2012-2013

University of Minnesota Master of Public Policy NASPAA Self-Study Report

Self Study Year: 2012-2013

Title of degree: Master Of Public Policy

Geographic Arrangement Program Delivery: Main Campus

Overarching Program Emphasis: Check all that apply

- Public Policy
- Public Affairs
- Public Management International Regional
- Nonprofit
- Social Policy, Science Technology and Environmental Policy, and Politics and Governance

Program Student Population Emphasis: Do not Emphasize between Pre or In-service students

Program Placement Emphasis: State, provincial or regional government in the same country as the program

List of Dual Degrees

- Law (JD)
- Master of Business Administration (MBA) Master of Public Health (MPH)
- Master of Social Work (MSW)
- Specialization List   Economic Development
- Environment
- General/ Public Management International/ Global Leadership
- Nonprofit
- Organizational Management
- Public Policy Analysis
- Social Policy
- Urban
- Other
  - Specialization List Other:
    - Students in the MPP program at the Humphrey School are required to complete a specialization, called a concentration, of at least nine credit hours (e.g., typically three courses). Each concentration may be customized by the student in consultation with his or her advisers. Historically, students were able to complete one of eight different concentrations, most of which included one required course and two related electives chosen from an approved list, or to design their own concentrations. Students increasingly were interested in designing their own concentrations, and the faculty changed the curricular requirements to make each concentration a customized concentration. Advisers retain the older concentration courses lists, now called "pre-approved" lists to assist students in selection of courses. The list of concentrations checked here reflects the historic concentration options at the School and the general areas chosen by students as self-designed concentrations.

Mission Statement

The mission of Humphrey School was adopted in January 2006 and reaffirmed in 2011 by the faculty, staff, and Executive Council. It is as follows:

The Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world. The School pursues its mission by using its resources and those of the University to integrate:
• Preparation of students for leadership in public affairs;
• The bridging of disciplines across the University and larger community to advance public affairs scholarship; and
• Public engagement and scholarship to address important issues and to solve problems facing Minnesota, the nation, and the world in a non-partisan setting.

The mission of the MPP program at the Humphrey School further refines and applies the school's mission and is as follows:

The Mission of the Master of Public Policy (MPP) program is to prepare professionals with specialized skills and knowledge to advance the common good in a range of public policy issues and in the management of organizations in a diverse world.

Name the one universal competency your program chose for 5.1 C (to illustrate one full cycle).

We report the stage of assessment achieved during the self-study year for all five universal competencies and two mission-specific competencies.

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

Summer, Fall, Spring

Number of Students in Degree Program: 205

Ratio of FTE Faculty to FTE Students*: 0.38

Number of Semester Credit Hours Required to Complete the Program: 45

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:

Provide Comments on Program History:

Provide comments on program history (300-600 words) focusing on why the program was originally created, how the program has evolved and any distinctive character of the program.

1.1.1: Why was the program originally created and how has it evolved since then?

The Humphrey School of Public Affairs has evolved from the University of Minnesota's public administration program, which began in 1936. This program was governed by an interdepartmental committee of faculty members, though it was administered and operated from within the Department of Political Science (in the College of Liberal Arts). In 1969, a School of Public Affairs was created as a new professional school within the College of Liberal Arts. The new school was charged with replacing the orientation and curriculum of the public administration program with one focused on policy analysis and quantitative methods. The aim of providing an education for public service remained the central purpose of the program, however. It was at this time that the Master of Arts in Public Affairs (MA) degree

was created. This degree eventually would be renamed the Master of Public Policy (MPP), the subject of this self-study report.

During the 1976-77 academic year, the Regents of the University of Minnesota renamed the School of Public Affairs in honor of Hubert H. Humphrey, former vice president, U.S. Senator from the state of Minnesota, and mayor of Minneapolis. When Harlan Cleveland (former Assistant Secretary of State and U.S. Ambassador to NATO) was named dean of the Humphrey Institute in 1980, the Institute became a freestanding college within the University of Minnesota.

It also was during the mid-1970s that urban planning, which had been a concentration within the MA program, became a separate degree program. During the 1980s, under Cleveland's leadership, the Humphrey Institute expanded its approach to public policy education and engagement by creating a series of policy centers run by practitioners who were given the title of fellow or senior fellow, depending on experience and responsibilities. These centers, some of which still operate in the School, are concerned with particular policy areas (e.g., state and local policy), and they sponsor a range of public education, engagement, and research activities.

In 1999, the University of Minnesota shifted from the quarter system to semesters. At that time, needing to adjust the curriculum for semesters, the faculty of the Humphrey Institute undertook a systematic evaluation of the MA program. Revisions were made and the degree was renamed the Master of Public Policy (MPP). In 2001, a new mid-career degree program, the Master of Public Affairs (MPA), program was initiated. One year later, the Master of Science in Science, Technology and Environmental Policy (MS-STEP) program was begun.

Since accreditation of the MPP in 2006, the School has continued to evolve, innovate, and grow. In 2009, in collaboration with five other colleges, the Institute created the Master of Development Practice, a professional master's program focused on training students to work in the field of international development, and in 2011, the University's Board of Regent's approved changing the name of the Institute to the Humphrey School of Public Affairs. This change was made to better communicate to the School's constituencies its focus on preparing students for public service. In 2012, the School added early admissions options to the MPP, MURP, and MS-STEP degree programs to provide exceptionally well qualified undergraduate students the opportunity to matriculate into the Humphrey School during their senior year of their undergraduate experience. Most recently, in 2013, the School proposed and received approval for establishing a Ph.D. in Public Affairs. The Ph.D. program, which will include tracks in policy analysis; leadership and management; science, technology, and environmental policy; and urban planning, will enroll its first class in the fall of 2014. Also in 2013, the School established new MPP-Public Health and MURP-Public Health dual degree programs.

Throughout the evolution of the School and the addition of new degree programs, the MPP has remained the Schools largest degree program, strengthened by synergies with other, newer programs, and changing to meet new societal needs. For example, many courses serve multiple degree programs, and MPP students frequently take classes with students in other degree programs. This interaction with other students helps broaden students perspectives on public policy issues and helps prepare them for working with others after they graduate. The MPP will continue to evolve to meet new needs, but its primary focus will continue to be the preparation of students for public service.

1.1.2 - 1.1.5

Provide Program Mission

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

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

The current mission statement of the Humphrey School was adopted in January 2006 and reaffirmed in 2011 as part of the University of Minnesota's "Blue Ribbon Panel" strategic planning process. Our mission statement is:

Hubert H. Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world. The School pursues its mission by using its resources and those of the University to integrate:

• Preparation of students for leadership in public affairs
• The bridging of disciplines across the University and larger community to advance public affairs scholarship; and
• Public engagement and scholarship to address important issues and to solve problems facing Minnesota, the nation, and the world in a nonpartisan setting.

Within this framework, the MPP program offers a primary focus on the preparation of professionals in the fields of public policy analysis, advocacy, leadership, and management.

The Mission of the Master of Public Policy (MPP) program is to prepare professionals with specialized skills and knowledge to advance the common good in a range of public policy issues and in the management of organizations in a diverse world. This mission, which was adopted in 2006, was not revised during the self-study year.

1.1.3: Attach the URL for the program mission statement

The Humphrey School's mission statement can be found at the following URL:
http://www.hhh.umn.edu/about/ataglance.html

1.1.4 Describe the processes used to develop 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 process. (Unlimited)

In the Fall of 2005, the then Humphrey Institute undertook a strategic planning process aimed at updating the Institute's mission and strategic objectives. A task force was created that included representatives from all Humphrey Institute constituencies. Membership included faculty members, senior fellows, staff, students, alumni, and members of the Institute's Advisory Council. The task force received advice from constituencies throughout the process through group-specific meetings, brown bag lunches, open meetings, and web-based discussion forums. The task force took into account the Institute's history, accomplishments, distinctive competencies, and opportunities and challenges for the future. The process produced a new mission statement, revising the one that had been in place since 1984. The task force also produced a set of strategic goals tied to the new mission, more than 200 potential performance measures, and a set of priority action items for carrying out the strategic goals. This framework guided the Institute over the following three- to five-year period.

The mission statement for the MPP degree program also was updated in 2006. Focus group meetings were held with graduates of the program, and surveys about curriculum and program content were conducted with current students and alums. Mission statements from competitor programs also were reviewed. The final mission statement was developed and approved at the January 2006 Humphrey Institute retreat, which faculty members, senior fellows, and staff attended.

In September 2009, the President and Provost charged the deans of each college with establishing a "Blue Ribbon Committee" to continue strategic planning and identify priorities for investment and cost cutting that will enable the college to achieve its mission. Dean Brian Atwood already had initiated school-wide processes that routinely engaged stakeholders in planning, and he designated the Humphrey Institute's Executive Committee to serve as its Blue Ribbon Committee. During the next two years, the Humphrey's faculty, staff, students, alumni, and advisory council periodically met to discuss School needs and priorities. In January 2011, following affirmation by the faculty, staff, and School Executive Committee, the School submitted a Strategic Directions report to the President and Provost that reaffirmed the School's mission, revised the School's strategic goals, and outlined mid-term operational objectives. In October, 2011, new Dean Eric Schwartz was recruited to the School and affirmed its strategic directions.

Throughout these processes, under the direction of different academic leaders, the development of the School's mission, strategic goals, and priorities has been a participatory, collaborative process involving faculty, students, staff, alumni, the advisory council, and other constituencies of the School. As noted in this brief history and in Table 1.1.6, stakeholder participation is a hallmark of governance at the Humphrey School. While stakeholder have different levels of authority for initiating and approving the mission and other key documents, and the faculty retain control over all curricular matters, governance at the School generally, and of the MPP program in particular, is a collaborative enterprise.

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

The Humphrey School of Public Affairs has purposefully attempted to embody the spirit of Hubert Humphrey, his passion for public life, and his pursuit of the common good. The mission statement of the MPP degree makes explicit the goals of preparing students for professional leadership in public affairs.

Specifically, the Master of Public Policy (MPP) degree prepares students to be public leaders who analyze, manage, and advocate for development of institutions and instruments of governance that accomplish public purposes. It is a multidisciplinary curriculum that provides in- depth instruction and training in public management, policy analysis, advocacy, and citizen engagement techniques applied to a number of policy areas. The program is built upon a core of theoretical and methodological courses, with further coursework in advanced management or analysis skills or a substantive area of public policy.

The specific values that are the foundation of the program are best illustrated by reflecting on the text of the MPP program mission: "to prepare professionals with specialized skills and knowledge to advance the common good in a range of public policy issues and in the management of organizations in a diverse world."

The values embedded in the MPP curriculum advance this mission in the following ways:

To prepare professionals - The curriculum incorporates numerous professional experiences for students, including a mandatory internship experience in the summer between the first and second academic year, capstone workshop courses and other coursework that involve working with outside clients to produce professional products, a mentoring program that provides students with a professional mentor in their field of interest, and, most fundamentally, a curriculum that is multi-disciplinary and that combines theory and application. Dual degree programs with other professional programs in law, social work, and public health have been in place for many years.

With specialized skills - The MPP program offers a comprehensive set of skill-building courses for students. The core courses in policy analysis, economics, and quantitative analysis provide skills in problem formulation and analytic techniques tailored to issues of public policy. The core courses in finance and public management offer training in accounting techniques, governance, human resource management, organizational analysis, and leadership. Throughout the core and the curriculum more generally, students acquire research and written and oral communication skills. Advanced courses in policy analysis techniques offer specialized tools and techniques for students. The curriculum also offers a series of skills seminars on topics that range from grant writing to effective lobbying.

With specialized knowledge - This objective is met in several ways. First, the core training that MPP students receive in economics, policy analysis, organizational analysis, and research methods is tailored to the specialized fields of public policy and organizational analysis. Second, students are required to complete an 'area of concentration' that will give them specialized expertise in one area of public policy. The curriculum is structured to allow a large number of elective courses for students to pursue more specialized coursework. Third, a range of options exists for students to pursue dual degrees (with law, social work, and public health), minors (family policy, human rights, population studies, and evaluation studies, as well as a much larger list of possible graduate minors), and special graduate certificate programs (such as early childhood policy, housing studies, nonprofit management, policy issues on work and pay, program evaluation, and transportation studies).

In a range of public policy issues - The School historically has offered eight areas of concentration: advanced policy analysis; economic and community development; global public policy; human rights; public and nonprofit leadership and management; science, technology, and environmental policy; social policy; and women in public policy. These areas draw on the strengths of faculty in our Policy Areas - the groupings of faculty who meet to discuss research and curriculum - and our other degree programs. As noted in our Program Fact Sheet, students may design their own area of concentration from courses available at the School and elsewhere in the University.

In the management of organizations - Management and finance courses are in the core of the MPP program, and this field represents one of the seven concentrations offered to MPP students.

In a diverse world - The School is committed to diversity within the curriculum. Students are exposed to policy and organizational environments that range from the local to international, from developed worlds to developing. Coursework incorporates diversity of thought and experience, as well as the consideration of demographic diversity and how it relates to issues of social justice, the distribution of public policy benefits, and the functioning of public

and nonprofit organizations. In 2012, the School adopted a new Diversity Strategic and Action plan to guide diversity initiatives at the School through 2017, including curricular initiatives related to diversity.

In sum, the public service values that animate the Humphrey School and the MPP program reflect the values of the School's namesake, Hubert Humphrey, and his commitment to democratic, responsive, and effective governance.

1.1.6

Describe Program Use of Stakeholders in Mission Development

To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

	Frequency of Involvement	Type of Involvement (check all that apply)
Students	Semi-annually or more often	Advisory in latter stages of mission review and development
Alumni or Alumni Board	Semi-annually or more often	Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Advisory Board	Semi-annually or more often	Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Employers	Semi-annually or more often	Advisory in latter stages of mission review and development
University Administration	Semi-annually or more often	Able to initiate a mission review and Development; Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Faculty	Semi-annually or more often	Able to initiate a mission review and Development; Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Members from other University Colleges/Schools	Semi-annually or more often	Approval of mission; Advisory in latter stages of mission review and development
Other	Semi-annually or more often	Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development

1.1.7 Use the text box below to provide any additional commentary on the table above. (Limit 250 words)

Other includes professional employees of the Humphrey School of Public Affairs. As noted in our description of development and re-affirmation of our mission statement in 2006 and 2011, respectively, the process of governance at the Humphrey School is a participatory, collaborative process, though, pursuant to the School's constitution, different groups of individuals hold varying levels of authority for approval of different types of statements, programs, and policies.

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

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 1.1.5

1.2.1 Please link your program goals to your mission's Purpose and Public Service

Values

Consistent with our mission, the Humphrey School affirmed seven strategic goals and a set of mid-term operational objectives in its 2011 Strategic Directions Report. Dean Schwartz generally reaffirmed these goals in 2012 and 2013 with particular emphases on public policy engagement and resource development. Progress towards goals is tracked in a variety of ways, including reporting from Finance, Student Services, the Associate Dean and Registrar, and through Humphrey by the Numbers, an award-winning information management system established by the School in 2009.

The School's strategic goals, which first were established in 2006, are:

1. Employ integrated, interdisciplinary approaches in its teaching, scholarship, and public engagement;
2. Prepare outstanding graduates with the skills, knowledge, and values to contribute to advancing the common good;
3. Produce public affairs scholarship nationally and internationally recognized for its quality;
4. Serve as one of the preeminent institutions in the nation for scholarship, dialogue, debate, and professional development in public affairs;
5. Encourage, respect, and achieve diversity of people, thought, and experience in all that it does;
6. Improve its effectiveness in mobilizing and managing the resources necessary to fulfill its mission; and
7. Foster a respectful, cooperative, community-affirming, and service-oriented culture.

The School's 2011 mid-term operational objectives were grouped in seven categories. These operations objectives, many of which have been achieved or implemented were (the asterisk indicates the objective has been achieved, a policy put in place, or an issue generally addressed so it no longer is a priority).

1. Building Research Infrastructure
a. Share indirect cost recovery revenues with investigators and centers*
b. Ensure sufficient indirect cost recovery on external projects(ongoing challenge)
c. Invest in support for proposal preparation

2. Diversifying Faculty Roles
a. Consider hiring contract faculty for specialized teaching roles (ongoing)
3. Strengthening Areas and Academic Program Administration a. Support area leaders and clarify area structure*
b. Support leaders of degree programs, certificates, and concentrations*
4. Revising Faculty Membership and Assessment
a. Affirm qualifications for and responsibilities of graduate faculty membership*
b. Provide peer review of teaching
5. Strengthening the Curriculum
a. Continue strategic enrollment management*
b. Implement new early admissions masters programs*(ongoing)
c. Enhance newly revised Nonprofit Management Certificate d. Rationalize concentration options*
e. Revise course substitution and waiver policy*
f. Optimize capstone offerings and options*(onging)
g. Review Master of Urban and Regional Planning curriculum*
h. Standardize expectations for professional papers and examinations i. Implement two-year course cycle planning and scheduling*
j. Pursue dual degrees with the School of Public Health*
k. Consider poverty fellows program with Minnesota Extension*(not pursued)
l. Address plagiarism and student misconduct*
6. Improving Programs, Operations, and Administration a. Review tuition policy*(annually reviewed)

b. Implement Humphrey Centennial activities*
c. Renovate first floor office space*(also completed second floor and video-conferencing facilities)
d. Continue planning for the Civic Innovation Laboratory*(ongoing)
e. Implement faculty and staff summer effort policies*
7. Incorporating and infusing diversity and internationalization in teaching, research, and public service activities and in academic administration.*(Diversity Strategic and Action Plan adopted)

Most recently at the Schools Annual Assembly in 2013, Dean Schwartz reaffirmed and refined the School's commitment to these goals and objectives, focusing on stewardship and enhancement of the Schools's financial resource base; increased efficiency in administration; consolidation of administrative and programmatic operations; strengthening academic programs by continuing curricular innovation; strengthening the School's area structure; increasing support for faculty and students; and continuing to embrace diversity.

Each of these goals, objectives, and priorities flows from the School's mission and public service values, particularly those related to teaching and learning. While they apply broadly across the School's degree programs, several are particularly relevant for or pertain specifically to the MPP. Those most relevant include Goals 2, 5, and 7 and Objectives 5 and 7. These goals and objectives pertain to teaching and learning and rest upon the public service values elaborated in Section 1.1.5.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

Goals 2, 5, and 7 and Objectives 5 and 7 frame the training of our students and reflect the needs and priorities of the professionals we intend to serve. Our goal is to serve diverse, highly- qualified post-baccalaureate students from throughout the world who seek rigorous Master's level education. Through feedback from alumni, employers, and professionals on our Advisory Council and in other constituencies, we know that our graduates must excel in critical thinking, be able to communicate effectively orally and in writing, and be able to use both quantitative and qualitative methods. Our goals and operational objectives include specific measures to strengthen the MPP program (e.g., continue strategic enrollment management, rationalize concentration options, optimize capstone offerings). These types of goals and objectives are not the type that are achieved and then removed from a priority list. They can be better characterized as goals and objectives that reflect a commitment to continuous quality improvement.

Strategic enrollment management, for example, refers to alignment of recruitment and admission activities with academic objectives and financial realities and continues from year to year. Although we experience steady growth in enrollment of students across the School, including the MPP, in the past two or three years, enrollment has varied, underscoring the importance of this critical objective. Dean Schwartz has recruited a new director of admissions who is focusing, among other priorities, on enrollment in the MPP program.

The need to optimize capstone offerings refers to the need to ensure that the mix of options we provide for students reflects both their needs and takes advantage of opportunities to build strategic linkages for the School. Through careful planning led by the Associate Dean and the School's faculty, and with input from the Curriculum Committee and other School committees, the School ensures that the goals and objectives for the MPP are linked to the population we intend to serve.

1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

Each of the goals and objectives listed in Section 1.2.1 are linked to the contributions we intend to produce to advance the fields of public affairs, administration, and policy. As outlined in our mission statement, and as codified in our governance documents and in the expectations for members of the faculty, we expect the faculty to consistently make contributions in the areas of teaching, research, and service. The School is fortunate to have faculty who purposefully integrate these three areas of responsibility: drawing on their research in teaching and service, engaging students in research and service, and connecting professionals with students by bringing them into the classroom. By setting expectations for faculty to contribute in each mission area, and by annually evaluating faculty performance relative to their contributions in each area, we pursue and achieve our collective academic and programmatic goals, including those specific to the MPP.

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 at the bottom of the page of the Standard.

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

The School has numerous performance measures that derive from our mission and our public service values. In the strategic planning process conducted in 2005 and 2006, the School identified a large number of potential performance indicators to inform the management of the School, and many of these have been operationalized over time through the development of administrative systems by different units at the School. For example, faculty productivity measures are monitored through electronic Annual Reporting of Professional Activities (AROPA) database. AROPA includes detailed information on multiple indicators of performance including publications (15 different types), conference and other presentation, teaching loads, grants and contracts, professional and committee service, and awards for teaching, scholarship, and public service. Other teaching related indicators, including degree program graduation and course enrollment numbers, are tracked through Humphrey by the Numbers, our information management system. Other indicators are tracked through University of Minnesota enterprise databases or through customized data management systems established by Humphrey School staff.

Key performance outputs and outcomes relative to the MPP re-accreditation include measures for faculty productivity and measures for student enrollment, graduation, and placement. Within these general categories, we have specific measures. For example, faculty report outputs and outcomes in each of their three areas of responsibility (i.e, teaching, research, and service), and their peers assess them relative to norms, expectations, and achievements. We have teaching workload guidelines for faculty (e.g., 12 credit hours/year with teaching an average of 250 credit hours annually over a three year period), and we assess performance using student ratings of teaching and other indicators. For the MPP, we track applications, admissions, enrollment, diversity indicators, graduation rates, placement rates, and other standard indicators to inform planning and management of academic and administrative functions. We also survey alumni to obtain information to inform program development and to strengthen program outcomes. All of the performance measures that are tracked link to our School and Program Mission and the values upon which the mission rests.

1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

The School tracks specific outcomes related to the students, employers, and professionals served by the MPP. As noted in Section 1.3.1, these include both outputs and outcomes. Programmatic measures include applications to the MPP, admissions, enrollment, diversity indicators, graduation rates, and placement rates. Administrative measures related to course delivery include individual course enrollments and demand for different concentrations within the MPP. Measures related to quality of teaching include student ratings of teaching, publications by faculty related to teaching, and use of innovative approaches to course delivery. Performance measures also include results from

periodic surveys of alumni. Each of the individual measures informs administrative and programmatic decisions related to program delivery, and each is intended to strengthen the quality of services provided to our students, their employers, and other professional constituencies. We also make efforts to share information with different Humphrey constituencies. For example, in 2008 we completed a comprehensive review of many aspects of our teaching program and highlighted the review at our annual Assembly.

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

Our response to Section 1.3.1 generally addresses how our School and program performance outcomes are intended to advance the fields of public affairs, administration, and policy. These measures derive from our mission and public service values; address teaching and learning, research, and public engagement and service; and they are used to assess faculty performance, design degree and curricular offerings, and inform administrative and programmatic planning and decision-making. The idea is that through annual review and assessment of outcomes, the School can change and strengthen degree programs. In the particular case of the MPP, this means we assess annually various aspects of the degree program to ensure we are continuing to advance the field. Examples include the annual reviews of PA 5011 Management of Organizations to develop new cases and periodic meetings of faculty in other courses to share and update syllabi (e.g., PA 5002 Introduction to Policy Analysis).

1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduate's careers. (Limit 500 words)

As part of our self-study, the School inventoried assessment processes and data sources that are consulted to inform student learning, faculty productivity, mission achievement, and advancement of the public affairs field. We identified approximately 20 assessment processes or data sources relevant to the MPP. These processes and sources, which are listed below, include both processes internal to the School and University and processes related to external entities, including NASPAA. The list below does not include informal processes that are routine and ongoing such as informal conversations between students and faculty and administrators and some more-structured processes like meetings of the School's Advisory Council and Alumni Board.

Responsibility for these processes is shared by the faculty, staff, students, and administration. Integration of different assessments occurs in a variety of fora, ranging from committee meetings to faculty meetings to the Dean's administrative meetings. The Appendix to Standard includes a flow chart that illustrates how the School reviewed syllabi and course learning objectives and developed new competencies during the self-study year.

The examples presented in Section 1.3.4a illustrate how assessments and data from multiple processes and sources have been integrated to inform decisions to improve the MPP program.

Annual or Regularly Scheduled Assessment or Data-reporting Processes

External to HHH
1. NASPAA Data Survey
2. University-wide Employee Engagement Survey (Pulse)
3. University-wide Graduate Education Survey
4. COPRA Report

Internal to HHH
1. Humphrey by the Numbers real-time information management system
2. Admissions Reports
3. Curriculum Committee reviews of teaching related activities and proposed courses
4. Faculty Meetings
5. Student Rating of Teaching (SRT) Forms
6. HHH Course Survey
7. Faculty Retreats
8. Merit Review of Faculty
9. PASA Curriculum and Degree Program Focus Groups
10. PASA End-of-year Survey
11. HHH Alumni Contact Information Survey
12. HHH Alumni Employment and Income Survey

13. Budget preparation review in the University Compact process.

Periodic or Irregularly Scheduled Assessment or Data-reporting Processes

External to HHH
1. NASPAA/COPRA Accreditation Self Study
2. Graduate Review and Improvement Process (GRIP)

Internal to HHH
1. PASA Ad Hoc Groups

1.3.4a Provide examples as to how assessments are incorporated for improvements

We present here three examples of how different methods and types of assessments have and are being used to improve the MPP degree program.

1. Creation of a global capstone. This is an example of how ongoing, routine assessments and feedback leads to curricular innovation. In 2008-2009, not quite at the mid-point in the MPP's current accreditation period, the School reviewed various aspects of our degree programs. This review included an analysis of concentrations selected by students and an analysis of clients for capstone projects. The review also include results of annual feedback sessions with student leaders from the Public Affairs Student Association (PASA) and informal feedback from students to individual faculty members and staff. These reviews showed that our global concentration was one of our largest concentrations (i.e., student interest and demand was high), that the faculty historically had offered very few capstone courses focusing on international issues with international clients, and that students wanted additional opportunities to conduct capstones on international issues with organizations that are engaged globally. This integration of assessments led to formation of a global capstone led by our global policy coordinator in which students identify clients and complete professional projects for them. Most recently, a follow-up review of the capstones has noted that most of our partners in the global capstone have been nongovernmental organizations and not key federal agencies or other national governments, and we now have begun to seek opportunities for capstones with these major agencies (e.g., U.S. State Department).

2. Change in concentration requirements. This is an example of how institutionalized processes the School has established for review of the MPP curriculum leads to curricular change. As noted in our Program Fact Sheet submitted as part of this self study report, the School's faculty recently (February 2012) changed the MPP curriculum to make all concentrations self-designed, with consultation and approval by a student's adviser. The faculty enacted this change based on a recommendation from the Curriculum Committee that considered feedback from students, input from professional staff advisers, trends in students' choices of concentrations, and extensive deliberation.

Over time, the School's professional advisers noted more students were interested in self- designed concentrations, particularly students with interdisciplinary interests. The faculty deliberated a range of options for concentrations, from making them all fixed and eliminating the self-designed to making them all self-designed, with the previous concentration course requirements and electives as guides. The faculty voted to make them all self-designed, partly to be responsive to student demand but also in hopes of encouraging more interaction between faculty and students in choice of classes.

Some faculty members remain doubtful that this change was wise, in part because some think the concentrations should be more specific. For example, prior to this change, faculty in our global area had increased the number of required courses in the concentration to two (including both global policy and international economics). Thus, the formal global policy concentration became the only concentration with two required courses. After this change, the number of students choosing the global policy concentration seemed to drop (though this likely also was confounded by the creation of our MDP degree program). Some faculty are concerned that the change has the potential to increase the number of students who avoid important courses that are perceived as difficult, thus weakening their preparation. Because this change is relatively new, it still is being assessed. Our point here is that this change to the MPP was made based on institutionalized processes for curricular assessment and the change itself now will be assessed using those same processes.

3. Integration of qualitative methods into the MPP core curriculum. This case is an example of how our assessment during the self-study for MPP program re-accreditation is leading to curricular and program change. Students in our

MPP program historically have been required to take quantitative empirical analysis and multiple regression courses. These requirements date back to 1999 when the MPP replaced the Master of Public Affairs and the program emphases changed from administration to policy analysis. Over time, as the MPP has grown and the curricular program has broadened, student needs and interests have broadened. For example, our concentration in Leadership and Management has attracted the most students in recent years. As the MPP program has grown, demand for instruction in qualitative methods also has grown. Students have expressed interest in learning qualitative methods; reviews of professional papers completed in capstones reveal that many students are using qualitative methods; alumni who have responded to surveys indicate they use qualitative methods more frequently than regression; and alumni have recommended integration of qualitative methods into the core. In response, the School has scheduled more offerings of qualitative methods and also recruited faculty capable of teaching qualitative methods. Our integration of this evidence was presented to the faculty during our SSR year, and a draft proposal for adding a requirement for qualitative methods to the MPP core was introduced to the faculty in May 2013. Faculty members have different ideas about whether and how qualitative methods should be integrated into the core curriculum, and they began deliberations over how to best to integrate qualitative methods in Spring 2013. We believe that the core will be changed to include some requirement for qualitative methods during the 2013-2014 academic year and that these changes will go into effect in the 2014-15 academic year. We will be able to provide an update on this issue when a site visit team arrives in spring 2014, although the faculty may not have completed deliberations by then.

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:

Organizational Relationship of the Program to the Institution   In a Standalone School

Mode of Program Delivery   mix of classroom and online

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)

In the Section 2.1 dropdown box, we identified the mode of delivery for the MPP as a mix of classroom and online. This characterization is technically true, but the MPP is delivered primarily in classroom, or face-to-face, settings, and no required core courses are delivered online. Almost all classes are delivered on the West Bank campus of the University of Minnesota in Minneapolis.
Online classes have been limited to elective courses or courses that can fulfill concentration requirements. Examples of non-required courses that have been taught online include Public Finance and Budgeting (one section) and a course on immigration.

Although none of the MPP required core courses has been taught solely online, some instructors are beginning to experiment with hybrid type courses that include more online materials, including mini-lectures. Professor Jodi Sandfort is leading our Hubert Project, a growing initiative to create new multi-media learning materials grounded in technology that capitalize on the strength of the internet. In the project, faculty and staff are creating three distinct products for various teaching and learning needs: Video Briefs, Curated Cases, and E- Cases. More information on the Hubert Project is at this link: http://www.hubertproject.org/teaching/

Regardless of the method of delivery for a particular course, all academic, curricular, and administrative processes are the same. None of the following program elements is differentiated for a particular course based on mode or method of delivery: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty.

The School has employed an instructional technologist to assist faculty who wish to enhance use of technology in their teaching, including increasing online content. Our instructional technologist emphasizes the use of technology to enhance learning, and the course design revolves around learning objectives and methods of assessment. In other words, we perceive the use of technology as a means to an end that is the same across modes of instruction, not an end in itself.

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 dean of the Humphrey School is the person directly responsible for the administration of the program. The Associate Dean, with assistance from our Registrar, is responsible for the daily administration of the MPP degree program. The Curriculum Committee, made up of degree program directors or directors of graduate study, faculty members, fellows, and students, considers revisions to the curriculum. This committee reports to the full graduate faculty, which is the decision-making body with authority over curricular matters.

A. General program policy and planning: The Constitution of the Humphrey School of Public Affairs establishes three authorities for decision-making on issues of general policy: the dean, the faculty, and the executive council. The specific powers of each are described in the Constitution of the Humphrey School. The dean has general executive authority over the affairs of the School. The dean provides leadership for formulating policies, recommends educational developments to the faculty and graduate faculty, and stimulates discussion leading to improvements in the educational and non-teaching programs of the School. (Constitution of the Humphrey School, Article 2.1)

The faculty has responsibilities related to the curriculum (these responsibilities are given to the graduate faculty) and to academic personnel, including adopting policies regarding promotion, tenure, and review (these powers reside in the faculty) consistent with University of Minnesota policies. The full set of powers assigned to the faculty is enumerated in the Constitution (Article 3.5).

The executive council is a representative body of the constituencies of the Humphrey School (faculty, staff, and students). It is the governing body for all matters not expressly reserved for the faculty or the dean (Constitution of the Humphrey School, Article 6.5).

B. Degree requirements: The graduate faculty of the Humphrey School adopts policies related to degree requirements. Historically at the University of Minnesota, degree program changes were approved by the Graduate School of the University of Minnesota. Since the MPP program was accredited in 2006, the University has changed the structure of the Graduate School and devolved responsibilities for professional, masters degree programs back to colleges and schools. Schools now have greater autonomy for approval of curricular changes, and all changes need not be approved by the Graduate School (although all programs still must conform to University of Minnesota academic policies.

C. New courses and curriculum changes: The graduate faculty of the Humphrey School has responsibility for the content of the curriculum. A curriculum committee is appointed each year to consider matters related to the content and form of the four degree programs. They make recommendations for action to the full graduate faculty.

D. Admissions: The graduate faculty of the Humphrey School has responsibility for adopting policies related to admissions. Each year, an admissions committee consisting of members of the graduate faculty work with the School's student services staff in reviewing applications and making admissions and funding decisions.

E. Certification of degree candidates: The dean has formal authority for certifying degree candidates. Operationally this is done by the School's Associate Dean, Registrar, and Student Services staff.

F. Course scheduling and teaching assignment: These responsibilities are carried out by the Associate Dean and Registrar in consultation with members of the graduate faculty.

G. Use of financial and other resources: The dean of the School makes decisions related to the use of financial and other resources.

H. Appointment, promotion, and tenuring of program faculty: These powers are held by the faculty of the School.

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

The governance arrangements summarized in Section 2.1.2 are predicated on assumption that the dean, faculty, school administrative staff, and students will collaborate in pursuit of the School's mission, in a manner consistent with the public service values that are the foundation of that mission. As is implicit in the description in Section 2.1.2,

many specific processes involve collaborations among administrators, faculty, professional staff, and students, creating a system that guarantees multiple perspectives on mission priorities and program delivery are debated and assessed. The School's organizational chart illustrates hierarchical reporting lines, but these lines do not reflect the matrix approach to decision-making that characterizes most aspects of program delivery at the School. The principal exceptions to these collaborative approaches are fiduciary (a responsibility held ultimately by the dean); promotion and tenure (held primarily by the faculty, although the provost, president and Board of Regents have final decision-making authority regarding promotion and tenure), and curriculum, which is reserved for faculty although MPP program faculty by policy engage students in discussions of all curricular changes.

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.

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!

2.2.2: Provide an assessment of program determining influence in the following areas:

	Score	Who Participates
Program and Policy Planning	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other
Establishing Degree Requirements	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other
Making and implementing recommendations regarding admission of students setting quota	High	Nucleus Faculty Subset of Nucleus Faculty Program Director Other
Advising Students	High	All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other
Specifying Curriculum and Learning Outcomes	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other

Evaluating Student Performance and Awarding Degrees	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director
Appointing, Promoting Faculty	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director
Participating in defining and assuring faculty performance	High	Dean or Higher Authority All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director

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 University of Minnesota and the Humphrey School of Public Affairs have a very long history and commitment to strong faculty governance in academic matters (e.g., curriculum, review of faculty performance, promotion and tenure) and shared governance in administration of academic programs. As indicated in our examples of how assessment procedures are used to inform program and curricular decisions (Section 1.3.4a), the graduate faculty of the School have authority over the curricular requirements of the MPP degree program.

With respect to the notion of "substantial determining influence," this varies depending on whether the issue at hand is academic, programmatic, or administrative. In practice, for example, all graduate faculty vote on MPP curricular changes, but members of the faculty who teach primarily in other degree programs (e.g., Master of Urban and Regional Planning) typically will show great deference to the faculty with principal responsibility for a curricular area. Thus, formal "substantial determining influence" is different than informal "substantial determining influence."

In Section 2.2 above, we have not checked any box for department faculty because the School does not have departments. The program faculty are considered equivalent to our graduate faculty, and the nucleus faculty is the subset of graduate faculty with principal affiliation to the MPP program. The subset of nucleus faculty is interpreted as a subset of faculty concerned about particular topics or issues (e.g., those who teach multiple sections of statistical courses).

Standard 3 Matching Operations with the Mission: Faculty Performance

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

Self-Study Instructions:

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

3.1.2

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

The Humphrey School is committed to hiring exceptionally well-qualified faculty to teach in the MPP and other degree programs, to conduct research, provide public service, fulfill our mission, and advance the field. Only faculty who would be considered academically qualified under NASPAA definitions are recruited for tenure-track positions, and to be tenured and promoted, faculty must demonstrate sustained productivity and achieve national prominence in their disciplinary or substantive field. To ensure we maintain this high standard, the School recruits nationally and internationally for the best qualified faculty members who are capable of success at a comprehensive research university. Many of our tenured-tenure track faculty have experience in public service or work very closely with public agencies and also are considered professionally qualified.

The School also recruits highly accomplished professionals from the world of public affairs to serve as fellows or senior fellows (the equivalent of professors of practice at some schools). Our fellows are not tenured but may have extended contracts; each is expected to contribute to the teaching, public service, and research missions of the School. Our fellows all are professionally qualified, and several also hold terminal degrees and are academically qualified.

The School hires well-qualified professionals as adjunct professors to deliver specialized courses in the MPP program. These adjunct professors would be considered professionally qualified. For example, for our course in survey methods, we employ an individual who previously ran all public opinion polls for the Minneapolis Star Tribune. Similarly, for a course in public finance and budgeting, we employ an individual who previously served as the director of the Minnesota state budget office. We employ a former Republican Speaker of the Minnesota House of Representatives to lead an experiential course that places students in internships with the Minnesota legislature. We employ a former Democratic Speaker of the Minnesota House of Representatives to teach a course in negotiation. For our Law and Public Affairs class, adjunct professors include the Hennepin County State's Attorney (Democrat) and a former Minnesota Supreme Court Justice (Republican). Each of these individuals are professionally qualified and, as noted by their political affiliations, bring diversity of thought to the School.

Given our mission of preparing leaders for public service, we think students benefit from being taught by both tenured-tenure track faculty and accomplished professionals, both our fellows and adjuncts. We work to ensure that a majority of core required courses are taught by academically qualified faculty members to ensure students have a firm grounding in theory. Both academically and professionally qualified faculty members teach specialized (i.e., concentration) and elective courses. The Appendix to Standard 3 includes tables and a description of how we determined courses taught by academically and professionally qualified faculty.

3.1.3

Any information 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 members is considered part of the faculty nucleus, as additional questions apply if so.

3.1.4

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%.

3.1.4	N=	Nucleus Faculty	Full-Time Faculty	AQ	PQ
All Courses	161	65	59	75	25
Courses delivering required competencies	56	74	68	82	18

3.1.5

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

The School pursues a variety of strategies to support faculty in their efforts to remain current in their field. As noted in Section 3.1.2, the School recruits internationally for exceptionally well-qualified faculty who are expected to sustain high levels of productivity to be tenured. In the annual merit review process conducted by elected peers, faculty must report on participation in their fields (e.g., publication of papers and reports, presentation at conferences, review of journal articles). Hence, our faculty are self-starters who, by nature and expectation, remain current in their field.

To assist faculty in remaining current, assistant professors are provided mentors, receive annual feed-back on performance, participate in an intensive, fourth-year review, and are encouraged to take advantage of professional development opportunities provided by the University of Minnesota in the areas of teaching, research, and civic engagement. Faculty members are encouraged to participate in specialized training (e.g., on internationalization of the curriculum, on teaching diverse learners), and many take advantage of these opportunities. The University's Center for Teaching and Learning, the Office of the Vice President for Public Engagement, and other units on campus regularly assist our faculty. Each faculty member receives $1,500 annually in a STAR account (Service, Teaching, and Research) for professional development. In addition to the STAR account allocation, the Dean also covers the travel costs of any faculty member who presents a paper or is actively engaged at conferences sponsored by NASPAA, APPAM, ASPA, and ACSP. The purpose of these supplemental allocations is to encourage faculty to be active in the most prominent public affairs professional associations.

In addition to these standard approaches, the School routinely supports specialized training, and often devotes time at faculty retreats or faculty meetings to professional development. Over the past two or three years, for example, faculty who have participated in Office of International Affairs programs on internationalizing the curriculum have shared their experiences at a faculty meeting, and a faculty member who has used video-conferencing to teach has conducted seminars for colleagues at a faculty meeting. The School also has included mini-seminars on a variety of topics related to faculty development.

For the past four or five years, the School has begun to offer additional professional development opportunities for adjunct faculty members. The School developed a handbook for adjunct faculty members and has sponsored workshops on preparation of syllabi, assessment, and engaging students in conversation. These professional development opportunities have included opportunities for adjunct faculty members to share their experiences in teaching so they feel more integrated into the Humphrey Community.

Finally, the Associate Dean is available to speak with all faculty about issues related to professional development. Faculty members seeking support for particular activities may discuss their requests with School leadership.

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.

3.2.1

Strategies used in recruitment (check all that apply)

- Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment
- Advertisement is placed in publications and on listservs that serve diverse audiences
- Advertisement is sent to schools with concentrations of diverse graduate students

- Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates
- Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application
- Faculty, administrators, women, and professional staff of color to help uncover the available pool.
- Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position
- The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires
- The department receives training on recruitment and selection practices that increase potential for diverse pools and hires
- Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process
- A female or minority is included on the search committee
- Documentation on why candidates are excluded from interview is required
- Other, please specify
  - The faculty has identified potential candidates from underrepresented groups who potentially could strengthen the School and has invited candidates for scholarly presentations outside of an authorized search. The purpose of this activity is to begin cultivation of relationships with outstanding faculty who, if recruited to the School, would contribute to the diversity of the faculty. In addition, the School has maintained its commitments to the Wilkins Center and to the Center on Women and Public Policy, both of which maintain research and outreach programs that focus on issues of concern to individuals in underrepresented classes. The School believes that by maintaining its focus on issues of the common good and social justice, it will increase its attractiveness to faculty from underrepresented classes.

Strategies used in retention (check all that apply)

- New faculty are assigned to a faculty mentor
- There is a new faculty orientation that provides information on the promotion and tenure process
- New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.
- New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.
- Other please specify
  - New faculty annually meet with the Dean and with the Promotion and Tenure Committee to discuss their progress in the tenure and promotion process. In addition, the Associate Dean frequently meets with individual faculty members to discuss their progress through professorial ranks. In addition, the elected Merit Review Committee provides feedback to faculty members annually on their research, teaching, and service. All professors may discuss academic issues with the area chairs at any time. These issues range from development of their research agendas to classroom preparation to balancing service commitments with other academic priorities.
  - The Dean maintains an open door policy and welcomes discussions of issues related to diversity and other academic issues. The Dean also has been aggressive in countering offers to faculty made by other academic institutions.

Other strategies used to assure students are exposed to diverse experiences

- Use of part time instructors
- Use of guest lecturers
- Other, Please Specify
  - Members of the faculty meet periodically to discuss strategies for integrating topics of diversity into the curriculum. During the self study and prior year, these activities included the One Humphrey discussio

3.2.3

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):

Does the legal and institutional context of the program preclude collection of diversity data?   No

3.2.3a

	Full time male	Full time female	Part time male	Part time female	Total
Black or African American, non-Hispanic	1				1
Asian, non-Hispanic	2	1			3
Hispanic/Latino		1		1	1
White, non-Hispanic	19	13	9	13	32
Disabled	1	1			2
Total	22	15			37

3.2.3c

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 programs unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

The Humphrey School encourages and supports peer-led efforts to increase faculty skills and enhance diversity-related content in the curriculum. Recent efforts include:

Monthly faculty discussions focused on Culturally Competent Teaching. These lunches provide an informal space for faculty to discuss challenges and strategies and have been very well attended and received.

Skill-building opportunities at faculty retreats. A working group lead by Humphrey faculty members worked with the University of Minnesota's Office of Equity and Diversity to develop a specialized training for faculty. During the training, which was held for all members of the faculty during the winter retreat, faculty members worked in small groups to problem solve various diversity-related scenarios. For example faculty members were asked to respond to a scenario: during a classroom discussion about separation of church and state, a "devout, traditional Christian" student wonders aloud why there is no room for people of faith in the Humphrey community.

In addition, the Humphrey School's Diversity Committee, which includes two faculty members and a faculty co-chair, provides opportunities for students, staff and faculty to work together to improve diversity related efforts at the School. One of the committee's working groups focuses on curriculum. Members of the Curriculum working group have completed in-depth interviews with Humphrey School faculty and a series of student-led, student focus groups to develop a deeper understanding of how diversity is incorporated in Humphrey School MPP core classes. The findings from these focus groups and interviews are being used by faculty to improve their courses. Another working group of the Diversity Committee has identified a set of "dash-board" indicators that will allow internal and external stakeholder groups to observe our progress towards achieving our diversity-related goals.

The Humphrey School is strongly committed to providing equal opportunity for persons of every race, creed, and background. This commitment has several dimensions. First, the School has adopted a strategy to proactively pursue diversity in its faculty hiring. For faculty searches undertaken, the School's strategy calls for creatively recruiting outstanding candidates of color and candidates from other under-represented groups. The strategy includes advertisements in publications (or websites) that will help assure a deep and diverse applicant pool. The School's human resources coordinator has created a master list of job posting venues that is continually updated. The list of venues includes:

- American Society for Hispanic Economists
- APPAM, APSA, APSIA, ARNOVA, ASA, AEA, ACSP (including the individual sections of each of these organizations having to do with issue of race, gender, and ethnicity)
- Chronicle of Higher Education
- Chronicle of Philanthropy
- Conference of Minority Public Administrators
- National Association of African-American Studies and Affiliates
- National Forum for Black Public Administrators National Conference of Black Political Scientists National Forum for Blacks in Public Administration Women's Caucus for Political Science.

In addition to job postings, letters are sent to faculty members, department heads and/or deans of member schools in NASPAA, APPAM, and ASPIA. Members of the search committee and other faculty members at the School also actively solicit applicants by contacting colleagues. When possible, interviews with potential candidates are done at professional meetings.

Second, the School is very active in producing a diverse student body (see Section 6.1.C), and is committed to achieving diversity at all staff levels. These proactive efforts to attract students of color, and those with nontraditional backgrounds and to increase diversity among non-academic staff members complement the School's efforts to recruit a diverse faculty and are important parts of the School's overall diversity strategy.

Third, the School is committed to supporting an environment that respects diversity, supports individuals, and fosters a sense of community. The recently completed strategic planning process produced two strategic goals that underpin the School's diversity strategy. Those goals are:

- Encourage, respect, and achieve diversity of people, thought and experience in all that it does
- Foster a respectful, cooperative, community-affirming, and service-oriented culture.

A series of performance indicators have been developed to measure the extent to which these goals are being met. The School's Diversity Committee, a standing committee made up of faculty members, staff, and student representatives, meets regularly throughout each academic year to assess the diversity climate at the School and to consider strategies for maintaining and improving it. The Humphrey School Diversity Strategic and Action Plan is available at: http://www.hhh.umn.edu/diversity/strategic_and_action_plan.html

3.2.4 Current Faculty Diversity Efforts

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

The diversity of the School's faculty has not changed significantly over the past five years, although more women have been hired and promoted, and the gender balance at different professorial ranks has become more even. The School recognizes the need to hire more faculty members from underrepresented classes. During the self-study year, for example, the School recruited and extended offers to two individuals from underrepresented classes, but was unsuccessful in recruiting the candidates, who accepted offers at prominent peer institutions. Because of the need to increase the diversity of our faculty, the School now is exploring different strategies for recruiting underrepresented faculty, including long-term cultivation. An African American female contract faculty member, Kaye Husbands Feeling, will rejoin the faculty in the fall of 2013 after a leave with the NSF.

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 three academic years (this could be research, scholarship, community service or some other contribution to the field).

Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1

The expectations for faculty teaching, research, scholarship, and public engagement or community service for tenure and promotion are outlined in the School's 7.12 Statement. This document is provided to new faculty members and consulted routinely as the basis for fourth- year and promotion and tenure reviews. The 7.12 statement establishes high expectations in each dimension of faculty work (research, teaching, and service), which are analogous to the areas covered in the School's mission statement. In comparison with sister schools in the arts and humanities, the Humphrey School, consistent with its mission, has higher expectations for public service, and all faculty are expected to be engaged professionally in their area of expertise. Through our annual merit review process, promotion and tenure processes, and
post-tenure review processes, faculty receive feedback on their performance in each domain of the University and School missions (i.e., research, teaching, and public engagement).

3.3.2

Provide ONE exemplary activity of each 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.

3.3.3

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)

The School has a very accomplished, research-oriented faculty who also are extremely engaged in the world of public affairs and are making contributions in the area of teaching. Faculty productivity is reported and tracked in the Annual Report of Professional Activities (AROPA). Faculty annual reports demonstrate sustained, high levels of productivity. Key indicators of faculty productivity include:

- Faculty publications. The faculty averages about a little more than 150 publications per year, or an average of about four per person. Specific numbers of publications for 2012, 2011, and 2010, respectively were 154, 150, and 153. These numbers include peer reviewed articles, books, book chapters, and other types of publications such as technical reports and op-eds. The faculty place emphases on publication of peer-reviewed articles, books, and book chapters:
- Peer-reviewed articles. Members of the faculty published 177 peer-reviewed articles between 2010 and 2012.
- Books. Members of the faculty published 10 books between 2010 and 2012.
- Book chapters. Members of the faculty published 60 book chapters between 2010 and 2012.

In addition, to publishing the Humphrey Faculty are very engaged in their respective professional domains. Since 2010, Faculty members have made more than 500 conference presentations (197 in 2012, 149 in 2011, and 160 in 2010). Faculty members have testified before Congress or a legislature at least 26 times since 2010, and many more have worked closely with public agencies in the development of policy.

Many of the Humphrey School faculty have been recognized by their peers for their contributions to the field. Former Dean Brian Atwood, Professor John Bryson, and Professor Samuel Myers all are members of the National Academy of Public Administration. Professor Myers previously served as the President of APPAM. Professor Greg Lindsey now serves on the Executive Council of NASPAA.

Many Humphrey faculty members have been recognized by their peers for their scholarship. In 2012, for example, Professor Joe Soss received four awards:

- o 2012 Beryl Radin Award for "The Organization of Discipline: From Performance Management to Perversity and Punishment" with Richard C. Fording and Sanford F. Schram. 2011. Journal of Public Administration Research and Theory. 21(1): 203-32. The Radin Award is given by the Public Management Research Association and is awarded for the best article published in JPART in the past year.
- o 2012 CHOICE Outstanding Academic Title Award, for for Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race. The CHOICE Outstanding Academic Title Award is given by the American Library Association to "the best in scholarly titles reviewed by Choice [in the preceding year] and brings with it the extraordinary recognition of the academic library community."
- o 2012 Michael Harrington Book Award, for Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race. The Harrington Book Award is given by the American Political Science Association's Caucus for a New Political Science, and is awarded to the book published in the past

year that best demonstrates how outstanding scholarship can be put in the service of struggle for a better, more just, world.

- o 2012 Oliver Cromwell Cox Award, for Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race. The Cox Book Award is given by the American Sociological Association's Section on Racial and Ethnic Minorities and is awarded to the book published in the past two years that best advances the sociological study of race and ethnicity and makes "a distinguished and significant contribution to the eradication of racism."

Also in 2012, Professor Ed Goetz received the award for the best paper published in the Journal of Urban Affairs during 2011. Professor Kathy Quick received the Chester Rapkin Best Paper Award for volumes 30 and 31 of the Journal of Planning Education and research in the 2011 volume ("Distinguishing Participation and Inclusion," co-authored with Martha Feldman). Professor Morris Kleiner was selected as the Montague Burton Fellow at Cardiff University School of Business for 2012 and was a visiting fellow at the University in Cardiff , Wales. Professor Kleiner also was selected as a Research Associate of the National Bureau of Economic Research, a highly prestigious economics association.

In 2011, Professor John Bryson was recipient of the Dwight Waldo Award from the American Society for Public Administration. The award is presented to persons who have made "outstanding contributions to the professional literature of public administration over an extended career." To be eligible the nominee must have had at least one article published in Public Administration Review and a minimum of 25 years of active scholarship that has furthered the discipline of public administration.

These statistics and examples illustrate both the consistently high levels of productivity maintained by the Humphrey faculty and the high quality of their work. The School's faculty are helping to shape both the academic and professional worlds of public affairs.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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.

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)

The School and MPP program recruiting efforts are multifaceted, and they reflect the program's commitment to leadership in serving the common good in multiple ways:

- Recruitment activities take place on and off campus, locally and nationally. The on campus recruiting events provide an overview of the program and offer presentations by admissions staff, faculty, and current students representing a variety of backgrounds and interests.
- National recruitment activities focus on events that are advertised to, and attract, prospective students who have served in national/international service programs, have keen interest in global policy and service, etc. Fairs attended include: PPIA Expos, Idealist fairs, etc.;
- The Humphrey School has a MOA with the Peace Corps/Coverdell Fellowship program in efforts to attract and support Returning Peace Corps Volunteers;

- Admitted student events highlight the mission of the school and how it is incorporated into academic and experiential learning opportunities.

Our website has links to information about the cost of tuition, fees, and books, and our staff share this information with prospective students. We also explain to students the probability of financial aid: financial aid is highly competitive; in any given year perhaps 20% of student receive support in some manner (e.g., serving as a research assistant); the probability of aid increases as faculty members learn capabilities and recruit for positions, including teaching assistantships during the second year of study.

4.1.2a Program Recruitment

Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

4.1.2 Applicant type	Self study year minus 1	Self study year
Full-Time	303	**313**
Total	**303**	**313**

4.1.2b Program Recruitment

4.1.2 Applicant type	Self study year minus 1	Self study year
Total	**0**	**0**

4.1.3 Applicant Pool and Mission

In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission. (Limit 250 words)

In line with its mission to attract and enroll a competitive, diverse student body from around the country and world, the Humphrey School's recruitment plan seeks to do that via attendance at a range of events and through proactive outreach and event planning, which results in attracting
a pool of prospective students whose prior work and education align with the Humphrey School mission of serving the common good.

The Humphrey School historically has recruited mainly students who would be considered in- service, specifically students with three to four years of experience. Although the School has accepted students directly from their undergraduate programs, the mean age of students in the MPP program has been about 26. This indicates that most students have some work experience, although not necessarily in the field of public affairs. The School has initiated an early admissions program but has not yet matriculated any students into the MPP. The applicant pool has been disproportionately female, white, and from the state of Minnesota, although as described elsewhere, the School has undertaken significant efforts to increase the diversity of its applicant pool.

Notes for other 4.1 tables: The Humphrey School databases and systems of records are not able to differentiate between In- and Pre-Service status.

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

The Humphrey School wishes to attract students with a significant commitment to public service and the desire to build a professional career in public affairs. To that end, the School's admissions policy includes a minimum standard of academic preparedness for graduate professional training. Undergraduate degrees in the social sciences are most suitable, though applicants with other undergraduate degrees are accepted if their records indicate exposure to and mastery of microeconomics, mathematics or statistics, and political science/government. Students who lack background in microeconomics are sometimes admitted contingent on completing a microeconomics course before enrolling.

Admissions reviews also focus on evidence of public service in applicants' records. An important element of the review is the record of employment or volunteer work, coursework, or internships related to public affairs. This type of involvement is especially important in determining financial aid decisions that reward merit. In all cases, however, the elements of the application packet (especially the personal statement and the letters of recommendation) are reviewed to assess the candidate's preparation for and commitment to a career in public affairs.

Third, admissions decisions account for the ways in which applicants would contribute to diversity at the Humphrey School. Diversity is defined here, as elsewhere, in terms of diversity of thought, attributes, and experience. Applicants are asked to write a statement for the application packet that addresses their potential contribution to the diversity of views and experiences at the Humphrey School.

The Admissions Committee seeks to admit applicants to the MPP program who indicate strong potential for academic success. No differences in admission criteria for underrepresented populations historically have been employed, although members of the admissions committee consider all aspects of an person's application when making the judgment of whether to recommend admission for potential student.

4.2.1b

Bachelor's Degree (or equivalent)	Required
Letters of Recommendation	Required
Resume	Required
Standardized Tests	Required
GRE	Yes
GMAT	No
LSAT	No
TOEFL	Yes
TOEFL Minimum	100
GPA	Required
Statement of Intent	Required
Essay/Additional Writing Sample	Required
Professional Experience	n/a
Interview	n/a
Special Mission based Criteria	n/a
Prescribed Undergraduate Major	n/a

4.2.1c

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)

4.2.1c Exceptions to Admissions Criteria

Applications are submitted electronically to the University of Minnesota Graduate School. Completed applications are due the second week in January for those who wish to be considered for financial aid. Applications will not be reviewed for admission and merit based aid unless the application is complete at both the Humphrey School and the University of Minnesota Graduate School. The Graduate School and the Humphrey School notify the applicants independently when materials sent to each have been received. For applicants not wishing to be considered for merit based aid, the deadline is April 1.

Applicants who have inadequate preparation in academic prerequisites but who are otherwise qualified for admission may be considered for admission (at the discretion of the admissions committee) but may be required to take the relevant courses before beginning the program or taking core courses. Thus, applicants may be admitted on a conditional basis if they complete a specific requirement which is typically a program pre-requisite. For example, an applicant with a GRE score below the 50th percentile who does not possess a grade of B or better in a College Algebra course may be admitted on the condition that s/he first complete a College Algebra course with a grade of B or better.

All admitted students must hold a four-year bachelor's degree from an accredited U.S. university or foreign equivalent. Students with majors in any academic discipline are encouraged to apply for the MPP program. The University of Minnesota Graduate School prefers a 3.0 or higher undergraduate GPA. On average, students enter the Humphrey School with an undergraduate GPA of 3.5. Competence in college-level algebra (including facility with functional notations; algebraic manipulation of polynomials, logs, and exponentials; and graphic representation of equations) is required for MPP students. Completion of an introductory course in microeconomics (with a grade of B-minus or better) is required for MPP students. At least one course in political science (that analyzes political institutions) is strongly recommended for all incoming students.

Admission is based on a variety of factors, and the weight given to individual factors varies according to the strengths of each applicant. Criteria include:

- Prior academic achievement (transcripts required); Professional experience (resume required); Leadership and community/public service experience; At least three letters of recommendation;
- Personal statement (outlining background, commitment to a career in public affairs,and how the program at the Humphrey School will help meet career goals);
- GRE scores. [Other test scores (LSAT, GMAT, etc.) may not be substituted for the GRE.]; Commitment to a career in public affairs;
- Either a TOEFL (with minimum scores of 250 CBT, 600 PBT, or 100 IBT) or a IELTS (with minimum score of 7.5) examination is required for international students whose native language is not English. [Applicants who will have completed 24 quarter/16 semester credits (within the past 24 months) in residence as a full time student at a recognized institution of higher learning in the United States before entering the University of Minnesota are exempt from the TOEFL/IELTS requirement];
- Potential contribution to the diversity of views and experiences represented at the Humphrey School;

4.2.2a Enumerate full, conditional, or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

	Admits SSY-1	Admits SSY
Full Admission of Full Time Students	255	160
Conditional Admission of Full Time Students	11	7
Total	266	167

4.2.2b - Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

	Enrolled Students SSY-1	Enrolled Students SSY
Full Enrollment of Full Time Students	94	69
Conditional Enrollment of Full Time Students	9	7
Full Enrollment of Part Time Students	11	
Conditional Enrollment of Part Time Students	2	
Total	116	76

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. (Limit 250 words)

The Humphrey School, and the MPP program in particular, historically have admitted students with a variety of backgrounds who share interest in and commitment to public service. Like many comprehensive public affairs schools, many of our students have backgrounds in the public and nonprofit sectors, though many come from the private sector and are interested in new career paths. As noted in preceding sections, our admissions committee reviews personal statements and backgrounds (e.g., record of volunteer service) to assess each applicant's commitment to public service. Judgments about an applicant's commitment and motivation are particularly relevant for applicants considered to be marginally qualified from a purely academic perspective (i.e., GRE scores, past GPA). Our admissions committee believes that we best fulfill our mission by weighing an applicant's statement about commitment to service and potential for leadership.

For example, the 2012-13 applicant pool enters the Humphrey School with a diverse academic, professional, and volunteer experience. Many incoming students clearly stated as a component of the application process that they have a clear intent to pursue public or volunteer service. They come from all sectors, and they have a variety of substantive interests. Enrolling students with diverse backgrounds is one way that we prepare our students for pursing the common good in a diverse world.

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

Self-Study Instructions

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

4.3.1 Academic Standards and Enforcement

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

The Humphrey School of Public Affairs publishes and maintains a website regarding the policies and expectations for academic performance. These requirements are communicated in a variety of ways during orientation, registration, and throughout the course of study. Academic progress audits are completed after each semester to identify students who have fallen below the minimum grade point average, are in danger of doing so, or fell below the minimum acceptable grade in specific courses. The professional advisor works closely with those individuals to develop strategies and explore resources to assist in improving academic performance. Holds may also be placed on a student's record if they fail to meet academic performance standards for overall grade point average or minimum grade requirements in specific

classes. Prior to the start of each semester the professional advisor also conducts an audit to identify students who were registered for the previous semester but are not currently registered for the upcoming semester. This audit allows us to reach out to those individuals and provide guidance in continuing the program or options for a leave of absence (if appropriate). Regular audits are also completed to identify students who may be approaching the maximum time limit for completing the degree. The professional advisor also sends information and announcement communications no less than twice a semester to prompt students for upcoming deadlines, requirements reminders, and process guidance through degree conferral.

4.3.2 Support Systems and Special Assistance

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

Students receive guidance from both a professional advisor and faculty advisor who collaborate to assist them in navigating the program and any challenges encountered while pursuing the Master of Public Policy. The efforts to ensure student success are both reactive and proactive in nature. As a proactive measure, students are encouraged to contact the professional advisor with any questions or concerns so appropriate resources and guidance can be provided. Master of Public Policy students receive no fewer than two communications each semester with information about resources and support available. As instructors and/or advisors, faculty are encouraged to alert the professional advisors to students who may be experiencing academic and/or personal challenges so the professional advisor may reach out. Academic progress audits are completed after each semester to identify students who have fallen below the minimum grade point average, are in danger of doing so or fell below the minimum acceptable grade in specific courses. The professional advisor works closely with those individuals to develop strategies and explore resources to assist in improving academic performance.

To ensure students in all classes are aware of their rights, their responsibilities, and resources available to assist them, the University requires all faculty to include references to the following policies in their syllabi:

• Grade definitions from the Administrative Policy
• Scholastic Dishonesty
• Makeup Work for Legitimate Absences
• Use of Personal Electronic Devices in the Classroom
• Appropriate Student Use of Class Notes and Course Materials
• Student Conduct Code
• Sexual Harassment
• Equity, Diversity, Equal Employment Opportunity, and Affirmative Action
• Statement about the availability of mental health services

Language describing each of these policies is available at:
http://www.policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS_APPA.html.

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.

	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	92	50	73	76

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)

Data was gathered using the University of Minnesota Graduate School Graduate Student Progress report.

The Master of Public Policy is designed to be completed in two years as a full time student taking 10-13 credits a semester. In order to accommodate their particular circumstances students may opt to complete the program in an extended time frame through a lower course load each semester. They are not classified as part time student nor do they have different requirements.

4.3.4 Career counseling and professional development services

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

The Humphrey Career Services Office offers individual career counseling to students and alumni, as well as specific advising on all aspects of the job and internship search. This includes extensive work on resumes & cover letters, interview coaching, and professional networking. We also offer an elective 1 credit course in "Developing Your Public Service Career", covering career goal-setting, opportunity analysis, and skills articulation. Career Services manages the internship program and coordinates a large and long-standing mentor program that connects Humphrey students to alumni in their fields of interest. We run both a domestic and global mentor program, with a total of 120 students participating. Career Services organizes and leads career exploration trips to Washington, DC and Chicago, Illinois to introduce students to a variety of opportunities in those cities and connect them to alumni and other professionals. Finally, Career Services does employer outreach, locally and nationally, to create additional opportunities, and collaborates with the Humphrey student association and other schools to organize career networking fairs and other opportunities. The Career Services staff (2.75 FTE) includes the director, assistant director/internship coordinator, and employer relations coordinator, plus a 25% time RA and 25% time student worker during the academic year. We partner closely with Alumni Relations, Student Services, and other Humphrey centers and are active in both NASPAA and APSIA, as well as professional career associations in Minnesota.

4.3.4a(a) Internship Requirement

Describe your program's internship requirement(s), any pre-requisites 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 MPP degree requires a 400-hour professional level internship, related to the student's academic focus and career goals. This is a non-credit requirement, though students have the option to work with a faculty adviser in a 1-3 credit independent study related to their internship. Students are required to document their internships with 3 documents: the letter of agreement and student and supervisor evaluations. The letter of agreement specifies the student's responsibilities in the internship, the student's and the organization's goals, and all conditions of employment. This letter must be approved by the Internship Coordinator. The evaluations by student and supervisor at the end of the internship complete the experience; students have access to the supervisor's comments for helpful feedback. Students who have at least 1 year of professional level experience related to their academic focus and career goals are eligible to apply for a waiver of the requirement. The waiver petition has to be signed by the faculty adviser and approved by the Internship Coordinator. All requirement information and forms are available at http://www.hhh.umn.edu/career/students/internships.html

4.3.4a(2)

Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

	SSY-1 Pre-Service	SSY-1 In-Service	SSY Pre-Service	SSY In-Service
National or central government in the same country as the program	3	4	4	6
State, provincial or regional government in the same country as the program	9	5	12	9
City, county, or other local government in the same country as the program	5	1	7	8
Foreign government (all levels) or	2	1	2	0
International quasigovernmental	1	1	1	0
Nonprofit domestic-oriented	25	12	26	23
Nonprofit/NGOs internationally-oriented	7	0	3	1
Private / Business sector	3	1	1	2
Internship Waivers Granted to Students (who would normally be required to complete one)	3	21	8	20
Other: Please Specify	6	5	8	9
Total	64	51	72	78

Other: Other category represents Academic internships and those not yet completed. Self-study year minus 1: Academic preservice = 2 Not-completed pre-service = 4 Not-completed in-service =   Self-study year: Academic preservice = 1 Academic inservice = 2 Not-completed pre-service = 7 Not-completed in-service = 7

4.3.4a(3)

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)

NOTE: The figures in Table 4.3.4a(2), shown above, actually reflect the distribution of internships for the self-study year minus 2 (included under "Self-Study Year Minus 1") and the self-study year minus 1 (included under "Self-Study Year"). The reason for this is that final internships number will not be known until the end of Summer 2013, after the self-study is submitted. The information shown above is the most recent complete data for two academic years.

The Humphrey School provides individual counseling for the internship search, as well as workshops on effective internship searches including panels of students talking about their own internship experiences. Career Services also provides information and contacts from past internships through making copies of students' internship evaluations available to any interested student. The active alumni network is a valuable source of contacts for internship possibilities as well. Students with unpaid internships are eligible to apply for grant funds through both University of Minnesota and Humphrey School grant programs. A full list of grant opportunities is available at http://www.hhh.umn.edu/career/funding_resources.html Interns are supervised by professionals at the internship organization, but the supervisors are encouraged to contact the Office of Career Services with questions or concerns. In addition, the Internship Coordinator reviews the final evaluations by both students and employers to identify any problems that need to be addressed by the school.

4.3.4a(4)a

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

The diversity of MPP internship experiences reflects the range of professional interests our students bring to their studies. Internship experiences in 2011-12 included working in Portland's government auditing department, doing environmental research for Minnesota's BlueGreen Alliance Foundation, and reporting on political change for Egypt's Daily News in Cairo. Other examples include work in community relations for Ramsey County Human Services, poverty research for One Village Partner's work in Africa, and program evaluation for a Minnesota consulting firm, The Improve Group.

Sixty-four Humphrey School MPP students each completed 400 hours of professional level internship, or 25,600 combined hours of public service to government agencies, nonprofits and private companies performing public work, in Minnesota, nationally and globally. This certainly helped to prepare their specialized skills and knowledge to advance the common good in a wide range of policy issues and brought them into contact with many organizations operating in a diverse world.

4.3.4b

Report the job placement statistics (number) for the two years 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.)

	SSY-2 Pre-Service	SSY-2 In-Service	SSY-1 Pre-Service	SSY-1 In-Service
National or central government in the same country as the program	5	3	4	5
State, provincial or regional government in the same country as the program	11	6	9	19
City, county, or other local government in the same country as the program	3	5	4	4
Foreign government (all levels) or international quasi-governmental	2	3	1	0
Nonprofit domestic-oriented	14	13	11	10
Nonprofit / NGOs internationally-oriented	2	1	2	0
Private Sector - research/consulting	6	9	8	4
Private sector (not research/consulting)	3	7	3	4
Obtaining further education	5	0	3	1
Unemployed	0	1	3	2
Status Unknown	9	9	10	4
Total Number of Graduates	60	59	58	53

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.

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

4.4.1 Ongoing 'Diversity' Activities

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)

The Humphrey School, which was the recipient of NASPAA's inaugural award for Diversity in 2011, is deeply committed to promotion of diversity. In 2012, the School developed a new Diversity Strategic and Action Plan (uploaded as an appendix to this standard). This plan, which was the culmination of an extensive school-wide engagement process, affirms past efforts of the School's Diversity Committee and identifies actions to be taken through 2017. Examples of ongoing activities at the School include:

- Incorporation of diversity in many of our MPP core competencies and school mission statement. (Embedding across multiple competencies signals diversity as core)
- Inclusion of diversity-related measures on student course evaluations. (Measurement signifies priorities and drives behavior change)
- Regular peer-led and implemented professional development for faculty, including reflection on real world classroom applications and monthly faculty conversations on culturally competent teaching. (Faculty initiative is critical to acceptance, overcoming fear and resistance to allow for skill building and creation of new norms)
- Development of a foundational required course during orientation on effective group/team work that incorporates issues of diversity and the Intercultural Development Inventory (preparing students upfront to get the most from the diversity in their small groups)
- Regular School-sponsored conversations on diversity topics -- 2012-13 topics have included: defining diversity, international students and diversity, and values and public policy. (Conversations are an important end in themselves and tell the community we value all voices)
- Use of classroom projects to deeply and authentically involve students and advance implementation of the School's Diversity and Strategic Action plan (i.e. students in evaluation course developed diversity-related accountability tools; students in the qualitative methods course examined climate issues)
- Faculty-Staff-Student driven Diversity Committee (Among priorities established and carried out by the committee in 2012-13 were student-lead focus groups designed to gather student input on diversity in MPP core courses)
- Efforts to increase community and build a healthy respectful climate: Happy Hours, Wellness Room, Yoga, International Potluck, Talent Show, support for student groups

4.4.2 Program Recruitment Diversity Actions

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)

The Humphrey School Office of Recruitment and Admissions has historically undertaken targeted outreach to underrepresented populations as a component of the recruitment and admissions process in a number of ways:
- •Diversity Days: Programming each fall to bring underrepresented students to the Humphrey School to learn more about the School and University (http://www.hhh.umn.edu/admissions/diversity.html).

- Support of University diversity fellowship programs in the form of advertisement to applicants, and significant scholarship dollar support for fellowships specifically targeted at underrepresented populations.
- Attendance at key recruitment events that attract a high volume of underrepresented students.
- Travel grants to underrepresented prospective and admitted applicants living further than 250 miles away from the School to assist with exploring the program and University.
- Efforts to connect underrepresented prospective and admitted students with Humphrey School community members to assist with the students' decision making and provide additional information about the School and community.

Does the legal and institutional context of the program preclude collection of diversity data?   No

4.4.3a Ethnic Diversity - Enrolling Students

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

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."

	SSY-1 Male	SSY-1 Female	SSY Male	SSY Female	Total
Black or African American, non-Hispanic	2	3	1	4	10
American Indian or Alaska Native, non Hispanic/Latino	1	0	1	1	3
Asian, non Hispanic/Latino	2	2	4	4	12
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	0	2	2	3	7
White, non-Hispanic/Latino	24	21	35	36	116
Two or more races, non Hispanic/Latino	n/a	n/a	n/a	n/a	n/a
Nonresident Alien	5	6	10	8	29
Race or Ethnicity Unknown	0	1	0	0	1
Total	34	35	53	56	178
Disabled	n/a	n/a	n/a	n/a	n/a

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

Data was gathered by using the University wide reporting system, UMReports. The specific report used was Student Roster Summary Statistics and filtered for the appropriate year, race/ethnicity, and gender. All data is self reported by the students.

Please note that the University of Minnesota and Humphrey School of Public Affairs does not provide the option for students indicate more than one race. The University of Minnesota and Humphrey School of Public Affairs also does not request that students report disability. There is no data available for these fields.

Does the legal and institutional context of the program preclude collection of diversity data?   No

Standard 5 Matching Operations with the Mission: Student Learning

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.**

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

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

5.4 Professional Competency: 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.

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

The Humphrey School faculty formally adopted competencies for the MPP program in March 2013 during the self-study year. The Appendix uploaded for Standard 5 describes the School's transition to a competency based program, the competencies adopted by the faculty, and the current status of faculty efforts to assess each competency.

The faculty considered each of the five universal required competencies, adapted or customized each according to the MPP program mission, and also adopted two additional, mission-specific competencies. The NASPAA required competency, "To lead and manage in public governance," is covered by the MPP program competency:

1. To lead and manage in governance across sectors, institutions, and diverse populations and cultures.

To participate in and contribute to the public policy process

The Humphrey School faculty formally adopted competencies for the MPP program in March 2013 during the self-study year. The attached files describe the School's transition to a competency based program, the competencies adopted by the faculty, and the current status of faculty efforts to assess each competency.

The faculty considered each of the five universal required competencies, adapted or customized each according to the MPP program mission, and also adopted two additional, mission-specific competencies. The NASPAA required competency,"To participate in and contribute to the public policy process," is covered by the MPP program competency:

2. To participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.

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

The Humphrey School faculty formally adopted competencies for the MPP program in March 2013 during the self-study year. The attached files describe the School's transition to a competency based program, the competencies adopted by the faculty, and the current status of faculty efforts to assess each competency.

The faculty considered each of the five universal required competencies, adapted or customized each according to the MPP program mission, and also adopted two additional, mission-specific competencies. The NASPAA required competency,"To analyze, synthesize, think critically, solve problems, and make decision," is covered by the MPP program competency:

3. To analyze, synthesize, think critically, solve complex problems, and make decisions informed by quantitative, qualitative, economic, and other methods.

To articulate and apply a public service perspective

The Humphrey School faculty formally adopted competencies for the MPP program in March 2013 during the self-study year. The attached files describe the School's transition to a competency based program, the competencies adopted by the faculty, and the current status of faculty efforts to assess each competency.

The faculty considered each of the five universal required competencies, adapted or customized each according to the MPP program mission, and also adopted two additional, mission-specific competencies. The NASPAA required competency,"To articulate and apply a public service perspective," is covered by two MPP program competencies:

4. To articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services.

5. To understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.

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

The Humphrey School faculty formally adopted competencies for the MPP program in March 2013 during the self-study year. The attached files describe the School's transition to a competency based program, the competencies adopted by the faculty, and the current status of faculty efforts to assess each competency.

The faculty considered each of the five universal required competencies, adapted or customized each according to the MPP program mission, and also adopted two additional, mission-specific competencies. The NASPAA required competency,"To communicate and interact productively with a diverse and changing workforce and citizenry," is covered by the MPP program competency:

6. To communicate and interact productively with individuals in diverse and changing cultures and communities.

Standard 5.2 Part A: Mission Specific Required Competencies

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

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

The Humphrey School faculty formally adopted competencies for the MPP program in March 2013 during the self-study year. The attached files describe the School's transition to a competency based program, the competencies adopted by the faculty, and the current status of faculty efforts to assess each competency.

The faculty considered each of the five universal required competencies, adapted or customized each according to the MPP program mission, and also adopted the following mission-specific competency:

7. To understand global interdependencies and their implications for governance, policy- making, and implementation.

Section 5.3 Mission-Specific Elective Competencies

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.

Does your program have any mission- specific competency?   No

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.

Competencies -- Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programmatic decisions
To lead and mange in public governance	Yes	Yes	Yes	Yes
To participate in and contribute to the public policy process	Yes	Yes	Yes	Yes
To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	Yes	Yes
To articulate and apply a public service perspective	Yes	Yes	Yes	No
To communicate and interact productively with a diverse and changing workforce and citizenry	Yes	Yes	Yes	Yes
Mission-specific Required Competency	Yes	Yes	Yes	No
Mission-specific Required Competency	No	No	No	No
Mission-specific Elective Competency	No	No	No	No
Mission-specific Elective Competency	No	No	No	No

Courses and Required Competencies

For each of the listed competencies, please list all relevant required courses. Programs should list the full title of the course, not just Course Number (for Example PUAD 606 Research Methods):

Competency 1

Competency 1 is addressed in the following required core courses:

PA 5003 - Introduction to Financial Analysis and Management
PA 5011 - Management of Organizations

NOTE: We repeat this paragraph on method for identification of courses that cover competencies in each competency box.

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Competency 2

Competency 2 is addressed in the following required core courses:

PA 5002 - Introduction to Policy Analysis PA 5011 - Management of Organizations PA 5012 - Politics of Public Affairs
PA 5022 - Economics for Policy Analysis and Planning II

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Competency 3

Competency 3 is addressed in the following required core courses:

PA 5002 - Introduction to Policy Analysis
PA 5003 - Introduction to Financial Analysis and Management
PA 5011 - Management of Organizations
PA 5012 - Politics of Public Affairs
PA 5021 - Economics for Policy Analysis and Planning I PA 5022 - Economics for Policy Analysis and Planning II PA 5031 - Empirical Analysis I

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed

learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Competency 4

Competency 4 is addressed in the following required core courses:

PA 5003 - Introduction to Financial Analysis and Management
PA 5011 - Management of Organizations

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Competency 5

Competency 5 is addressed in the following required core courses:

PA 5002 - Introduction to Policy Analysis
PA 5003 - Introduction to Financial Analysis and Management
PA 5011 - Management of Organizations
PA 5022 - Economics for Policy Analysis and Planning II

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Competency 6

Competency 6 (links to Competency 4) is addressed in the following required core courses:

PA 5003 - Introduction to Financial Analysis and Management
PA 5011 - Management of Organizations

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed

learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Competency 7

Competency 7 is addressed in the following required core courses:

PA 5011 - Management of Organizations
PA 5012 - Politics of Public Affairs
PA 5022 - Economics for Policy Analysis and Planning II

We determined the coverage of competencies in core courses required of all MPP students in two ways: review of learning objectives in syllabi and a survey of faculty members who teach core courses. Faculty members were asked if they assessed learning relevant to each of the NASPAA universal competencies. Compared to our review of learning objectives in syllabi, faculty members were more likely to report they addressed particular competencies. In this
table, we report only course coverage based on our review of syllabi (i.e., a more narrow assessment of competency coverage in courses). This decision is part of our broader strategy for implementation of competency based assessment of student learning. By illustrating the differences between what faculty members report they cover in their classes and judgments made by an independent student reviewer of learning objectives in syllabi, we hope to illustrate the importance of and need to define learning objectives in learner centered language. This is an important step towards matching methods of assessment with learning objectives and completion of the assessment cycle.

Standard 5.1 Part C

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

Universal Required Competencies: One Assessment Cycle

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

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

Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

The Humphrey School historically has implemented a variety of assessment processes to ensure student learning. These processes, which produced much of the information incorporated into this self-study report, are described in Section 1.3.4 and include ongoing methods of obtaining feedback from faculty, students, and alumni on student learning. Although the School has multiple assessment processes, including faculty collaboration in creating learning objectives for courses, prior to the self-study, the School had not established MPP degree program competencies, matched learning objectives to competencies, matched methods of assessment to learning objectives, and or systematically analyzed student outcomes associated with particular methods of assessment (although individual faculty members routinely do this for their own classes). Although the School has not historically followed, or yet fully implemented, the new NASPAA assessment model (i.e., competency, learning objective, assessment, analysis, program revision), the School has routinely modified the MPP curricular requirements based on its multiple assessment processes. Three examples of recent changes made or

undertaken are provided in our response to Standard 1 (i.e., creation of global capstone, change of concentration requirements, consideration of addition of qualitative methods to the required core curriculum). From the School's perspective, therefore, the move to the competency based model of program assessment is an evolutionary step that will strengthen program delivery because of its level of specificity.

Formal adoption of the MPP program competencies occurred in March 2013, but the competency-based model is being implemented over our existing set of assessment processes, many of which produce information pertinent to assessment of the competencies. Although the directions for this section of the self-study report require complete assessment for only one universal competency, we have chosen to report progress on implementing all seven because we think the MPP Program and our students will be better served by a more holistic process.

We are at different stages in assessment of each of the competencies. For example, even in the absence of formal adoption of competency model, our faculty who teach PA 5011 Management of Organizations have met annually to review learning objectives, assignments and methods of assessments, and the need for changes in the delivery of the course. Hence, short of formalizing the adoption of the competency ("To lead and manage in public governance"; which is implicit in the course title), School faculty were following the cycle of assessment of student learning. Other faculty in other courses with common sections also have collaborated in assessment, though not to the same degree as our Leadership and Management faculty. Since the initial accreditation of the MPP, we have made program decisions (e.g., change of concentration requirements) based on the variety of assessment process in existence. In this sense, we think we can demonstrate program change in response to assessment, though not specifically in response to complete assessment of each competency. As we implement competency-based assessment during this next accreditation period, we will be in better position to document specifically how the MPP program has been modified to maximize student learning.

In the matrix above, Section 5.1-5.3 B, we have checked the box, "Any evidence used to make programmatic decision," for four of the seven competencies. We said yes because faculty have made changes to courses or because we have changed curriculum in response to evidence for one or more assessment processes. We did not interpret these columns to refer exclusively to assessments made specifically and only in the new competency model. If we used the criterion of programmatic changes solely in response to implementation of the competency assessment cycle, then our answer would likely have been no to all competencies for this question because the competencies are new. In other words, we answered these questions in the spirit of formative assessment to inform continuous improvement of the quality of our MPP program, and we believe we have many examples of evidence-based decision-making.

We have uploaded an appendix to this section that describe in greater detail how we have approached the self-study, the establishment of competencies, and the assessment of learning. The intent is to demonstrate the School has a strong culture of evidence-based decision-making and assessment that will be strengthened over time by the new competency based approach to assessment of student learning.

Evidence of learning that was gathered:

During the self-study year, the School gathered multiple sources of evidence of learning. In addition to ongoing sources of evidence (e.g., Student Ratings of Teaching (SRTs), Alumni Survey), the School collected syllabi and identified learning objectives and information about methods of assessment, engaged in focus group discussions with students, faculty, and alumni about competencies and learning, and collected examples of capstone reports prepared by student teams.

Syllabi and and learning objectives are not evidence of learning, per se, but they are needed to frame discussions of whether the competencies are being achieved and whether programmatic changes are needed. By both reviewing syllabi to identify learning objectives and asking faculty if competencies are addressed in their class, we are identifying the syllabi and courses in which learning objectives are not explicit and can be clarified. Matching learning objectives to competencies is a key step in implementing the cycle and, in some cases, can lead directly to course or programmatic changes.

In our discussions with stakeholders about competencies, for example, individuals often identified skills they used routinely and skills they wanted to develop. This discussion led to discussions about whether learning objectives were in a course in the core curriculum and whether they were assessed. For example, in response to questions in our most recent alumni survey about tools they use in their jobs, many alumni noted that they use qualitative methods. As we explain in the following two boxes, this evidence has led to proposals to integrate qualitative methods into the core curriculum.

Consistent with our goal to assess our program holistically, we determined that it would be useful to assess whether our student capstone reports included evidence that our graduates have acquired the five universal competencies. In our curriculum, a capstone project is one way that MPP students can complete their professional paper, and increasing numbers of students are choosing to complete capstone classes rather than work independently on a professional paper. We randomly selected eight capstone papers prepared by teams of MPP students, developed a rubric that included the five competencies, and asked alumni to read the capstone report and assess whether the report provided evidence that the students had acquired each of the five universal competencies. Although this exercise was initiated before the the faculty adopted competencies, our reasoning in undertaking it was that we knew many of our course learning objectives were linked to the NASPAA universal competencies substantively, even though they had not been matched beforehand. We thought this type of review would provide insight into whether students already were acquiring some of the competencies.

How evidence of learning was analyzed:

Several different methods have been used to analyze different types of evidence. We cite here examples from both before and during the self-study year to illustrate approaches to analysis.

We noted in Standard 1, Section 1.3.4a, for example, that we have added a global capstone to the curriculum to provide additional learning opportunities for students to study global policy. The method of assessment in this case involve a type of "gap analysis" in which we reviewed multiple sources of evidence: enrollment trends, selection of concentrations, past capstone offerings, and feedback from students. We noted we had offered very few capstone courses with opportunities to study international issues. For the global capstone, learning objectives are comparable to other capstones - to integrate skills acquired through the curriculum - but the substantive focus is new.

In the case of changes to particular courses such as PA 5011 Management of Organizations, evidence related to student learning is used by faculty annually when they "workshop" the course and determine changes that are needed. The evidence in this type of case includes student feedback in SRTs, results of student performance on various assignments, and both formal and informal feedback from students via other routes, including curriculum information sessions held by the Public Affaris Student Association. The faculty uses common cases across different sections of the Management of Organizations course, and common rubrics for assessment, so they are able to determine how the cases work in helping students achieve learning objectives and acquire competencies.

In the case of assessment of MPP capstone reports, each of our alumni reviewers was asked to read up to three papers and, on a five-point scale, indicate whether the report provided "no evidence, weak evidence, fair evidence, good evidence, or excellent evidence of each of the five universal competencies. Each paper was read by two different reviewers. Mean scores for each paper then were averaged across reviewers for each of the five universal competencies. This experiment in assessment indicated that the alumni thought that on average, the papers constituted at least "fair evidence" of each of the five competencies, but that there was substantial variation across the papers with respect to particular competencies. Specifically, the mean ratings for the eight papers on the five competencies ranged from 3.8 (To lead and manage in public governance) to 4.3 (To participate in the policy process). The lower rating for the leadership and management competency may be because it is difficult to demonstrate the competency of leadership in a written report. Across the eight papers, the average scores for the five competencies ranged from 2.1 to 4.7, indicating that reviewers thought that there was variability in the extent to which each of the papers demonstrated mastery of all five competencies overall.

More generally, evidence about different aspects of student learning has laid a foundation for more systematic analysis based on the competency, learning objective, assessment, analysis model.

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

Throughout the self-study, we have used evidence to inform deliberations about implementation of the competency-based approach to assessment, to make changes in courses, and to propose curricular or programmatic changes. As with any complex system with multiple components, the rate of progress in implementing changes varies. To continue examples introduced in the preceding sections, evidence has been used to make the following types of changes:

Course changes. Faculty who teach PA 5011 Management of Organizations annually workshop the course to identify improvements, including changes in assignments and methods of assessment to increased student learning.

Course changes or new course offerings. Through identification of gaps in instruction that preclude acquisition of important competencies, courses or changed or new courses are offered. Our example of the addition of a global capstone illustrates how a new version of an established type of course (i.e., the capstone) was added to enable students to acquire competencies related to global policy. During the faculty's deliberations over competencies, the need to integrate instruction related to qualitative methods into the core was identified. While the faculty has not yet determined how this will be done, the faculty intend to address this issue in the 2013-2014 academic year, with implementation of new requirements in the 2014-2015 academic year.

Implementation of competency-driven curriculum. The Associate Dean has begun administrative changes to fully implement a competency-driven curriculum, including the competency cycle. One good example of this type of change is a modification of the School's course proposal and review form. Historically, faculty could propose new courses, and the Curriculum Committee reviewed a draft proposal of a syllabus prior to making a decision concerning offering. In the new form, faculty who wish to modify or propose a new course must specify which of the seven competencies will be addressed in the course, the learning objectives that link to each competency, and the methods of assessment that will be used to assessment whether students are able to demonstrate the competency. Another example of a programmatic change that has resulted from our implementation of competency based assessment is that we are establishing procedures for student self-assessment of acquisition of competencies as part of our capstone courses. These types of changes to institutionalize reflection on competencies, learning objectives, and assessment will contribute to building a culture of assessment in the School.

Standard 5.2 Part C

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

For the self-study narrative, the program should describe, for one of the mission-specific 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.

Standard 5.3 Part C

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

For the self-study narrative, the program should describe, for one 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.

Section 5.4 Professional Competence

Self-Study Narrative Section 5.4 asks the program to provide information on how students gain an understanding of professional practice.

In the following table, please indicate for each activity whether it is

(R) required of all students,
(F) students have frequent opportunities to participate in or with,
(S) students seldom have such opportunities to participate in or with, or
(N) it is not usually available to students to participate in or with

Attending formal meetings (e.g. planning board)   F

Case studies   R

Externally-based projects (e.g., student consulting)   F

Guest lectures   R

Internships   R

Instructors from the profession (Adjunct or part-time instructors)   F

Presentations of student work to practitioner panels or juries   F

Professional meeting participation (APPAM, ASPA, etc)   F

Service Learning   F

Simulations   S

Team Based Problem Solving   R

Volunteer work (paid or unpaid)   F

Other   F

Standard 6. Matching Resources with the Mission

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:

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).

If available, please provide the budget of the degree seeking accreditation   No separate budget maintained.

Overall budget for program   has remained stable

Faculty Salaries for Full Time   increasing

Faculty Salaries for Professional Adjuncts and Part Time Instructors   has remained stable

Faculty Travel   increasing

Assistantships and Other Forms of Student Support   increasing

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission. (Limit 250 words)

The Humphrey School maintains a budget supported by multiple funding sources including tuition, state support, gift and endowment revenue, sponsored projects, and external sales allowing the School to pursue its mission and engage in continuous programming improvement. While the overall budget for the program has remained stable, other increases have had a positive impact on strengthening the School's programming. In the past three years, the School has provided more funding each year for student financial aid and faculty travel. This has resulted in the ability to attract higher quality students and increased the number of faculty members able to attend national conferences. In addition to the efforts to direct resources towards mission and mission related support, the school has made strategic administrative cuts without compromising administrative capacity to effectively run programs. The School has also invested in improving facilities, renovating spaces used by teaching and research assistants
and renovating classrooms. The School also has other activities that complement the degree program including faculty and senior fellow led research centers and programs which provide opportunities for students to learn and participate in the research and outreach mission of the Humphrey School and the University of Minnesota.

NOTE: The School does not track of expenses by degree program, therefore it cannot identify a budget specifically for the MPP program.

6.1b. Resource Adequacy: Program Administrator

Effective program administration requires designated resources and additional accommodations to support administrative functions.

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

Teaching release time is provided to program administrator(s)   Yes

Additional compensation is provided to program administrator(s)   Yes

Designated GA support is provided to program administrator(s)   Yes

Designated staff support is provided to program administrator(s)   Yes

Program administrative duties are assigned to a tenured faculty member   Yes

Other (describe)

Faculty involved in administration of the MPP and provided supplemental travel funds to participate in NASPAA and APPAM annual conferences.

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. (Limit 250 words)

The School and Program mission focus on training of students who will be prepared to pursue the common good in a diverse world. Implicit in this mission is the assumption that students and faculty must be able to span sectoral and disciplinary boundaries. The School has resisted proposals to establish separate departments for delivery of the MPP and other degree programs for fear of creating boundaries and balkanizing the School. A premise of the structure of the School

is that faculty and students should interact across degree programs. An outcome of this structure is that individual degree programs have no individual budgets, and the School does not maintain a cost-accounting system to attribute particular costs and revenues exclusively to degree programs. School leaders do not believe this has hampered access to resources for support of the MPP program. As noted elsewhere in this SSR, the MPP is the largest program in the School, resources for its implementation are stable or increasing, and administrators associated with it have financial support for development and initiatives.

6.1c. Resource Adequacy: Supporting Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)

For each of the same aspects of the program, please provide an assessment of the level of program support:

Clerical Support	Allows for continueous program improvement
Student Recruitment	Allows for continueous program improvement
Internship Placement and Supervision	Allows for continueous program improvement
Placement of Graduates	Allows for continueous program improvement
Alumni Relations/Services	Allows for continueous program improvement

For each of the following functions/positions, please indicate how such services are provided to the program:

Clerical Support	shared clerical support with department or college
Recruitment Coordinator	program relies on college or university recruitment efforts
Internship Coordinator	program relies on college or university internship coordinator
Placement Director	designated faculty or staff member provides placement assistance along with other responsibilities
Alumni Relations /Services	alumni relations are handled by a designated full-time individual

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

The SSR should explain the teaching load policies and demonstrate how they are consistent with the research and community service missions of the Program. Related to this, the program should be able to document that when adjuncts are needed, sufficient resources are available to hire qualified professionals. The SSR should document that the program is able to offer necessary courses with sufficient frequency to allow students to complete any of the degree options in a timely manner.

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

The normal teaching load for faculty is four full-semester courses (equivalent of 12 credits) each academic year. For probationary tenure track faculty members the load is reduced by one course per year for the entire probationary period. Per a workload policy adopted by the faculty, individual faculty who teach the normal load are expected to general an average of 250 student credit hours per year over a three year period. This measure is pro-rated when faculty receive teaching reductions for administrative service or buy out of a class for research.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program. (Limit 250 words)

Faculty at the Humphrey School rarely teach overloads. If faculty teach overloads, they either are compensated financially or given a course release in a subsequent year. The rationale for asking a faculty member for teaching an overload is always mission-based: the Associate Dean may determine a course is needed to serve the students.

Faculty teaching loads are monitored through our Humphrey by the Numbers information management system. Consistent with University and School policies for faculty review, we track faculty teaching loads on a calendar year basis, not on an academic year basis. Our data show that one faculty member taught more than 12 credit hours in each of 2012 and 2011, and that, over the last three years, one faculty member has taught an average of more than 12 credit hours.

In 2012, Deborah Levison taught 14 credit hours; however, in 2011 she taught 11.5 credit hours, and her three year average was 10.2 credit hours per year, indicating her overload was associated with the distribution of teaching responsibilities over time. In one year, she was asked to co-teach a short, one-credit hour class to help students prepare their professional papers. This course was added at the request of students.

In 2011 Katherine Fennelly taught 13.3 credit hours; however, in 2012 she taught 9.5 credit hours, and her three year average was 11.8, slightly under the general faculty guideline of 12 credit hours per year. These data indicates that the higher load in in 2011 was associated with the distribution of courses over time (i.e., how teaching was assigned during academic years), and not really an overload.

Over the past three years, the only faculty member who has taught more than 36 credit hours is Professor Samuel Myers, who has taught 37 credit hours(i.e., one more than would be expected over this time period. This extra credit hour was taught in 2010, when he taught 14 credit hours and was partially offset in 2011 when he taught only 11. Also, in 2009, he taught 6 credit hours but was on sabbatical for one semester of the year.

In sum, overload teaching is rare at the Humphrey School and typically, if it occurs, is associated with distribution of courses over time.

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

Required Course (list them by course Frequency catalogue name and number)

- *Course 1* PA 5002: Introduction to Policy Analysis More than one semester, session, or quarter per year
- *Course 2* PA 5003: Introduction to Financial Analysis and Management Every semester, session, or quarter
- *Course 3* PA 5011: Management of Organizations One semester, session, or quarter per year
- *Course 4* PA 5012: Politics of Public Affairs More than one semester, session, or quarter per year
- *Course 5* PA 5021: Economics for Policy Analysis and Planning I One semester, session, or quarter per year
- *Course 6* PA 5022: Economics for Policy Analysis and Planning II More than one semester, session, or quarter per year
- *Course 7* PA 5031: Empirical Analysis I One semester, session, or quarter per year

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).

Specialization	Number of Courses Required	Number of Courses offered, SSY	Number of Courses offered, SSY-1	Number of Courses offered, SSY-2
Advanced Policy Analysis	3	10	10	9
Economic and Community Development	3	14	18	16
Global Public Policy	3	22	26	23

Human Rights	3	4	4	5
Public and Nonprofit Leadership and Management	3	22	31	26
Science, Technology, and Environmental Policy	3	6	6	5
Social Policy	3	14	16	14
Women in Public Policy	3	9	12	10
Self Designed	3			

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

The required courses shown above are only those that are required of all students. Students must also select other classes from a limited list of courses to fulfill other program requirements. Concentrations require a minimum of 9 credits. The majority of courses which fulfill concentration requirements are 3 credits, though a few are 2 credit courses. The appendix for Standard 6 includes more information on this subject. The Associate Dean annually assesses the need for specialized courses. However, because of the frequency of course offerings, and because students may take courses outside the School for their concentrations, the offering of specialization courses has not been a major problem.

6.1e. Resource Adequacy: Information Technology

The SSR should describe the computer (hardware and software) systems available to faculty, staff and students, and explain how those systems support the program's mission and are appropriate for professional education, research, and program administration. The program should report whether they have sufficient numbers of software licenses to facilitate effective instruction, whether there is adequate support to resolve problems, and whether systems allow for tracking of records in a manner that facilitates use for program assessment and improvement.

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's mission.

More than Adequate

Briefly describe why you think your program fits into the category you have chose above. (Limit 250 words)

The School's information technology department (Compstaff) collaborates with the Office of Information Technology (OIT) to provide computing services and technology solutions to the Humphrey School. Compstaff works with faculty members, fellows, staff, and students to support teaching, research, outreach, and administration. The Humphrey School IT director oversees the department and works with various University committees and units.

The School employs a full-time software developer who created the Humphrey by the Numbers information management system. The development team is working with Student Services and the Alumni Coordinator on customized databases to support academic and alumni programs.

Responsibilities for web development are shared by programmatic and administrative units, Communications Office, and student web assistants.

Faculty members at the Humphrey School are provided a primary computer (either a desktop or laptop). Four-year renewal/replacement is budgeted for all primary computers. The computer is connected to the University network, and laptops also have wireless capabilities for use throughout campus. Standard software includes: Microsoft Office (Word,

Excel, Access and PowerPoint), Norton anti-virus, standard e-mail and calendar clients, browsers (Internet Explorer and Mozilla Firefox), and Acrobat Reader. Faculty members also have access to software such as ArcView, Adobe Acrobat (full version), Adobe Photoshop, Dreamweaver, SPSS, and Stata. Faculty with specialized IT needs are provided customized support.

Humphrey student facilities include computer labs/study rooms and the Jernberg Lounge, accessible at all times to Humphrey students only via a key-card. Additionally, a public computer lab, located on the West Bank campus, is available during posted hours. Wireless access is available throughout the Humphrey Center, classrooms, labs, and most of the campus.

The Schools principal lab is HHH 85; this is an instructional lab that is available to students when classes are not in session. The lab includes computers with ArcGIS and a laser printer. Additional lab computers are available in HHH 80, 40, 215 as is space for students with laptops.

Standard applications in computer labs include: Microsoft Office (includes Microsoft Word, Excel, Access, and PowerPoint), Symantec anti-virus, browsers (Google, Internet Explorer, and Mozilla Firefox), Acrobat Pro, ArcGIS, Stata, Nvivo, CommunityViz, and Decision Explorer.

Audio-Visual Support: University Classroom Management has equipped all of the classrooms in the Humphrey School and most on campus with a technology package consisting of a screen, data/video projector, wired/wireless networking, laptop connector, telephone, VCR, DVD player, closed captioning, and wheelchair accessibility.

A wide variety of instructional technology support for both hardware and software is available throughout campus and as requested. The School's IT department researches tools, such as Moodle, Wikis, blogs, and podcasting that might be useful for faculty members and students. Audio and video tapes and films are available from the University libraries and production help is available from the University's Digital Media Center.

Because most students have laptops, there is wireless throughout the Humphrey School building, and there are multiple locations for informal individual or group study, access to computer technology is considered more than adequate.

6.1f. Resource Adequacy: Library

All students and faculty shall have reasonable access to library facilities and services (physical and/or virtual) that are recognized as adequate for master's level study in public affairs and administration. Library resources should support research, professional development, and continuous learning. The SSR should describe the extent to which library resources are adequate for teaching and research and professional development activities of program faculty and students. Programs should provide an assessment of the extent to which search and online access services are appropriate for the program's mission.

In the space below, please describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission.

Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

As part of the University of Minnesota, Humphrey students have access to all of its resources, including its world-renowned libraries. The University of Minnesota library system has more than 7.1 million volumes and 109,681 serial subscriptions. Its collection historically has ranked among the top 20 of all libraries in North America for size. Online tools have increased dramatically in the recent past; the University is considered a leader in this realm. One indication of the quality of the University of Minnesota Library is that it ranks first among 123 research libraries in North America in terms of loans to other research libraries. Its 13 libraries across the Twin Cities campuses annually receive more than 2.3 million visits. The Wilson Library (for the humanities and social sciences) is located next to the Humphrey Center and is the main library resource for Humphrey School students.

Among the libraries' most significant programs provided to public affairs faculty, administration, and students is MNCAT, the University Libraries' online catalog, which provides citizens of Minnesota free and convenient access to millions of volumes in the libraries' collections. InfoPoint is the libraries' premier digital reference service, which provides information services seven days a week for users from the University community and beyond through a single online point of access. Instructional programs also are offered to help students navigate the physical and electronic collections available and develop essential skills in information literacy.

Of central importance to Humphrey School faculty members and students is the University's Government Publications Library, a Regional Depository for United States government publications serving Minnesota and South Dakota. GPL also is a depository for the United Nations, the European Union, and Canadian publications. GPL is physically located in the Wilson Library.

Library Program Role: Faculty members, staff, and administration routinely work with library staff on acquisition, instruction, and research. Library personnel offer short courses on library research at the orientation for Humphrey School students each fall. Library personnel also have offered in-service training on copyright issues for course readings and how they apply to electronic sources. Specialized personnel are available to assist with accessing essential government records, including, for example, Census data.

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

The SSR should explain how the program's classroom and other learning spaces, as well a physical and online facilities for students faculty and staff, are appropriate to the method of program delivery.

In the space provided, please describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs.

More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

Faculty members at the Humphrey School are provided with private offices on the first and second floor of the Humphrey Center. These offices provide adequate space for student counseling. Offices are furnished with office desks, computer desks, bookshelves, and other furniture, including file cabinets, according to the taste of the individual faculty member.

Workspace for research and teaching assistants is located in the first and second floor office/cube areas. The cubicles are provided with office desks, computers, telephones, and filing cabinets.

Approximately 65 cubicle spaces are available for the 75-90 research and teaching assistants employed each year.

The University of Minnesota has approximately 300 general purpose classrooms with 23,000 seats in more than 60 buildings on the U of M East Bank, West Bank, and St. Paul campuses. Of these, the Humphrey School primarily requests placement into West Bank campus classrooms in Anderson Hall, Blegen Hall, the Carlson School of Management, and the
Humphrey Center as needed. The classrooms most commonly used range in size from seminar rooms with tables and chairs holding 15 or 20 to case-study-type classrooms holding between 30 and 60.

The Humphrey School also utilizes a privately maintained computer lab located in room 80 of the Humphrey Center for classes or course labs that require in-class computer use. There is a wide choice of fixed-seating classrooms and flexible-space rooms for instruction. Faculty also can use active learning classrooms on the East Bank for structured learning experiences.

The Humphrey School Atrium area (the main entry area) has eight pod areas lining the interior staircases, and six round tables on the main floor with seating for 30 people. When not in use for Conference Center events, this area is intended for student small group workspace and for lunch/informal meeting space. This area also has full laptop wireless capabilities.

There are five internal conference rooms (rooms 131, 173, 175, 274, 280b) located in the office/cube areas on the first and second floors. These rooms are available for staff and students to reserve for group meetings. All rooms have flat screen monitors for use in collaborative work. They also are available as study space when not reserved.

In addition, there are six formal meeting rooms in the Humphrey School: the Stassen Room, rooms 180 and 186 on the first floor, and the Wilkins Room and Freeman Commons on the second. These rooms are typically reserved for more formal events. Cowles Auditorium and atrium is also available for Humphrey School conferences.
The West Bank of the Twin Cities campus offers many additional informal areas for meeting. Video conferencing capabilities are available in several Humphrey School rooms, including classroom space and in several formal meeting room spaces.

A recent renovation of Humphrey School staff and research/teaching assistant space took place over a two year period 2011-12, resulting in an 18% gain in space usage. Space was reconfigured so that teaching assistants have additional rooms for meeting with students. Research assistant space was expanded as well. Total renovation cost was $700,000.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities.

More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

Faculty have private offices with adequate space and privacy for meeting with students, preparing for courses, and conducting rsearch. These offices typically include small tables and chairs in addition to the faculty desk. Faculty who wish whiteboards are provided them. Maintaining private, quite space for research or counseling students is typically not a problem.

In addition, professional staff advisers in student services have private offices that permit confidential discussions with students. Overall, give the nature of faculty and staff work, the availability of space for these services is more than adequate.

Standard 7. Matching Communications with the Mission

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.

Data and Information Requirements - Provide URL's

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

General Information about the Degree - From Eligibility Section

Degree Title   http://www.hhh.umn.edu/degrees/index.html

- Organizational Relationship between Program and University   http://www.hhh.umn.edu/degrees/index.html
- Modes of Program Delivery   http://www.hhh.umn.edu/degrees/mpp/index.html
- Number of Credit Hours   http://www.hhh.umn.edu/degrees/mpp/curriculum.html
- Length of Degree   http://www.hhh.umn.edu/degrees/mpp/index.html
- List of Dual Degrees   http://www.hhh.umn.edu/degrees/dual/index.html
- List of Specializations
         http://www.hhh.umn.edu/degrees/mpp/concentrations/mppconcentrations2.html
- Fast-track Info   http://www.hhh.umn.edu/degrees/mpp/curriculum.html
- Number of Students   http://www.hhh.umn.edu/about/ataglance.html

Mission of the Program - From Standard 1

Mission Statement   http://www.hhh.umn.edu/degrees/mpp/index.html

Admission - From Standard 4

Admission Criteria   http://www.hhh.umn.edu/degrees/mpp/index.html#CollapsiblePanel3

Faculty - From Standard 3

Number of Faculty Teaching in the Program   http://www.hhh.umn.edu/news_events/Experts/policy_area.html

Faculty Identified within the Unit Including Rank   http://www.hhh.umn.edu/people/faculty_fellows.html

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of- state)   http://www.hhh.umn.edu/degrees/mpp/tuition.html
Description of Financial Aid Availability, including Assistantships
    http://www.hhh.umn.edu/degrees/mpp/aid.html

Current Student - From Standard 4.3

Internship Placement List   http://www.hhh.umn.edu/career/students/internships.html

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.

The School does not currently have a link to information about the proportion of students five years prior to the self study that graduated within two and within five years. The School does, however, share information about graduation rates with students. An example of efforts to communicate to students and other constituencies is our 2008-2009 Assembly review of elements of teaching. In that year, we devoted the Assembly to an overview of curricular issues. In this session, we presented five two and five year graduation rates over time. This information is included in the powerpoint file uploaded here.

In the box below, please explain the documents found in your uploaded pdf file

This powerpoint is a review of the School's teaching program that includes data not at the links provided above.

NASPAA plans to provide four data surveys for programs with missions that trigger additional 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.

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.

The Humphrey School seeks a national or international applicant pool for the MPP program and is collaborating with NASPAA in the alumni survey efforts.

The Humphrey School is selective in admissions but is uncertain is our criteria would be considered significant selectivity. We do participate in the NASPAA/APPAM Survey.

The Humphrey School does not have a separate international mission nor does it offer degree programs abroad. The School does provide students opportunities to participate in study of global policy.

The Humphrey School has a separate, mid-career MPA that is not accredited and technical not an Executive MPA. We have participated in NASPAA committees related to mid-career programs.