Program Fact Sheet

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Self Study Year

2014-2015

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Department of Political Science

3. Geographic Arrangement Program Delivery

Main Campus

4. Mode of Program Delivery

In Person Instruction

5. Number of Students in Degree Program (Total)

109

6. Ratio of Full-Time Nucleus Faculty to Total Students*

18.00

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

39

8. List of Dual Degrees

Law (JD)
Master of Criminal Justice
Master of Public Health (MPH)

9. List of Specializations

General/ Public Management
Nonprofit

10. Mission Statement

In line with the mission of the University, the MPA program is committed to excellence in graduate education through teaching, research, service, and practice. The program focuses on building the next generation of global leaders and responsible decision makers by enhancing their intellectual and social capacities through knowledge and skills provided within the framework of public service values embedded in the MPA curriculum.

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

*To calculate the Ratio of Full-Time Nucleus Faculty to Total Students, divide the program's total number of Full-Time Nucleus Faculty by the total number of Students enrolled in the program. For example, for a program with 20 nucleus faculty and 156 students, the ratio would be .13 (autopopulation under development).

Preconditions

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Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

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

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

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

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

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

If Yes,	
Provide name of accreditor.	Southern Association of Colleges and Schools (SACS)
List year of most recent recognition.	2015

If no,	
When was the degree program established?	1982

If the program is located outside the United States:	
Since your last review, are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.	
N/A	
Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region?	No

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

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☐ Hide **Primary Focus**

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

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited

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

Is the entire degree devoted to executive education?   No

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

Hide   Mode of Program Delivery

Mode of program delivery

In Person Instruction

Hide   Remote Sites and Locations

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

Hide   Standard 1. Managing the Program Strategically

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

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

Self-Study Instructions:

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

Hide   1.1.1 - 1.1.3

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program

reflects public service values.

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

In line with the mission of the University, the MPA program is committed to excellence in graduate education through teaching, research, service, and practice. The program focuses on building the next generation of global leaders and responsible decision makers by enhancing their intellectual and social capacities through knowledge and skills provided within the framework of public service values embedded in the MPA curriculum. (Revised mission adopted by the MPA Advisory Board, August 29, 2014)

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

Institution Background:

The University of Alabama at Birmingham is a comprehensive urban university with a nationally recognized academic health center. Established as an independent university in 1969, UAB is the only public, four-year degree granting university in the state's largest metropolitan area. It is the largest research institution in the state of Alabama and the largest employer in Birmingham with 19,973 students (8,294 graduate students) and more than 19,000 employees as of Fall 2014.

Mission of UAB
UAB's mission is to be a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.
The foundation of UAB's mission stands on five distinctive pillars:

I. Provide education that prepares diverse students to lead, teach, provide professional services and become the prominent scholars and societal leaders of the future.

II. Pursue research that benefits society, delivers new treatments and cures for serious diseases, spurs innovation and expands UAB's capability to continually discover and share new knowledge.

III. Deliver the highest quality patient care that reflects our ability to translate discoveries into revolutionary therapies in one of the nation's largest academic medical centers.

IV. Encourage partnerships that improve education, health, economic prosperity and quality of life through service at home and around the globe.

V. Foster and stimulate innovation and entrepreneurship that contributes to the economic development and prosperity of the city of Birmingham, the state of Alabama and beyond.

Vision of the MPA Program
The vision of the MPA program at UAB is to become an internationally renowned public service education program that contributes to societal improvement through its teaching, research and leadership-service in the state and beyond.

Mission of the MPA Program
In line with the mission of the University, the MPA program is committed to excellence in

graduate education through teaching, research, service, and practice. The program focuses on building the next generation of global leaders and responsible decision makers by enhancing their intellectual and social capacities through knowledge and skills provided within the framework of public service values embedded in the MPA curriculum.

MPA Mission Building Process
The mission development is a collective and cumulative effort based on inputs from faculty, students, alumni and community stake holders. Since the mission of the program is the living embodiment of the program, it is reviewed formally at least every six years, and informally as a routine, once a year at the beginning of every Fall term. The routine process has significant influence on the formal reviewing process as it builds the case for making formal changes to the program mission and goals every six years (usually prior to, or during self study year). The routine review is made by MPA nucleus faculty who carefully review evidence from, 1) course evaluations; 2) exit interviews; 3) Graduate Portfolio evaluations including oral defense; 4) MPA faculty meetings; 4) annual faculty evaluation report; 5) alumni meetings; 6) inputs from Practitioner Lecture Series and programs organized by MPA Student Association and the ICMA Chapter; and 7) Strategic Plan of the College of Arts and Sciences. Reflecting on the routine review certain changes are made within the curriculum and student recruitment efforts. These include strategic recruitment and marketing of the program; in guidance with the mission, offering new and innovative courses; opening new avenues of collaboration with the community and involving diversity of practitioners in the class room; meeting the diversity of student needs, and developing strategies to promote diversity of ideas and innovation given UAB's strategic plan. The mission building process used during the retreat is outlined in the Power Point slides attached in Appendix 1.

The MPA Program is very proud of its mission building process. The root of the mission building goes back to February 19, 2000 when MPA students, MPA faculty, MPA alumni and non-alumni practitioners gathered in a day-long workshop to develop and implement a revised program mission statement and evaluation strategy. The mission adopted for the program stated: "As an essential component of an urban research university, the MPA Program at the University of Alabama at Birmingham provides a department-based multi-disciplinary faculty dedicated to the advancement of the public service through teaching, research, and service." Since then the mission has been re-evaluated based on important changes within the program and the larger UAB Community. These changes have been periodically reported to NASPAA through the Program's Annual Report. The most notable among the changes were: First, the MPA Program was guaranteed five (5) full-time tenure-track faculty, 100% dedicated to the MPA Program's mission. This was an important milestone that allowed the program to form its critical mass for self governance and take ownership of a nationally ranked MPA Program. Secondly, the mission of the University of Alabama at Birmingham (UAB) changed due to its global attention beyond urban areas. This mission statement, originally adopted in 2001, has gone through this review process for the last 14 years. Coming out of the Urban Studies program in the 70s, the earlier mission statements had an urban focus with an urban specialization. In the 80s the tradition continued until in late 90s the focus was more towards public service and ethical administrative practices. The second iteration of the formal review of the mission was in 2007. Thirty stakeholders participated in the mission review of the program, a revised mission was adopted on June 23, 2007. The University's core mission had always influenced the mission of the MPA program to certain degree. In addition to the University's role in the community, after 2000, NASPAA strategic goals also played an important part in steering the mission of the program, particularly with respect to core curriculum of the program.

The current program director who took office in 1999, began the formal process coordinating the overall mission building and evaluation process. The formal advisory board for mission building and accreditation was formed in 2001. Some of the original

advisory members still serve in the current board. The advisory board consists of members from faculty, alumni, university administrators, and practitioners from the Greater Birmingham community. The formal review of the mission is organized around a day long retreat where the advisory board members have sufficient time to discuss the goals and objectives that are critical to the success of the program, and how the program can have meaningful impact in serving the public and nonprofit community in the area. The success of the program is measured by graduate placements and the direct impact the alumni has within the public service and nonprofit community in the area. The retreat is designed to get the best input from advisory member about the mission. Formal presentation is made by the program leadership including the Program Director and the NASPAA Principal Representative (Department Chair) who discusses the state of the MPA program and the greater public service challenges facing the community at large. The Chair presents UAB's strategic direction and the 5-year Strategic Plan of the College of Arts and Sciences that determines the resource allocation within the department and the larger UAB environment with competing values and interests that may have impact MPA programmatic choices. The updates about the program and universities strategic direction sets the stage for a formal review of the current mission statement of the MPA program by the advisory members. Each advisory member is assigned to a group led by one MPA faculty member who facilitates the process within each group. Extensive discussion takes place within each group about how the current mission statement serves the purpose of educating and building responsible decision makers, and the next generation of leaders in public service. Facilitators from each group record, collect and summarize the discussions and come up with key revisions to the current mission statement. A revised mission statement from each group is presented to all, followed by a discussion about the rationale for the changes. The Program Director presents all variations of the mission statement proposed by the groups and discusses the common theme that resonate among the groups to come up with a revised mission statement that meets all group concerns and requirements set forth within the tradition and history of the alumni and community at large. One mission statement that captures the essence of all mission statements is presented before the board by the Program Director. A formal vote is taken before the adoption of the final mission statement. The mission statement appears in all program materials including official program website, brochures and student handbook. The mission is also disseminated directly to students via course syllabi and discussed at the beginning of the coursework (during orientation) and end of the program (capstone course).

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

Serving the public interest with highest professional competence is embedded within the mission of the program. In particular, the mission represents the public service values of serving diverse public interests with accountability,transparency, efficiency and clear objectivity; with professional and ethical responsibility for upholding the public trust with compassion; and demonstrating respect, equity, empathy and fairness with all populations both domestic and global citizens of the world. The word "global" in the mission represents diversity beyond 'race and ethnicity' to 'ideas and values' that cut across geopolitical and social classes. The word "responsible decision maker" within the mission specifically highlights accountability, ethics and leadership values that guide administrative actions. The seven required courses in the program instill proficiency in our students about applicable theories with public service perspectives that enhances students social and intellectual capacities with real life skills and techniques to confront various ethical and sociopolitical challenges that affect administrative decisions.

Public service values permeate the program through direct classroom instruction, service learning projects, internship and capstone. Because of our commitment to public service values our curriculum is specifically designed to highlight public service perspectives within required courses such as Administrative Ethics, Information Management for Public Managers, Administrative Theory and Behavior, Public Policy Process, and Public

Budgeting. The Graduate Portfolio (Capstone) course is designed to evaluate how well students have been able to capture the essence of public service values embedded within the mission of the program.

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

Self-Study Instructions:

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

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

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

Educational Philosophy - Meeting the Objectives of the Mission
The Master of Public Administration Program prepares individuals for positions of leadership in the public and nonprofit sectors. It is a professional degree for people who want a career in public service management within the Birmingham metro-area and the state of Alabama. The degree program provide the knowledge to develop skills and techniques appropriate for the time, and used by leaders and managers to implement policies, projects, and programs that resolve important societal problems while addressing organizational, human resource, and budgetary challenges. MPA graduates work in a wide variety of public service fields and in all levels of government (federal, state, local, and regional), in nonprofits, organizations in the international arena, and in the private sector. We take seriously our obligation to our students to ensure that they are educated to serve with competence and excellence to meet the demands of the public service community in the region and beyond. As per our mission,

We educate by providing key knowledge, skills and abilities that enhance our student learning so they can serve in a diverse public and nonprofit setting.

We work by conducting research and service activities supportive of these educational and instructional purposes which emphasize analytical thinking, problem solving and decision making and;

We serve a diverse and ever-changing public, nonprofit and healthcare environment as a source of consultation with knowledge of public policy and public management best practices for the community.

Through these endeavors, we create value with the community, our stakeholders who support the mission of the program, students and University by bringing expertise to bear in real organizational settings. In carrying out each of these core activities, we seek to reflect and instill distinctive public service values of: Ethics, Responsiveness, Objectivity, Impartiality, Equity, Diversity, Public Interest, Efficiency and Transparency.

All aspects of the MPA Program's activities and requirements reflect our efforts to meet our mission of creating leaders at all levels of public sphere who will have the capacity to make better decisions and execute plans and policies with accountability, efficiency, transparency, and the highest ethical standards. The organization of the curriculum works around a common core, an area of concentration, an internship, and a Graduate Research Portfolio (capstone project) are essential elements in providing students with the skills, theoretical foundations, and practical field-based applications important for global leadership in public service.

There are three primary programmatic goals of the MPA program at UAB that are directly linked to: 1) Mission's purpose and public service values; to 2) Students, employers, and the professional community it serves within the region; and 3) The advancement and research on public affairs and administration. The three programmatic goals are explained in detail as follows:

1) Educational goal: Preparing next generation of global leaders in public service.
Values: Efficiency, transparency, accountability

In line with the mission of the program our goal is to prepare in-service and pre-career students to serve as leaders with global public service perspective. The objective is met by enhancing their intellectual and social capacities through:
(a) Knowledge of the public and nonprofit service environment: through core areas of NASPAA-based MPA curriculum
(b) Learning skills and the techniques to utilize available resources: through specialized skill-based courses within the MPA Program concentration
(c) Learning effective implementation of policies and strategies: through service-based projects in class, experiential learning and internship.
(d) Developing leadership qualities and social capacity to address core societal issues and resolve conflicts: through infusing the values of ethics, human diversity, democracy and reflecting that learning outcome through in-class dialogue, presentations and the Graduate Portfolio capstone project.

To accomplish these program goals, students complete an eight-course (8) core curriculum that provides a foundation for more specialized coursework as well as long-term development and advancement in public service management and leadership positions. The courses offered by the program are designed to ensure that the students have the skills and knowledge-base to become competent:
• 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; and
• To communicate and interact productively with a diverse and changing workforce and citizenry.

To accomplish our educational mission, the program has established student learning objectives tied to specific professional competencies, that are monitored and assessed to improve mission-based learning outcomes. Section 5.1 details the process and the outcome.

2) Professional public leadership goal: Preparing leaders to be relevant to the community

and the region
Values: Effectiveness, diversity, equity, fairness

The program is committed to building professional leaders in public service in the Birmingham region and the state of Alabama. The MPA Program prepares individuals for positions of leadership in the public and nonprofit sectors. It is a professional graduate degree for both pre-career students and in-service administrators. The program is designed to develop the insights and skills needed to plan and formulate policy, and to organize, manage and implement programs and operations. Its professional design and commitment to building leaders within the region is evident in numerous ways. Accordingly our strategic plan includes the following:

(a) The program staff and leadership is dedicated to professionalizing public service at all levels of government and nonprofit sectors by conducting recruitment sessions in all major cities in the region including Birmingham, Hoover, Vestavia, Mountain Brook, Homewood and large nonprofit corporations in the area. The strategic recruitment of mid-career and senior professionals from the region is a critical part of the program's goal that is directly tied to the mission of the program.

(b) Because of our commitment to professionalizing public service in the region and to further diversify the students in the program, we revised our admission policy to allow mid-career and senior public service professionals to join the program by waiving the GRE test requirement. The GRE requirement is waived for professionals who have at least five years full time work experience in a public or nonprofit organization.

(c) A certificate program in nonprofit management has been instituted to provide management professionals with the skills necessary to manage and support the growing nonprofit community. Students interested in pursuing a certificate in nonprofit management take four specialized courses in nonprofit management from a set of MPA designated courses. A growing number of nonprofit and public professionals are taking advantage of the certificate to meet their career needs by enhancing their managerial skills through these courses. In line with the mission of the program to build a generation of leaders in public service within our community, regardless of professional status, an full online version of the certificate will be launched to meet the demands of non-traditional students.

(d) Coverdell Fellowship Program
The MPA program at UAB is one of nine MPA programs in the nation to partner with the Coverdell Fellowship Program to provide MPA degrees to returning Peace Corp Volunteers. The Paul D. Coverdell Fellows Program (formerly known as Fellows/USA) is a graduate fellowship program that offers financial assistance to returned Peace Corps Volunteers. All Fellows complete internships in under-served American communities, allowing them to bring home, and expand upon, the skills they learned as volunteers. These skills in adapting to new cultures, developing and managing projects, dealing with language barriers, and leveraging limited resources attract the attention of prospective schools.

3) Advancement of knowledge, research and practice of public administration goal: Contribution to knowledge building and capacity in public affairs and administration
Values: Transparency, diversity, equity, effectiveness

The MPA faculty is dedicated to the advancement of public service education through research, teaching, and service. Keeping with the vision of the University as the "first choice for education and health care," the program boasts having some of the finest teachers, scholars and community practitioners living up to the vision of the university and the mission of the MPA program. All aspect of the MPA faculty activities and requirements reflect their efforts to meet its mission to build the next generation of decision makers by

enhancing their intellectual and social capacities through knowledge and skills developed under the NASPAA-based MPA curriculum.

The core components of the mission demand excellence from MPA faculty in terms of teaching, research, and service to the community and profession. We take seriously our obligation to our students to ensure that they are educated to serve with competence, excellence, efficiency, objectivity, and fairness. The core faculty represents demonstrable excellence in public service education through teaching, scholarship, and outreach services in the community and the profession. Course syllabi are regularly reviewed and updated to ensure currency and relevance. The Department Chair and the Program Director review course evaluations each semester and discuss them with program faculty. Junior program faculty are mentored and provided support through teacher training workshops and resources including grants that are available through the University to excel in teaching and scholarship. Faculty are expected to maintain a very rigorous research agenda that contributes to public administration and policy.

A diverse faculty is a strength in the program which has been capitalized by offering innovative courses on administrative ethics, diversity and social equity, and women in public administration. As per goal 2, identified above, the program expects and supports scholarly productivity in areas that address current public administration issues and problems. In addition to six nucleus faculty, the program objectives have been strengthened by recruiting a senior practitioner-scholar who teaches full-time in the program. Scholarly productivity and applied research is not only limited to faculty, our students regularly engage in scholarly work, with at least 2 theses defended each semester. They also participate in conferences, workshops and the Graduate Research Day, organized by the Graduate School, to disseminate their research findings. The organization of the curriculum work around in a common core, an area of concentration, an internship, and a Graduate Research Portfolio (capstone project) are essential elements in providing students with the skills, theoretical foundations, and practical field-based applications important for leadership in public service.

□ Hide **Standard 1.3**

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

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

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

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

> **1.3.1 Please link your program performance outcomes**
> - **to your mission's Purpose and Public Service Values.**
> - **to your mission's Population of students, employers, and professionals the program intends to serve.**
> - **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

The following describes program performance outcomes, based on our program goals, that have been achieved in the last 5 years and that most reflect our mission's purpose and public service values. The discussion follows the logic model attached to the SSR.

Goal 1: Preparing the next generation of global leaders in public service

Performance outcomes: Student mastery of universal competencies

Based on its goal of preparing the next generation of global leaders in public service, the MPA program at UAB has adopted rigorous professional competency measures to ensure students mastery of competency to become global leaders in public service. The competency is evident from the Graduate Learning Portfolio, a direct measure used to evaluate student performance and outcomes. The portfolio is designed to assess student learning outcomes and to help students prepare a vision of public service leadership as reflected within their required coursework in the MPA program. Students are expected to deliver a final portfolio in accordance with the template (guidelines) provided to them in the syllabus. The portfolio has four primary objectives:

1. Help students develop a vision of one's self as a public service leader.
2. Understand and articulate the values of public service.
3. Describe the knowledge and skills developed from the coursework that are critical for future careers in public and nonprofit management.
4. Document achievement of selected competencies for self-assessment.

The personal mission statements developed by students clearly express their passion for public service to lead and engage in substantive policy issues. Their decision making and data analysis skills are articulated in their individual portfolio. The portfolio highlights how acquired statistical, analytical and data management techniques can be used to make a substantive impact on the lives of global citizens. For example, through the portfolio, MPA graduates express their passion to start new nonprofit organizations to aid disadvantaged youth by teaching them how to prepare better college admission packages; find funding sources to use art as a medium to help mentally abused women and children; travel overseas with a mission to make a difference within the most disadvantaged population groups; utilize GIS techniques for economic empowerment for underprivileged population in cities and rural areas. When comparing student development from the initial enrollment, (evident from their personal letter of interest in joining the MPA program), to the period when they graduated from the program (evident from the graduate portfolio), we can clearly observe that students have developed the confidence to lead and manage government and nonprofit sectors with efficiency, transparency and accountability. The course map and evaluation rubric developed by faculty (as described in the next section) critically dissects the required courses to tease out the overall objective of each course and how it ties to the mission of the program. The data collection through direct and

indirect measures are rigorous and appropriate to ensure student success.

Based on the assessment of the program curriculum (described in the next section), the MPA leadership has introduced three new courses that directly address the issue of global diversity. The three courses are Equity and Diversity and Public Administration; Women in Public Administration and Globalization and Public Administration. We sought guidance from MPA Alumni to pilot the courses that match the forward looking mission of the program (i.e., next generation of leaders).

Goal 2: Preparing leaders to be relevant to community and the region

Performance Outcomes: MPA alumni members are instrumental leaders within the community. They also play important role in recruiting our graduates and placing our interns. MPA students are highly engaged with the community as evident from the active Graduate Student Association (one of the oldest GSAs in the College of Arts and Sciences), International City/County Managers Association Student Chapter (first ICMA student chapter in the nation); Coverdell Fellows Program (only eligible program in the South); alumni in leading positions in the region and internationally.

The program has three dual degree programs and a Graduate Certificate in Nonprofit Management. Faculty collaborate internationally, locally, and with various entities within UAB. As the only MPA program in the largest metropolitan area in Alabama, the program facilitates and engages in public service forums including the Alabama Public Service Forum, Nonprofit Leadership Forum and the Women and Diversity in Government Forum. The outreach commitment of the program is reflected in the recruitment of a full-time seasoned practitioner who will serve as one of the non-tenure nucleus faculty. The program boasts some 600 plus graduates and has one of the most diverse graduate student bodies on campus. The program has a distinguished record of placing Presidential Management Fellows for the last two decades including three PMFs in the last three years. The program has been nationally recognized by US News and World Report for the last 25 years.

Goal 3: Advancement of knowledge, research and practice of public administration

Performance Outcome: Outstanding faculty performance in teaching, research and service to the community and the profession. Commitment to practice-based learning in classroom through innovative teaching; Faculty contributions to the professional competence of local public and nonprofit professionals.

The MPA program prides itself to have seven nucleus faculty dedicated to the advancement of public and nonprofit sectors at the national and international level. As a Carnegie designated high impact research University, the MPA program has recruited some of the finest faculty to lead the program. However, in the last 5 years the program has also seen regular turnovers of senior level MPA faculty who left the program for better opportunities. Although there is not much the program can do about the turnovers, the College of Arts and Sciences has arranged special compensation packages to increase base salary for senior faculty. So far in the last three years the program has been able to attract and recruit faculty members who value the mission of the program and have been productive in contributing to the program's strategic goals. The program has one Fulbright scholar and nationally recognized faculty members in the department. Faculty diversity in terms of ethnicity and in terms of ideas is a strength of the program. Our faculty members have established records of advancing diversity in workforce and their scholarships have been recognized nationally. They have also been instrumental in leading substantive panel discussions on diversity at NASPAA annual conferences.

The program has set a high standard for maintaining faculty productivity including student

engagement and practice. Each semester, the Chair of the Department of Government reviews the teaching evaluations of each faculty member. In addition, all course syllabi are individually reviewed by the Department Chair and the Program Director. If there are issues that require immediate attention, the Chair calls on the Program Director to discuss. Each faculty member receives a formal annual evaluation written by the Department Chair and a copy of the letter is placed in the faculty member's personnel file. These letters become part of the faculty member's tenure and promotion package, in the case of tenure-track faculty, or a part of the faculty members biennial review package, in the case of tenured faculty members. Transparency and accountability are highly valued by the program leadership. Having a rigorous program evaluation process has helped maintain and improve the program performance outcomes in terms of student recruitment and graduate student placement.

In the last five years we have added another (our third) dual degree program in Criminal Justice. The program is designed to serve students who want a career in law enforcement, administration and investigation. A growing number of law enforcement officers are currently being recruited to the program.

Our students regularly participate in research and conference presentations. One of our recent graduates won the recognition of being ASPA Founders Fellow (2013). This year (2015), one of our student graduate assistants won the NASPAA Simulation Case Study Competition. In the last three years, we have had three Presidential Management Fellows who have been placed with the US State Department, US Housing and Urban Development and the US Social Security Administration.

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

The MPA program uses a multilevel assessment mechanism to improve program performance and maintain a standard of excellence as per the mission of the program. The assessment process is a collective endeavor taken up directly by the MPA faculty, and indirectly through input from the alumni, Accreditation Board of Advisors, the community stakeholders, and the UAB Administration (UAB and Division level strategic plan).

We can divide the assessment mechanism into a two tier assessment process. The first tier composed of "direct measures" for assessing the program are as follows:

Direct Measures of Assessment:

With regards to the curriculum that commensurate with the mission of the program, the MPA faculty members use direct measures to evaluate each of their course syllabi to create detailed course maps. The course maps are derived by scrutinizing each component of the syllabi to determine how the course objectives fulfill the NASPAA Universal Required Competencies (UCR). We seek to find out what we expect the students to learn from these courses, and then develop measures to assess whether they are learning them. More specifically, the course maps identify the core competencies that are expected from the courses and highlight which of the assignments and projects will be assessed to ensure students are being prepared for the following universal competencies:

1. To lead and manage in public governance (UC1);
2. To participate in and contribute to the policy process (UC2);
3. To analyze, synthesize, think critically, solve problems and make decisions (UC3);
4. To articulate and apply a public service perspective (UC4); and
5. To communicate and interact productively with a diverse and changing workforce and

citizenry (UC5)

Once the courses are mapped, the next task is to determine how each of the five Universal Competencies were being met within the course using the IPA model (I = Introduction to one of the core competency; P = Practice assignment or group activity related to one of the core competency; A = Assessment through grading for one of the core competency). The IPA model is particularly helpful because it assesses course outcomes with respect the Universal Required Competencies.

The MPA faculty undertook this assessment during the Self Study Year from Fall 2014 through the end Spring 2015. The course maps of the required courses reveal that the program is strongest with respect to meeting UC1 --to lead and manage in public governance (IPA on average 75% for all required courses), and UC3 -- to analyze, synthesize, think critically, solve problems and make decisions (IPA average 88%). The lowest IPA score was received for UC5 -- to communicate and interact productively with diverse and changing citizenry (IPA on average 50%). UC2 and UC4 received 62% IPA. The course map assessment results confirm that the curriculum is strongest in building leaders in public service as emphasized in the mission statement. The curriculum offerings have relatively less emphasis on engagement with diverse citizen and workforce compared to, for example, leadership and critical thinking and values of public service.

Lower emphasis in the required curriculum on diversity has been fully compensated by three new course offerings: (1) Equity and Diversity in Public Service; (2) Women in Public Administration; (3) Globalization and Public Administration. Thanks to the routine assessment measures (monthly MPA faculty meetings and alumni meetings) and proactive strategies initiated by the program leadership who felt the need to include the competency prior to the self study period. To assess the competency of the students, the faculty evaluated the grades for all required courses using a competency rubric based on the course map. Overall 93% of the students met the expectations (with 67% exceeding expectations). Seven percent did not meet expectations. The reason for failing to meet expectations varied widely, however, tardiness and lack of focus were issues that were highlighted. MPA faculty met and discussed student success issues and decided to take preemptive measures through the UAB Early Alert System.

The second direct assessment is conducted through the Capstone course "Graduate Learning Portfolio" (MPA 697). The Portfolio is an exit requirement and the final step toward completing the MPA degree. This replaces the Graduate Research Paper which was used as one of the exit requirements prior to 2012-13 academic year. The portfolio is designed to assess student learning outcomes and to help students prepare a vision of public service, leadership and governance as reflected within their required coursework in the MPA program. Students are expected to deliver a final portfolio in accordance with the template (guidelines) provided to them in the syllabus. The portfolio has four primary objectives:

1. Help students develop a vision of one's self as a public service leader.
2. Understand and articulate the values of public service.
3. Describe the knowledge and skills developed from the course work that are critical for future careers in public and nonprofit management.
4. Document achievement of selected competencies for self-assessment.

One of the unique feature of the portfolio is that students have to develop their own leadership vision and personal mission statement based on their career goals and vision of public service. The whole portfolio is guided by 1) the student's personal mission; 2) values and challenges that have guided the mission; 3) decision making and data analysis skills; 4) student specific competency derived from one of the signature papers written by the student uniting their vision and personal mission; and, 5) professional

resume. A formal portfolio is submitted to the MPA faculty committee, followed by a formal interview with the committee.

A total of 45 students took the Portfolio during the Self Study year (Fall, 21; Spring 17; Summer, 7). Data from 28 student portfolio were evaluated to determine student competency and learning outcomes. With respect to students' personal mission, it was clear that students were motivated to lead given their public administration experience from the program. It was also evident that students enhanced their decision making and critical thinking skills and were motivated by public service values. With respect to values, more students chose their ethics paper to highlight their competency. In addition, decision making skills played an important role in giving them the confidence to lead in a diversified environment. The sample data from the Student Learning Portfolio will be made available to the Site Visit Team.

Indirect Measures of Assessment:

The MPA Program at UAB has a rigorous mission assessment mechanism that indirectly measures the program's performance and outcome. The indirect measures can be divided into two-layers: The first layer is at the "Front Door" level where the program mission is assessed directly through regular meetings with 1) students, 2) program faculty, and 3) alumni. These meetings are interactive and are held at the individual level or group level. At the individual level, the MPA coordinator assigns a faculty advisor who assesses the student's overall preparation and satisfaction in the program. The "pulse" of the program is captured when program faculty provide collective feedback at regular faculty meetings held monthly and special meetings on a need basis. Issues of relevance to the mission of the program are also discussed with the alumni at regular MPA Alumni Council meetings held every semester and a final report presented to all alumni at the Annual MPA Alumni Luncheon. At the group level, the MPA Student Association directly reports to the MPA Program Director on a regular basis. The MPA Student Association is very active. They have regular outside classroom activities where students have the opportunity to informally meet with fellow classmates and provide feedback about the Program to the MPA Alumni Association's Executive Council. The MPA Leadership Lecture series is also coordinated by the MPA Student Association and the ICMA Chapter.

In addition to the Front Door assessment of the mission, the Program uses several formal assessment instruments as discussed below. Survey instruments and results will be available for the Site Visit Team for review.

MPA Alumni Survey (January 2015-June 2015)
MPA Employer Survey (June 2015 - July 2015)
MPA Exit Survey (Every semester)
Internship Report (Every semester from interning students and placement agencies)

The MPA Alumni Survey is conducted every 6/7 years prior to submitting the self study report. The alumni survey captures the essence of the mission, whether being accomplished or swayed by other factors. The MPA Alumni Survey (2014-15) was sent via email and social media to about 400 hundred alumni. Total of 104 responses (26%) were received, out of which more than 74% of the respondents graduated within the last 8 years. Of particular interest is the question about how well the graduates were prepared to lead (supervisory skills) after earning the MPA degree. About 73% of the students responded that the MPA program contributed to their development of supervisory and leadership skills. About 90% of the graduates said the MPA degree contributed to their development in problem solving and decision making skills, and they are better prepared to make ethical judgements at workplace. The survey asked whether the current revised mission statement is a true reflection of what they gained from the program. About 95% said the mission statement was very accurate or somewhat accurate reflection of the

program. The survey also asked input about ideal class time for the working professionals. About 51% of the students chose 6 pm as the ideal class time instead of current 7:30 pm. Many alumni also wanted the program to be proactive in job placement for graduates. When asked, "Overall how satisfied are you with the education you received from the UAB MPA program," 90% of the respondents said they were very satisfied (58%) or satisfied (32%).

The Employer Survey is another assessment tool that is used to assess programmatic improvement based on MPA market environment within the professional community in the region. The 2015 Employer survey confirmed that the major public service employers in the Birmingham area are well aware of the MPA program at UAB. Furthermore, they seem to be in agreement (100%) that the degree adds value to prospective employees and makes them better decision makers. In particular, 70% of the respondents said Ethics, Information Management and Budgeting skills are very helpful skills for their organization. Employers who had interns from the UAB MPA program were very satisfied (67%) or satisfied (22%) with their preparation.

The MPA exit survey is the third indirect measure we use to assess program improvement. The survey is conducted right after the oral defense of individual Graduate Portfolio. One of the main goals of the survey is to assess the public service motivation of the graduates and how specific improvements within the overall curriculum can benefit future graduates. We also use the survey to keep in touch with graduates and their placements. Overall, the students have been very enthusiastic about the program and highly motivated to serve with public service values.

Finally, in terms of experiential learning, all pre-service students are required to submit an internship portfolio consisting of an internship report, agency evaluation form and student evaluation form. For faculty research and productivity, we utilize annual reports generated by individual faculty members. These annual reports contain itemized information about scholarly activities, including publications, manuscripts submitted for review, and manuscripts-in-progress. The program annual report is submitted to the Chair of the Department which then is reviewed and combined to the Department's Annual Report to be submitted to the Dean at the end of each academic year.

As can be understood from the description of the assessment process, the direct and indirect assessment are of significant value for programmatic improvement. The changes are incorporated after formal discussion every fall. New courses are not formally introduced until they are offered once or twice under Special Topics or Readings, and then approved by the MPA program director. Feedback from direct assessment are incorporated almost immediately or the following semester. Feedback from all indirect measures are formally discussed and prioritized for action.

Examples of key changes in the last 5 years as a result of assessment:

I. The Graduate Research Paper, capstone, was replaced with Graduate Learning Portfolio.
a. Added assessment rubric (from exit interview assessment)
b. Added Oral defense (from MPA Advisory Board Retreat discussion on "emotional intelligence" and increasing "social capacity.")

II. Changes in several course titles and course outlines after reviewing syllabi and faculty discussion.

III. Course competency defined and identified in all syllabi. One signature assignment is also identified to assess the course competency.

IV) Course Map and Assessment Rubric developed for all required courses (annual program review by program director).

V. New courses introduced as a result of discussion on increasing diversity and social capacity of our students as discussed in Mission of the program (national issue in the profession, College of Arts and Sciences Strategic Plan, program faculty meeting, and mission development discussion at the alumni retreat meeting).
a. Social Equity and Diversity
b. Women in Public Administration
c. Globalization and Public Administration

VI. Recruiting part-time MPA Coordinator. In response to student concerns expressed directly through the Front Door or Program surveys and the growing capacity of the MPA program (from 68 students to 154 students in 5 years).

VII. From exit surveys and faculty interactions, students expressed concerns about not having networking opportunities through informal forums where students could gather and communicate outside the classroom. The MPA Program responded by establishing the first MPA Student Association in 2006 and then the first ICMA Student Chapter in the nation, in 2012. Since then students have participated in many on and off campus activities including arranging a lecture series and discussion forums.

VIII. With the mission and commitment to professionalize the public and nonprofit service community, the program has introduced the following:
a. Fully Online Graduate Certificate in Nonprofit Management.
b. Recruited seasoned practitioner as Visiting Assistant Professor (non-tenure) to teach full-time in the MPA program.
c. Strategic recruitment sessions and direct collaboration in the cities across the region and the nonprofit organizations (City of Birmingham, Mountain Brook, Vestavia, Homewood and Montevallo; United Way of Central Alabama; Alabama Red Cross; Alabama Nonprofit Resource Center; Regional Planning Commission of Greater Birmingham).

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

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

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

Indicate relationship of the program to the institution

In a Department of Political Science

Indicate Modes of Program delivery

In Person Instruction

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

The mode of delivery for the MPA degree is a traditional classroom. However, some of the electives and core courses are offered online. The core classes that are offered online are also offered in a traditional classroom setting. The program offers a Graduate Certificate in Nonprofit Management. Students in the Certificate program take four elective courses from

the MPA curriculum. Effective Fall 2015, the Certificate will be fully online to allow nontraditional students to acquire the skills necessary to manage public and nonprofit organizations.

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

The director of the MPA program is Dr. Akhlaque Haque and the Department Chair, Dr. Wendy Gunther-Canada, is the NASPAA Principal Representative. The line of administrative authority moves in descending fashion from the Dean of the College of Arts and Sciences to the Chair of the Department of Government to the MPA program director. The Departmental Chair appoints the MPA director after close consultation with the College Dean. The program director chairs the MPA program faculty committee and is responsible for the daily operation of the program.

The dean informs the chair of the overall departmental budget. The chair determines the budget allocation within the department. The program does not have an identifiable budget separated from other programs. The Departmental expenditures are initiated and approved by the Department chair and forwarded to the Dean for final approval.

The scheduling of classes and the distribution of teaching assignments for MPA faculty, including adjuncts, are prepared by the program director in consultation with the chair of the department.

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

The University of Alabama at Birmingham (UAB) is governed by its President in accordance with Board rules and System policies and was accredited as an independent educational institution in 1970 by the Southern Association of Colleges and Schools. The accreditation was reaffirmed in 1984, 1994, 2005 and 2015.

The Master of Public Administration Program historically has been identified within the UAB community as the home for graduate education advancing the cause of public service within the State of Alabama and beyond. Its recognition as an integral part of the community goes back 37 years. Housed in the Department of Government, it is recognized for its outstanding contribution to the field of public administration in terms of research, teaching and service. Program faculty are highly respected members of the department and enjoy a high degree of autonomy over program policies and procedures.

The Department of Government consists of three academic programs: undergraduate programs in political science and International Studies, offering the BA degree and the Master of Public Administration Program offering the MPA degree.

The Department Chair is chief fiscal and administrative officer for the department and is responsible for department-based personnel and budgets. The chair serves at the pleasure of the Dean of the College of Arts and Sciences and, ultimately, the Provost and President of the University.

Hide   **Standard 2.2**

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

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

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

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

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

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

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year.   6.00

2.2.1b Please note the total number of instructional faculty members in the program for the Self Study Year   11

□ Hide   **2.2.2**

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

During the self study year, there were six (6) full-time tenure-track members who have integral to the program and preparing the Self Study. As of August 15, 2015, the program will have seven (7) full-time faculty members with a senior practitioner joining the program a full-time Visiting Assistant Professor. The MPA faculty has substantial determining influence on all facets of the MPA program except its budget and budget allocation which is under the purview of the Chair of the Department of Government. The faculty participate in all aspects of the program and have authority to take the initiative to modify the program.

All discussions and modifications pertaining to MPA program policy and planning originates with the MPA program faculty. The programmatic policy and planning is

guided by the mission of the program considering the larger environment under the jurisdiction of the Department of Government, the College of Arts and Sciences and the University at large. Unless the resulting modifications have an impact on the other programs or the department as a whole, the decision made by the MPA program faculty committee is considered final. However, all changes are incremental in nature: Any changes to the program, particularly offering new courses to the curriculum, are not finalized in the catalog unless positive feedback is received from students and alumni after offering the courses at least twice (once per academic year).

The MPA program faculty maintains a high degree of autonomy and meet separately as a group on a regular basis. The ultimate governing body, department faculty, meet periodically when there is a need to discuss department-wide issues or programmatic decisions that affect the entire department. These typically deal with final decisions concerning faculty recruitment or perhaps the adoption of department-wide documents like our diversity guidelines. Department faculty meetings are convened to disseminate information regarding the overall departments strategic plan based on guidance from the Dean of CAS. Ultimately the department faculty make the final policy decisions, but it does not interfere with the internal decision-making discretion of individual programs when those decisions do not affect the department as a whole. Tenured faculty meet for key personnel decisions of the department.

The Department Chair is responsible for budget and personnel issues. At the beginning of the each academic year, the Chair calls upon the Program Directors to discuss upcoming budget and administrative matters. Much of the discussion and consensus-building that occurs by the program directors takes place informally, extemporaneously or through e-mail.

Since the MPA faculty meet on a regular basis, either formally or informally, a sense of shared value has developed within the faculty nucleus for efficient and effective method of addressing and resolving shared issues-of-the-day among the faculty and the director. The MPA faculty meet every month at least once to discuss programmatic issues. The Chair, who is one of the nucleus faculty member, also participates in all formal and informal MPA faculty meetings. The MPA faculty also meet as a committee to review all Graduate Portfolio and participate in oral defense. This allows the faculty to get an overall idea of the MPA graduate preparation and how effectively the program reflects the mission of the program. Each student is assigned a faculty adviser who provides curriculum guidance and career advice. The MPA coordinator coordinates with the program director to provide day to day routine operations of the program and guides students toward successful completion of the program based on the graduation checklist.

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

As discussed earlier, the MPA program faculty is chaired by the MPA program director. In practice, the program director assumes many of the functions that are ordinarily attributed to department chairs. The MPA program director has substantial determining influence over the program. In particular, the MPA director is responsible for (1) providing effective and efficient management of the day-to-day operations of the program; (2) providing effective leadership in building the future of the program; (3) providing a conduit for effective collegiality and citizenship vis-a-vis the other department faculty members who participate in the program; (4) coordinates three dual programs; (5) manage and coordinates recruitment of MPA students; (6) responding effectively to the needs of students and alumni associated with the programs; (7) and becoming the spokesperson for the program to UAB and the larger public and nonprofit

professional community.

The scheduling of classes and the distribution of teaching assignments for MPA faculty, including adjuncts, are prepared by the program director in consultation with the chair of the department. The MPA program director designs the MPA teaching schedule after receiving each faculty members request for teaching assignments. To the greatest extent possible, faculty preferences are followed in the courses they wish to offer and the teaching periods they prefer. The MPA course schedule is then reviewed by the program director and the department chair in order to prevent conflicts for both faculty and students. The chair then authorizes the department administrative associate to enter them into the schedule.

Once a faculty position is authorized, the MPA program director chairs the MPA faculty recruitment committee comprised of all MPA nucleus faculty. All tenure-track members have voting authority in a faculty hire. The faculty committee sends their recommendation to the Chair which is then taken up the hierarchy to execute the next step in the hiring process. The Department Chair evaluates faculty performance at the end of each academic year. The program director provides input in MPA faculty performance as far as significant involvement in the program such as, advising for student success, program governance and participation, and, active participation with alumni, practitioners and the profession. Tenure and promotion decisions are made by the department's tenured faculty members. In case of tenure and promotion decisions for MPA faculty, the committee is always chaired by the MPA program director.

□ Hide | **2.2.3**

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

2.2.3 Faculty Governance Comments

The MPA program consists of a program director and MPA faculty. The MPA program faculty committee is the governing body of the MPA program and consists of the faculty nucleus. All MPA faculty member core areas are mainline public administration and they are identified as such within the department and at the College level. Members teach 100% of the MPA courses and engage in public administration- or public policy-related research and service activities. In addition to teaching two courses per semester, unless otherwise released from classes for administrative duties, all MPA faculty co-teach the Graduate Learning Portfolio, offered each semester (including summer). Any formal changes to the program requires unanimous vote by all tenure track nucleus faculty members.

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

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

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of

their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

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

<table>
<tr><td>☐ Hide</td><td>**3.1.2**</td></tr>
</table>

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

The UAB policy requires all tenure track member of the faculty to have PhD in hand prior to appointment date. Full-time tenured or tenure track faculty members of the MPA faculty are expected to teach in their area of expertise and are expected to have a PhD in public administration and public affairs or related field. All adjuncts who teach MPA courses are expected to have MPA degree and significant professional experience in public or nonprofit sectors.

The program has six academically qualified tenure-track full-time MPA faculty and one professionally qualified visiting assistant professor of practice dedicated to the MPA program. As per the mission of building the next generation of leaders in public and nonprofit administration, all seven faculty members have primary responsibility in the MPA program and are fully dedicated to the mission of the program. All six faculty members have a PhD in public administration and public affairs or related field. The professionally qualified member of the faculty was hired this year has MPA degree and Executive Training Certificate from Harvard JFK School of Government. He has more than 30 years experience as Chief Executive Officer of Red Cross Southeast Chapter and also served as second in command of the National Red Cross. As the Chief Executive Officer for the Southeast he provided leadership, oversight and guidance for a five state region during nation's most challenging times that included the Disaster Relief Operations of Hurricane Katrina, Rita, Wilma, Charlie, Frances and the Indian Ocean Tsunami. He has taught elective courses including Crisis Management, Grants Management, and Strategic Planning.

All MPA faculty members actively participated in the self study including mission building and preparing course competency maps for their courses. All seven members are actively engaged in scholarship and the professional community of public administration and public affairs. At the end of the Self Study year in Spring 2015, one of the core faculty member left UAB for another institution. The program was able to recruit another MPA member who has a PhD degree in Public Administration. The new faculty member will join the MPA core faculty in Fall 2015.

There are four adjuncts in the program who periodically teach MPA courses and are guest lecturers in the program. Their names and qualifications are as follows:

Ms. Ellyn Grady, MPA: Senior Vice President of United Way of Central Alabama. She has been teaching the course on Nonprofit Management for the last 15 years in the MPA program. She has been inducted to the MPA Alumni Hall of Fame by the MPA Alumni Association at UAB. Ms. Grady has served the MPA Advisory Board for at least

16 years.

Dr. Ray Morris : Deputy Director, the Greater Birmingham Regional Planning Commission (PhD in Public Administration). Dr. Morris has periodically taught MPA courses such as Strategic Planning, Public Budgeting and information Management. He is also a regular guest lecturer and collaborates with MPA faculty in various projects related to local government administration. Dr. Morris has earned his PhD in Public Administration from Auburn University specializing in Local Government Finance. Dr. Morris serves onthe MPA Advisory Board.

Ms. Dana O. Hazen, MPA: Planning Director, City of Mountain Brook. Ms. Hazen is a certified planner and has worked as a planner for more than 25 years. She teaches the Local Government Planning class in the MPA program. She received her MPA from UAB. Ms. Hazen is an active member of the MPA Advisory Board.

Ms. Danya Segrest, MPA: Director of Marketing and Fundraising, The Heart Ball. Ms. Segrest has 12 years experience working in the nonprofit world and has taught the Marketing and Fundraising course. She received her MPA and Graduate Nonprofit Certificate from UAB.

□ Hide   **3.1.3**

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

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	37	33	0	4
Courses delivering required Competencies	21	21	0	0

□ Hide   **3.1.4**

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

As per Administrative Policy 15 Section C in the Faculty Policy and Procedure Manual of the College of Arts and Sciences, all tenure earning faculty will receive formal written reviews in the second, fourth, and fifth years of service. These tenure evaluations are in addition to annual faculty evaluation for tenured and tenure-track faculty members in the department. The three standard areas for evaluation of tenure-line faculty are research, teaching, and service. One must meet minimum criteria in each field. Although one may excel in one of the three areas, outstanding achievement in one area does not compensate for a deficiency in another. In addition, successful candidates for tenure and promotion must demonstrate a consistent record of performance as scholars, teachers, and departmental citizens.

□ Hide   **Standard 3.2**

Standard 3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its

recruitment and retention of faculty members.

Self-Study Instructions

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

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

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

☐ Hide **3.2.1**

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

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

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☐ Hide **3.2.1a**

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic	0	0	0	0	0
American Indian or Alaska Native, non-Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	1	0	1	3
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	1	0	0	0	1
Hispanic/Latino	0	0	0	0	0

White, non-Hispanic/Latino	1	2	2	2	7
Two or more races, non Hispanic / Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race or Ethnicity Unknown	0	0	0	0	0
Total	3	3	2	3	11

Hide **3.2.3**

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

The program is very proud of its record on diversity, and its continued commitment to diversity is beyond ethnicity, to ideas and values to serve the global society. The program adheres to its diversity plan first adopted 2001 and subsequently implemented for the last 14 years. The Department of Government, where the program is housed, is the most diverse department in the College of Arts and Sciences with faculty members from five different countries. The program's diversity goals are reflected in the mission of the program to "prepare the next generation of global leaders" who are equipped with values and synergies to serve with shared values of the global society. With this in mind, it is mandatory for all faculty to undergo Diversity Training Workshops. In addition, the department regularly sponsors workshops and lectures related to diversity and cultural competence. In April 2015, the MPA program sponsored the Alabama Public Service Forum and invited senior NASPAA and ASPA leadership, Dr. Tom Vocino, Dr. Kalu Kalu and ASPA Executive Director, Bill Shields. The faculty members in the MPA program have arranged panel discussions at NASPAA on "Millennials" and "Women Leadership in Public Administration." The program director is a Fulbright Scholar and has been a keynote speaker at the Equity and Leadership Conference sponsored by the National Academy of Public Administration. The Department of Government where the program is housed invited one of its alumna Ms. Krystal Hartsfield for a public forum. Ms. Hartsfield is the National Director of African American Strategic Initiatives, Washington DC. In March 2015, UAB invited Ms. Vanita Gupta, Acting Assitant Attorney General for Civil Rights from the U.S. Department of Justice. The program is very proud of its record to promote diversity and a climate of inclusiveness.

Hide **3.2.4**

3.2.4

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

Currently, the program has three male and three female MPA faculty members. Two faculty members are from Asian backgrounds (one male and one female), and one male faculty member is a Pacific Islander. In the last five years, we had three different searches

replacing three MPA faculty members. Two of those former faculty members were tenured members of the MPA core and were White males. The third former faculty member, a White female who was a tenured faculty member, left for other opportunities. From the three searches, replacements for these three faculty members were made with two tenure-track male members (one Asian and one White) and one White female member. The Asian faculty member left after one year of appointment. The program was able to fill the position with one male Pacific Islander. As of end of Spring 2015, an additional MPA faculty member (White male) resigned. We were able to fill that position with a White male faculty member who will join the MPA faculty in the Fall 2015.

Hide   Standard 3.3 Research, Scholarship, and Service

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

Self Study Instructions

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

Hide   3.3.1

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

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

Hide   3.3.2

List some significant outcomes related to these exemplary efforts.

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

All nucleus faculty members are making significant contribution to the field of public administration. Some of their contributions are highlighted below.

Dr. Akhlaque Haque (Professor* and Director)
Dr. Haque is a very active member of the PA community. Currently, he serves on the Board of SeCOPA and as an Associate Editor of Economic Development Quarterly. He has served in the Commission on Peer Review and Accreditation (COPRA) and

Data Committee for the current NASPAA Standards. He currently is an active member of the NASPAA Data Committee. He is the author of "Surveillance, Transparency and Democracy: Public Administration in the Information Age," University of Alabama Press, 2015.

Dr. Wendy Gunther-Canada (Professor and Chair)
Dr. Gunther-Canada is a nationally recognized scholar in the area of feminist political thought and gender politics. She is the author of Rebel Writer: Mary Wollstonecraft and Enlightenment Politics, and co-author of three editions of Women, Politics, and American Society. Her most recent research is on the political philosophy of Catharine Macaulay and her influence on the founding of the American Republic. Dr. Gunther-Canada piloted Women in Public Administration and is currently researching how women's duties as public servants at the time of the nation's founding anticipated later arguments about women's contribution to the development of public administration and public service values.

Dr. Nevbahar Ertas (Associate Professor*)
Ertas, N. (2014). Millennials and Volunteering: Sector Differences and Implications for Public Service Motivation Theory. Public Administration Quarterly.
Ertas, N. (2014). Political Voice and Civic Attentiveness of Public and Nonprofit Employees. American Review of Public Administration. Published online before print March 9, 2014, doi: 10.1177/0275074014523117.
Ertas, N. (2013) Public Service Motivation from the Volunteer Resource Manager Perspective. The International Journal of Volunteer Administration 30(1), December, 17-27. Available from http://www.ijova.org/CurrentIssue/index.htm
Ertas, N. (2013). Charter Schools and Student Compositions of Traditional Public Schools. Sage Open, April-June, 1-13.
Ertas, N. (2013). Formal and Informal Social Participation of Public, Nonprofit and Private Employees. International Journal of Public Administration, 36(8), 578-87.

Dr. Cole Taratoot** (Assistant Professor)
Taratoot, C. (2014). "Review of Administrative Law Judge Decisions by the Political Appointees of the National Labor Relations Board, 1991-2007." Journal of Public Administration Research and Theory. 41:551-580.
Taratoot, C. (2014). "The Politics of Administrative Law Judge Decision Making in Civil Penalty Cases at the Environmental Protection Agency: 1992 - 2010." American Politics Research. 42: 114-140.
Taratoot, C. (2013). "The Influence of Administrative Law Judge and Political Appointee Decisions on Appellate Courts in National Labor Relations Board Cases. Law & Policy. 36: 35-67.

Erin Borry (Assistant Professor)
Borry, E. L. (2015). "Bureaucracy and Dissent" or "The Ethics of Red Tape"? Linking Red Tape and Guerrilla Government. [Review of the books Bureaucracy and Red Tape by B. Bozeman and The Ethics of Dissent: Managing Guerrilla Government by R. O'Leary.] Journal of Public Administration Research & Theory, doi: 10.1093/jopart/muu082.

Dr. Borry received a grant from the College's Dean's Office at UAB to conduct a study on the television series: Parks and Recreation. This grant has allowed her to hire a research assistant to help identify public administration theories and concepts in episodes throughout the series. The research publication emerging from this work will highlight discussions about various concepts such as ethical decision making, public service motivation, and accountability.

Dr. Thomas Alexander Jacobs (Assistant Professor)

Dr. Jacobs joined the MPA program last year. His dissertation titled "Continuing Resolutions: The Influence of Temporary Spending Restrictions on Monthly Expenditure Patterns of Federal Agencies", explores the relationship between the uncertainty generated by the implementation of continuing appropriations and the modification of budgetary obligation behavior in federal agencies. The study is the first of its kind to provide quantitative evidence that agencies under budgetary obligation restrictions for extended time periods have adapted to austerity measures by way of saving-dissaving practices that straddle fiscal year boundaries. He has significant professional experience in the US Army. He worked in the Resource Operations Division, Office of the Deputy Chief of Staff of the Army for Logistics, Pentagon, Alexandria, Virginia, August 2009 through August 2010. Also, he was Senior analyst responsible for the budgetary, financial, and programmatic management of the U.S. Army's Sustainment Systems Technical Support- and Strategic Mobility Program. Most recent work:
1) "Budgetary Signals: Organizational Learning, Agenda Setting, and Federal Bureaucracies" was presented at the Southeastern Conference of Public Administration (SECoPA) annual conference, 2014: Atlanta, GA. September 2014.
2) "Continuing Resolutions: Evidence of Expense Shifting in U.S. Army Contract and Supplies Spending" Association for Budgeting and Financial Management (ABMF) annual national conference, 2013: Washington, D.C. October 2013.

Dr. Peter A. Jones (Assistant Professor***)
Dr. Jones will join the MPA Faculty replacing Dr. Taratoot effective August, 15, 2015. Dr. Jones recently earned Ph.D. in Public Policy and Administration from the Martin School of Public Policy, University of Kentucky. He has has a MPP degree (concentration in public finance) from the Martin School. He has one publication and one under review.
Bedwell, Emily, Cowen, Joshua, Jones, Peter, Toma, Eugenia. 2014. "Do Public Managers Promote Employee Development in Hard-to-Staff Locales?" Public Performance & Management Review. 37 (4), 529-551
Robert Greer and Peter Jones. "Determinants of successful school bond referendum." Under review.

Joseph J. Packa, MPA (Visiting Assistant Professor***)
A 30 year veteran of the American Red Cross, served as a Chief Executive Officer at the local, state and national level. During his tenure, Joe led the Red Cross Southeast Service Area Headquarters through some of its most challenging and demanding years of service including Hurricane Katrina and 9/11. Under his leadership, the Southeast Service Area experienced record breaking service delivery and fundraising success. A native of Canton, Ohio, Joe holds a B.S. Degree from the Ohio State University, a Master of Public Administration from the University of Alabama at Birmingham, and completed advanced studies at Harvard University - John F. Kennedy School of Government - Executive Education. Joe was selected as the first inductee in the "Hall of Fame" for the UAB Alumni Association - MPA Program. He currently serves as an Adjunct Faculty for the University of Alabama at Birmingham where he teaches graduate level courses in Crisis Management, Grants Administration and Strategic Planning.
Joe will join the MPA faculty (full-time) as Visiting Assistant Professor and Practitioner in Residence effective August 15, 2015.

*Promotion effective October 1, 2015.
** Left the program after Self Study
***Appointment effective August 15, 2015.

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

Program admission is the first step in accomplishing our mission of preparing the next generation of decision makers from diverse population groups who will take leadership positions in the public and nonprofit sectors of the economy. As per our mission, admission is open to all who has completed undergraduate degrees regardless of background particularly in public administration and policy areas. Through published and personalized recruitment efforts, we seek students who wish to be admitted into a MPA program that focuses on preparing them for careers in public and nonprofit organizations. Our success in recruiting students who value our mission is reflected in the assessment results, and it is also indicated by the (guiding performance) direction in which we strive to enhance the MPA program. As per our mission to educate the next generation of leaders, we strive generate interest through programs and recruitment sessions oncampus and in the local government and nonprofit community. The cost of the degree is relatively low compared to other degrees on campus and MPA degrees in the Southeast. However, our goal is to recruit the best prepared students regardless of their financial status. This goal is not attainable without having support to finance student tuition. We have created an endowed scholarship that supports one semester of tuition for an eligible student. We want to expand that support so that we can fund at least one student to earn the degree. For in-service students the cost is often partially compensated by the employer. Our admission policy makes it easier to attract the pool of professionals by waiving the GRE for senior/mid-career professionals who have at least 5 years of full-time managerial experience (with some supervisory responsibilities).

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

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and

standards for in-service and pre-service students, gender-based considerations, ethnicity or any other "discriminating" criteria should be presented and explained, vis-a-vis the program mission.

4.2.1a Admissions Criteria and Mission

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

Our admission policies reflect our mission of preparing both pre-service and in-service students for professional careers in public and nonprofit administration. Our admission standards are designed to be fair, transparent and reflect our commitment to professionalize the public and nonprofit community. We attract and recruit committed leaders in the public and nonprofit world who are ready to serve and make a difference in government and nonprofit work in our local, state and the larger global society. We are cognizant that the population that we draw our students from may not always meet our rigorous admission standards. Consequently, we have instituted both standardized and conditional admission criteria. Because of the multi-disciplinary nature of the program, persons from all undergraduate majors are considered for admission to the program. The MPA faculty nucleus has adopted the following standard admission factors:

1. An applicant is expected to have earned an undergraduate degree from an accredited institution, as reflected in the submission of official transcripts.
2. An applicant is expected to have earned a minimum undergraduate grade point average of 3.0, as reflected in the submission of official transcripts (for probationary applicants the GPA minimum must be at least 2.7 or higher)
3. An applicant is expected to have achieved an average score of 500 or better on the verbal and quantitative sections of the GRE.
4. An applicant is expected to submit a writing sample stating career and educational objectives.
5. An applicant is expected to submit at least two letters of reference.

Hide **4.2.1b**

4.2.1b Exceptions to Admissions Criteria

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

If a candidate does not meet the standard admission criteria, yet candidates letter of interest (LOI), GPA and professional background makes them a promising candidate for admission, we may accept the candidate on probation. Probationary applicants must maintain a minimum B average in first 4 required courses in the MPA program. We also encourage in-service applicants with at least 5 years of full-time professional experience in lieu of a GRE waiver. GRE waiver applicants must write a petition to the program director explaining why they think the GRE should be waived. Once the petition is approved by the program director, a copy of GRE waiver approval is sent to the Graduate School so they can waive the GRE in the system.

Hide **4.2.1c**

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

□ Hide | GRE

Minimum Total Score*	300
GRE Verbal Minimum*	150
GRE Quantitative Minimum*	150
GRE Analytical Minimum*	3

*Denotes Optional Field

□ Hide | GMAT

*Denotes Optional Field

□ Hide | LSAT

LSAT Minimum Score*	150

*Denotes Optional Field

GPA	Required
Minimum Required	2.70
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	N/A
Interview	N/A
Special Mission Based Critera	Optional

□ Hide | 4.2.2a

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

4.2.2a Admission Numbers	Self Study Year (SSY)

Total SSY Applicants	58
Total SSY Admits	34
Total SSY Enrollments	28
Fall SSY Total Full Admissions	12
Fall SSY Total Conditional Admissions	5
Fall SSY Total Full Enrollments	98
Fall SSY Total Conditional Enrollments	11
Fall SSY Total Pre-Service Enrollments	22
Fall SSY Total In-Service Enrollments	87

▫ Hide   **4.2.2b**

4.2.2b Please provide the Full Time Equivalency (FTE) number for enrolled students in the Fall of the Self Study Year.   39

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

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

▫ Hide   **4.2.2c**

4.2.2c Admitted/Enrolled Students and Mission

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

Out of the 58 applications received, 34 was accepted to the program (acceptance 59%).

▫ Hide   **Standard 4.3 Support for Students**

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

Self-Study Instructions

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

4.3.1 Academic Standards and Enforcement

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

Each semester, all newly admitted students must attend new student orientation and a meet & greet organized by the MPA program administration. The MPA program coordinator has the responsibility of advising students about graduation standards. All students must meet the MPA coordinator prior to enrolling in the program; the graduation checklist and course plan is discussed and handed to the student in their first meeting. The MPA Student Handbook is passed on to students electronically. MPA faculty and the MPA program coordinator closely monitor student progress and ensure that students take the required courses first, particularly the Research Design (606) and the Quantitative Analysis (607) sequence.

Prospective students primarily contact the program via the electronic portal mpa@uab.edu. The MPA coordinator or the program director regularly respond to queries and meet with prospective students. The MPA coordinator stays after hours to accommodate full-time professional students and prospective applicants who need guidance on academic and graduation standards.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

The program maintains a very rigorous admission policy. Students who are accepted on probation due to low GRE scores (between 146-149 on average) or students admitted under GRE waiver policy with low GPA (between 2.65-2.90), must maintain 'B' average in the first four required courses in the program. Failure to maintain a 'B' average will automatically dismiss the student from the program. This policy ensures students who are not prepared to succeed in the program do not further commit their resources to the program. The program faculty closely monitors student progress, particularly those who have been accepted on probation. MPA faculty uses the UAB Early Alert System (EAS). EAS alerts allow instructors to notify students about academic performance, attendance, and other related issues in courses. MPA Coordinator may also view these alerts and warn students their status could jeopardize their good academic standing. Early alerts are a core component of the retention and graduate strategy.

| Hide | **4.3.3** |

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

4.3.3a	Initially Enrolled	Graduated within 100% of Degree Program Length	Graduated within 150% of Degree Program Length	Graduated within 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	21.00	14.00	18.00	20.00

4.3.3b Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

Out of the 21 students who initially enrolled in SSY-5 cohort, 14 students (66%) graduated within two years or less. Almost all students who were enrolled full-time, graduated within five semesters. Part time students and students in the MPA-MPH dual degree program took longer time to graduate. One student took more than 5 years to graduate. He was overseas working with NGO in Haiti. The student returned from overseas and completed the degree in summer 2015.

□ Hide **4.3.4**

4.3.4 Career counseling and professional development services

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

Students in the MPA Program can meet with the MPA program coordinator and discuss career counseling and career goals. UAB has Career and Professional Development Services (http://www.uab.edu/careerservices/) which are free to students and alumni, providing them with job leads, interview skills, resume services, and other resources. They hold several job fairs each year for employers to meet face to face with potential applicants on campus (which the program coordinator attends to network with employers and get more leads for students). UAB offers professional development courses to graduate students at a tuition rate, and offers thesis development courses free of charge for thesis students. The MPA program coordinator has strong ties to the public service and nonprofit communities, networking to obtain internship and job opportunities for students. When students speak with the coordinator about what career path they want to take, the coordinator matches them to current opportunities and informs them on how to apply for the position. The program director and program coordinator constantly receive notice of job opportunities from alumni and community professionals, which are sent out to students on a distribution list. In addition, the program coordinator organizes a Presidential Management Fellowship event every Fall and invites our PMF alumni to give a presentation to students on the PMF application process with a Q&A session following. We also have a relationship with the United Way of Central Alabama (UWCA) that allows us to send students to interview for UWCA Loaned Executive positions working on the UWCA Annual Campaign each year. The MPA Program has a list of employers on our website http://www.uab.edu/cas/government/graduate-program/careers that give students and potential students an idea of the public service employment scene and job boards they can peruse.

4.3.4a(1) Internship Requirement

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

The public administration internship is designed to provide students with practical, hands-on experience of the challenges, complexities, and rewards of working in the public sector. Students should be presented with opportunities in which they can apply what they have learned in the classroom within a professional workplace setting. The internship is required prior to completion of the MPA degree. Graduate interns are equipped to provide research support, policy analysis, budgeting experience, and/or program evaluation skills to a public or nonprofit organization. Interns are prepared to provide professional assistance to existing

staff members, to provide expertise and resources for projects and activities in which the agency is involved, and contribute skills on analytic methods of program and/or policy evaluation. During the internship, MPA students should have the opportunity to gain knowledge and expertise in the skills, knowledge and resources often utilized by public administrators.

Internship is required for all pre-service students. Internship is waived for in-service students with at least one year of full-time working experience. In order to be eligible for waiver student must file a petition to the Program Director explaining why their internship should be waived. Along with the petition, a current resume must submitted. The program director carefully reviews the petition for the waiver. Upon approval, a memo is sent to the Graduate School to allow 3 credit hours to be waived for the student.

The program director coordinates all MPA student internships. Interns must complete 300 hours (20 hrs x 15 weeks) of professional internship in a public or nonprofit agency per semester. Many of our students have gone on to work full-time for organizations where they initially served as interns. As far as the requirements, the interning student must complete three journals and one final report about their internship experience. Details about the internship can be found on the Internship Webpage at http://www.uab.edu/cas/government/graduate-program/internships

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☐ Hide **4.3.4a(2)**

4.3.4a(2) How many internship placements did the program have during the Self Study year?   6

☐ Hide **4.3.4a(3)**

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

List of Internship Placements in SSY

1. City of Mountain Brook
2. UAB Benevolent Fund
3. National Institute of Human Development
4. Neverthirst (International NGO)
5. SafeHouse of Shelby County
6. Alabama Ballet

4.3.4a(4)

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

The MPA program director is instructor of record for all MPA Internships and coordinates all internship placements. UAB MPA interns have a long tradition of serving the public and nonprofit community. Our students are often sought-out for placements, particularly by the nonprofit community who have a greater need for professional interns to manage organizations. Because the great majority of our students are in-service, the number of students looking for internship opportunities is relatively small. The program director meets with each prospective intern one semester prior to placement. The Internship Guide is passed on to students detailing all requirements and responsibilities for the internship.

Interns are responsible for initiating an Internship Agreement with their agency of choice. Interns are encouraged to identify agencies in their area of interest (ex: nonprofit agency, local/state/federal government agency, regional planning agency, etc.). After choosing an

area of interest and identifying several agencies of interest, the intern works with the MPA Program Director to establish a relationship and internship opportunity. Once an agency has been identified and approved by the MPA Program Director, the Intern is responsible for completing the Internship Agreement with the agency contact. The Internship Agreement outlines expectations for both the Intern and the agency regarding the projects and skills that are to be developed and utilized during the Internship.

4.3.4a(5)

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

The internship placements reflect the mission of the program. Because placements openings are more frequent in nonprofit organizations than public sector, our students often select to work for nonprofit organizations. However, every year we will place at least one student in the City of Mountain Brook where we have an ongoing relationship for placing interns over many years. We also would place interns at the Regional Planning Commission and the United Way of Central Alabama on a regular basis. The Internship Evaluation Reports show that placement agencies are very satisfied with our interns because of their MPA preparation and the leadership skills they bring to the agencies. Our mission of building the next generation of global leaders leaders is also reflected in our graduates who go for internship opportunities after graduation. For example, in the last three years, three of our students won the Presidential Management Fellowship. In addition our graduates have regularly been placed with City Management Internship positions across the country.

□ Hide **4.3.4b**

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

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	5
State, provincial or regional government in the same country as the program	2
City, county, or other local government in the same country as the program	30
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	12
Nonprofit / NGOs internationally-oriented	1
Private Sector - research/consulting	0
Private sector (not research/consulting)	9
Military	0
Obtaining further education	0
Unemployed seeking employment	1
Unemployed not seeking employment	0
Status Unknown	0
Total Number of Graduates	60

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

Self-Study Instructions:

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

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

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

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

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

Diversity is a strength for the Department of Government. Diversity training and certification is mandatory for all faculty and staff at the University. Given the mission of the program to build responsible decision makers with the objective of enhancing social and intellectual capacities of our students, we make diversity training an integral part of the curriculum. In the Administrative Ethics (MPA 600) required course, students have to undergo diversity training through a real life simulation session. The diversity training and the exposure in many of the required courses (Administrative Theory and Behavior, Public Policy Process) help students to evaluate their own standing as far as diversity of values and cultural competence. The program has recently launched three unique elective courses related to diversity: 1) Equity and Diversity in Public Administration; 2) Women in Public Administration; and, 3) Public Administration and Globalization. We are very proud of our record on diversity and the commitment we have made to nurture these values into educating public servants. In the last five years we had international students from the following countries: Afghanistan, Azerbaijan, Dominican Republic, Pakistan, Poland, Thailand, Nigeria, UAE, South Korea, Malaysia, China, Egypt, Puerto Rico and Uruguay. Evidence of our diversity outcome is also reflected in some of our students. For example, one of our graduates (2013) won the Presidential Management Fellowship and is now working for the State Department after her fellowship with the Human Rights Commission

in Ukraine.

In addition, as discussed in Standard 3, the department regularly sponsors workshops and lectures related to diversity and cultural competence. In April 2015, the MPA program sponsored the Alabama Public Service Forum and invited senior NASPAA and ASPA leadership, Dr. Tom Vocino, Dr. Kalu Kalu and ASPA Executive Director, Bill Shields. The faculty members in the MPA program have arranged panel discussion at NASPAA on "Millennials" and "Women Leadership in Public Administration." The program director is a Fulbright Scholar and has been a keynote speaker at the Equity and Leadership Conference sponsored by the National Academy of Public Administration. The Department of Government where the program is housed invited one of its alumna Ms. Krystal Hartsfield for a public forum. Ms. Hartsfield is the National Director of African American Strategic Initiatives, Washington DC. In March 2015, UAB invited Ms. Vanita Gupta, Acting Assitant Attorney General for Civil Rights from the U.S. Department of Justice.

The MPA program director, department chair and the MPA program coordinator are certified UAB Safe Zone personnel, which is a university-wide network that provides a safe space for LGBTQ identified students and employees (http://www.uab.edu/students/multicultural-and-diversity-programs/programs/lgbtq-programs/safe-zone).

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

4.4.2 Program Recruitment Diversity Activities

4.4.2 Program Recruitment Diversity Activities

The program has been successful in attracting minority students to the program. Our diversity activities extend to the recruitment of additional students to our public management concentration. The UAB MPA program is the only urban MPA program in Alabama. Yet we have only been moderately successful in recruiting public professionals from local governments into the the program due to financial constraings on local governments. Jefferson County, where UAB is located recorded the largest municipal bankruptcy in history. We aim to recruit more public management professionals as we build the next generation of responsible leaders. The statewide nonprofit community has been very strong in recruiting MPA graduates and many nonprofit organizations provide incentives to their employees to earn MPA degree. The issue of underrepresentation of public professionals in the program is due to limited funding for local governments to train and prepare their employees.

With the goal to increase local government professionals in the program, the program leadership has held recruitment sessions to several cities across Birmingham AL. The recruitment sessions are more about awareness of public service values and the critical skills that can benefit and make a difference in government. Our proactive approach has already paid-off with four senior police officers, including the Deputy Chief of Police of the City of Birmingham, joining the program. We will be happy to share our recruitment presentations with the SVT.

| Hide | **4.4.3a** |

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

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

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

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

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	9	26	9	40	84
American Indian or Alaska Native, non Hispanic/Latino	0	1	0	3	4
Asian, non Hispanic/Latino	2	1	3	1	7
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	1	0	1	2
Hispanic / Latino	1	3	1	3	8
White, non-Hispanic/Latino	18	41	33	71	163
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	1	1	2	1	5
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	30	73	47	119	269
Disabled	0	0	0	0	0

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

As the data shows, 60% of our students are White and 40% non-White (31% Black). Jefferson County, where UAB is housed, has 54% White and 43% Black. The program is as diverse as the County where it draws majority of the students from. The program by far the most diverse program on campus. The majority of the students (71%) are female which is higher than UAB average (60%).

4.4.3b(2)

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

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

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

Self-Study Instructions:

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

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

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

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

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

As per the mission of the program, the focus is on building the next generation of global leaders and responsible decision makers by enhancing their intellectual and social capacities through knowledge and skills provided within the framework of public service values embedded in the MPA curriculum. The mission stresses the acquisition of knowledge and skill necessary to manage and lead public and nonprofit organizations with ethical and responsible leadership. We map specific courses to the following knowledge, skills, and social and intellectual capacities to lead and manage organizations:

1. Understanding the role of public administrators and the framework under which they become ethically competent to lead and be a good example for future leaders who choose the profession within a democratic setting.
2. Identify and describe the major practical components of public administration, along with their theoretical underpinnings.
3. Explain the roles of accountability, transparency, and politics within public administration; and
4. Conduct cultural competency simulation and use real world examples for global awareness of diversity and cultural competency.

To participate in and contribute to the public policy process

As per the mission and the program curriculum specific to public policy process, the emphasis is on exploring theories and practices of policy making, taking into consideration selected aspects of the policy process and policy analysis, such as environmental, political, and organizational factors, the choice of alternatives, and the implementation and evaluation of public policy. The competency is defined as follows:

1. To possess knowledge about the policy making process and develop ideas about how you can participate effectively in the policy making process
2. To examine the interaction between politics and analysis in policy making
3. To learn and apply practical skills that will be useful when you find yourself engaged in the policy process.

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

As per the mission and the program curriculum specific to analyzing and synthesizing information/data, critical thinking and problem solving, to make decisions, the emphasis is on exploring the ways data and information can be gathered, analyzed, synthesized and disseminated to make informed decisions. The competency is defined in two components, as follows:

Evaluating Research
1) Understanding the basic research process
2) To expose students to a wide variety of methodological tools
3) To enhance students' ability to critically evaluate research
4) To empower students to make better decisions based upon research

Performing Statistical Analysis:
1) Students will gain an understanding of how to calculate and interpret descriptive statistics as well as how to think critically about the use of descriptive statistics.
2) Students will gain an understanding of hot to calculate and interpret inferential statistics as well as how to think critically about the use of inferential statistics.
3) Students will learn how to use a computer program (SPSS) to analyze statistical data and then to make sense of the output they generate.

To articulate and apply a public service perspective

As per the program mission and curriculum specific to public service perspective, the program emphasizes theories of public administration and democracy that differentiates

the public service goals and values to the larger context of organizational behavior that motivates public service activity. The competency is defined as follows:

1. Articulate what government does and what public administration is;
2. Identify and describe the major practical components of public administration, along with their theoretical underpinnings;
3. Explain the roles of accountability, ethics, and politics within public administration; and
4. Apply theories and concepts to the everyday practice of public administration and management.

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

As per the program mission and curriculum specific to public service perspective, the program emphasizes the role of public and nonprofit managers to be able to plan, recruit, acquire, and develop its personnel to engage with workforce and citizenry with a diverse and global lens. The competency is defined as follows:

1. Describe the concepts of merit, civil service, and patronage;
2. Understanding the tools, skills, and procedures for managing public workforce;
3. Explain the role of performance in changing workforce;
4. Recognize and articulate the various laws related to public personnel;
5. Speculate on the future of public personnel management as it relates to merit, performance and diversity.

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

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

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

None.

_□ Hide   **Standard 5.3 Part A: Mission Specific Elective Competencies**

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

demonstrate in each option.

If your program offers any mission-specific elective competency (such as a track, concentration, option, or specialization), then for at least one offered please describe how it supports the program mission and state at least one specific student learning otucome expected of all students in that elective competency. If none, please state "none."

We have elective competencies for Public Management and Planning and Nonprofit Management. Upon graduating, students in specialized areas of study will demonstrate mastery of specific knowledge and skills related to those areas of specialization. They are as follows:

Nonprofit Administration:
1) Students will understand the nonprofit culture and be able to demonstrate managerial knowledge and skills to contribute to nonprofit organizations to better serve citizens in the community.
2) Students will be able to demonstrate substantive knowledge in management, finance and leadership unique to the nonprofit sector.

Public Management and Planning:
1) Students should be able to demonstrate knowledge about strategies involved in planning, to become aware of the potential pitfalls, and to understand how strategic planning can and should play an integral role in the management and operation of public/nonprofit organizations.
2) Students should be familiar with legal instruments used by planners.
3) To recognize planning as a resource for public management and utilize various techniques for managing the cyclical process through periods of organizational change with emphasis on the implementation process.

□ Hide **Standard 5.1-5.3 Part B**

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

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

□ Hide **Standard 5.1 Part C**

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

Universal Required Competencies: One Assessment Cycle

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

- 1) how the competency was defined in terms of student learning,
- 2) the type of evidence of student learning that was collected by the program for that

competency,
- 3) how the evidence was analyzed, and
- 4) how the results were used for program improvement.

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

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

1) How competency was defined in terms of student learning

The following discussion applies to course mapping of all Universal Required Competencies, followed by specific discussion on "To Lead and Manage in Public Governance" (UC1) and "To Analyze, Synthesize, think Critically, Solve Problems and Make Decisions" (UC3).

We used a two-step approach to defining course competencies. The first step was to diagnose formal objectives of all the required courses in the curriculum and then map the core competencies for each of the courses. In this course mapping process, it was clearly identified what the student is expected to know from these courses and what was to be accomplished from these courses (i.e., the expected outcome). Furthermore, one of the assignment(s) in each course was designated to be the core assignment that was the representative of the competencies to be evaluated. This process of diagnosing the required courses started two years prior to self study. During the Self Study the MPA faculty took the course mapping one step further using the IPA model discussed in the NASPAA Accreditation Institute, by categorizing the assignments/activities of the course by expected Universal Required Competency embedded within the courses. It allowed MPA faculty to assign a code to each assignment depending on whether the assignment categorized under one of the Universal Required Competency was being, 1) Assessed (A); 2) Practiced (P); or 3) Introduced (I). As per the mission of the program, this critical exercise by the MPA faculty allowed overall mapping of the required courses with respect to Universal Required Competencies.

Not all required courses can be expected to cover all of the five Universal Required Competencies. Also the depth of coverage was not expected to be the same. Some courses assessed and practiced one or more universal required competencies, some courses only introduced one or two subjects related to universal required competencies. The Course Mapping Report will be available to SVT.

The course maps revealed that "To Lead and Manage in Public Governance" (UC1) was covered in 75% of the required courses (6 out of 8 required courses) with equal depth and "To Analyze, Synthesize, think Critically, Solve Problems and Make Decisions" (UC3) was covered in 87% of the required courses. The full cycle of UC1 and UC3 was measured and evaluated leading programmatic improvement in outcome related to the competencies. According to course maps, UC1 was covered in each of the 6 courses and UC3 was covered in 7 of the 8 courses with equal consistency in terms of Introducing the competency as defined by the program, practicing it and assessing it with a grade. We have shared the competency matrix as well as the narrative with an example in the Appendix.

2. Evidence of learning that was gathered:

Two sets of evidences were collected for assessing the competency requirements for ALL Universal Required Competencies.

I) Course Mapping using IPA and evaluating each students grade on the respective

assignments/activity for ALL required courses in the program.

Under the criteria used for mapping the courses, we gathered evidence from all eight (8) required courses (except Portfolio) offered during the Self Study Year. Grades assigned for each assignment/activity/project was evaluated. There were total of 43 activity measures that were used to analyze the competency from 8 required courses of the program. Total 133 student competency measures (assignment/projects/activity in class) were analyzed for UC1 (To lead and manage in public governance) and 96 student files were analyzed for UC3 (to analyze, synthesize, think critically, solve problems and make decisions). Activity measures included:

1) Assignments related to theoretical discussions in class (Introduction and Assessment)
2) Assignments that directly apply problem solving and decision making skills (Assessment)
3) Class discussions and project presentation (Practice)
4) Guest lecture discussion and participation (Introduction and Practice)
5) Practical application of tools and methods to evaluate decision outcomes (Practice and Assessment)

II) Evidence was gathered from all student portfolios who graduated from the program during the Self Study Year. Out of the 34 graduates, 20 of the portfolios (Fall 2014 and Summer 2015) were analyzed using a rubric that looked at each section of the portfolio as follows:

1. Personal leadership vision and personal mission statement;
2. Diagnose and discussion of the critical challenges in public and/or nonprofit administration;
3. Data analysis and decision making;
4. Evaluation of the signature assignment(s) from core coursework presented by the student; and
5. Professional resume.

In addition to the two formative measures we also looked at the student exit surveys of all graduates to assess student satisfaction with program measures and motivation of students to serve public interest.

3. How evidence of learning was analyzed:

Evidence from core course competencies were analyzed using the grade assigned for the competency with specific to competency that related to "Lead and Manage in Public Governance" (UC1) and "To Analyze, Synthesize, think Critically, Solve Problems and Make Decisions" (UC3). Although evidence was gathered for ALL required competencies, given the amount of data collected, we specifically chose to analyze UC1 and UC3. MPA faculty who taught the course went back and looked at the grades for each competency measures. 229 student grades were analyzed for various activities from the 8 required courses taken during the self study year. With respect to UC1, 98% of the students were found to be competent in leading and managing public governance as they met or exceeded faculty expectations. Two percent of the students who did not meet faculty expectations were primarily in the area of public budgeting. With respect to UC2 -- problem solving skills, 92% of the students were found to be competent in analyzing, synthesizing and solving problems. Eight percent of the students who failed to meet faculty expectations did not show promise in quantitative skills. It must be noted that the analysis dealt with activities and assignments that defined the competencies. Therefore, failure to show promise in one competency does not imply that the student failed a particular course, rather failed the competency test gathered from that particular assignment. In certain cases students may have missed the assignment or did not do well in that assignment, but overall did well enough to satisfy the minimum requirements to

pass the course. We will continue to use our assessment rubric to further analyze the remaining universal required competencies for which data has already been gathered.

Graduate Portfolio (Capstone)

We analyzed the graduate portfolio for 20 students who graduated from the program during the self study year. Apart from assessing the whole portfolio, we specifically looked at section I and section III of the portfolio. In section I, students are asked to write about their personal vision and a mission statement. The mission statement was analyzed to find evidence of leadership skills and their passion for public service as defined in UC1. To external constituents it gives an idea how the student sees themselves as a change agent. From each of the student portfolio and their oral defense we found ample evidence that each student showed great promise to become a leader in public service and saw themselves as change agent to contribute to society. Furthermore, students were able to articulate research questions and utilize data analysis skills to make informed decisions about public policies that affect citizens and public/nonprofit organizations. The portfolio review committee, comprised of MPA faculty, who guided students to prepare the portfolio, were pleased by the performance of the students and their competency as reflected in the individual student portfolios. Preparing the portfolio allowed the students to not only prepare their leadership vision but also articulate the skills that are necessary to make better decisions that impact societies. Individual portfolios will be appropriate for graduates to use for career development/job seeking purposes.

From data gathered through portfolios, graduates gained the most in courses ethics, research design and policy making process. These were followed closely by quantitative research skills and nonprofit management skills. Students gained least from public budgeting and courses related to economic institutions. We offer relatively few classes in these areas and that may have been the reflected in the portfolios. One suggestion would be to increase the number of courses in financial management and economic institutions.

The anonymous exit surveys conducted after the oral defense of the portfolios show that our students are highly committed to public service values and are motivated to give back to community by engaging themselves to public and nonprofit service activities within their communities. The responses are testament to program goals and mission, and to the long-term impact the program has had within the metropolitan region.

The alumni respondents to the online survey strongly agreed with the mission of the program and were impressed by the growing number of alumni who were leading in the public and nonprofit community. However, they also expressed opinion that the program should do more to find placement opportunities for their young graduates who are joining the job-market. This is one area the the program needs attention and the resources, to carry-out its critical mission to professionalize the growing public and nonprofit community. Alumni also expressed the absence of doctoral program in public administration in the metro area which puts many alumni at a disadvantaged position for career advancement compared to their regional peers. We recognize that our outreach efforts should be expanded, along with an active alumni board that can be mobilized to reach out to constituents that enrich program core mission. The alumni respondents also expressed overwhelming support to start MPA classes from 6 pm, instead of current class period that begins at 7:30 pm. We were aware of this issue from earlier feedback from students. Given majority of our students are full-time practitioners who also have families, ending classes by 8:30 pm is one of our goal to accommodate our students who would like the family-work balance.

Our employer/internship survey provided evidence that skill-based practical courses are much more valuable to employers than theoretical/foundation courses. Employer survey also suggests that our internship placement agencies are satisfied with our interns.

However, we would like to see more paid internship opportunities for our students. We would also like to see more opportunities for our interns in local government compared to the requests we receive from the nonprofit organizations.

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

Our evaluation of student performance and mapping the course competencies showed that the curriculum is appropriate as per the mission of the program. Particularly, based on our comprehensive assessment of the competencies, "to lead and manage in public governance" was being met and no action is necessary to make changes in that area. We also assessed the competency to "to analyze, synthesize, think critically, solve problems and make decisions." Although we are satisfied with the outcome as 92% of the students met faculty expectations, we believe there is room for improvement in skill-based courses particularly budgeting. Also the delivery of the courses matter -- online vs. in-class instruction. We decided not to offer any of our required courses online, particularly budgeting, and also courses that require data analysis and problem solving skills. We also found evidence that we need to expand our course offerings in financial management and economic policies/institutions. We have already moved in that direction by piloting a course in the Fall (2015) on "Case Studies in Public Finance." We also found evidence from Portfolio discussions and Internship Report that skill-based courses with respect to database management are becoming more valuable for marketing our graduates. We would like to expand our GIS offerings to include a course on Data Management and Decision Analysis.

It must be mentioned that our addition of Graduate Portfolio (Capstone) has been instrumental in giving us vital data on student outcome. We are very pleased with the writing template and the oral defense of the Graduate Portfolio. We would like to introduce the Capstone concept earlier in the program so that students can be proactive in preparing their personal mission statement and choose electives in ways that can help them accomplish their mission and enhance their experiential learning.

We have already made some changes for program outreach by organizing public service lecture series that brought key academics and practitioners from Alabama to talk about substantive policy issues such as diversity and the lack of public service motivation in local government in Alabama. The MPA program, with its mission to educate the citizenry, will continue similar forums every semester and expand the dialogue with the alumni with short lunch-and-learn forums for continuing education. This initiative will begin begin this fall (2015).

☐ Hide **Standard 5.2 Part C**

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

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

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

Not applicable.

2. Evidence of learning that was gathered:

Not applicable.

3. How evidence of learning was analyzed:

Not applicable.

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

Not applicable.

◻ Hide | **Standard 5.3 Part C**

Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

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

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

We have elective competencies. Of the graduating students in the self study year we analyzed the nonprofit track and the public management track. We chose to assess a learning competency from each track. The nonprofit competency is defined as the student's ability to understand the nonprofit culture and be able to demonstrate managerial knowledge and skills to contribute to nonprofit organizations to better serve citizens in the community. In addition students should be able to demonstrate substantive knowledge in management, finance and leadership unique to the nonprofit sector including grants management. For the public management and planning track we defined competency as the students ability to demonstrate knowledge about strategies involved in planning, to become aware of the potential pitfalls, and to understand how strategic planning can and should play an integral role in the management and operation of public/nonprofit organizations. In addition, students should be familiar with legal instruments used by planners; and recognize planning as a resource for public management and utilize various techniques for managing the cyclical process through periods of organizational change with emphasis on the implementation process.

2. Evidence of learning that was gathered:

We mapped the course syllabus for Nonprofit Management course which is one of the required course for Nonprofit Management track. Each assignment from the course was evaluated based on the course competency as defined earlier. We then looked at each students Graduate Portfolio and evaluated the mission statement and career vision. For the Public Management and Planning track we mapped the course competencies for the Strategic Planning course which is one of the required electives for the Public Management and Planning track. We also gathered evidence from each students Graduate Portfolio, particularly from their mission statement and long term goals.

3. How evidence of learning was analyzed:

We analyzed competencies for each assignment for 11 of the Nonprofit track graduates. All students excelled in the course with 100% of the students who took the course received an A in the respective assignments. Four students in the nonprofit track did not take the nonprofit management course but substituted for Grants Management course. The grants management course is geared towards nonprofit management and the competencies fall under the same rubric as the nonprofit management course. Evidence from the public management track was analyzed using grades on assignments from two courses: 1) Strategic Planning and 2) Local Government Planning. 14 students in the program graduated under public management track. Fifty percent of the students took the Strategic Planning class out of which 71% exceeded faculty expectations, and 29% met their expectations. Other fifty percent who took the Local Government Planning course

exceeded faculty expectations in defined competencies. We also analyzed the Graduate Portfolio for the graduates in the Planning specialization. Only about 30% of the portfolio in the track reflected Public Management and Planning in their career goals. Majority of the students in the planning track showed competencies related to nonprofit management.

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

Overall the evidence from the analysis of the public management and planning course and the portfolio, it was unclear as to how well the knowledge of the public management and planning was having an impact in students ability to apply the knowledge in real life context. The requirements for the public management and planning track will be revisited to give more hands-on practical training on local government. We will reintroduce the state and local government course, which has not been offered in the track due to faculty turnover in recent years. We also ensure students in the track are exposed to local government practitioners and open opportunities for collaboration and networking.

□ Hide | **Standard 5.4 Professional Competencies**

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

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

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

The program has growing opportunities for student involvement with practitioners across wide range of public service professionals. Students are exposed to variety of experiential learning exercises in the classroom. The interaction and exposure includes the following:

1) Guest lecture: In all required courses there is at least one senior practitioner from the public or nonprofit community who makes presentations to students.
2) Every semester there are at least two public service lectures organized jointly by the MPA Student Association, the UAB ICMA Student Chapter and the MPA Alumni Association.
3) The Department of Government organizes public lecture forums based on special topics such Diversity and Equity, National Election, Black History Month, European Economic Crisis, Crisis in Syria, Women Practitioner Forum, and Public Management Fellowship forum.
4) Graduate Assistants and students writing thesis research are often sponsored by the department to present paper at national and regional PA conferences. In the past our students have won the ASPA Founders Fellowship. Recently, one of our GA's won the NASPAA Case Study Simulation Competition.
5) Our students have traditionally won at least two scholarships per year to attend the Alabama Annual ICMA Confernece.
6) Our students are very active in volunteering for nonprofits particularly with Habitat for Humanity and the Alabama Aids Outreach.
7) Our students regularly participate in the Graduate Research Day competition organized by the Graduate School every spring semester.

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

Self-Study Instructions:

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

Programs are required to report on resource adequacy in the areas of:
- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

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

If available, please provide the budget of the degree seeking accreditation	690000
6.1a Overall budget for program	Stable

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

I. Budget
The program faculty salary makes 98% of the MPA program budget. The operating budget for the program is less than 1%, most of which is allocated to faculty travel for professional conferences. The MPA is a standalone graduate program within the Department of Government. It is the largest masters program in the College of Arts and Sciences. Other than, paying for website maintenance there is no budget for programmatic activities such student recruitment and marketing of the program. The program spends less than 3% of the budget towards senior practitioners teaching some of the elective courses.

II. Program Administration
The sustenance of mission-based accreditation depends on a stable faculty nucleus. This becomes increasingly challenging with frequent turnovers in junior level faculty in the program. In the last five years the program has seen three faculty members leaving the

program primarily because they received job offers at market rate salaries at competing instutitions. The base salary for Assistant professor in the program is $5,000 below the Southern Universities Group (SUG) minimum for similar public administration tenure-track position. New Assistant professor salary in the program is 20% below the public administration salary of any Carnegie designated Research University such as UAB (Higher Education Salary Survey, 2012-13). Having such significant difference in salary within the region has created a revolving door for scholars who invest in the program only to leave for better opportunities.

III. Supporting Personnel

The program has seen significant student growth in the last 7 years. After the arrival of our new Chair, the department's strategic plan called for recruiting one part-time program coordinator to manage a growing program with on average more than 100 students at any given semester. The program director manages the internship as part of the program responsibilities. Given the work load with the current students, career placement and alumni coordination often becomes a challenge for the program coordinator. With the mission to lead the public and nonprofit professional community, the program is seeking a designated budget that allows to have a full-time coordinator and funds to manage student recruitment, retention and placement activities.

IV. Teaching Loads/Class Sizes/Frequency of Class Offerings

The regular teaching load for MPA graduate faculty is 2 per semester. In addition, all nucleus co-teach the Graduate Research Portfolio, and participate in thesis committees and independent study. The program director gets one reduced load for managing the program including the internship and supervising the graduate research assistants. The average class size for a required course is between 20-30 students depending on the term it is being offered. The class size for elective courses are relatively smaller, and varies widely, ranging from 6 students to 30 students. The classes are offered on a regular basis following the 2-year course schedule which is available to students via the student handbook.

V. Information Technology

The program has access to a computer lab on the 4th floor of the Heritage Hall with up-to-date computer facilities and software packages, which includes statistical software (SPSS and STATA) and ArcGIS. Software licenses are maintained by the College of Arts and Sciences.

VI. Library

Mervyn H. Sterne Library provides numerous services and resources for all disciplines. Located one block from the Master of Public Administration program, Sterne Library is the primary library for research in the discipline. In addition to the accompanying list of journals that relate to Public Administration, Mervyn H. Sterne Library also provides access to journals in related disciplines, accessible either in print or electronically, that supplement the existing collection. Likewise, UAB faculty, staff and students also have access to materials in the Lister Hill Library of the Health Sciences. Currently, the library provides access to approximately 67,456 unique items specifically identified within the areas involved with the program, including numerous journals, available through both individual print subscriptions and electronic package subscriptions. These items were identified using the Library of Congress Classification System. The Mervyn H. Sterne Library has a generous operating schedule for UAB students, faculty, and staff to use the library resources, work at the computers, and use the printers, scanners and copiers. During most of these hours, patrons can attend instruction sessions, seek research and library help from the reference desk, and meet with a writing tutor in the University Writing Center. There are quiet zones and collaborative zones for individual needs and

preferences. Group and individual study rooms are available on all floors of the library. Services available to patrons with physical disabilities include text-to-voice software, text scanning equipment, screen readers and magnifiers, and extra assistance from the library staff.

The full report for library facilities including the list of available journal titles will be available to the SVT for their perusal.

VII. Classrooms, Offices and Meeting Spaces
The Department of Government is housed on the 4th floor of the Heritage Hall. All MPA faculty members have individual faculty offices in the 4th floor of the Heritage Hall. Faculty offices average 134 square feet. Until recently there are no designated classrooms in Heritage Hall where all MPA classes are normally held. The largest classroom seats 200 and the smallest seats 54. The department has a conference room that is used for seminar-based courses. In addition there are five (5) conference rooms available in the building (on average 468 sq. ft). Smaller seminar-sized classes often take the advantage of the conference rooms. All classrooms and conference rooms have built-in audio-visual facilities with projectors, and are Wi-Fi enabled. For students there are individual lounges on 2nd, 3rd and 4th floor of Heritage Hall.

▢ Hide   6.2a

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

	Required Course (list them by course catalogue name and number)	Frequency
Course 1	MPA 600	One semester, session, or quarter per year
Course 2	MPA 601	More than one semester, session, or quarter per year
Course 3	MPA 602	More than one semester, session, or quarter per year
Course 4	MPA 603	More than one semester, session, or quarter per year
Course 5	MPA 604	More than one semester, session, or quarter per year
Course 6	MPA 605	One semester, session, or quarter per year
Course 7	MPA 606	More than one semester, session, or quarter per year
Course 8	MPA 607	More than one semester, session, or quarter per year
Course 9	MPA 697	Every semester, session, or quarter

▢ Hide   6.2b

6.2b For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same

semester/session/quarter).

Hide 6.2c

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

The program encourages all students to take the required courses first before taking any electives. We follow a 2-year sequence where classes are offered on a regular basis. Students completing a thesis, are required to take 9 hours of thesis work (includes one independent study to write the thesis proposal and six hours of thesis work). No substitutes are allowed for any required courses. However, there has been one case (in SSY-1) where two students were allowed to take the required course under independent study with the MPA faculty who originally taught the course the previous semester. The exception was made due to the fact that this was their only class left to fulfill the requirements for the degree and that they had to wait at least two more semesters to graduate.

Hide Standard 7: Matching Communications with the Mission

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

Self-Study Instructions

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

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. *Some* of that data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the **"Information to be made public by NASPAA"** section found at the bottom of this page.

Other data will have to be posted by the program on its website (or be made public in some other way). **That data is to be included by the program in the form below.** A program that does note provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example). Further programs are asked to upload any relevant documents which are not online using the "Upload Relevant Documents" field found found at the bottom of this form. Please place all relevant documents into a single .pdf file and upload in this box.

Hide Data and Information Requirements - Provide URLs

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

General Information about the Degree - From Eligibility Section
Hide

Degree Title	http://www.uab.edu/mpa
Organizational Relationship between Program and University	http://www.uab.edu/cas/government/
Modes of Program Delivery	http://www.uab.edu/mpa
Number of Credit Hours	http://www.uab.edu/cas/government/graduate-program/mpa-curriculum
Length of Degree	http://www.uab.edu/cas/government/graduate-program/program-basics
List of Dual Degrees	http://www.uab.edu/cas/government/graduate-program/joint-degrees
List of Specializations	http://www.uab.edu/cas/government/graduate-program/mpa-curriculum
Fast-track Info	http://www.uab.edu/cas/government/graduate-program/faq
Number of Students	http://www.uab.edu/institutionaleffectiveness/student-data/enrollment

Mission of the Program - From Standard 1
Hide

Mission Statement	http://www.uab.edu/cas/government/graduate-program

Admission - From Standard 4
Hide

Admission Criteria	http://www.uab.edu/graduate/images/acrobat/checklist/publicadmin1.pdf

Faculty - From Standard 3
Hide

Number of Faculty Teaching in the Program	http://www.uab.edu/cas/government/people/faculty-directory
Faculty Identified within the Unit Including Rank	http://www.uab.edu/cas/government/people/faculty-directory

Cost of Degree - From Standard 4.1
Hide

Tuition Cost (in state and out-of-state)	http://www.uab.edu/students/paying-for-uab/detailed-tuition-and-fees
Description of Financial Aid Availability, including Assistantships	http://www.uab.edu/cas/government/graduate-program/financial-aid

Career Services - From Standard 4.3

Distribution of placement of graduates (#)   http://www.uab.edu/cas/government/graduate-program/careers

Current Student - From Standard 4.3

Internship Placement List   http://www.uab.edu/cas/government/graduate-program/internships

Graduates - From Standard 4.3

Completion Rate (percentage of class entering 5 years prior to self study year that graduated within 2 years, and within 5 years)   http://www.uab.edu/institutionaleffectiveness/images/degrees/degawardbymajprev.pdf

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

URL is provided for the required data elements. Some of the links refer to the exact document where the data is to be found. However, search criteria needs to be used to find information related to public administration program.

Mission-Linked Public Data Reporting

Some programs may have missions that trigger additional public data reporting. If any of the following conditions is indicated in the Self-Study Report, you have additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

If your MISSION includes:	Your program should participate in this data survey:	Where your data will appear:
Seeking a national or international applicant pool and a national/international scope of poilcy/management influence	NASPAA Alumni survey. Until then or alternatively, the program may present its own alumni survey results, at its option.	Gopublicservice.org and NASPAA and APPAM website locations for prospective students.
Significant selectivity in	NASPAA/APPAM Foundation	NASPAA website and potential media

admissions	Data Survey.	potential media partners.
International public affairs education	The program should present its own data related to international mission.	GlobalImpa.net and searchable international program database.

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.

If the program has checked one of the mission boxes but has elected not to participate in the corresponding data survey, in the space below, explain how the program meets the public accountability aim of this standard.

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Not applicable.

Hide Information to be released by NASPAA

Hide General Information about the Degree - From Eligibility Section

- Degree Title
- Organizational relationship between program and university
- Modes of program delivery
- Number of credit hours
- Length of degree
- List of dual degrees
- List of specializations
- Fast-track Info
- Number of students (varies)

Hide General Information about the degree - From Eligibility Section

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

Hide Enrollment - From Standard 4

- Number of enrolled students
- Enrollment - Gender Diversity
- Enrollment - Ethnic Diversity
- Enrollment - International Diversity

Hide Faculty - From Standard 3

- Faculty Diversity (percentage of teaching faculty by ethnicity)

Hide Cost of Degree - From Standard 4.1

- Tuition cost (in-state/out-of-state)
- Description of Financial Aid Availability, including assistantships

Hide	**Career Services - From Standard 4.3**

- Distribution of placement of Gradutes (number)

Hide	**Faculty - From Standard 3.3**

- Faculty Publication Titles (1 per faculty member)that best exemplify program mission
- Faculty contributions (1 per faculty member) to public policy and administration

Hide	**Graduates - From Standard 5**

Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc...)

Warning:

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

Submit and Lock (!)   No