•Research	• Publications	•Student impact on the profession	•Self-study report
• Alumni	•Curriculum Development	• University Service (committee memberships)	•Faculty reputation in the profession	•Annual alumni survey
• Facilities	•Faculty Recruitment and Development	• Presentations to the profession and to the community	•Faculty contribution to the knowledge and research in public administration	
• Finances	•Student Recruitment and Retention	• Number and quality of students		
• MPA Professional Advisory Council	•Advising	• Student graduation and placement rates		
• Campus Resources	•Service Learning and Internship Placement			
	•Career Service			

The MPA faculty takes programmatic evaluation very seriously. The ongoing program assessment activities include: (1) annual assessment to evaluate one student learning outcome per year; (2) the Program's Self-study report; and (3) annual alumni survey.

First, at Eastern Washington University, following the guidance provided by the Office of Academic Planning, each academic program is required to assess at least one student learning outcome per year.   The table below lists assessment activities of student learning objectives since 2007:

Academic Year	Student Learning Objective	Method of Measurement
2007-2008	Strategically approach budgeting and financial processes	MPA Portfolio: narrative on the course Course evaluation Course grade
2008-2009	Development professionally through reflective analysis of employment,	MPA Portfolio: reflective essay (a rubric was used to

	public service, and/or educational experiences	guide the review)
2009-2010	Articulate how political, economic, social and legal contexts of public administration influence the management of public service programs.	MPA Portfolio: reflective essay (a rubric was used to guide the review) Course evaluations Course grades
2010-2011	Communicate effectively and interact productively with a diverse and changing workforce and citizenry	MPA Portfolio: reflective essay (a rubric was used to guide the review) Course evaluations Course grades
2011-2012	Participate in and contribute to the public policy process	PADM 505 Term Paper (a rubric was used to the guide the review) MPA Portfolio: reflective essay (a rubric was used to guide the review) Course evaluations for PADM 505 Public Policy Cycle
2012-2013	Participate in and contribute to the public policy process	MPA Portfolio: reflective essay (a rubric was used to guide the review)

Second, the MPA program conducts "overall program evaluation".   Besides its 2013-2014 Self-study Report submitted to NASPAA for COPRA's review for accreditation, the MPA Program at EWU submitted to the University the Program Review Self-Study Reports in the Years of 1992-93, 1997-98, 2001-02, and 2011-12, all with external review reports. These self-study reports are mainly prepared for the University's continuing accreditation with NWCCU (Northwest Commission on Colleges and Universities). Recruitment, admissions, enrollments, as well as the contributions the program has made to the knowledge, research, and practice, are all discussed in the Self-study Reports.

The MPA Program has addressed recruitment, enrollment, admission, and other issues based on the feedback from program assessment. The Program had an External Reviewer for the 2011-12 MPA Self-Study Report, Dr. Elizabeth D. Fredericksen, Director of Graduate Studies, Department of Public Policy/Administration at Boise State University, who recommended that the Program increase its administrative capacity (more load relief and summer support of the Director, more GSA positions, and more administrative staff support), and create and maintain a number of databases to track student and alumni records (applicants, retention, job placement, among others).   As a result, there have been some recent improvements of the MPA Program administrative capacity (as reported in Responses to Items 4 and 12).   The Program Director has

worked with one of the Graduate Service Assistant and the Department Secretary to create and maintain an alumni database and several other databases to track applicants, admissions, and enrollment records. The alumni database is designed to provide alumni contact information and current and previous employment. The application database is used to track prospective students. The Department Secretary now regularly checks student application records and sends out reminding emails to foster completion of application packages. The admission and enrollment database are used to check student information for those admitted to the Program and those enrolled in the Program. The up-to-date information provides insights of our targeted region and targeted potential student body.

Third, the College of Business and Public Administration conducts annual alumni survey as part of the assessment process required by the College's various accreditations. The MPA alumni survey is part of it. Alumni surveys are tabulated and used by the director and faculty for assessment. The information gathered from the survey is used primarily to evaluate the usefulness and applicability of the programs curriculum to the local and regional job market and identify what courses and topics have best prepared students for professional employment. The alumni surveys are an integral component to understanding how well the curriculum is preparing students for practice, as well as providing an avenue for alumni practitioners' to convey to the faculty topics and issues that should be discussed in the classroom and throughout the program.

The 2013 survey had 49 respondents from our MPA alumni, and the 2014 survey had 41 respondents, both with adequate sample size. Note not all respondents answered all the questions. The percentages below are based on the number of people who responded to each question. Both surveys provide generally positive and consistent results about our MPA Program. The following table summarizes key findings of the two surveys:

Categories	Items	The 2013 Survey	The 2014 Survey
Overall satisfaction	Quality of Curriculum	71%	97%
	Quality of Contact With Faculty	100%	97%
	Quantity of Contact With Faculty	100%	93%
	Academic Advising	73%	80%
	Library Services	95%	93%
	Financial Aid Services	86%	88%
	Career Advising	41%	57%
	Job Placement Services	21%	18%
How long did it take for the student to obtain his/her first full time job after graduating from the MPA Program?	Continued In Job Hold Before Enrollment	44%	38%
	Obtained Job Prior to Graduation	16%	8%
	Employed Within 3 Months	9%	8%
	Employed in 4-6 Months	13%	15%
	Employed in 7-12 Months	7%	15%
	More Than A Year after Graduation	7%	8%
	Have Not Obtained A Job	4%	8%
Have you received any of the following as a result of your MPA	Promotion	42%	59%
	Raise	42%	62%

degree?	Additional Responsibility	49%	66%
Compared to other recent hires in similar positions within your organization, how prepared were you with your MPA to handle your work responsibilities?	Much Better Than Others	32%	26%
	Better Than Others	50%	56%
	Same As Others	18%	15%
	Less Than Others	0%	4%
Current salary range	Up To $40,000	40%	17%
	$40,000 To $60,000	31%	42%
	$60,000 To $ 80,000	23%	31%
	$80,000 And Up	8%	8%
With which type of organization are you employed?	For-Profit Business	18%	19%
	Nonprofit Organization	16%	8%
	Government	32%	31%
	Education	30%	33%
	Other	5%	8%
What is the scope of the organization with whom you are employed?	Local	29%	19%
	State	29%	44%
	National	26%	14%
	International	10%	8%
	Other(i.e., tribal)	7%	14%
Where is you currently residing?	Eastern Washington	52%	70%
	Western Washington	26%	16%
	Other States	20%	14%
Would you strongly recommend the MPA Program at EWU to a friend or family member?	Yes	87%	92%
	No	13%	8%

The alumni surveys clearly indicate that alumni are not satisfied with for the career advising and job placement services they have received. To address this issue, the MPA Professional Advisory Council has committed to be more actively engaged in providing career advising to the MPA students. The current MPA students have recently formed an academic club -"The Eagles Public Administration and Policy Society (EPAPS)", a student organization created to discuss issues in public administration and policy, to network, and to advance the public administration field. The Program Director is serving as the advisor to EPAPS. One major purpose of the student organization is networking with MPA alumni to seek assistance with career advising and job placement.

While the survey is a valuable tool, the program is committed to gathering other evidence to evaluate how our program can better serve the local and regional market. Our assessment efforts include ongoing, in depth conversations with the Program's advisory board, and discussion of the survey results with the advisory board.

In addition, the program has proposed moving to a comprehensive exam format that is currently under review by the graduate committee. The proposed new format would aid in programmatic assessment in a number of ways. First, it allows faculty members a deeper understanding into the material, topics and approaches employed in courses taught by departmental colleagues. In

addition, by creating a committee dedicated to grading the exams and evaluating the student learning outcomes, the faculty is provided these discussions can lead to a reduction in instructional overlap and improvements in MPA curriculum.

Additionally, due to the homogeneous nature of the exam, as opposed to the heterogeneous nature of the research paper, the program will be able to collect longitudinal data that can be used for programmatic assessment and strategic planning.

Item4: Standard 2.1– Administrative Capacity

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

The Self-Study Report states, "As to the governance of the MPA program, Dr. Ning Li has been assigned 30% of his time to fulfill duties as the Program Director. He teaches 20 credit hours per academic year (standard workload is 28 credit hours for MPA faculty) with a 9 month contract. His duties as Program Director are to provide effective administration, fiscal management, program development, and general oversight for the program, including but not limited to: (1) Hold meetings of the MPA Faculty Committee; (2) Oversee student recruitment and retention. Serve as contact for interest applicants; review application packages and determine acceptance; (3) Coordinate the preparation of the MPA program schedule for each quarter; (4) Oversee MPA program assessment; (5) Represent the ideas, needs, and recommendations of the MPA program to the department Chair and the college Dean; (6) Supervise the placement of Graduate Service Assistants and oversee their work; (7) Confer with the MPA faculty on hiring of adjunct faculty and curriculum changes or modifications; and (8) Advise students. The MPA program does not have a full time student advisor. The Department of Urban Planning, Public and Health Administration, where the MPA program is located, has a full time secretary. Along with other duties, she provides support to the MPA program with maintenance of current, prospective and inactive students' files, ordering of textbooks, general advisement to students, and processing of relevant paper works for the MPA program."

The Commission requests additional information about the administrative capacity of the program. The program director seems to be responsible for the majority of program governance areas, including advising, admissions, and assessment, in only 30 percent of his time. The Commission requests the Site Visit explore with the program whether this amount of administrative capacity is sufficient to both govern the program and provide adequate student supports.

RESPONSE TO ITEM 4.

The duties and responsibilities of the MPA director are defined in the latest versions of the College of Business and Public Administration Policies and Procedures (The College P&P, June 2008) and the Department of Urban Planning, Public and Health Administration Policy and Procedures (The Department P&P, November 2011). Please note that this College P&P is under revision and should soon be replaces by a more current one.

Section 4.4.5. of the College P&P states:
"*Duties of Program Directors*

The responsibilities of program directors are to provide effective administration, fiscal management, program development, and general oversight for the assigned programs. Additional specific roles and responsibilities may be described in appointment letters. Program directors report to their respective department chair or dean. "

Section 3.3 of the Department P&P states:
"Because of the diversity of programs within the Department, and the unique disciplinary and professional requirements for curricula, the administration of program areas will be generally autonomous within the Department. Each program area: planning, public administration, health services administration, will maintain full autonomy and control of curricula, program requirements and offerings, and will have separate budgets; however, the Chair shall retain control of these budgets with consultation with the program directors. There will be a director of each program area elected by the faculty who serve in that area, who shall be responsible for the academic control and budget of that program area. The program directors that are not chairs shall maintain close relations and exchange information with the Chair and shall meet regularly. Support for these additional program responsibilities is recognized and through distribution of departmental administrative resources related to program responsibilities. The program directors are also responsible for developing collaboration between programs including curriculum development. "

The duties of the MPA Director described in our Self-study Report detail what have been defined by the College P&P and the Department P&P by listing the Director's major administrative activities.

Neither the College P&P nor the Department P&P defines a standard load reduction for program directors. Traditionally, the MPA Director receives an annual teaching load reduction equivalent to eight quarter credit hours. Standard teaching load of the MPA faculty is 28 credit hours. It normally includes 24 credit hours of regular courses (equivalent to six 4-credit-hour courses, two per quarter) and 4 credit hours for PADM 601 Research Project and PADM 602 Portfolio. The MPA Director normally teaches two 4-credit-hour courses for one quarter and one for the other two quarters, plus PADM 601 and PADM 602.

Under the newly established CBPA Policy of Summer Compensation for Program Directors and Coordinators, starting Summer 2014, the MPA Director receives compensation of a 5-credit-hour summer course for the administrative work during summer to recruit, admit, enroll and advise students in the program and to realign the program curriculum with accreditation requirements. This new policy ensures that the MPA Director spends significant summer time in program governance and expands its administrative capacity.

A significant portion of the program governance is shared by the MPA Director and other MPA faculty members and the Department Secretary. All MPA faculty members share the duties of academic advising, curriculum changes and modifications, and program assessment.

The health services administration undergraduate programs and a Graduate Certificate in Health Services Administration, along with the Masters of Public Health Program in the Department of

Urban Planning, Public and Health Administration have moved into a newly established college in Fall 2014 and the Department has recently changed its name to that of "Department of Planning and Public Administration." As a result, the Department Secretary is no longer serving the public health related programs formed housed in the Department. The Secretary serves the Planning and Public Administrations programs. Fifty percent of her time is devoted to providing support to the MPA program.

The MPA Program has two Graduate Student Assistant (GSA) positions held by current MPA students. The GSAs spend 20 hours working for the MPA program each week and provide assistance to meet faculty needs in teaching and research. They also serve as administrative assistance to the Program Director in processing the relevant paper works and maintaining of the program webpage and Facebook account.

Item5: Standard 2.2–FacultyGovernance

Standard 2.2 states, "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."

The Self-Study Report indicates that the program has five full-time, nucleus faculty members. These are Professors Elias, Li, Luton (recently replaced by Jensen), Zinke, and Hoss. Section 2.2.3 defines substantial determining influence as: "Because of the nature of the full autonomy and control of curricula, program requirements, and offerings, the MPA program faculty have "substantial determining influence" in program governance, including but not limited to program and policy planning, degree requirements, curricular decision, admission of students, evaluation of student performance, and the awarding of degrees."

However, review of the current year's course schedule (on the program website) indicates that Professor Hoss is not teaching any courses for the program, although she is assigned to one of several sections of Research Projects and MPA Portfolio, a far less extensive set of assignments than the other four nucleus faculty members.

The Commission requests additional information about Professor Hoss' role in the program. The Commission also requests additional information about how the program's definition of substantial determining influence is operationalized. How does each of the nucleus faculty members participate in and contribute to program governance?

RESPONSE TO ITEM 5.

Dr. Mary Ann Keogh Hoss was the Director of Health Administration Programs (Undergraduate Program Advisor and Graduate Certificate Program Advisor) in the Department until Fall 2014 when all the Health Administration Programs moved into a newly established college -- College of Health Science and Public Health.

Dr. Keogh Hoss was listed as a nucleus faculty member of the MPA Program. She taught HSAD 598 Seminar in Health Services Administration. The MPA Program lists this course as one of its

electives. She also taught PADM 601 and PADM 602, both are core courses listed in the MPA curriculum. Dr. Keogh Hoss is not teaching any of the above courses for the academic year 2014-15 because she now serves as interim Dean for the new College of Health Science and Public Health. We no longer list Dr. Keogh Hoss as a nucleus faculty member in the MPA Program. She is still on the list of our MPA faculty members as she will resume her teaching in HSAD 598 and PADM 601/602 after her term as interim Dean finishes ends in July 2015.

Dr. Dick Winchell, our Department Chair, joined the MPA faculty in Summer 2014. He is scheduled to teach PADM 507 Public Policy Analysis once a year together with PADM 601 and PADM 602 for every quarter. He is now considered as one of the five nucleus faculty members.

The MPA Program now has the following five core faculty members.
1) Dr. Veronica Elias, Tenure Track Assistant Professor.
2) Dr. Courtney Jensen, Tenure Track Assistant Professor
3) Dr. Ning Li, Associate Professor and Program Director
4) Dr. Robert Zinke, Full Professor
5) Dr. Dick Winchell, Full Professor

All of the core faculty members conduct the teaching, research, and service responsibilities to serve the mission of the Program. Each of them teaches at least one regular 4-credit hour core course per year for the Program. Below shows the core course assignments from the Winter 2015 Quarter to the Fall 2015 Quarter:

Courses	Nucleus Faculty Member
PADM 501 Public Administration Research Approaches	Zinke (WI, FA)
PADM 503 Concepts and Values of Public Service	Elias (SP, FA)
PADM 505 Public Policy Cycles	Li (WI), Elias (FA)
PADM 507 Public Policy Analysis	Winchell (WI), Li (SP)
PADM 509 Public Personnel Management	Jensen (FA)
PADM 511 Public Sector Organization Theory and Dynamics	Zinke (WI)
PADM 513 Public Planning and Budgeting	Li (SP)
PADM 515 Administrative Law and Regulation	Jensen (SP, FA)

Note that this is not a complete list of course assignment as faculty members also teach electives. Full teaching load is 28 credit hours per year. Also note that currently Dr. Li receives 30% teaching load relief as Program Director and Dr. Winchell receives 50% teaching load relief as Department Chair.

All nucleus faculty members participate in the governance of the MPA Program. Such governance activities include serving as faculty search committee member (Elias, Li, and Zinke), serving as members of the Department Personal Committee (Zinke), student admission and recruitment (Li as Director), program design and curriculum revisit (Elias, Jensen, Li, Winchell, and Zinke), course schedule and course content development (Elias, Jensen, Li, Winchell, and Zinke), program review and assessment (Elias, Jensen, Li, Winchell, and Zinke).   The MPA faculty hold official meetings one or two times every quarter to discuss issues related to program design and delivery. Every core faculty member has equal voting power when a decision is

made. The Program also conducts electronic voting on *ad hoc* issues. Overall, all members of the MPA core faculty "exercise substantial determining influence for the governance and implementation of the program."

ITEMS 6 and 10:
Item6: Standard 3.2–Faculty Diversity

Standard 3.2 states, "The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members."

In section 3.2.3c, the program describes some of its current diversity efforts, explaining strategies used in the last two faculty searches, as well as the use of guest speakers, and a new course discussing diversity.

The Commission requests additional information on efforts undertaken by the program to promote diversity and an overall climate of inclusiveness in the program. What additional strategies does the program employ to seek diverse viewpoints? How does the program seek applications from minority group members for tenure track positions? Does it identify member of minority groups who could teach courses as adjunct faculty? How does the program secure guest speakers? Additionally, the Commission specifically requests the program provide demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. Congruent with the December 2013 COPRA policy statement, the Commission requests programs provide a strategic diversity planning document, developed with respect to the program's unique mission and environment.

The Commission requests the Site Visit Team discuss with the program its strategies to promote diversity and a climate of inclusiveness.

Item10: Standard 4.4–Student Diversity

Standard 4.4 states, "The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services."

The Self-Study Report articulates several ongoing diversity strategies, including a specific elective course, guest speakers, a diverse faculty, and student interviews of officials.

Similar to the Commission's request in Standard 3.2, the Commission requests additional information on the program's specific efforts undertaken by the program to promote diversity and an overall climate of inclusiveness in the program. What additional strategies does the program employ to recruit a diverse student population? How has the program's mission helped to guide the program's actions with regard to student diversity, resulting in a diverse student body? Additionally, the Commission specifically requests the program provide demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. Congruent with the December 2013 COPRA policy statement, the Commission requests programs provide a strategic diversity planning document, developed with respect to the program's unique mission and environment.

The Commission also requests the Site Visit Team discuss with the program its strategies to promote diversity and a climate of inclusiveness.

RESPONSE TO ITEMS 6 AND 10.

Concern for both student and faculty diversity has been a focus of the MPA program. The program has created a diversity plan that will further strengthen this area in the years to come. The plan has been developed with input from all faculty members and will continually be revised and updated based on current data and faculty and student feedback.

The program is committed to recruiting and retaining a **diverse faculty** that can better teach and meet the needs of our students. . This is actually a University-wide effort and all faculty searches are advertised in disciplinary outlets as well as in diversity outlets. During the MPA students' oral defenses, we constantly receive positive feedbacks on having a diversified faculty to bring to students a more diverse and international view of issues in public administration. Among the current five core faculty members, there are two White Caucasian (US) males, one White Caucasian female, one Asian (Chinese) male, and one Latina (Argentinean) female.

During the past several years, the MPA Program conducted two faculty searches. For each search, the advertisement was published in the Chronicle of Higher Education and in discipline related media that could be read by diverse audience including women and minorities. It was also published at least one in diversity-related media. We also included cultural diversity as part of the evaluation criteria to create an inclusive pool of candidates. Before the search was conducted, search committee members received training provided by the university human resource office and equal employment opportunity was an important part of the training. During the job interview, diversity has been one of the questions the search committee raised to the candidates. We ensured that the search committee would include at least one female and/or minority faculty member. Women or minority candidates had the opportunity to meet separately with the women or minority faculty member(s) inside and outside the search committee.

As to the diversity of students, it should be noted that the MPA Program primarily serves the population of Spokane and its surrounding areas. This is a region characterized by very little diversity. All minorities combined make up only 14% of the total population. As a result, the student body in our Program, predominantly local or regional, is not as diverse as those programs in other parts of the country. Nonetheless, our records still show that students in the MPA Program show more diversity than the population of Eastern Washington. The major contributor to the diversity of our student body comes from our effort in recruiting international students. During the past several years, the MPA Program was able to recruit close to 10 students from Saudi Arabia. The number of students recruited from Saudi Arabia has significantly dropped since 2014, partially because this country has a limited market for public administration professionals. We currently have switched our international recruiting focus to China where the market is much bigger. Dr. Li has made one trip to China, trying to establish certain relationship with a couple of regional universities. The intent is to provide training and education for Chinese students to work for regional and local governments in China.   Also currently under

discussion is the creation of a certificate program in tribal management or administration to attract Native American students.

The Program's diversity plan includes promoting a **climate of inclusiveness** among our faculty members and students. Faculty do this by sharing syllabi with one another to insure there is a representation of differing perspectives in our teaching and readings in regards to differing viewpoints, race, gender, and marginalized communities. Faculty are encouraged to use language in their syllabi that promotes civility and tolerance of others. Additionally, language on the program's website further reinforces our desire for inclusiveness for women and minorities to apply by featuring women, minorities, or alumni on website and program literature. Moreover, the program emphasizes the importance of civility and inclusiveness to new students in PADM 500 Personal Assessment as well as with new faculty hires.

Another component of the programs diversity plan involves **curricular strategies** that promote differing perspectives. One way this occurs is through bringing in guest, in-service speakers who are women or represent minorities. Discourse concerning differences- in various forms- is incorporated into our classrooms. In class, where applicable, our faculty foster an atmosphere that includes discussion of vulnerable populations and minorities. This occurs through course readings and the use of case studies. Faculty members undergo thorough annual reviews where course materials are reviewed. Faculty are encouraged to use materials that represent different perspectives or views. Tribal planning classes are recommended to students as electives. With regards to other specific targeted strategies for promoting diversity in our curriculum, the program offers an elective course in Diversity (PADM 598). Additionally, the MPA Program offers courses that may also promote diversity and various perspectives such as Public Sector Organization Theory and Dynamics (PADM 511); Public Personnel Management (PADM 509); and Administrative Law and Regulation (PADM 515).

Our plans for faculty diversity and student diversity are reproduced below:

Faculty Diversity Recruitment and Retention
- All job ads will contain language such as "Eastern Washington University seeks to recruit individuals who are committed to working in diverse academic and professional communities" and "Minorities and women are encouraged to apply";
- Faculty will be encouraged to network at conferences and professional events, especially with faculty from doctoral programs, to encourage minority applicants;
- Discussions with job candidates about their commitment and understanding of diversity and inclusiveness;
- Annual announcements reiterating the program's commitment to diversity and inclusiveness at faculty meetings and new faculty orientation;
- Encouraging and promoting faculty achievements and awards within identity centered groups and organizations;
- Annual one on one meetings with the program director for faculty members to share thoughts on diversity, inclusiveness and suggestions for improving diversity and inclusiveness within the program;

- Clear statements within the programs bylaws, mission statement, website, and other documents on the importance, value of and commitment to diversity and inclusiveness; and
- Making sure all program materials (website, brochures, etc.) showcase the range of diverse faculty members within the department.

Student Diversity Recruitment and Retention
- Making sure all program materials (website, brochures, pictures, etc.) include a diverse array of students;
- Faculty members solicit feedback from students during their advising sessions about the program and how the program can continue to have a diverse student body;
- Encourage faculty members to utilize service learning projects with local public and nonprofit agencies to recruit students to the MPA program;
- Solicit input from students through surveys on how to retain and recruit diverse student populations; and
- Collaborate with the Tribal Planning Program on recruitment and retention of American Indian students.

Climate of Inclusiveness
- Faculty work together to incorporate diverse perspectives that are representative of different races, gender, and marginalized communities;
- Faculty use language in their syllabi, classrooms, new student orientation that promotes civility and tolerance of others;
- The programs website includes languages and uses images that promotes a climate of inclusiveness for women and minorities; and
- Collaborate with the Tribal Planning Program on American Indian Governance.

Curricular Strategies
- The department encourages bringing in guest, in-service speakers who are women and minorities;
- Professors are asked to promote a classroom environment where discourse is tolerant and cognizant of various viewpoints and underrepresented groups. This is accomplished through course readings and case studies;
- Faculty undergo annual reviews where teaching materials and techniques are observed and discussed; and
- The program offers several courses that promote diversity, both directly and indirectly, such as Diversity (PADM 598), Public Sector Organization Theory and Dynamics (PADM 511); Public Personnel Management (PADM 509); and Administrative Law and Regulation (PADM 515).

Item7: Standard 4.1–Student Recruitment

Standard 4.1 states, "The program will have student recruitment practices appropriate for its mission." The program states that it "seeks students who will:

- • actively engage in professional development
- • endeavor to deepen critical thinking skills
- • seize opportunities to enhance communication skills."

It actively recruits in its local market, as the sole MPA program in the region, but is also "trying to maintain our relationship with the Saudi Arabian Cultural Mission (SACM) to recruit students from the Middle East. We are also working to establish collaborative relationships with some Chinese universities in order to recruit students from China."

The Commission requests the program elaborate on how it operationalizes its recruitment, based on its mission statement. Besides working to recruit in the region, what specific efforts does the program employ? What type of student does it seek? Does the program have a recruitment plan? The Commission requests a statement about the students that the program targets and analysis of application data to assess the extent to which program is successful in attracting applicants of targeted types. The Commission also requests the Site Visit Team explore with the program its approach to mission-based recruitment. For instance, if the program seeks to capitalize on its market location, how does recruiting in the Middle East and China fit into its plan? How is the recruitment plan tailored to identify and attract the type of students the program targets?

RESPONSE TO ITEM 7.

Up until now, the EWU MPA Program has not delineated a specific type of student that it wishes to recruit into the Program. Given its location in the Spokane Metropolitan Area, and the University's mission as a regional, state educational institution, the Program was originally designed to serve the local and regional interests of Eastern Washington, when it was established in 1974. In the late 1980's and early 90's, as the only MPA program between Seattle and Missoula, Montana, potential students from Eastern Washington, Northern Idaho, and Eastern Oregon, began to apply for admission to the EWU MPA program based upon its geographical location, and since the late 1990's, with the establishment of the EWU Office of International Education, EWU MPA students have come from Japan, Taiwan, and most recently, Saudi Arabia. Overall, the Program has attracted, accepted, and admitted students on the basis of the Program's geographical location and the institutional proclivities of Eastern Washington University.

Given the Program's interest in renewing its emphasis on local and regional administration, as well as its commitment to instill and develop the competencies entailed in the Program's goals, as identified in the Self-Study, the Program must create more specifically the type of student it seeks to admit and train, although as part of a state regional institution, it must accept all qualified applicants who apply, regardless of whether they are in the Program target group or not.

We have identified a target market group and expansion areas for student recruitment around these concepts: (1) students already in professional positions seeking a degree for career advancement (continue to recruit and support); (2) new students interested in a career in local government aligned with urban planning, business and economics; (3) Native American students and those who work with tribal governance in collaboration with the Urban Planning Program's

American Indian Executive Tribal Planning Program; (4) community-based and students pursuing careers in non-profit organizations and community development, including health-related organizations. We have identified areas of high student interest in health policy (Spokane is the regional hub for healthcare in Eastern Washington and Northern Idaho); regional economic policy analysis; American Indian tribal governance and policy; and international policy analysis. We will develop strategies and activities that emphasize these areas in promotional materials and our website.

At this juncture, then, the Program will begin to target those students who are committed to public service and wish to pursue careers where knowledge and competencies related to administrative practice in regional and local government settings, as well as to local non-profit settings are desired or required, as listed above.

Traditionally, the Program has had no delineated recruitment plan, other than short-term strategies to attract students from specific locales, i.e., rural governments, international students from interested countries, etc., where such strategies seemed promising as a source of new students for the Program.

The Self-Study indicates the need for a more specific recruitment policy, however. With this in mind, the Program has begun to work on a recruitment plan that will attract students whose career goals and interests are commensurate with the Program Mission and emphasis on regional and local government. Part of this plan is being developed in conjunction with other administrative staff in the College of Business and Public Administration who have been given the task by the Dean to recruit students for both the MPA and the MBA programs.

In addition, however, the Program anticipates that its recruitment plan must utilize a strategy that combines print and electronic advertising in state, local and regional markets with other types of recruitment efforts, such as the establishment of memorandum of understanding with international universities and public administration programs who wish to create student exchanges and/or wish to provide graduate outlets for their undergraduate students interested in pursuing the MPA degree. It is anticipated that the PAC, the Program advisory council, will help to establish a recruitment effort that utilizes professional networks and mentoring connections.

In the future, in addition to its responsibilities as part of a regional institution, the Program will begin to target students who wish to pursue careers that require the competencies and skills, as well as knowledge bases, related to local and regional government and administration. It will also target current, in-service employees in local and regional governmental agencies, as well as employees in local non-profit organizations, who wish to further their education and/or expand their administrative skills.

As indicated above, given the program emphasis on service to all those agencies—regional, local, state, federal, and international—who desire employees trained in the competencies and skills, knowledge bases, and best practices of local and regional administration, it is anticipated that the Program will initiate efforts to recruit internationally. With the initial emphasis of regional and local governments and international recruitment, the Program will set its focus on

providing education and training for international students who plan to work for the regional and local governments in their home countries. China is now the main target of the current international recruitment effort. The impetus for recruiting international students has been the recognition that our surrounding regional population is so homogeneous as to make celebration diversity difficult. Bringing international students in the classroom, no matter what part of the world they are coming from, elevates the classroom discussion and enriches the educational experience of our core regional student population by bringing in diverse perspectives.

Item8: Standard 4.2–Student Admissions

Standard 4.2 states, "The program will have and apply well-defined admission criteria appropriate for its mission." The program's admission criteria, defined in the Self-Study Report, notes "First, for admission based on undergraduate academic performance, if an applicant does not have a GPA of 3.0 or above, he or she may appeal to the Program Director. The Director will review such information as:

- A resume;
- Letters of recommendation;
- A combined verbal and quantitative score of 1000 and analytical writing score of 3 on the GRE;
- A GMAT score of at least 500 and/or successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of at least 3.30 under the "Test Drive." (In the test drive applicants will be given provisional admission and be allowed to take up to 12 quarter credits with permission of the director while completing all admission requirements).

The Program Director will recommend the student for full admission based upon a successful appeal."

The Commission requests clarification of whether these admissions criteria are minimum criteria or whether any student who meets these criteria are admitted. For instance, if a student has a 3.0 undergraduate GPA, is he or she automatically admitted? Also, given the "test-drive" option described, it appears that any student with a Bachelor's degree can gain provisional admission to the program. However, table on p. 4 of Appendix for Standard 4a indicates that only 30 of 49 applicants were admitted in the self-study year. The Commission requests additional information on who is involved in making admission decisions and information that allows comparison of the qualifications and characteristics of those who apply but are not admitted to those who apply and are admitted. How does the program ensure it is admitting students who can handle the rigor of the program?

RESPONSE TO ITEM 8.

Below is a more detailed description of our MPA program's admission criteria copied from our webpage on admission process at http://www.ewu.edu/cbpa/programs/public-administration/admission-process:

"**Applying for Admission**

In order to apply for admission to the MPA program, one is required to send to the MPA office:
1. A current resume;

2. A short career plan essay answering the following questions:
- What does public or community service mean to you?
- What have you done that shows public or community service is an important part of your life?
- Why would you like to pursue or further develop a service career in public, non-profit, or health services administration?

3. Three letters of recommendation."

"**Admission Requirements**

Based on the standards described below, students are admitted upon the recommendation of the Director of the MPA Program. The director's recommendation will be sent to the Vice Provost, Academic Planning, Graduate Programs, Grants and Institutional Research. The Vice Provost will then notify the student, in writing, of his/her admission or rejection. Applicants may seek admission on the basis of their bachelor's degree work; the completion of another master's degree; or their work experience (by demonstrating at least 10 years of progressive responsibility in a related profession). Admission procedures and requirements are the same for the MPA degree and the certificate programs.

Admission Based on Undergraduate Academic Performance

Students who have completed a bachelor's degree at an appropriately accredited institution may be admitted to the Graduate Program in Public Administration based on the following criteria:
- Cumulative GPA of at least 3.0 in the last 90 quarter graded credits of post-secondary coursework (or its equivalent as computed by the Graduate Studies Office); or
- Recommendation of the director based upon a successful appeal by the student. (This appeals process will be utilized only for students who do not have an undergraduate cumulative GPA of at least 3.00).

Students seeking to utilize this appeals process must directly request reconsideration by the director. In considering that request the director will consider such information as:
- A resume;
- Letters of recommendation;
- A combined verbal and quantitative score of 1000 and analytical writing score of 3 on the GRE; or A GMAT score of at least 500; and/or
- Successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of at least 3.30.

    (NOTE: GRE/GMAT scores are not required for admission, but can be considered during the appeals process.)

Admission Based on another Master's Degree

A student may also be admitted to the MPA Program with proof of possession of another master's degree from an accredited institution.

Admission Based on Work Experience

Applicants with at least 10 years of increasingly responsible professional experience in public administration may also be offered regular admission. Admission is based on the following:
1. Evidence of having obtained a bachelor's degree from an appropriately accredited institution.
2. An essay demonstrating critical thinking skills.
3. A statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.
4. Evidence of professional success in Public Administration.

English Language Requirement

All students from non-English speaking countries must provide evidence of adequate proficiency in the English language before being admitted to the PADM. This requirement may be satisfied by presenting a TOEFL score of 580 (237 CBT) or its equivalent. A student with a TOEFL score of between 550 and 580 may be admitted conditionally. In such cases, registration for classes is conditional upon having a program of English language study approved by the director in consultation with the International Education office.

Students with TOEFL scores of 525 to 550, (197-213 CBT), may be admitted to the University as post-baccalaureate students. As post-baccalaureate students they may register for classes and demonstrate their ability to do the work required of MPA students. They should be aware of the EWU regulation on "Previous Graduate Credit" which permits no more than 12 pre-admission graduate credits to be counted toward a graduate degree. The Director of PADM will determine whether they should be granted admission to the program based in part upon their work as post-baccalaureate students.

The "Test Drive"

In the test drive applicants will be allowed to take up to 12 quarter-credits with permission of the director while completing all admission requirements. The letters of recommendation and career plan summary are not required prior to enrolling in the first 12 credits of classes. It will be necessary to complete the Application for Admission to a graduate program and submit it to the Graduate Studies Office with the appropriate fee. Documentation of completing a bachelor's degree will also be required. The application should be signed by the PADM Director indicating provisional acceptance. In order to be admitted to the program, it is necessary to complete the background requirements (see below); so in addition to the 12 credits in MPA courses in the test drive, students will need to complete any background courses they have not already completed.

Background Requirements

All students seeking admission to a program of study in PADM must provide evidence of having attained a minimum level of education in two background subjects:

- U.S. domestic political institutions. This requirement can be met through the CLEP American Government test.
- Statistical techniques. The Planning and Public Administration department offers Applied Statistics for Public Policy (PLAN 396), a course that fulfills this requirement every fall. Students may also test out of this requirement by successfully completing the online EWU Statistics Skills Assessor.

Prior to meeting those background requirement expectations, students may be granted provisional admission, but they will not normally be fully admitted until they have them both completed.

The minimal acceptable grade in any background course is 2.5. For courses taken at an institution using a letter-grade system, a "C" or better is acceptable. Courses taken more than seven years prior to the date of admission to PADM will not normally be accepted. Course credits taken to satisfy background requirements may not be counted toward the MPA degree.

To address the Commission's concerns, first, a 3.0 undergraduate GPA is a minimum requirement for admission to the MPA Program. For an applicant with a undergraduate GPA of 3.0 or higher, the MPA Director also reviews his/her resume, career plan essay and recommendation letters to decide whether the applicant will actively engage in professional development, will endeavor to deepen critical thinking skills and will seize the opportunities to enhance communication skills, as stated in our mission. The resume contains information on the applicants' career experience, education and skills. The three reference letters are used to see what others view about the applicant. Particularly, the career plan essay reveals the applicant's view on the values of public service, the applicant's past experience in public service, and the applicant's intent to pursue or further develop a career in public service. The admission decision is based on all the above, rather than just relying on the applicant's undergraduate GPA.

Second, for the "test drive", in order to get a provisional admission, an applicant still needs to submit the Application for Admission to the Graduate Studies Office with the appropriate fee and documentation of completing of a bachelor's degree. A provisional admission is not automatic. Rather, it is up to the MPA Program Director's decision. In practice, the "test drive" option has only been given to applicants with a GPA below 3.0. At EWU, this option is considered exemption in admission and EWU allows up to 10% of exemption in admitting students. In recent two or three years, only around five applicants were granted "test drive" admission. They all had their undergraduate GPAs between 2.5 and 3.0.Normally any applicant with a GPA less than 2.5 will not be given the opportunity for a "test drive" admission.

In our Self-study report, it was indicated that in the self-study year (2013-14), we received 49 applications and 30 were admitted. The 19 applicants who were not admitted to our MPA Program basically fell into three categories: (1) some informed us to drop their applications before we made the decision on their admission status; (2) some were never able to submit a complete package, even though the MPA Program sent them reminding emails for a couple of times; and (3) there were two cases that an applicant was denied admission because he or she had a undergraduate GPA of below 2.5. In this case, we believe it is more accurate to report that we

received 32 complete applications and 30 were admitted. In addition, the MPA Program receives a lot of inquiries from prospective students. In response, those with a GPA lower than 2.5 were discouraged from applying.

Third, under the current policy and procedures, students are admitted upon the recommendation of the director of the MPA Program. The director's recommendation will be sent to the Graduate Programs Office. The vice provost who supervise the Graduate Programs Office will then notify the student, in writing, of his/her admission or rejection. In the cases when the MPA Program Director feels there is a need to involve others in certain admission decision-making s, he will consult with the Department Chair and other MPA faculty members.

Finally, the MPA program tries to ensure it is admitting students who can handle the rigor of the program through the following:
  (1) There is a minimum requirement of applicant's undergraduate GPA of 3.0 or above. If an applicant has a GPA below 3.0, he/she might be given provisional admission and be put under the "test drive" where he/she must successfully complete up to 12 credits in MPA courses with a minimum GPA in those courses of at least 3.30 in order to gain full admission.
  (2) The MPA Director carefully reviews applicants' resumes, career plan essays and recommendation letters to make sure the admitted students have the potential and desire to learn and have a plan to engage in public service in the future.
  (3) The requirement of English Language skills is enforced for those who are from non-English speaking countries.
  (4) The MPA Program currently has two prerequisite background courses: the US domestic political institutions and statistics. A proposed change is pending University approval to remove the prerequisites and instead make them prerequisites of two MPA core courses - - a college level course in U.S. domestic political institutions as a prerequisite of PADM 503 Concepts and Values of Public Service and a college level course in statistics as a prerequisite of PADM 501 Public Administration Research Approaches.

Item 9: Standard 4.3 – Support for Students

Standard 4.3 states, "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 progress in careers in public affairs, administration, and policy."

The Self-Study Report describes efforts taken to provide appropriate advising for students and remedial actions for students not performing satisfactorily: "The University's Graduate Programs Office monitors student performance in their course work. Once a student with a GPA of lower than 3.0 is identified, the Office notifies the student as well as the Program Director. During the self-study year, there was only one such case. The Program Director promptly met with the student and advised her to make some changes in her academic plan in order to regain competency for the course work. In other cases, a MPA faculty member may find that one or more students in his/her class are receiving very low grades on their assignments, which will lead to a failing grade for the course. The faculty member figures out the true reason for that and helps students find a solution."

Table 4.3.3a indicates that the graduation rate for students within 200 percent of the degree length is less than 50 percent. The Commission requests the program discuss how its support services are adequate, given that over half of the students do not persist to graduation. The Commission requests the Site Visit Team explore with the program how its admissions policies and student support systems are appropriate for its student population.

Additionally, the Self-Study Report indicates that internship and job placement assistance is provided primarily through two courses, only one of which is part of the required curriculum (PADM 517). The Commission requests the Site Visit Team explore with the program how these courses can be assessed in order to articulate the information that the effectiveness of the assistance provided through these courses.

RESPONSE TO ITEM 9.

For the traditional student population that it had in the past, the support services of the Program were adequate. Throughout its existence, the EWU MPA Program traditionally had two sorts of students: pre-service students who generally went straight through the Program in 2 years, and in-service students who chose to take 1 course per quarter, until they had finished, often taking the full 6-year limit to complete their degrees. By far, in-service students represented the majority of students who were enrolled in the Program, making up close to 80-85% of the student population. In the past 3 or 4 years, however, the profile of the student population has changed dramatically, with more than 50-60% of the student population being either pre-service or post-service, (that is, students with significant experience but who have been laid off due to the Great Recession of 2008). As the Self-Study revealed, as well as the observations contained in the NASPAA letter of response, the Program must make significant changes in its student support system to adjust to these changes.

During this past fall, the Program has recognized that current terminal degree requirements have often created a barrier to the completion of the Program. Students often finish their coursework and then let the final, research paper and portfolio requirements leading to the oral examination, slide. In addition, many students who enrolled in the Program during these past years, due to the Great Recession, have now found new jobs and have either quit taking courses or have decided to delay their coursework in order to adjust to their new job positions. The decision to create new terminal degree requirements stems, in part, from the recognition that if students are to successfully complete their MPA degrees, they must be given the vision of a clear end-point to their MPA studies. The new terminal degree requirements will provide such an end-point. It is anticipated that the new terminal degree requirements, with the required Portfolio and Capstone courses and the written MPA Comprehensive Examination, will expedite completion of the MPA degree. These new requirements will provide a more natural conclusion to the MPA degree since successful completion of the MPA Comprehensive Exam will entail familiarity of coursework that has been recently taken and completed.

In addition to changes in its terminal degree requirements, the Program has begun to initiate and/or participate in other strategies designed to provide greater support to both pre-service and post-service students. These include: (1) the creation of a new MPA student organization; (2) the

development of a new student advisement web site; and (3) the on-going participation in larger, University efforts to promote student success and retention.

The MPA Program has established a new MPA Student's association which will provide our students with the opportunity to create professional networks and study groups. Under the guidance of an assigned MPA faculty advisor, this association will help students become oriented to the MPA Program and will also provide peer-support and mentoring for new students coming into the Program.

The MPA Program has just recently created a new advisement site on Canvas (EWU's online learning platform) in which all students will be automatically enrolled upon admission. This new site will provide students with an on-going calendar and reminder of important dates and mid-degree events (such as the completion of candidacy forms within 30 credits of admission) which they must keep in mind.

The drop in persistence to graduation in the MPA Program forms part of a larger trend at Eastern Washington University. Thus, the University has recently undertaken a campus-wide "student retention and success" initiative that targets undergraduate as well as graduate students. This new initiative entails, among other dimensions, a mentoring program and enhanced advisement procedures. In addition, it involves the creation of a new "teaching academy" for faculty that will help all instructors identify the most effective student success strategies to incorporate into their instructional strategies and techniques.

As part of the renewed emphasis on local and regional administration and on local non-profit administration, identified earlier, the Program plans to add the Internship Course as a requirement for all pre-service students. In addition, beginning in the Fall of 2014, an existing entry course, PADM 500 Personal Assessment, was re-calibrated and implemented as a student orientation course designed to motivate students to begin thinking more seriously about their career plans as they begin their coursework for the MPA degree. PADM 500 also provided initial advising to students regarding due dates, degree events, and terminal degree processes, about which they needed to have in mind as they proceed through their MPA coursework.

Item 11: Standard 5.1 – Universal Required Competencies

Standard 5.1 states, "As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and 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 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."

In the Self-Study Report, the program chose to articulate its assessment cycle for the fifth competency domain: To communicate and interact productively with a diverse and changing workforce and citizenry.

For evidence, the program reviewed MPA portfolios, 1 course's student evaluations, and the same course's grades. The program found, "(1) we need to separate evaluation of "diversity" and "changing times"; (2) we also need to revise the essay assignments on these topics in PADM 602 MPA Portfolio; (3) we need to try the new faculty evaluation form and to analyze the results; and (4) Without much more context, grades do not appear to be very valuable as indicators. We plan to drop the use of grades as an indicator on this learning objective. As a result, the program separated evaluation of "diversity" and "changing times", revised the essay assignments on relevant topics in the Portfolio course, and dropped the using of students' grades as a measure of performance. Overall, the program considers this assessment a useful exercise because it made us reconsider what we wanted to do and how we might better assess how well we are doing it."

The Commission requests the program elaborate on its assessment processes, particularly with regard to linking the analysis of student learning data and the explicit programmatic impact. For instance, why did the program determine grades are not a useful indicator of student learning? What are the thresholds for "well", "well enough", and "not so well"? How did the two raters of the MPA portfolio piece review the essays?

Additionally, the program does not include an Assessment Plan or planning document within the Self-Study, to demonstrate the program's ongoing plans for sustainable student learning assessment. The Commission requests the program discuss with the Site Visit Team how developing an assessment planning document would be an effective tool for managing student learning assessment. The Commission also requests clarification of the program's assessment processes. Specifically, the Commission asks the program to elaborate on who is involved with competency assessment, the timetable for assessment, and the processes for gathering data and analyzing it for programmatic improvement.

The Commission requests the Site Visit Team explore with the program its progress on its assessment of all competencies, including its assessment tools, and its link between analysis and programmatic impact.

RESPONSE TO ITEM 11.

Although our MPA Program does not have an integrated Assessment Plan, our response to Item 3 delineates that the Program has undergone three formal assessment activities: (1) at least one of the student learning objectives is assessed each year; (2) self-study reports (with external reviewers) that assess the overall program have been prepared for NWCCU and NASPAA accreditations; and (3) annual alumni survey is conducted every year to collect information on feedbacks of our MPA Program.

The Program's overall guidance for assessing students' learning outcomes in terms of the five NASPAA-defined competencies is summarized in the following rubric:

Learning Outcomes	Developing	Acceptable	Exceptional
LO1: lead and manage in public governance	Cannot describe the major components of a personnel system, and does not understand basic theories underlying the management and motivation of personnel.	Able to identify and discuss the major components of a personnel system, and can demonstrate how these components are used to manage and motivate personnel.	Shows a thorough grasp of the four major components of a personnel system, and can articulate how each component can be used to effectively manage and motivate personnel.
LO2: participate in and contribute to the policy process	Cannot describe the basic phases of the policy making process, does not understand basic theories of public policy making, and has no clear idea of the role of public administrators in the policy making process.	Able to identify the basic phases and dimensions of public policy making and can identify various theories of public policy making. Has a clear idea of the role of administrators in public policy making.	Shows a thorough grasp of the policy making literature, can identify key policy theorists, and can identify significant debates and issues surround the role administrators in public policy making.
LO3: analyze, synthesize, think critically, solve problems and make decisions	Cannot articulate nor identify the major theories and concepts of public administration related to the politics/administrative dichotomy.	Understands the major concepts and theories of public administration, and is able to compare the merits of competing theories.	Able to articulate the major theories and concepts of public administration, and can critically assess the merits of these perspectives from multiple and competing points of view.
LO4: articulate and apply a public service perspective	Cannot articulate public service perspectives or ethical responsibilities of public administrators	Understand public service perspectives, ethical responsibilities and can articulate how one's lived experience has influenced understanding of public service	Able to articulate the major theories of public service, the value of civic participation and critically assess the ethical concepts, frameworks and theories in public sector situations
LO5: communicate and interact productively with a diverse and changing workforce and citizenry	Cannot demonstrate language skills to effectively communicate with diverse audiences	Understand the approaches and methods to communicating and how to embrace different viewpoints and perspectives	Able to articulate a variety of methods (statistical, complex) to various levels of understanding, and critically assess organizational environments relationship to diversity and cultural understanding

In our Self-Study Report of 2013-14, we chose to articulate our assessment cycle for the fifth competency: "to communicate and interact productively with a diverse and changing workforce and citizenry." The whole assessment process is elaborated in the Assessment Plan and Report of Academic Year 2010-2011, which includes 11 sections:

Section 1. Learning Outcome Goal

Communicate effectively and interact productively with a diverse and changing workforce and citizenry.

Section 2. Objective

This year's focus will be on how well students communicate and work in an increasingly diverse workplace and society. The objective to be examined is: Graduates demonstrate an ability to communicate effectively and interact productively with a diverse and changing workforce and citizenry.

Section 3. Strategy/Method of Measurement

1. Two raters will review a sample of recent MPA portfolios, focusing on the "Essay on dealing with diversity and change."
2. The course evaluation for the Spring 2010 PADM 598 Diversity Issues in PA will also be examined.
3. The course grades for the Spring 2010 PADM 598 Diversity Issues in PA will also be examined.

Section 4. Performance Characteristics

1. Student's essay explain clearly how he/she approaches the challenges of
   A. Communicating effectively and/or interacting productively with a diverse and changing workforce and citizenry
   B. The essay provides evidence of student's awareness of diversity issues
   C. The essay provides evidence of student's awareness of changing times.

2. PADM 598 Diversity Issues in PA course evaluations are good to excellent

3. Average scores grades in PADM 598 Diversity Issues indicate student success

Section 5. Scoring Levels

1.A. 1 = does not address; 2 = addresses generally; 3 = addresses in a personal, reflectively way
1.B. 1 = no evidence; 2 = some evidence; 3 = substantial evidence
1.C. 1 = no evidence; 2 = some evidence; 3 = substantial evidence

2. 1-5 Likert scale

3. 0 ~ 4.0

Section 6. Expectation Standard

1.A. Sample average above 2.5
1.B. Sample average above 2.5
1.C. Sample average above 2.5

2. Average total score above 4.0

3. Average course grade above 3.5

Section 7. Observations from Summary Data

1.A. Sample average = 3.0
1.B. Sample average = 2.6
1.C. Sample average =2.3

2. Average total score above: no data available

3. Average course grade = 3.73

Section 8. Conclusions about Student Learning

- Students addresses "communicating effectively" very well (score 3.0>2.5)
- Students addressed "diversity issues" well enough (score 2.6>2.5)
- Students addressed "change" not so well (score 2.3<2.5)
- No data to reach conclusion based on course evaluation
- Student performed well in class (grade ave.=3.73)

Section 9. Actions Recommended Based Observations

- We need to separate evaluation of "diversity" and "changing times"
- We also need to revise the essay assignments on these topics in the portfolio
- We need to try this again in 2011-12 with the new course evaluation form
- Without much more context, grades do not appear to be very valuable as indicators. We plan to drop the use of grades as an indicator on this learning objective.

Section 10. Plan and Timetable for Taking Action

- Starting Summer 2011, revise the essay assignments in the portfolio
- PADM 598 be offered in Fall 2011 and be evaluated in Winter 2012
- Immediately drop course grade as an assessment indicator for this learning objective.

Section 11. Overall Reflection on Assessment

We consider this year's attempt at assessing how well we are preparing students for dealing with issues related to diversity a useful exercise because it made us reconsider what we wanted to do and how we might better assess how well we are doing it.

The MPA Program did not re-assess this student learning objective following this assessment. Instead, the Program conducted an annual assessment on another competency domain "participate in and contribute to the public policy process" twice in the years that have followed. However, based on recommendations of the assessment on "Communicate effectively and interact productively with a diverse and changing workforce and citizenry", changes have been in the PADM 602 MPA Portfolio essay assignments. Students are now required to write separate

essays on changes in the PA profession and on diversity issues. It is still the MPA Program's intent that the competency domain of "Communicate effectively and interact productively with a diverse and changing workforce and citizenry" will be re-assessed in the near future.

Item12: Standard 6.1–ResourceAdequacy

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

The Self-Study Report indicates that the program director receives course relief: "He teaches 20 credit hours per academic year (standard workload is 28 credit hours for MPA faculty) with a 9 month contract." However, examination of the course schedule for the current year suggests that the director's teaching load is similar to that of other full-time program faculty. Also, the Self-Study Report indicates that only a small amount of administrative support personnel time is devoted to the program (a shared secretary across the department).

The Commission requests information on how much course relief the director receives and whether this amount is adequate. The Commission requests additional information on how much administrative staff time is devoted to the programs and a description of how graduate assistants are used to support the program. The Site Visit Team should explore the program's overall administrative capacity, and how it supports the program's pursuit of its mission and ongoing improvement.

RESPONSE TO ITEM 12.

Our response to Item 4 Standard 2.1 explains how much course relief the Program Director receives. Standard workload is 28 credit hours for MPA faculty, which involves 24 credit hours of regular courses and 4 credit hours for PADM 601 Research Project and PADM 602 Portfolio. The Director receives 8 credit hours of course relief and his normal teaching load is 16 credit hours of regular courses and 4 credit hours for PADM 601 and PADM 602. For the self-study year (academic year 2013-14), besides PADM 601 and PADM 602, he taught 1 course in Fall 2013 and 2 courses in Winter 2014. He received an additional course relief to work on the self-study report for NASPAA. For the academic year 2014-15, besides PADM 601 and PADM 602, he was scheduled to teach 2 courses in Fall 2014 and 1 course in Winter 2015 and 1 course for Spring 2015. Due to schedule adjustment, his Winter course was moved to the Spring 2015 Quarter.

When Dr. Luton was the Department Chair there was a separate MPA Director who received 40% release time. After Dr. Luton resigned as Chair, it was not clear about the MPA Director's teaching load. The current MPA Director's teaching load was negotiated between him and the Department Chair. As a new college policy, starting 2014, the MPA Director receives summer compensation to cover his administrative work during that period.

The Department secretary used to serve three program areas: Urban and Regional Planning, Public Administration, and Health Service Administration. The Health Service Administration Programs moved into the new college- College of Health Science and Public Health in Fall 2014.

Now, the secretary serves two program areas, and roughly 50% of her time is devoted to the MPA program.

Even with above positive changes in administrative capacity, the MPA program still feels there is a need for more administrative support. The College has a fulltime MBA Director (with no teaching load) and a fulltime MBA secretary. The Dean of the College has been in discussions about having the MBA Director and the MBA secretary share some administrative duties of other graduate programs including the MPA, but a final solution is yet to be reached. Starting Fall 2014, the College Dean and the three graduate programs (Public Administration, Urban and Regional Planning, and Business Administration) in the College have met every two weeks to discuss issues regarding administrative duties, graduate curricula, student recruitment, admission, retention, diversity, enrollment, etc. The purpose of the discussions is to be more efficient with processing and graduate program development.

At this point, we have provided our responses to all of the twelve items identified in the COPRA Interim Report. It is our hope that the information presented above clearly demonstrates substantial conformance with NASPAA standards. Please do not hesitate to contact me should you or COPRA require any additional information.

Thank you again for your careful review and valuable comments on our Program's Self-study Report. We look forward to working with NASPAA, COPRA, and the Site Visit Team to discuss on how we can improve our Program to offer quality professional education to our students and to contribute to the profession.