MPA MISSION STATEMENT
The Rockefeller College MPA program develops leaders, managers, and advanced analysts who excel in public service within government and across sectors….

GOALS	INPUTS	ACTIVITIES	OUTPUT MEASURES	OUTCOMES	ASSESSMENT
Developing Leaders	Public Service Values	Recruiting / Admissions / Orientation / Advising / Career Guidance / Internships	Applications & Conversions	SHORT-TERM	Competency Portfolios
	Staff		Retention Rates	Critical Skill Development	Internship Reports
Public Interest	Faculty (Academic & Professional)		Graduation Rates	Initial Job Placements	Grades
	Rockefeller College		Internship Placements	Professional Impact	507/508 Presentations
Ethics and Discretion	Centers	Curriculum / Teaching / Research / Service & Experience	Student Self-Reports	LONG-TERM	Course Evaluations
	Alumni/ Stakeholders		Student Engagement	Upward Career Trajectory	Faculty Activity Reports
Excellence in Performance	SUNY System	Governance	Faculty Engagement	Graduates Recognized as Leaders	Alumni/ Stakeholder Feedback & Support
	Financial Resources		Classes Taught	Program Reputation	
Faculty Engagement	Facilities		Student/ Faculty Diversity	Faculty Reputation	Faculty Leadership in Practice and Profession
	State Capital				

Rockefeller College MPA Curriculum Map
Linking Courses and Competencies

	To Lead and Manage in Public Governance	To Participate in and Contribute to the Public Policy Process	To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions	To Articulate and Apply a Public Service Perspective	To Communicate and Interact Productively with a Diverse & Changing Workforce & Citizenry
INTRODUCTION, FORMATIVE ASSESSMENT, AND PRACTICE OF COMPETENCIES					
Welcome Week	Instruction: M Deliverables: H	Instruction: M Deliverables: H	Instruction: M Deliverables: H	Instruction: M Deliverables: H	Instruction: M Deliverables: H
Institutional Foundations of Public Administration (RPAD 500)	Instruction: M Deliverables: M	Instruction: H Deliverables: H	Instruction: M Deliverables: M	Instruction: M Deliverables: L	Instruction: L Deliverables: M
Public and Nonprofit Financial Management (RPAD 501)	Instruction: M Deliverables: H	Instruction: L Deliverables: M	Instruction: H Deliverables: H	Instruction: M Deliverables: L	Instruction: L Deliverables: M
Principles of Public Economics (RPAD 503)	Instruction: L Deliverables: L	Instruction: H Deliverables: L	Instruction: H Deliverables: H	Instruction: M Deliverables: L	Instruction: H Deliverables: H
Data, Models, and Decisions I (RPAD 504)	Instruction: M Deliverables: M	Instruction: M Deliverables: M	Instruction: H Deliverables: H	Instruction: L Deliverables: M	Instruction: L Deliverables: M
Data, Models, and Decisions II (RPAD 505)	Instruction: L Deliverables: L	Instruction: M Deliverables: M	Instruction: H Deliverables: H	Instruction: L Deliverables: L	Instruction: M Deliverables: M
Foundations of Public Management (RPAD 506)	Instruction: H Deliverables: M	Instruction: M Deliverables: M	Instruction: M Deliverables: M	Instruction: H Deliverables: M	Instruction: H Deliverables: M
Professional Applications I (RPAD 507)	Instruction: L Deliverables: L	Instruction: L Deliverables: L	Instruction: L Deliverables: M	Instruction: H Deliverables: H	Instruction: H Deliverables: H
SUMMATIVE ASSESSMENT OF COMPETENCIES					
Professional Applications II (RPAD 508)	-	-	-	Direct	Direct
Internship	Direct	Direct	Direct	Direct	Direct
Exit Survey (RPAD 509)	Indirect	Indirect	Indirect	Indirect	Indirect
Portfolio - Memos (RPAD 509)	Indirect	Indirect	Indirect	Indirect	Indirect
Portfolio - Artifacts (RPAD 509)	Direct	Direct	Direct	Direct	Direct
Employer Focus Groups	Direct	Direct	Direct	Direct	Direct
Alumni Focus Groups	Indirect	Indirect	Indirect	Indirect	Indirect

Notes & Definitions:

"Instruction" pertains to the degree to which the course or activity provides instruction on the core competency.

"Deliverables" pertains to the degree to which students practice or perform the core competency in required deliverables (e.g., paper, exam, presentation).

Ranking: "L" means minimal or no emphasis, "M" means a moderate emphasis, "H" means a high emphasis (i.e., major focus).

Rockefeller College of Public Affairs and Policy
MPA Program Diversity Plan

OVERVIEW AND RATIONALE

The University at Albany's Department of Public Administration and Policy strives to maintain an inclusive learning environment in which all students and faculty—regardless of their race, ethnicity, religion, culture, age, disability status, veteran stature, perspectives, or sexual identity— are empowered, encouraged, and supported in their efforts to fulfill the program's mission. We also seek to train MPA students in a manner that prepares them to engage diverse and multi-cultural workforces, pluralistic political and administrative environments, and diverse program clientele. To this end, the Department pursues a diverse student body and faculty and seeks to infuse the curriculum with the kinds of skills and experiences that will help students thrive in diverse environments.

The MPA diversity plan focuses on five areas:
  I.   Student Recruitment
  II. Student Retention
  III. Inclusive Curriculum and Environment
  IV. Building a Diverse Faculty
  V.   Developing and Retaining a Diverse Faculty

I. STUDENT RECRUITMENT

Goals:
To enroll a diverse graduate student body that:
  • is reflective of the racial demographic of working age adults in the State of New York,
  • maintains gender equity,
  • includes mid-career and matriculating students, and
  • includes international students (approximately 15 to 25 percent).

Strategies:
  1. Employ the advantages of membership in the Public Policy and International Affairs (PPIA) Graduate School Consortium to recruit high-quality, diverse students to the MPA program.

  2. Increase participation in the BA/MPA program at the University at Albany (more than 40 percent of the undergraduate student population at the University are from underrepresented minority groups).

  3. Recruit students at the NYC Idealist Grad Fair.

4. Build relationships with (i) Educational Opportunity Programs (EOP) at the University at Albany and other SUNY schools and (ii) HEOP/SEEK[1] programs across the state to create a pipeline of students from diverse populations into the program.

5. Continue efforts to fund diversity scholarships that will create more opportunities for students from underrepresented populations to enroll in graduate study at Rockefeller College.

6. As often as possible, nominate minority students for the University at Albany's Carson Carr Graduate Diversity Scholar program.

7. Build partnerships with State agencies, local governments and nonprofit organizations to develop MPA fellowship opportunities with a focus on recruiting minority students into public service careers.

8. Develop endowed scholarships to help support underrepresented minority students.

Evaluation:
The Department will review the following data on an annual basis to evaluate the success of its student recruitment strategies:

1. The number of applications and enrollments of students from underrepresented populations in the MPA program.

2. The growth in the number of "feeder schools" from which these students apply.

3. The number of applications and enrollments from prospective students from diverse populations that were attracted from different recruiting efforts (e.g., the NYC Idealist Fair).

II. STUDENT RETENTION

Goals:
To ensure that students from diverse backgrounds are provided sufficient support so that they are able to successfully complete the MPA program.

Strategies:
1. Closely monitor student progress to identify academically at risk students, allowing for early intervention.

2. Develop and maintain a tutoring program to provide extra support for students enrolled in MPA core courses.

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[1] Higher Education Opportunity Program (HEOP); Search for Education, Elevation, and Knowledge (SEEK)

3. Continue efforts to build needs-based scholarships for continuing students in order to reduce the number of students who are not able to finish their degrees for financial reasons.

4. Expand pre-program math preparation workshops for "at risk" students.

5. Monitor student feedback on the quality of academic, professional, and administrative advising and develop corrective plans to overcome deficiencies when they are observed.

Evaluation:
The Department will consider the following data on an annual basis to evaluate the success of its student retention strategies:

1. The number of students whose GPA remains above 3.0 (considered to be in good academic standing by the University) and the portion that reflect diverse populations (to include racial minority and gender diversity categories).

2. The percentage of students who complete their MPA degree within four years (to include racial minority and gender diversity categories).

3. Obtain information on advising experiences through student exit surveys.

III. INCLUSIVE CURRICULUM AND ENVIRONMENT

Goal:
To execute a curricular and networking strategy that fosters an inclusive vision of public service and provides a safe and accepting learning environment for identity expression.

Strategies:
1. Develop and utilize a pool of adjunct professors, guest lecturers, and other contributors to the MPA curriculum that increases student exposure to diverse populations (with an emphasis on minority populations and gender diversity).

2. Ensure the inclusion of diverse populations in case studies and current events that are used in the classroom.

3. Invite professionals and alums of diverse backgrounds and communities to MPA program networking events.

4. Use photos in print and online media that include diverse populations (with emphasis on minority populations and gender diversity).

5. Make faculty aware of and invite them to attend Safe Space training from the University.

6. The Department will make reasonable efforts to consider diversity in the selection of Department leadership and the composition of governance committees.

Evaluation:
The Department will review the following data at least every three years to evaluate the success of its strategies:

1. The inclusive nature of the MPA program through questionnaires to graduating students, recent alumni, internship supervisors, and the supervisors of recent graduates. Those questionnaires will employ a multi-dimensional approach to an inclusive environment that includes but is not exclusive to racial and gender diversity.

2. The number of adjuncts, guest lecturers, and other contributors in MPA courses who reflect diverse populations.

IV. BUILDING A DIVERSE FACULTY

Goal:
The Department of Public Administration and Policy is committed to attracting a faculty with racial, ethnic and gender diversity that reflects the diversity of our student body and the public they will serve.

Strategies:
The University and Department currently engage in strategies to encourage hiring diversity faculty.

1. The Department follows the University requirement that at least one search committee member is from an underrepresented group in terms of gender, rank and ethnicity. In addition, one committee member represents the Office of Diversity and Inclusion (ODI), and makes sure that the guidelines are followed: http://www.albany.edu/diversityandinclusion/31123.php

    These guidelines include federal and state laws. The ODI reviews each search committee's advertisement strategy, applicant pool, interview candidates, and hiring recommendations.

2. Department faculty will seek out and participate in diversity groups and listservs related to their area of scholarship. They will send job announcements to appropriate groups and listservs.

3. The Department follows the University guidelines for purchasing advertisements in diversity focused jobs websites. Department advertisements include:
    * Hispanic Outlook in Higher Education
    * African Studies Association
    * Latin American Studies Association
    * Diverse Jobs
    * IMDiversity
    * CCI Women in Technology Program listserv

4. Prior to each search, faculty members will contact colleagues in the field who study or participate in diversity-focused groups to alert them to our searches and ask whether they might know someone interested in applying (for senior searches) or have doctoral students who would be good candidates (for junior positions).

In December, 2015, the University announced its approach to increasing the number of diversity faculty hired. For each successful diversity faculty hire, the department/unit can hire a second diversity faculty member from that pool, or conduct a second search the next year. The University supports cluster hiring because it has been found to contribute to increased companionship and retention.

Evaluation:
The Department will review the following data after every faculty search to evaluate the success of its strategies:

1. The diversity of the candidates in faculty search pools, candidate fly-outs, and job offers.

V. DEVELOPING AND RETAINING A DIVERSE FACULTY

Goals:
The Department of Public Administration and Policy is committed to providing the necessary support and mentoring to help junior faculty succeed.

Strategies:
The University and Department currently engage in strategies to encourage hiring and retaining diversity faculty.

1. A strong mentoring program is expected to help junior faculty achieve tenure. Mentoring may be especially important for faculty from diverse groups who may face unique challenges that are not anticipated by passive mentoring. Each untenured faculty has a two-person mentoring committee comprised of tenured faculty in the Department. The mentoring committees meet each term with the faculty member to discuss progress and offer advice. The Department Chair also meets annually with each junior faculty member. In the second year, the fifth year, and at the tenure review, the mentoring committee adds a third member and writes evaluative reports to the Department.

2. The University's The Institute for Teaching, Learning and Academic Leadership (ITLAL) exists to serve University at Albany faculty and teaching staff through programs of instructional, curriculum and faculty development. The office organizes orientation activities for new faculty and sponsors a series of activities and workshops for all faculty at the University. The office administers mid-semester course evaluations and provides individual consultation and support upon request.

3. The University's Dialogue in Action workgroup series is developed to support all faculty in recognizing the challenges of diverse groups and to integrate strategies for improving

the inclusive environment of the University. All University faculty are invited to participate in the Dialogue in Action and the Department will seek to maintain representation from Department faculty.

4. Go to every effort to ensure that junior faculty have service loads that do not interfere with establishing their research agenda and reputation.

5. The Department encourages pre-tenure faculty to apply for the Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program following their first contract renewal. If faculty are not awarded Drescher Leave, the Department and College have generally arranged for such leave at Departmental and College expense.

6. The University encourages faculty, especially pre-tenure faculty, to attend the National Center for Faculty Development & Diversity's The Faculty Success Program (http://www.facultydiversity.org/?FSProgramDescription). In recent years the University has been able to facilitate financial support for some applicants. The Department will encourage faculty to take advantage of this program.

Evaluation:
The Department will review the following data on an annual basis to evaluate the success of its strategies:

1. The composition of the MPA faculty along recognized diversity groups (especially gender and race).

2. The number of MPA faculty who participate in diversity programs.

Office of Career Development
Annual Report
Class of 2015

## Respondents

The Class of 2015 completed a survey at the time of graduation in order to determine post-graduate plans. For those that indicated that they did not have post-graduate plans, they were surveyed via email until they indicated that they had successful plans, or up to 12 months after graduation. The survey had a 94.81% response rate.
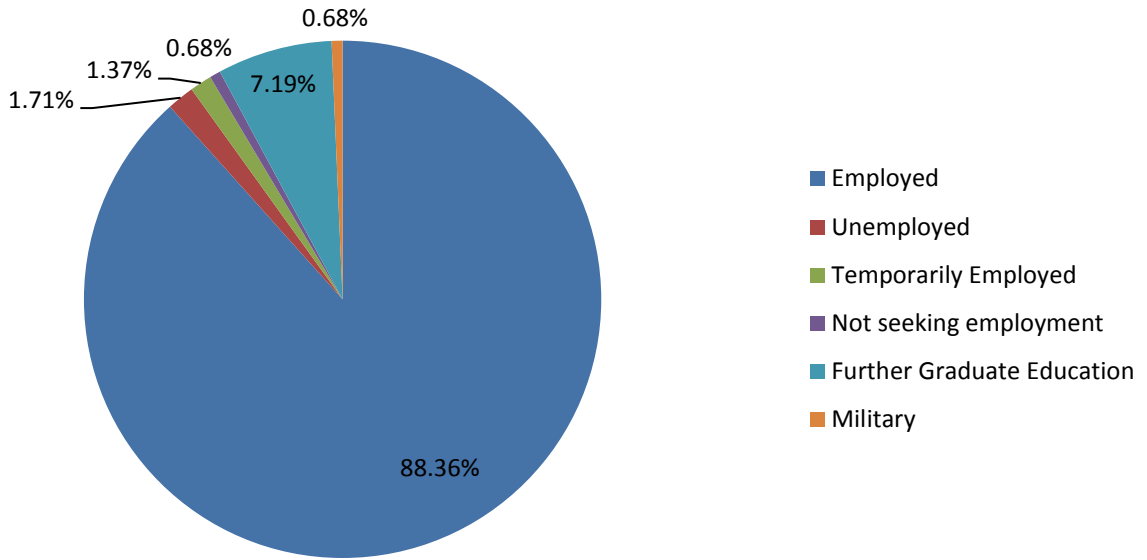
Post-graduate Plans

89% of graduates sought employment and were employed within 1 year after graduation. 6.85% of students went on to pursue further graduate or professional study. 2.73% of students were unemployed after one year.

Class of 2015 Post-Graduate Plans

6.85%   1.37%

2.73%

- ■ Employed
- ■ Unemployed
- ■ Further Graduate Education
- ■ Military

89.04%
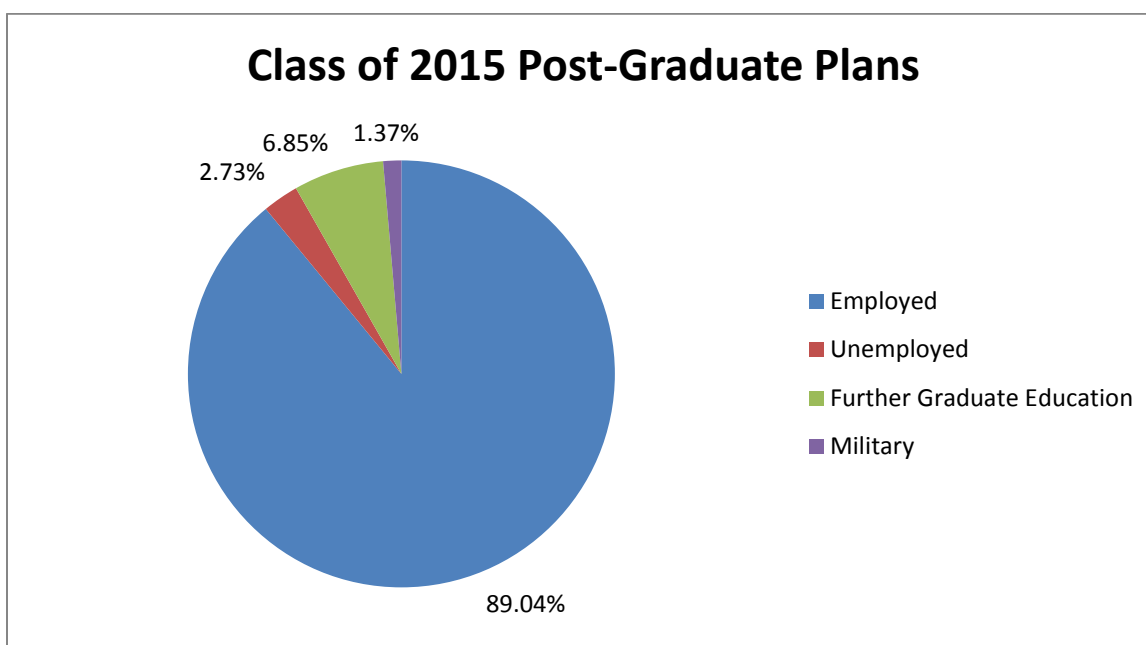
Looking at the trends through the past 5 graduating classes, the vast majority of students have pursued employment after graduation. While some students do pursue further graduate education (typically PhD programs or JD programs), those numbers are quite small compared to the larger population. In addition, some students are enrolled in combined or dual degree programs at partner universities, and must complete those requirements after finishing their MPA. Because the MPA program is a professionally based graduate program, it is expected that most students pursue employment post-graduation. Unemployment rates have traditionally been very low; for the Class of 2015, only 2.73% of students were unemployed.

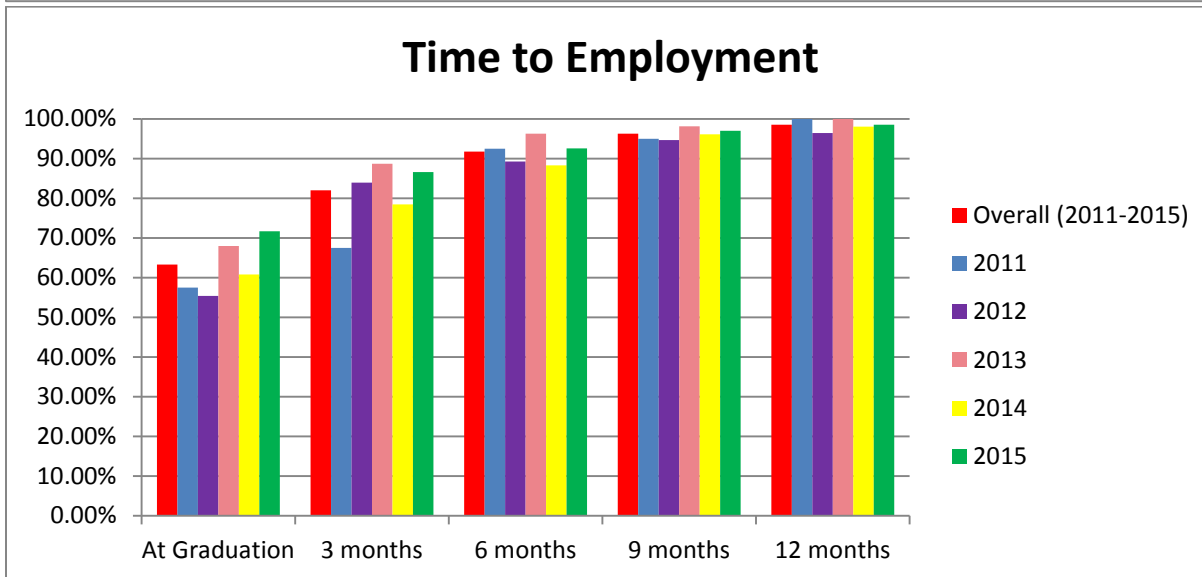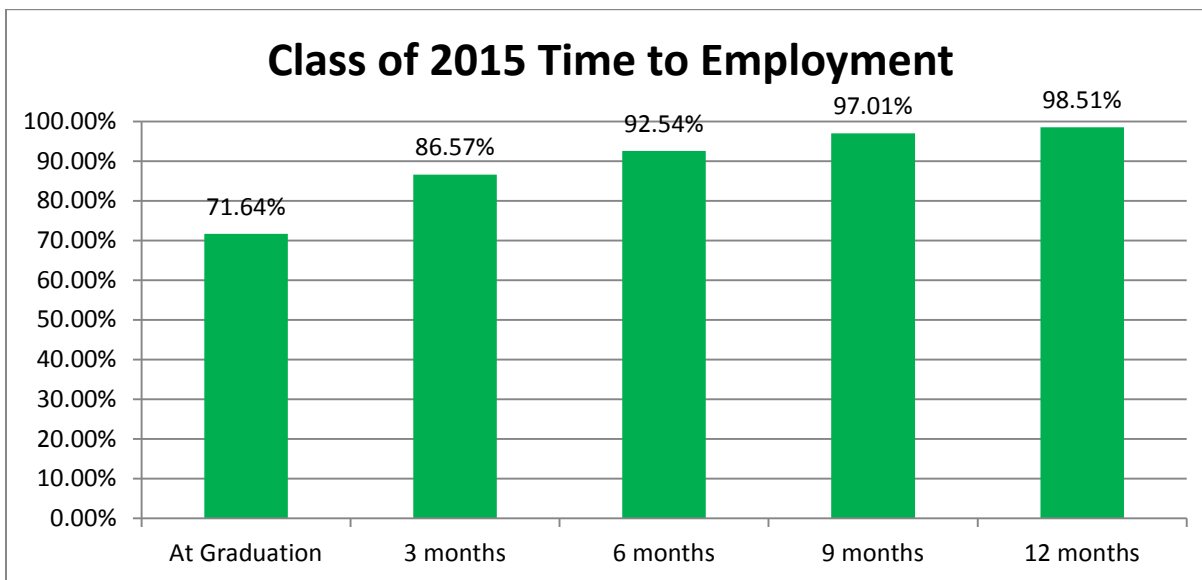## Post-Graduate Outcomes - Overall: Classes of 2011-2015

0.68%

1.37%

1.71%

0.68%

7.19%

88.36%

- Employed
- Unemployed
- Temporarily Employed
- Not seeking employment
- Further Graduate Education
- Military

Post Graduate Outcomes - By Class 2011-2015

Categories: Employed, Unemployed, Temporarily Employed, Not seeking employment, Further Graduate Education, Military

Legend:
- Overall (2011-2015)
- 2011
- 2012
- 2013
- 2014
- 2015
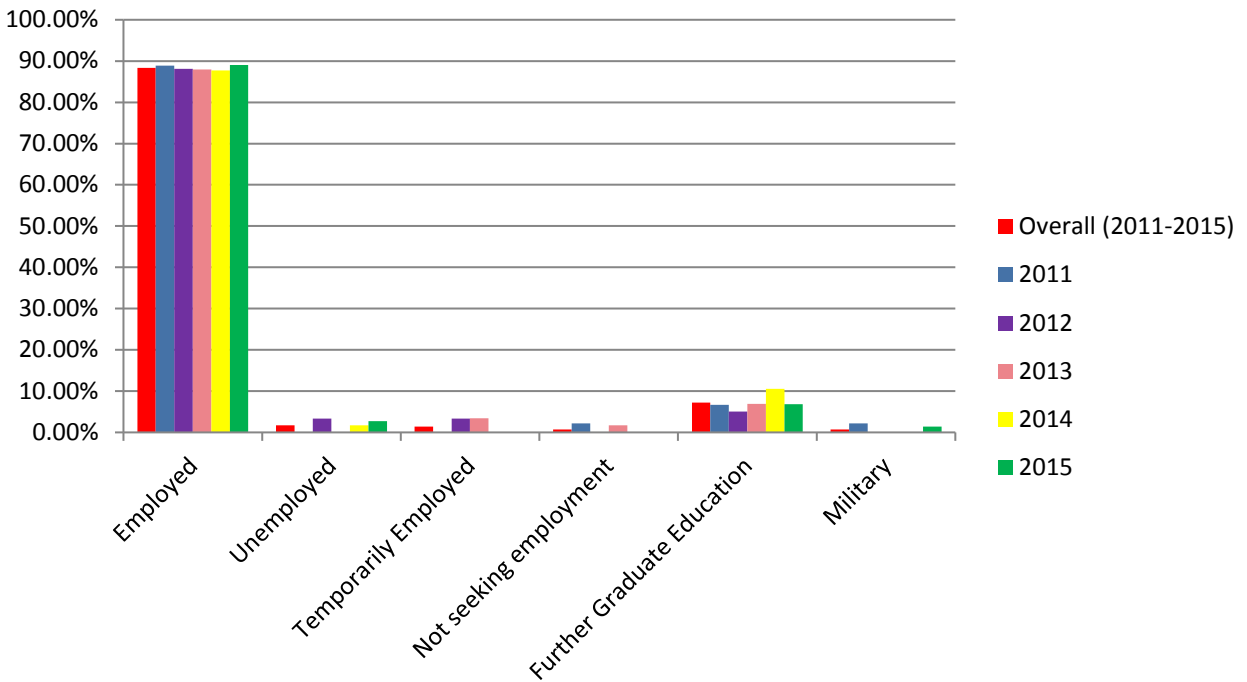
Securing Employment

Within 12 months of graduation, 98.5% of graduates who were seeking employment had secured a full-time position in their field. In comparison to other years, the Class of 2015 had the highest rate of employment at the time of graduation in recent history, with 71% employed. At 3, 6, and 9 months, 2015 graduates were above the average for time to employment, and in particular, were employer quicker than the Class of 2014.   Approximately 21% of jobs were secured as a result of an internship.
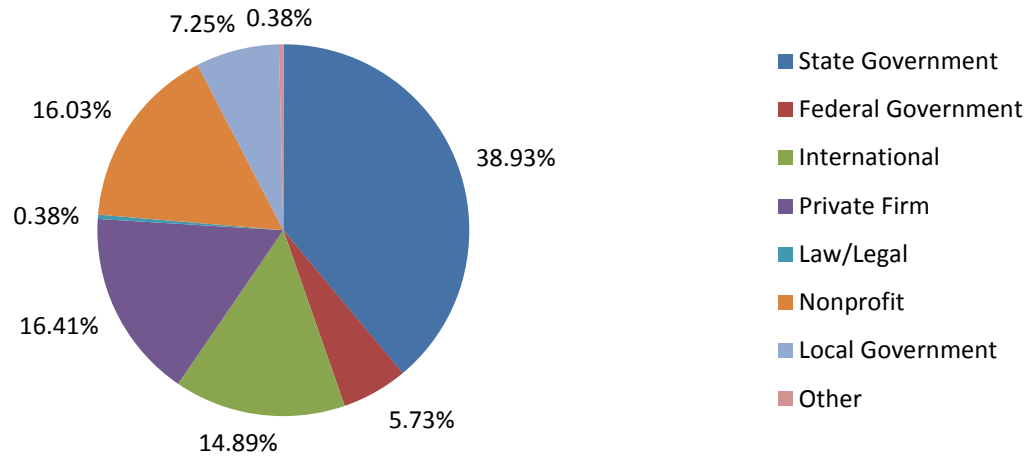
Class of 2015 Time to Employment

Category	Percentage
At Graduation	71.64%
3 months	86.57%
6 months	92.54%
9 months	97.01%
12 months	98.51%

Time to Employment

Legend:
- Overall (2011-2015)
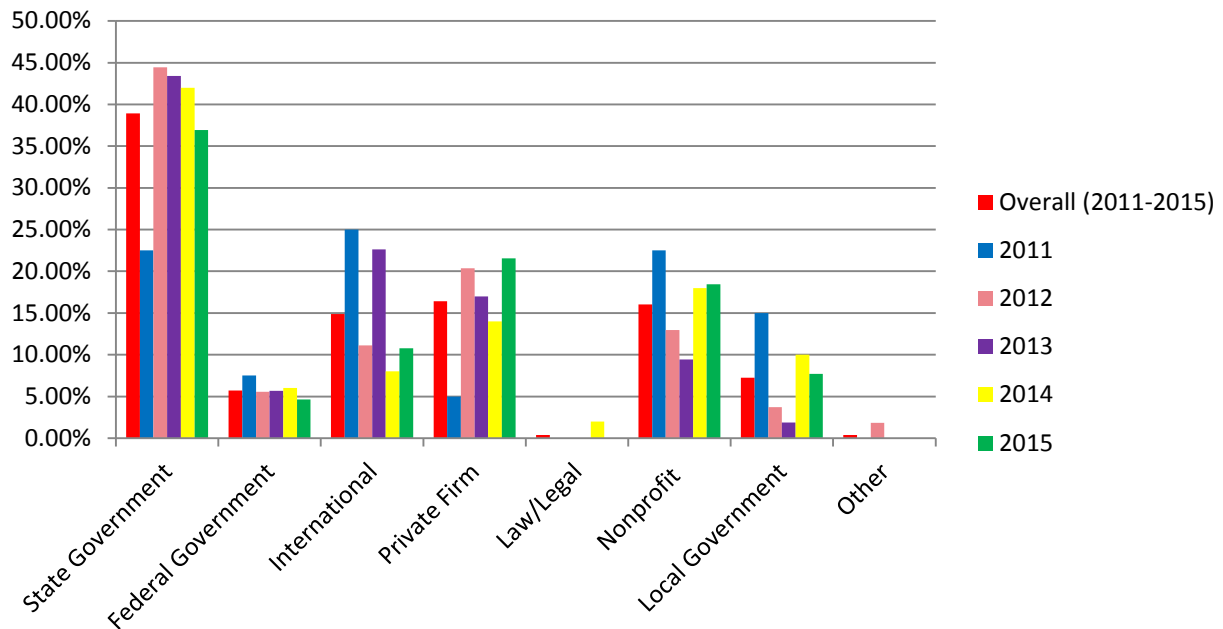- 2011
- 2012
- 2013
- 2014
- 2015

Employment Industries

The number of students entering different career paths varies each year dependent upon the specific areas of concentration and career interests of those graduating. In the past, careers with state government were prevalent, mostly due to the College being located in the capital city of Albany, and the same was true for the Class of 2015. Many students transition from internships into full-time positions with the State, and there are some students who are employed full- or part-time with the State while taking classes. Graduates found more jobs in nonprofit organizations than in previous years; this can be attributed to a strong increase in students studying nonprofit management. Lastly, private firms are recruiting many more students than in the past. In particular, consulting and contracting firms related to health and human services have been hiring many Rockefeller students. All students from the Class of 2015 were employed in a career related to public administration/affairs, including those in private industry.

Class of 2015 Employment

- State Government — 36.92%
- Federal Government — 4.62%
- International — 10.77%
- Private Firm — 21.54%
- Nonprofit — 18.46%
- Local Government — 7.69%
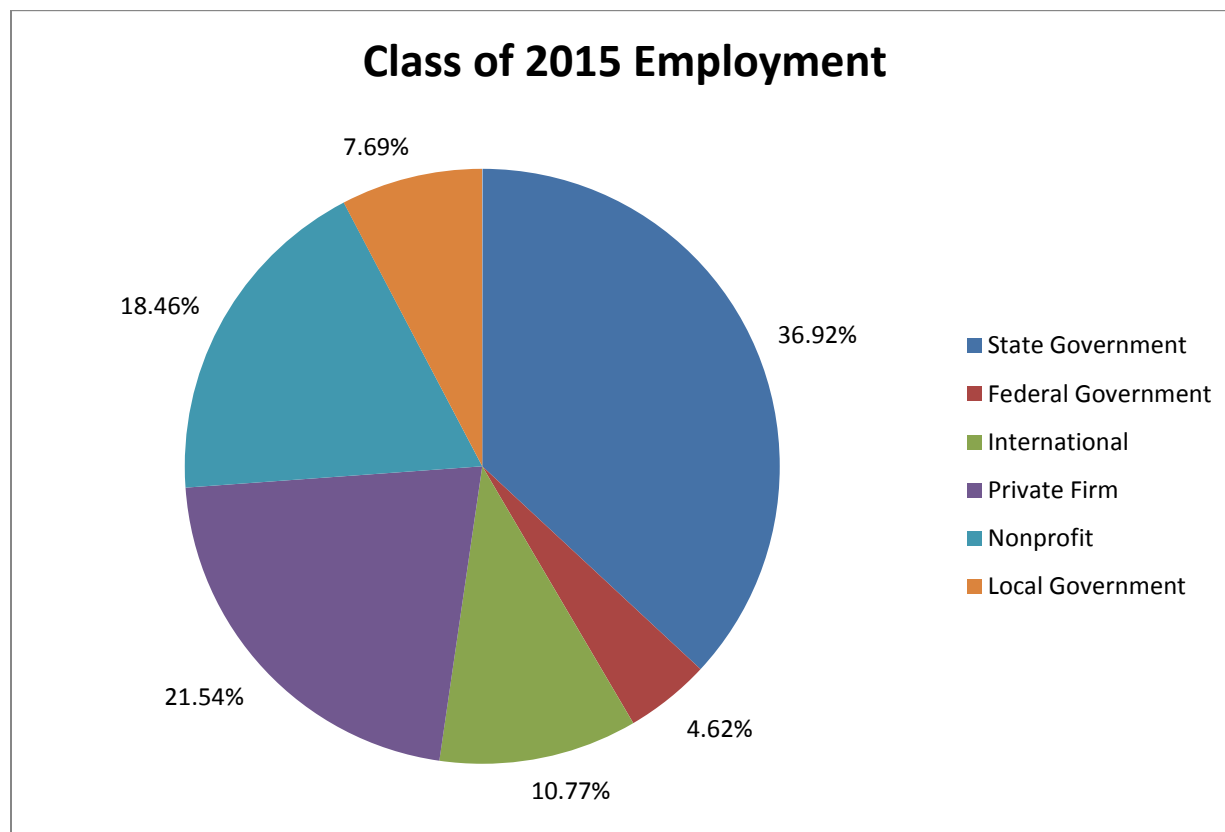
MPA Employment by Sector: Classes of 2011-2015

Pie chart data labels: 7.25%, 0.38%, 16.03%, 0.38%, 38.93%, 16.41%, 5.73%, 14.89%

Legend:
- State Government
- Federal Government
- International
- Private Firm
- Law/Legal
- Nonprofit
- Local Government
- Other

Employment by Sector, 2011-2015

Legend:
- Overall (2011-2015)
- 2011
- 2012
- 2013
- 2014
- 2015

Select Employment Information

Graduates obtained a wide range of positions after graduation from the MPA program. Please find below some examples of employment. As a note, most positions in the field of homeland security were not included due to the confidential nature of the positions.

Employer	Position Title	Location
Government Accountability Office	Analyst	Washington, DC
U.S. Courts	Pretrial Services Officer	Washington, DC
Hillary for America	Vetting Specialist	New York, NY
National Resource Defense Council	Program Finance Manager	Washington, DC
New York State (various agencies)	Excelsior Service Fellows (multiple graduates)	Albany, NY
KPMG	Senior Associate/Associate (multiple graduates)	New York, NY/Albany, NY
AI Solutions	Senior Analyst	Washington, DC
Legislative Budget Board	Analyst – Health and Human Services	Austin, TX
New York State Division of Budget	Budget Examiner (multiple graduates)	Albany, NY
New York City Office of Mayor	Budget Analyst	New York, NY
Village of Botkins, OH	Village Administrator	Botkins, OH
South Bronx Overall Economic Development Corporation	Senior Grant Specialist	Bronx, NY
Charter Schools Institute	Director of Charter School Information	Albany, NY
The Nature Conservancy	Grant Writer	Albany, NY
Fort Drum Regional Health Planning Organization	Data Analyst	Fort Drum, NY
Village of Scarsdale, NY	Assistant to the Village Manager	Scarsdale, NY
Bolton St. Johns	Lobbying Associate	Albany, NY
IPRO	Health Care Program Specialist	Albany, NY

Salary Information

The Class of 2015 had an average salary of $57,633, an increase of $3,243 from the Class of 2014, and a median salary of $54,500, which remained steady. The salary range was between $35,000 and $130,542. The majority of graduates with a salary below $40,000 did not have prior work experience. In addition, students from the Class of 2015 who had previous work experience received an increase in salary of $4,698-$52,519, with an average salary increase of $21,307 and a
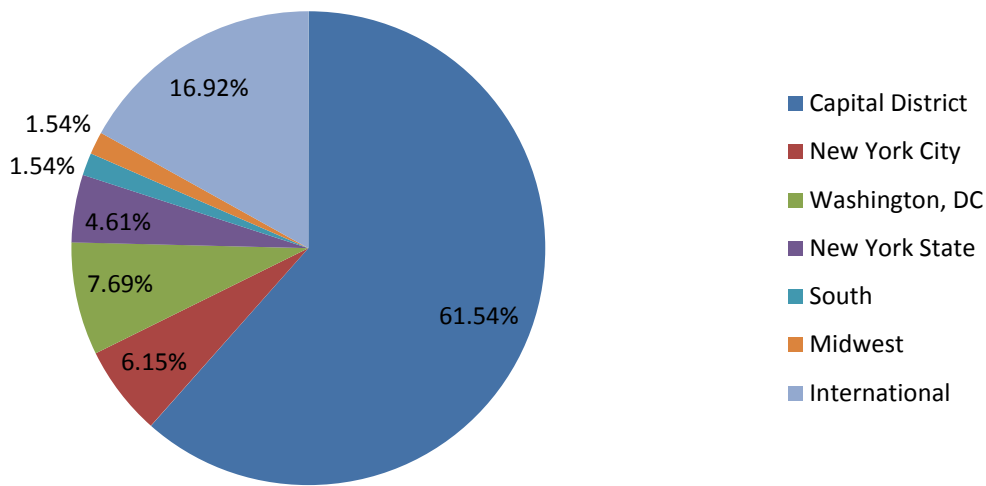
median salary increase of $19,900. Overall, MPA graduates experienced a 56% salary increase from their salary at the start of their graduate studies.
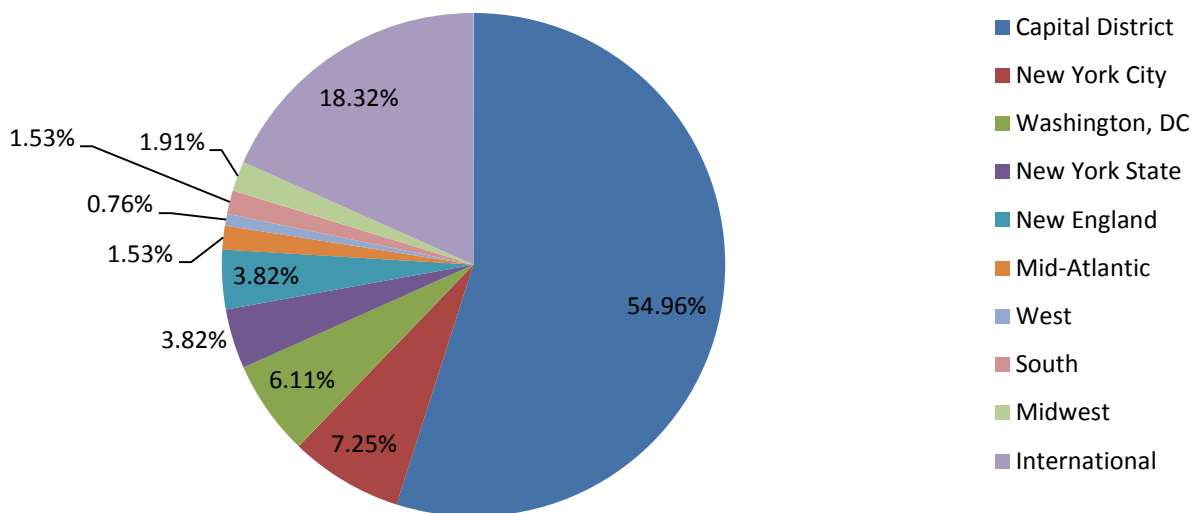

Class of 2015 Salaries

Salaries, 2011-2015
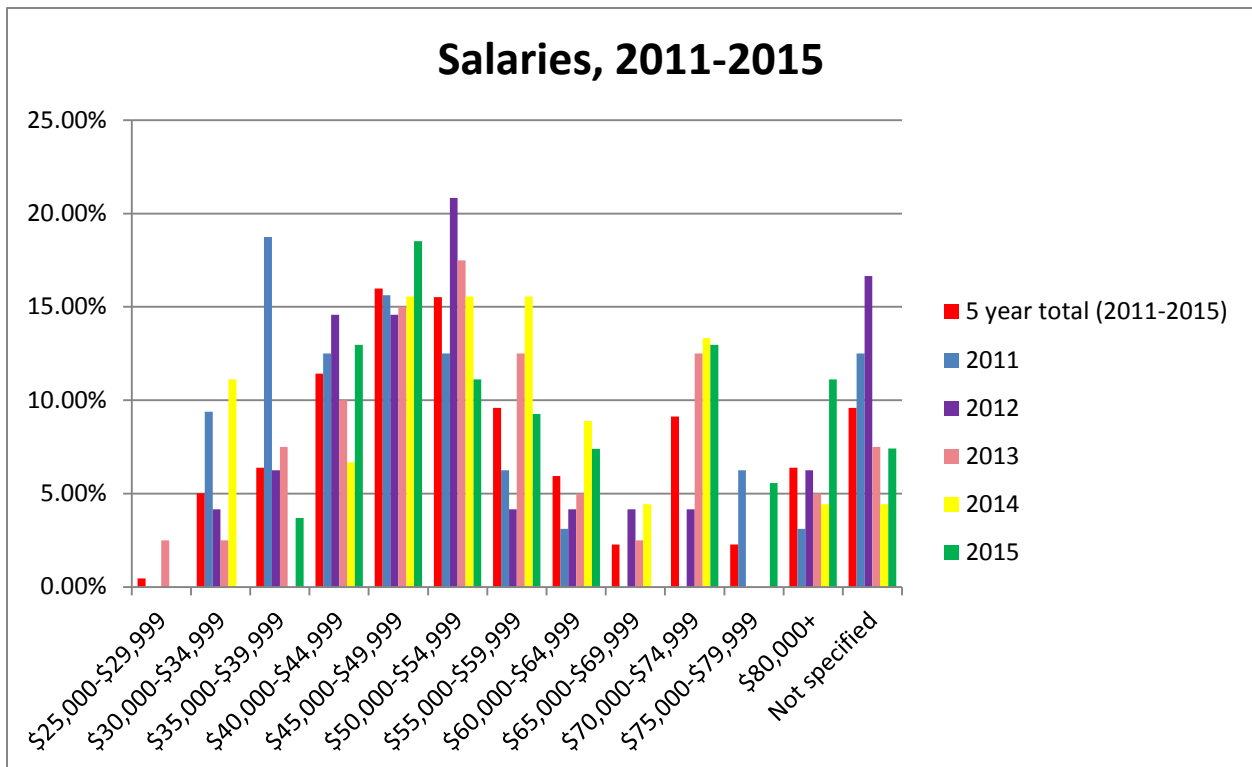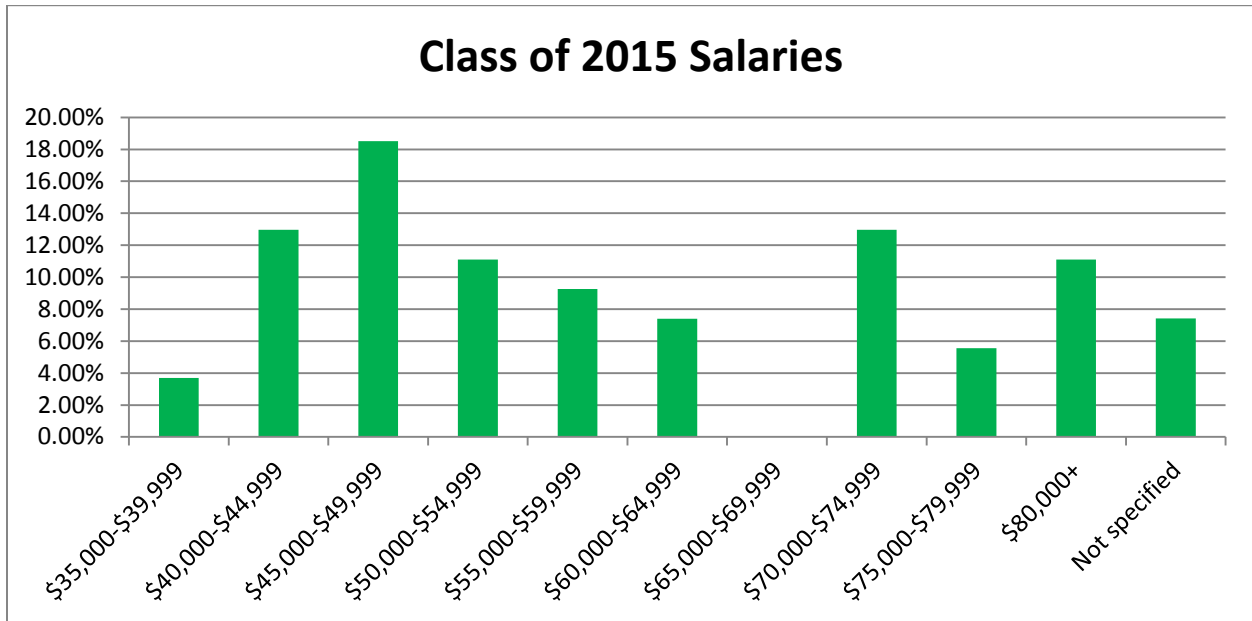
Geographic Location

More than half of all graduates remain in the Capital District after graduation. About 40% of students are enrolled in the MPA program part-time while employed full-time; therefore, those students tend to remain in the Capital District after graduation. In addition, approximately 20% of full-time job offers were the result of a student completing an internship with that organization.

Class of 2015 Employment by Geographic Location

16.92%	■ Capital District
1.54%	■ New York City
1.54%	■ Washington, DC
4.61%	■ New York State
7.69%	■ South
6.15%	■ Midwest
61.54%	■ International

Employment Geographic Location, 2011-2015

18.32%	■ Capital District
1.53%	■ New York City
1.91%	■ Washington, DC
0.76%	■ New York State
1.53%	■ New England
3.82%	■ Mid-Atlantic
3.82%	■ West
6.11%	■ South
7.25%	■ Midwest
54.96%	■ International

Concentration Areas

Approximately 62% of students decided to pursue two concentration areas; the remainder pursued only one area of concentration. In 2013 and 2014, the number of students pursuing a dual concentration was approximately 50%, so there was a large increase in the number of students pursuing dual concentrations. Public Finance & Economics remains the top concentration choice, with Nonprofit Management, Homeland Security, and Information Strategy and Management ranking highly.

Concentration Areas - Class of 2015

Concentration Areas - Classes of 2011-2015
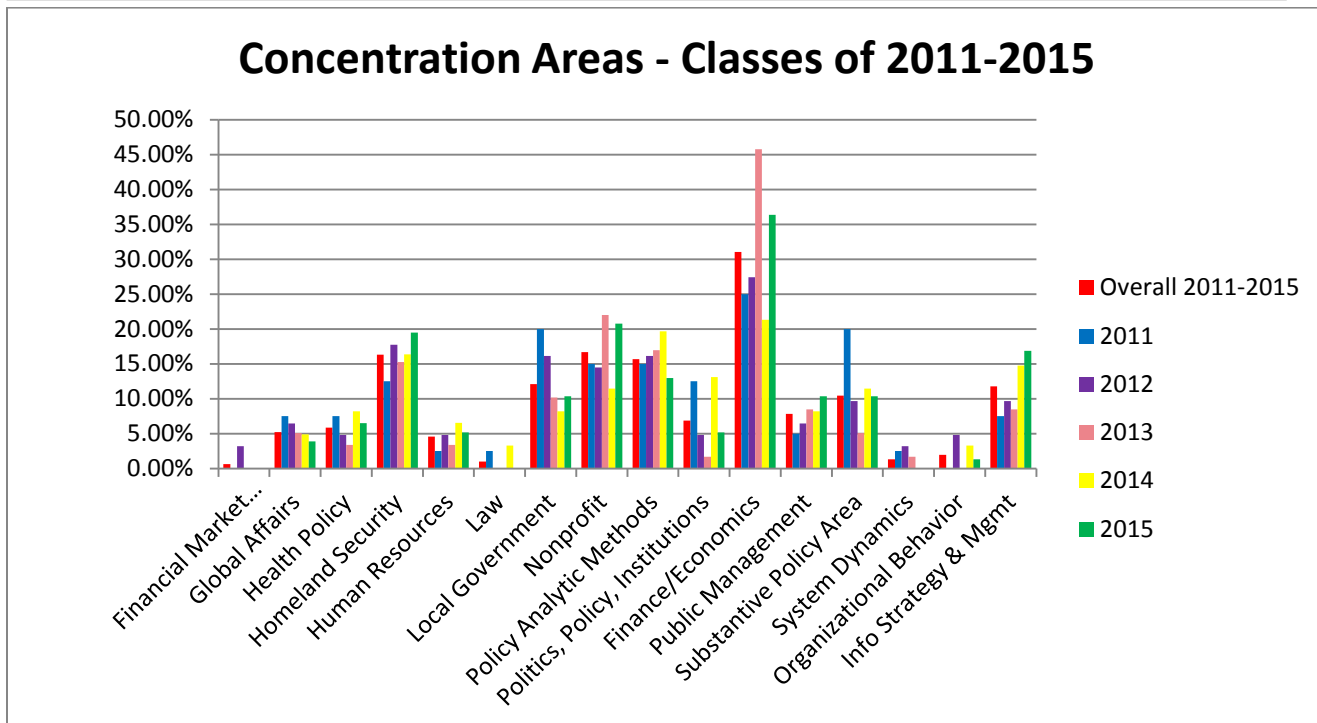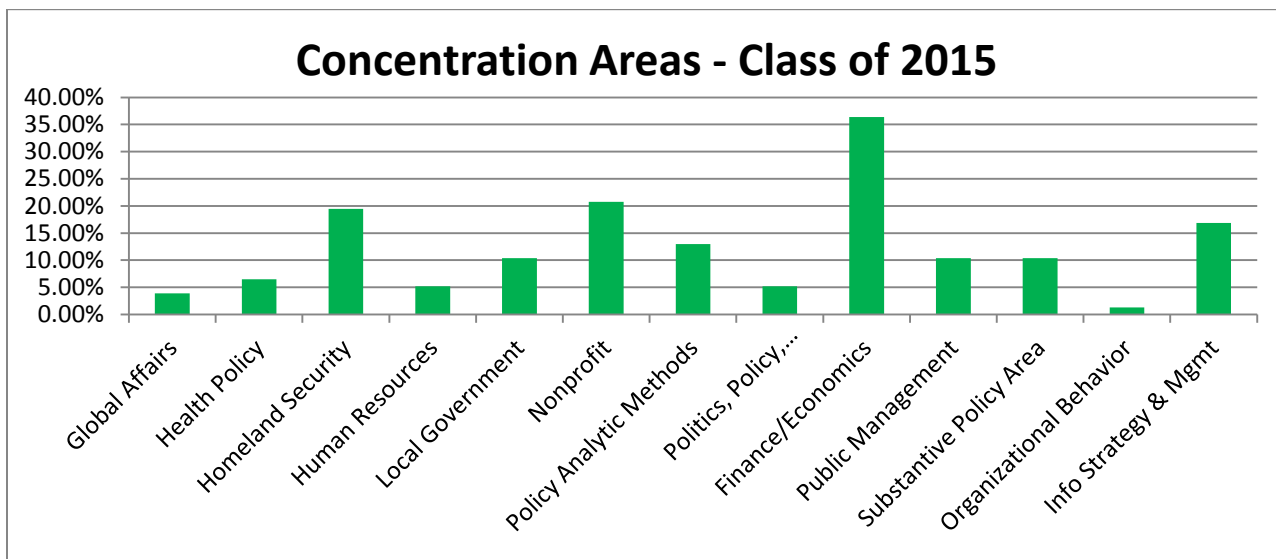
Written Plan for Assessing Each Competency on a Periodic Basis

In 2013, the nucleus faculty defined the MPA program's learning outcomes to be consistent with the five universal required competencies. In Fall 2013, the nucleus faculty adopted a curriculum map (see Standard 1) that identifies how those learning outcomes are achieved through the MPA core curriculum and how the faculty will assess whether its students are achieving those outcomes.

Assessment Schedule

Universal Competencies	Schedule (academic years)
#1 Lead and Manage	First Assessment: 2015-16 Ongoing: 2018-19 and every five years after
#2 Policy Process	First Assessment: 2016-17 Ongoing: 2019-20 and every five years after
#3 Analyze, Synthesize	First Assessment: 2015-16 Ongoing: 2020-21 and every five years after
#4 Public Service Values	First Assessment: 2017-18 Ongoing: 2021-22 and every five years after
#5 Communicate/Diverse	First Assessment: 2015-16 Ongoing: 2022-23 and every five years after

Assessment Data

In order to increase the validity of our assessment process, we use multiple types of measures, collected at different points through students' development, and from multiple perspectives (faculty, students, and professionals). All of the assessments build on existing practices in order to minimize their administrative burden.

Data	Type of Assessment	Who Collects the Data	The Typical Point in a Student's Program when Data is Collected
RPAD 508	Direct	Course Instructor	End of First Year
Town Hall Meetings	Indirect	MPA Director	End of First Year
Internship Supervisor Questionnaire	Direct	Director of Internships and Career Programs	Beginning or End of Second Year
Portfolio Artifacts	Direct	Ad hoc Committee of Faculty who teach in courses most closely associated with the competency	End of Second Year
Portfolio Self-Reflection Memo	Indirect	Same committee as above	End of Second Year
Exit Survey	Indirect	MPA Director	End of Second Year
Employer Focus Groups	Direct	MPA Director	One or more years after completing the program
Alumni Focus Groups	Indirect	MPA Director	One or more years after completing the program

Assessment Process

During the Academic Year Prior to the Analysis:	1. The Department Chair will ensure that standing and ad hoc focus groups of employers and alumni discuss the MPA program's current performance in the competency under review.
	2. RPAD 508 assignments will be tweaked to ensure that they gather the necessary information on the competency under review.
	3. The Department Chair will select an ad hoc committee of nucleus faculty to analyze the assessment data. It is expected that some portion of the ad hoc committee will comprise of faculty who teach in the core curriculum courses that most contribute to the development of the competency under review
End of the Academic	1. MPA Director draws a random sample of portfolios from the past year

Year	and provides the ad hoc committee with access to the portfolios.
	2. The ad hoc committee uses a rubric to evaluate how well the portfolio artifacts demonstrate master of the competency under review.
	3. The MPA Direct gather the other assessment data and delivers to the ad hoc committee.
	4. The ad hoc committee analyzes the assessment data and identifies preliminary programmatic responses.
End of Summer and Following Academic Year	1. The MPA Director presents the result of the analysis and the preliminary programmatic actions to the nucleus faculty.
	2. The MPA Director staffs the results of the analysis and the preliminary programmatic actions with the advisory committee.
	3. The nucleus faculty adopts action items that may include curricular revision, revision to the assessment process, or revision to the learning objectives;
	4. The action items are implemented by the assigned faculty.