



EVANS SCHOOL  
OF PUBLIC AFFAIRS

UNIVERSITY *of* WASHINGTON

2012-  
2013

University of Washington  
Master of Public Administration  
NASPAA Self-Study Report

This Self-Study Report has been graciously provided by the Master of Public Administration program at the University of Washington Evans School of Public Affairs. It is intended only to be informative for programs.

## Program Fact Sheet

**Self-Study Year:** 2012-2013

**Title of degree:** Master Of Public Administration

**Geographic Arrangement Program Delivery:** Main Campus

### Overarching Program Emphasis

- Public Policy
- Public Management International National
- State or Provincial
- Regional Local Nonprofit

**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

- International Affairs/Relations (IA/IR)
- Master of Public Health (MPH)
- Master of Urban Affairs and Planning
- Forestry

### Specialization List

- Budgeting/ Finance
- Environment
- General/ Public Management International/Global Leadership
- Nonprofit
- Public Policy Analysis
- Social Policy
- Urban
- Science & Technology Policy

### Mission Statement

We are committed to improving the quality of public and nonprofit service.

We educate leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality.

We advance scholarship and ideas that strengthen public policy and management.

We are dedicated to serving local, national, and global communities and promoting thoughtful, civil, public deliberation.

We value integrity, respect, diversity, collaboration, and excellence in our own institution, in our graduates, and in the community.

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

To lead and manage in public governance.

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

Fall, Spring, Summer

**Number of Students in Degree Program** 395

**Ratio of FTE Faculty to FTE Students\*** 0.09

**Number of Semester Credit Hours Required to Complete the Program** 48

### Preconditions for Accreditation Review

*Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.*

#### 1. Program Eligibility

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

#### 2. Public Service Values

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

#### 3. Primary Focus

*The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).*

#### 4. Course of Study

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

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

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

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

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

**If Yes, Provide name of quality assurance body or bodies that recognizes institution**

Northwest Commission on Colleges and Universities (NWCCU)

**List year of most recent recognition** 2012

**When was the degree program established** 1947

**Since your last review, are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.**

N/A

**Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region?** No

#### **Public Values**

**Since your last review, have there been any changes to the code of conduct or other ethical expectations at your institution? Provide links if relevant.**

No changes have been made to the code of conduct since the last review. Below are the links:

- Ethics for students: <http://www.washington.edu/students/handbook/conduct.html>
- Ethics for staff: <http://www.washington.edu/admin/hr/roles/mgr/ethics.html>
- Ethics for faculty: <http://www.washington.edu/admin/acadpers/faculty/ethics.html>

#### **Primary Focus**

**Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.**

The Evans School delivers a comprehensive public policy and management Master of Public Administration (MPA) degree. We integrate policy analysis and management into our entire curriculum. We expect development in scholarship, learning, and service in all activities from our students, faculty, alumni, and the employers who choose to

hire or work with our students. See Appendix 1, the Evans School MPA Strategic Model for a visual overview of our comprehensive, integrated learning model.

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

*Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts . A recommended way to do this would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.*

**Does this program offer Executive Education as defined in the NASPAA Standards special conditions? No**

**Is the entire degree devoted to executive education? No**

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

**Indicate the mode of program delivery that most accurately describes your program.**

In person instruction only

## **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 Master of Public Administration degree was first offered at the University of Washington (UW) in 1947 through the Department of Political Science. In 1958, UW President Charles Odegaard appointed a committee to determine

how the University could improve public policy and management education. Following the committee's recommendations, Odegaard asked Brewster Denny to develop a model for an independent professional school of public administration.

Denny, a former staff member for U.S. Senator Henry M. "Scoop" Jackson and a UW alumnus, designed a mission and curriculum, serving as the school's first director and dean. The Graduate School of Public Affairs (GSPA) was established in 1961-62 as one of the nation's first independent schools of public administration at a public university, with degrees awarded through the Graduate School. GSPA was deliberately founded in a large research university to harness the capacity to generate and disseminate new ideas for the public and nonprofit sector. The School maintained a balance of scholarship, learning, and service from its earliest years.

GSPA (and the Evans School today) promoted professional graduate education in public service, on scale with the larger programs in the country. The placement of the School in a public research institution was designed to provide access to students who sought careers in public service, in response to the fact that all other schools of public administration at the time were in private universities. Dean Denny, in fact, was part of the group who worked to create NASPAA in 1970 and generate its first standards in 1974.

The Graduate School of Public Affairs (GSPA) was renamed in 1999 to honor Daniel J. Evans, who served as a three-term governor of the State of Washington and a U.S. senator. The School is an integral part of the greater UW - in fact, UW's mission statement explicitly mentions public service: "It advances new knowledge through many forms of research, inquiry, and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service."

The Evans School has grown tremendously over the last decade. In 2012, the School was ranked in the top 10 schools of public affairs in the country by U.S. News & World Report, fourth among public schools. Our Ph.D. program was placed in the top 10 in the country by external reviewers in 2012. Academic Analytics ranks the Evans School's faculty fourth in the country for faculty scholarly productivity in public administration. The Evans School's MPA is the largest graduate master's program at UW. Between FY2008 and FY2013, the Evans School has increased student credit hours (SCH) by 72%, enrolled majors by 31%, and degrees granted by 30%.

Our faculty's multi-disciplinary research influences the decisions of public managers and policy-makers regionally, nationally, and globally. Two of the School's policy and management specializations are in the top ten in their field (Nonprofit Management and Environmental Policy). The Evans School also serves as a regional hub for civic dialogues on pressing local, national, and international policy issues.

The achievements of our students illustrate our extensive impact on the region, nation, and world. Alumni work statewide, nationally, and internationally, addressing issues such as community and economic development, financial management, management ethics, environmental policy, international development, nonprofit leadership, education reform, and transportation.

Since our last accreditation, we have added a nonprofit certificate program, giving students the tools and frameworks needed to meet the increasing challenges facing the nonprofit sector today. Our successful Ph.D. in Public Policy and Management program is in its eighth year, and our separate Executive MPA degree program is in its 11th year. We no longer have a midcareer track within the MPA - it has been eliminated since last accreditation (2009). We have recently launched a Global MPA track within the MPA program in partnership with KDI School of Public Policy and Management in South Korea.

### **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.**

We are committed to improving the quality of public and nonprofit service.

We educate leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality.

We advance scholarship and ideas that strengthen public policy and management.

We are dedicated to serving local, national, and global communities and promoting thoughtful, civil, public deliberation.

We value integrity, respect, diversity, collaboration, and excellence in our own institution, in our graduates, and in the community.

The current mission statement for the Evans School was adopted in 1998 and revised slightly in 2012.

### **1.1.3: Attach the URL for the program mission statement**

<http://evans.uw.edu/about/mission>

### **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.**

The Evans School formalized its mission in 1998, after a significant conversation among faculty and after extensive deliberation with consultation and advisement from key stakeholders, including students, alumni, Advisory Board members, employers, and faculty from peer universities. The mission was then voted on and approved by faculty in 1999 and is reviewed and recommitted to on a periodic basis. Minor revisions were made by voting faculty in 2012 after two full-day retreats - one in the Spring and one in the Autumn.

The Evans School employs a combined mission/vision statement that guides our programmatic decision-making, particularly with regard to our commitment to the interdependency of scholarship, learning, and service.

We interact deeply with students, faculty, staff, Advisory Board, Denny Alumni Council, stakeholders, and employers to get recommitment, clarity, and refresh how to best deliver our programs and services. We periodically codify revisions to our mission statement (as noted in 1.1.7 below).

Our mission statement is widely disseminated: on our website, in recruitment and other brochures, in the student and faculty handbooks, discussed in orientations, and on posters hanging in many high-traffic areas at the school.

### **1.1.5 Describe the public service values that are reflected in your Program's mission.**

The Evans School's mission statement reflects the following public service values:

- Pursuing the public interest with accountability and transparency - "We are committed to improving the quality of public and nonprofit service"
- Serving professionally with competence, efficiency, and objectivity - "We advance scholarship and ideas that strengthen public policy and management; We educate leaders to meet societal challenges with compassion, vision, analytic rigor and practicality"
- Demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants - "We value integrity, respect, diversity, collaboration, and excellence in our own institution, in our graduates, and in the community"

### **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)**

	<b>Frequency of Involvement</b>	<b>Type of Involvement (check all that apply)</b>
<b>Students</b>	Every 2-3 years	Advisory in early stages of mission review and development
<b>Alumni or Alumni Board</b>	Every 2-3 years	Advisory in early stages of mission review and development
<b>Advisory Board</b>	Every 2-3 years	Advisory in early stages of mission review and development
<b>Employers</b>	Every 2-3 years	Advisory in early stages of mission review and development
<b>University Administration</b>	Every 2-3 years	Advisory in early stages of mission review and development
<b>Faculty</b>	Annually	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
<b>Members from other University Colleges/Schools</b>	Every 2-3 years	Approval of mission Advisory in early stages of mission review and development

### 1.1.7

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

Our mission statement serves us well. The central phrase - "We are committed to improving the quality of public and nonprofit service" - guides all of us to continually think, assess, and recommend ways to make various improvements. In the 2013 review we changed the word "research" to "scholarship", and added "global," "diversity," and "collaboration" to the values. While small word changes, these are substantive. These changes are a result of significant conversations over the last five years. We believe our mission statement captures our aspiration and serves as an effective and deeply held guidepost across these major stakeholders. It helps us determine which projects and programs are worth continued investments and which are candidates for reduction or removal. Our mission energizes and permeates our web of interactions with the above stakeholders helping us to continually question our implementation and creatively consider how to respond next.

In keeping with our networked style of continuous learning, listening, and responding to stakeholders of our MPA program, we continually share our mission with all stakeholders, and elicit and respond to feedback within our faculty and administrative bodies. When/if we are to undertake a larger mission revision, we would reach out to all of these groups formally at the inception of that process.

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

*Self-Study Instructions:*



*Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.5*

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

#### **Values**

Our mission statement elegantly and succinctly combines our overall purpose (Improving public and nonprofit service) with our three major program goals (educate, scholarship, and service) while integrating our public service values throughout (compassion, vision, practical, strengthen, community, thoughtful, civil, and public) as well as emphasized explicitly in the last sentence (integrity, respect, diversity, collaboration and excellence).

Purpose: Improve the quality of public and nonprofit service.

#### Goals:

- We educate leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality.
- We advance scholarship and ideas that strengthen public policy and management.
- We are dedicated to serving local, national, and global communities and promoting thoughtful, civil, public deliberation.

Values: Integrity, respect, diversity, collaboration, and excellence in our own institution, in our graduates, and in the community.

As a matter of practice, we strive for all programs of the Evans School network to serve all goals within the mission. Thus, we expect our graduates to always "educate" themselves and others, our students, faculty, and staff to engage in "service," and "scholarship" is both produced as well as consumed by students, faculty, alumni, and partners.

Our goals extend beyond students and faculty to embody all within the Evans School constellation. Improving public service is a lifelong responsibility for all who interact with and support the Evans School. See Appendix 2, Evans School Strategy Map, for a visual illustration of our mission-based approach to school goals and activities.

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

We draw students statewide, nationally, and internationally, honoring our purpose of improving the quality of public and nonprofit service and our goal of serving the local, national, and global communities. We serve and interact with employers and professionals at agencies at all levels globally. Our scholarship has a broad international reach. Scholarship of faculty, students, and alumni produces quality service in multiple policy and management arenas.

### **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.**

#### Goals:

- Educate leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality.

Contribution: We graduate over 150 MPA students per year who achieve this goal throughout their careers in public service.

- Advance scholarship and ideas that strengthen public policy and management. Contribution: Faculty produce high-caliber scholarship that is cited and used around the world using venues such as books, journals, blogs, columns, reports, and panels; all MPA students produce some form of applied scholarship, are trained to consume

and understand current research, and are expected to reach back to share challenges, opportunities, and research questions with the broader University and professional communities.

- Serve local, national, and global communities and promoting thoughtful, civil, public deliberation. Contribution: The School holds annual community events such as faculty roundtables, panels, and discussions; faculty and students participate in national and international conferences; faculty serve as leaders in the field's leading journals and professional associations, as well as on advisory boards for state, local, and federal agencies.

**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**

(Refer to Exhibit 1 in Assessment Plan, Evans School Logic Model)

Our mission statement drives all performance outcomes for the School and MPA program. As evidenced in Exhibit 1, our mission statement defines three mission-based goals: 1) Educate leaders; 2) Serve local, national, and global communities and promote deliberation; 3) Advance scholarship and ideas. For all that we do, these goals are pursued with the mission's public service values (integrity, respect, diversity, collaboration, and excellence).

These goals feed into our three learning outcomes for the MPA program: 1) Understand the public policy and organizational environment; 2) Apply quantitative and qualitative techniques of analysis; 3) Implement management fundamentals within public service organizations. Using these learning outcomes, faculty develop a comprehensive set of learning objectives to be covered throughout the curriculum. NASPAA's defined competency domains are reflected in our learning outcomes and objectives.

In addition to our learning outcomes, our mission goals lead us to additional service (goal 2) and scholarship (goal 3) outcomes.

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

We draw students statewide, nationally, and internationally, honoring our purpose of improving the quality of public and nonprofit service and our goal of serving the local, national, and global communities. We serve and

interact with employers and professionals at agencies at all levels globally. Our scholarship has a broad international reach. Scholarship of faculty, students, and alumni produces quality service in multiple policy and management arenas.

**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 mission statement elegantly and succinctly combines our overall purpose (Improving public and nonprofit service) with our three major program goals (educate, scholarship, and service) while integrating our public service values throughout (compassion, vision, practical,

strengthen, community, thoughtful, civil, and public) as well as emphasized explicitly in the last sentence (integrity, respect, diversity, collaboration, and excellence).

It is clear from our overall purpose that all of the programs at the Evans School, including the MPA, are intended to advance the knowledge, research, and practice of public and nonprofit service. Contributions to this effect include the contributions of our students while in school to outside organizations and agencies through internships, capstone projects, and course projects; contributions of alumni to their workplaces; useful and pioneering scholarship from all our faculty; and public events that showcase the scholarship of faculty and students and introduce students, alumni, and the public to new and innovative concepts in public and nonprofit service.

**Standard 1.3.4**

**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)**

The Evans School operates under a continuous networked style of assessment. Our approach is to be continually listening and responding to all of our stakeholders in order to improve student learning, faculty productivity, and alumni careers. We do not add excess layers of management, reporting, meetings, or committees unless they add insights that lead to improvement.

We have a web of healthy interactions among faculty, students, staff, alumni, internship mentors, professional associations, employers, and public service organizations. See Exhibit 4 in Assessment Plan, Network Map.

We have a formal shared governance structure (Appendix 3 and 4) to receive and process information and make decisions to continuously improve our program, in order to achieve our mission's purpose of improving public service. Our assessment plan outlines two major performance cycles that are central to our overall assessment: the Administrative Performance Cycle (Exhibit 2 in Assessment Plan), which outlines the formal touchpoints that the school's administration has to ensure resources and capacity match school goals, and the Continuous Learning Assessment Cycle (Exhibit 3 in Assessment Plan), which illustrates the way in which our core faculty assess and adapt courses to ensure continual alignment with the school's goals and purpose, as well as keeping in touch with the changes in the broader world of public and nonprofit service.

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

The Administrative Performance Cycle (Exhibit 2 in Assessment Plan) and Continuous Learning Assessment Cycle (Exhibit 3 in Assessment Plan) illustrate the various ways the Evans School incorporates assessment. Specific examples of assessment instruments include: examinations, memos, projects, reports, presentations, course evaluations, student survey, alumni survey, faculty peer observation, faculty collaboration, internship evaluations, and testimony and stories.

The School has many specific examples of how assessments have been used for improvement in the program. In 2005, students enrolled in a strategic planning course completed an analysis that indicated that alumni would like

to have additional core courses in economics and financial analysis, the Dean worked with faculty, employers, and alumni, through the Evans School's continuous learning model, and made a number of changes to increase courses in economics and financial analysis, including adding another economics course and program evaluation to the core curriculum and hiring Associate Professor Justin Marlowe to strengthen the financial management faculty.

## **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**

Classroom only

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

The Evans School's MPA program is delivered onsite, in residence. There is no online component.

**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 shared governance and autonomy of the school are delegated from the Regents and central to all decisions [<https://www.washington.edu/admin/rules/policies/BRG/SOCh1.html>].

The Dean reports directly to the Provost and serves as the department head. The Dean provides academic leadership to enrich the quality of the School's instructional, research, and service programs, and engages with external communities to raise the School's visibility and grow the endowment. The Dean holds resource and academic decision-making from the UW's delegation of authority. The Dean delegates some of her responsibilities.

Evans School faculty have all responsibility for curricular and academic decisions. The faculty hold a fall retreat for planning and monthly or bi-monthly faculty meetings throughout the academic year.

The Associate Dean of Academic Affairs and the Associate Dean of Academic Programs report directly to the Dean (see Appendix 5 and 6, Associate Dean job descriptions). The Associate Dean for Academic Affairs is responsible for a range of curricular and faculty achievement duties. The Associate Dean of Academic Programs works closely with the Assistant Dean of Student Services and Executive Education on a range of duties including new curriculum development, recruitment, and engagement in new programs.

The Graduate Program Coordinator (GPC), a senior tenured member of the faculty, also reports to and is appointed by the Dean, and is an official representative of an academic unit which offers a graduate degree program. See the following link for details:

<http://www.grad.washington.edu/policies/memoranda/memo04.shtml>

The Faculty Council is broadly representative of the faculty and is elected annually. The responsibilities of the elected Faculty Council are to advise the Dean on matters of policy regarding faculty promotion and tenure and to

advise the Dean on matters involving academic policy, including priorities, resource and salary allocation and budgets. See Article III in the School's by-laws for more information: <http://evans.uw.edu/myevans/evans-school-by-laws>

The Assistant Dean of Finance and Administration reports directly to the Dean and is responsible for management of the budget process, human resources and administrative oversight of facilities, overseeing administrative financial services, academic and non-academic personnel functions, computing support services, long range computing, and technology planning and implementation. The Assistant Dean works in concert with the Associate Dean and the Assistant Dean of Student Affairs and serves as chief financial officer and chief of staff.

The Assistant Dean of Student Affairs reports to the Associate Dean of Academic Programs and provides services in the categories of recruiting, admissions, student affairs, financial aid, and student advising. The Assistant Dean of Student Affairs provides leadership for and serves the needs and interests of students, focuses on the recruitment, retention, and is the primary liaison for the various student groups.

Refer to Appendix 3, Organization Chart, for more information.

**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.**

Our mission statement elegantly and succinctly combines our overall purpose (improving public and nonprofit service) with our three major program goals (educate, scholarship, and service) while integrating our public service values throughout (compassion, vision, practical, strengthen, community, thoughtful, civil, and public) as well as emphasized explicitly in the last sentence (integrity, respect, diversity, collaboration and excellence). The School's governance arrangements are intended to ensure that the mission of the program is carried out to the best of the School's ability. Our continuous networked style of assessment, using our Continuous Learning Assessment and Administrative Performance cycles, allows those involved in governance of the School to make decisions that support the mission of the school and match desired program delivery.

**Standard 2.2**

**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!*

Total number of Nucleus Faculty members involved in the program 29.00

## 2.2.2

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 Department Faculty
Establishing Degree Requirements	High	Dean or Higher Authority; All Department Faculty
Making and implementing recommendations regarding admission of students setting quota	High	Dean or Higher Authority; All Department Faculty
Advising Students	High	Dean or Higher Authority; All Department Faculty; All Program Faculty; Nucleus Faculty
Specifying Curriculum and Learning Outcomes	High	Dean or Higher Authority; All Department Faculty; All Program Faculty; Nucleus Faculty
Evaluating Student Performance and Awarding Degrees	High	Dean or Higher Authority; All Department Faculty; All Program Faculty; Nucleus Faculty
Appointing, Promoting Faculty	High	Dean or Higher Authority; All Department Faculty
Participating in defining and assuring faculty performance	High	Dean or Higher Authority

## 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

Delegation of authority come from the University of Washington Regents (<https://www.washington.edu/admin/rules/policies/BRG/SOCh1.html>). Substantial determining influence is defined by the School's bylaws as voting faculty, more than 50% faculty appointment for tenure and 100% for non-tenure academic appointment. The faculty organizes itself into an elected Faculty Council, standing committees, and other committees to conduct the School's business.

Major standing committees (see Appendix 4), as determined by faculty bylaws, include: curriculum, faculty affairs, and research. Other annual committees include admissions, assessment, and diversity. In most years we hold faculty searches and personnel reviews for reappointment, promotion, and tenure that are carried out by ad hoc committees. Most committees (personnel reviews excepted) are composed of faculty, staff, and students and meet as regularly as necessary to carry out their responsibilities.

Our faculty nucleus count of 29 for the self study year includes four vacant positions. These four faculty members did teach in 2011-12, and are listed in the individual faculty reports (Sanjeev Khagram, Rachel Kleit, Steven Rathgeb Smith, and Anne Steinemann). Throughout the self study year, we hired four new tenured, tenure-track faculty members to replace these four in the nucleus. Three of these new faculty members' appointments with the Evans School begin in Autumn 2013, and one will begin in Autumn 2014. In 2014, we are recruiting 1-2 more tenured, tenure-track faculty members.

## 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)**

Our mission-based rationale is to provide expertise in the competencies necessary to impart our three broad learning outcomes 1) Understanding the public policy and organizational environment; 2) Apply quantitative and qualitative techniques of analysis; and 3) Implement management fundamentals within public service organizations to students. Additionally, faculty must be qualified to impart the specific Management, Economics, and Quantitative Analysis/Policy Analysis/Program Evaluation learning objectives defined in our program goals and objectives, as well as specific areas of specialization.

Our goal is to have nucleus faculty, the majority of whom are academically qualified, (and all of whom are either academically or professionally qualified) deliver 100% of our core curriculum and capstone courses. We hire professionally qualified faculty with specific area expertise and experience for some of our concentration, certificate, and values courses. In the self study year, 82% of our program was delivered by tenured and tenure-track faculty and 19% by professionally qualified faculty. Professionally qualified faculty enhance our students' ability to improve public service through connections, examples, and real-world experience.

### **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	85	75%	68%	82.35%	18.82%
Courses delivering required competencies	50	82%	74%	94%	0%

**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)**

Our expectation of academic faculty is to stay current in their field through their research contributions. Efforts to assist them in doing so include:

1. Sabbaticals: All tenured faculty receive a sabbatical every seven years. They use this time to refresh and renew.
2. Course buyouts: If tenured and tenure-track faculty have extramural support, the Evans School will approve up to two course buy-outs per year to produce journal articles, publish research results, and/or write books.
3. Financial Support: The Evans School provides each tenured, tenure-track and full time senior lecturer position with an annual professional account averaging \$2,000 per year for travel to academic and professional conferences, and to purchase books and equipment. If a faculty member is presenting a paper, the Dean provides an additional \$1,000 to tenure- track faculty and \$500 per conference to tenured faculty.
4. Grant Support: The Evans School provides full-time professional staff assistance for pre- and post-award grants management, a grantwriter, and copy editing for journal articles.
5. Seed money: Financial support to seed new projects is awarded by committee and/or the Dean.
6. Course releases for junior faculty: The School awards two course releases over the pre- tenure period.
7. Start-up research packages: All new tenure-track faculty receive start-up packages to encourage research.
8. Research Seminar Series: Provides an opportunity for Evans School faculty and external faculty to present nascent research ideas. (<http://evans.uw.edu/faculty-research/research-seminar-series>)

**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 Databases are purchased and ads sent.

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

Evaluation criteria are used to create an inclusive pool of candidates

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

#### **Strategies used in retention (check all that apply)**

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 regularly meet with the program director to discuss progress vis a vis the tenure and promotion process

New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.

New faculty regularly meet with the program director or chair to discuss issues and needs.

Other please specify

While new faculty members are not formally assigned to a faculty mentor, informal mentoring does take place. New faculty have a mandatory review in the second year and all tenure- track faculty receive an annual written assessments of their progress conducted by the Dean and Associate Dean.

#### **Other strategies used to assure students are exposed to diverse experiences**

Use of part time instructors

Use of guest lecturers

Specify 'other' As a part of its charge, the Diversity Committee routinely meets with the faculty who teach the core management class - PBAF 511/512. The faculty and the committee discuss the overall design and delivery of the course as well as the cases and assignments. The case selection intentionally uses a wide range of organizations and lead characters to help the students situate themselves in environments that require sensitivity to diverse communities.

The ability to include and handle diverse topics is included on teaching evaluations as an explicit criteria, ensuring that faculty receive feedback on their ability each year (See Appendix 8).

The School received a Ford Foundation grant to write diversity cases in 2003 and continually evaluate the cases in the core to ensure that they represent diverse organizations and lead characters.

Also, the Small Steps award is given by the Diversity Committee each year to a member of the Evans School community who is advancing positive diversity efforts within the School.

### **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?** Yes

### **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.**

See Appendix 7, Evans School Strategic Diversity Plan.

The Diversity Committee works from the June 2009 "Diversity Planning Goals and Consultant Recommendations" to promote diversity and a climate of inclusiveness. The three Diversity Goals that we pursue are: 1) Inclusiveness 2) Curriculum and Co-Curricular Activities 3) Recruitment of Students, Staff, and Faculty. Within each of these goals, the Diversity Committee creates standing Committees or work groups. In 2012-2013, for example, four such work groups were created at the beginning of the academic year to work on the following topics: A) Curriculum, B) Faculty Composition, C) Inclusion, and D) MPA Student Recruitment.

The current diversity efforts permeate the selection, onboarding and retention of our faculty. All faculty applications are reviewed for their impact on our diversity. Upon their hire, faculty receive formal diversity training at the University level and also at the School level via interactions with the Diversity Committee. University and School merit processes also consider faculty activities that add to diversity. The Evans School considers diversity to be a broad concept embracing both obvious "visible" elements such as gender and race, as well as more broadly, considering elements such as religion, economic background, country of origin, disciplinary training, and political views.

Both the Diversity and Curriculum Committees consider the depth and breadth of topics and learning methodologies used in teaching about diversity, policies that impact diversity and how to manage in a diverse environment. The Diversity Committee has a standing Committee that focuses on the Curriculum and has met annually with the professors in various courses where diversity topics arise, specifically the Management sequence (PBAF 511 and 512). The Diversity Committee interacts with student members throughout the year as well as the entire community of faculty, staff and students during the annual Diversity Potlucks hosted at faculty homes.

### **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 Evans School is continually working on, and conscious of, increasing the diversity of our faculty. We take a broad view of diversity including visual as well as non-visual definitions of 'diversity', including (but not limited to) political views, religious practices, and sexual orientation.

Race and gender are self-reported by faculty to the Office of Minority Affairs and unavailable to units. We have been successful in meeting our goals to increase diversity of our faculty over the past five years. We have a very diverse staff, and consider diversity with every member of our community.

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

#### *Self Study Instructions*

*In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member one exemplary activity that has occurred in the last 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**

In keeping with the Evans School MPA Strategic Model (Appendix 1), scholarship, learning, and service are central functions of the faculty. We actively direct resources to those activities which are at the intersections of our core functions. The Evans School's teaching expectations also adhere to the University of Washington's Instructional Responsibility Policy ([http://www.washington.edu/admin/acadpers/faculty/instructional\\_responsibility.html](http://www.washington.edu/admin/acadpers/faculty/instructional_responsibility.html)).

Teaching expectations ([http://evans.uw.edu/sites/default/files/files/Faculty%20Expectations.12.16.11.FINAL\\_.pdf](http://evans.uw.edu/sites/default/files/files/Faculty%20Expectations.12.16.11.FINAL_.pdf)) for full-time tenured and tenure track faculty include a four-course teaching load over the three academic quarters with a norm that every faculty member teaches a core course in the MPA program. Full time faculty may buy out up to two courses to pursue extramural research but are expected to be in residence, aside from normal professional and research travel, and to continue to meet service and advising commitments. Cross-listed courses are acceptable, but may not substitute for the four courses owed the Evans School.

Expectations regarding research and scholarship are that each faculty will participate in scholarship activities and be productive within their specified area of expertise.

Service is comprised of committee assignments at the School level as well as professional services, such as for professional societies, review of manuscripts and proposals, continuing education, etc. The Evans School expectations regarding service are that each faculty member would attend faculty meetings, participate in committee assignments, provide academic advising to students, and have outside service.

Each faculty member's teaching, scholarship, and service are reviewed annually during merit reviews and/or the tenure process. During these reviews, faculty are assessed on achievements in each of these three areas, and their efforts are reviewed to ensure fit with the Evans School's mission and the School's commitment to "improving the quality of public and nonprofit service."

Please see the School's website for specific promotion and tenure policies:

<http://evans.uw.edu/myevans/tenure-policies-and-procedures>

### 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)**

A few significant impacts and outcomes include our work with Evans School Policy Analysis Research Project (EPAR)/Gates Foundation (Anderson & Gugerty), the Society for Cost-Benefit Analysis (Zerbe), and The Economist's coverage of low-income taxation research (Hall).

Our long-term relationship with the Gates Foundation through EPAR brings together faculty, students, and the largest foundation in the United States to improve strategic management of philanthropy. Students are both learners and providers of quality research activities. Drs Anderson and Gugerty use this collaboration to enhance their research, teaching and service and the end result is better policy outcomes and a foundation for increased interaction among scholars and foundations.

Dr. Zerbe has a distinguished career in the cost-benefit area and the Evans School helped to leverage his work into the creation of the Society for Cost-Benefit Analysis and the Journal for Cost-Benefit Analysis to expand the knowledge base and codify standards and procedures. The creation of the Society will continue to lead to improved public service for decades to come and support the use of rigorous tools promoted by our and other high-quality MPA programs.

Dr. Hall brings a line of research from psychology to social policy which connects behavioral decision-making to public policy with applications to income taxation choices by the poor. Her research has been noted in The Economist (<http://www.economist.com/news/finance-and-economics/21576645-nobel-prizewinner-argues-overhaul-theory-consumer-choice>) and helps policy-makers to craft better incentives to have useful ideas actually implemented in practice to achieve better policy outcomes.

## **Standard 4 Matching Operations with the Mission: Serving Students**

### *Self-Study Instructions*

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

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

### *Self-Study Instructions*

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

**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 Evans School's recruiting efforts are consistent with all five elements of our mission. In particular, the following element drives our recruiting strategies and ethos: "We value integrity, respect, diversity, collaboration, and excellence in our own institution, in our graduates, and in the community."

Our recruiting efforts aim to yield an applicant pool that is: (a) highly qualified to excel academically in the rigorous MPA program; (b) committed to public service, with prior work experience in public service valued, including work experience in nonprofits and government or through service programs such as the Peace Corps and AmeriCorps; (c) diverse in terms of geographic representation across the region, the nation and internationally, and are also diverse intellectually, ideologically, and in regard to their own personal and family backgrounds.

To support the success of our recruiting efforts, we have developed strategic, mission-aligned partnerships. These have included alliances or engagement with Morehouse College, the Posse Foundation, and the California Forum for Diversity in Graduate Education, as well as membership with programs such as PPIA.

Our recruiting team maintains updated website content (<http://evans.uw.edu/prospective-students>) about curriculum requirements, application process and deadlines, and the cost of obtaining the degree (tuition, estimated costs for books and supplies, room and board, and other miscellaneous expenses).

In addition to hosting frequent information sessions for prospective students at the Evans School, recruiting staff and alumni also represent the program at graduate school fairs both regionally and nationally. A newly formed Alumni Ambassador program has further enriched our alumni engagement in recruitment.

**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	636	711
<b>Total</b>	<b>636</b>	<b>711</b>

**4.1.2b Program Recruitment**

4.1.2 Applicant type	Self study year minus 1	Self study year
<b>Total</b>	<b>0</b>	<b>0</b>

**4.1.3**

**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)**

The MPA applicant pool reflects our local, national, and global reach and is consistent with the mission of a major public research university and the Evans School's mission to serve communities not just in our own region but also nationally and internationally. Our applicant pool consists of individuals who are qualified to succeed in our rigorous MPA program, have broad geographic representation, and demonstrate strong commitment to public service.

In 2012-13, 36% of our applicants were international, 42% were out-of-state, and 22% were Washington state residents. Our applicants have diverse public service and policy interests and backgrounds, including work and volunteer experience in local, state, and federal government, nonprofits, and international NGOs, as well as some private sector experience. The diverse pool reflects our recruiting efforts to attract highly qualified applicants, from across the country and the globe, who seek public policy and management careers in the public and nonprofit sectors.

**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)**

We have written criteria for admissions, which align with the Evans School's mission, and we use these criteria to evaluate applicants. Candidates are considered based upon three primary areas: (1) capability and preparation, (2) commitment to public or nonprofit service, and (3) contribution to diversity. The first area has multiple sub-parts: (a) GREs/GMAT, (b) adjusted GPA, (c) quantitative preparation, (d) social science preparation, and (e) management preparation.

In regard to general approach to admissions: we aim to yield a highly qualified, well-rounded, and diverse pool of applicants from which to then offer admission to candidates most likely to be successful in our analytic, rigorous program. While we maintain minimum standards, we take a holistic approach, understanding that test scores alone may not singularly indicate success in the program. Applicants must submit letters of recommendation, statement of purpose, personal history statement, resume, transcripts, and test scores (and, for international applicants, the TOEFL). The University of Washington Graduate School requires a 3.0 GPA of all graduate applicants.

The Admissions Committee's ultimate goal is to determine if an applicant is prepared to be successful in the program. In some cases, an applicant may have lower test scores but have a higher GPA, or vice versa, and clearly demonstrate academic capability. In other cases, an applicant may have a lower GPA and GRE scores, but has significant work experience and outstanding letters of recommendation that demonstrate strong capability and potential for strong academic success.

This approach enables us to fulfill our mission of educating leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality.

See <http://evans.uw.edu/prospective-students/admissions> for more information.

#### 4.2.1b

Bachelor's Degree (or equivalent)	Required
Prescribed Undergraduate Majors	n/a
Minimum GPA	3.00
Standardized Test Scores (specify minimum acceptable scores, if applicable)	Required
GRE	Yes
GRE Average	157
GRE Qualitative	155
GRE Quantitative	158
GMAT	Yes
GMAT Average	662
LSAT	No
TOEFL	Yes
Minimums	92
Other	n/a
Resume	Required
Required years of professional experience	Optional
Number of years	
Letters of Recommendation	Required
Number	
Essay or Writing Sample	Required
Statement of Intent	Required
Interview	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

We do not have alternate or conditional admissions.

While we do not have minimum requirements for the GRE or GMAT, 80% of the students who we admitted during the self-study year had quantitative GRE scores above the 50th percentile, and 90% had verbal GRE scores above the 50th percentile; and 28% had quantitative GRE scores above the 80th percentile and 56% had verbal GRE scores above the 80th percentile.

#### 4.2.2a(1)

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
<b>Full Admission of Full Time Students</b>	432	439
<b>Total</b>	432	439

**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.**

Enrollment Numbers	Enrolled Students SSY-1	Enrolled Students SSY
<b>Full Enrollment of Full Time Students</b>	169	172
<b>Total</b>	169	172

#### **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)**

Our admitted and enrolled students are highly qualified, diverse, and come from not just from the Pacific Northwest region, but across the country and the globe. The pool reflects our recruitment efforts, which are consistent with the Evans School's mission and aligns with our curricular and faculty strengths related to improving the quality of public and nonprofit service, valuing integrity and diversity, and promoting thoughtful public deliberation among local, national and global communities.

Many of our admitted and enrolled students have prior professional experience that demonstrates their interest and commitment to public service: returned Peace Corps volunteers, AmeriCorps members, and those who have worked in local, state, or federal government, as well as NGOs, nonprofits, foundations and some transitioning from the private sector to public service related work.

Our students are also highly qualified academically. For 2012-2013, candidates offered admission had an average 3.56 GPA and the average GRE scores were: 158.4 Quantitative; 158.1 Verbal; and 4.4 Writing. Among enrolled students that year, the average GPA was 3.55 and GRE scores were: 157.2 Quantitative; 157.4 Verbal; and 4.3 Writing.

We aim for a selectivity percentage of approximately 60% (admits:applicants).

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

#### *Self-Study Instructions*

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

#### **4.3.1 Academic Standards and Enforcement**

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



Communication to students about degree requirements is conducted in numerous ways. Degree requirements and the student handbook are posted online ([http://evans.uw.edu/sites/default/files/files/MPA\\_student\\_handbook%2012-13.pdf](http://evans.uw.edu/sites/default/files/files/MPA_student_handbook%2012-13.pdf)). The handbook is updated annually and reflects current academic and program policies for each incoming MPA class. During new student orientation activities, the faculty Graduate Program Coordinator (GPC) and Assistant Dean of Student Affairs review academic requirements and highlight key information from the handbook. Throughout the academic year, students receive quarterly reminder emails, outlining the core coursework that first year students should register for and other degree requirements continuing students should plan for.

On a quarterly basis, the GPC and Assistant Dean of Student Affairs monitor academic progress towards the degree and enforce program policy when progress is not maintained. This includes contacting core course faculty to inquire about any students who have failed. Low GPAs are monitored through the online MyGrad system. If a student falls below a cumulative 3.0 GPA, their files are flagged. Both core failure and low GPA puts a student on academic probation for the following quarter. The GPC and Assistant Dean notify these students through a formal letter and are available to meet with students to develop a plan.

When a master's degree request is submitted during a student's final quarter of study, his/her academic file is audited by program staff, to ensure all requirements have been met. If an audit catches any students who have not completed all degree requirements, the student is notified and a timeline for completion is planned.

#### **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)**

Supporting our students throughout their time in the program is of great importance to Evans School staff and faculty. The Student Services office serves as an entrance point for guiding students to appropriate academic or other resources within the School or the University. Upon initial enrollment, all students are assigned a faculty advisor, and may also seek assistance or support from the Assistant Dean of Student Affairs, Student Services staff, the faculty Graduate Program Coordinator (GPC), or other faculty members.

Dependent upon the nature of the needs or issues facing a student, there are multiple campus resources where we refer students. These include: counseling services ([counseling.uw.edu](http://counseling.uw.edu)); the Disability Resources for Students office ([depts.washington.edu/uwdrs](http://depts.washington.edu/uwdrs)); writing assistance for graduate students, both domestic and international ([depts.washington.edu/owrc](http://depts.washington.edu/owrc)); and the UW Veterans Center ([washington.edu/students/veteran](http://washington.edu/students/veteran)). The UW Office of Student Financial Aid also has resources, such as short-term loans, that can assist students if they are experiencing a serious financial hardship.

If a student fails a core class or has a low GPA while dealing with a significant hardship, the student may request approval from the UW Registrar's Office to withdraw from coursework (and thus a failing grade would not show up on a transcript) by submitting a Hardship Withdrawal Petition ([depts.washington.edu/registra/students/hardship/petition/UoW1707.pdf](http://depts.washington.edu/registra/students/hardship/petition/UoW1707.pdf)). If the petition is approved, the student may then be removed from academic probation.

If a student is struggling academically with material in a particular course, we refer them to available tutoring resources to provide additional support.

#### **4.3.3**

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

	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
<b>Number of Full Time Students in SSY-5 Cohort</b>	105	76	93	98
<b>Number of Part Time Students in SSY-5 Cohort</b>	30	27	27	27
<b>Total Number of Students in the SSY-5 Cohort</b>	135	103	120	125

#### 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)

In the SSY-5 year, a part-time evening degree program was in effect, which increased reported time to graduation. This program has since been discontinued. We also have a significant number of dual degree (concurrent) students, for whom expected time to degree is generally three years (nine quarters), or four years (twelve quarters) in the case of dual-degree MPA / JD students. Students in the Peace Corps Master's International (PCMI) program also have a longer time to degree: they enroll in full-time coursework at the Evans School for one year prior to their Peace Corps service and then return to the Evans School for final degree completion.

The average time to degree for solo MPA students (those who are not concurrent, part time, or in the Peace Corps Master's International program) is 2.3 years.

#### 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 Evans School's Director of Career Services maintains a comprehensive unit within the Office of Student Services, overseeing one additional full-time career services staff member, the Assistant Director of Career Services. Career Services seeks to empower students and alum into confidently navigate professional transitions and successfully manage their public service careers over a lifetime. In an effort to fulfill this mission, Career Services provides resources and individual support to students and alumni on the career development and exploration process, as well as internship and employment advising.

The unit maintains a robust online career management system, which includes a frequently updated job and opportunity database and a comprehensive resource library. Listed in the job and opportunity database are positions of all types, typically within the local, regional, national, and international public and nonprofit sectors. Career Services regularly offers career education workshops on important topics such as networking, personal branding, using LinkedIn, and negotiating salary. These workshops are supplemented by individual career advising (job search strategies and mock interviews) and large-scale career and alumni events (career fair and alumni networking) throughout the year.

In addition, students and alumni regularly engage with one another from across the world via the Evans School LinkedIn Group page, which has over 1,500 active members and is moderated by Career Services to ensure professional and productive networking.

#### 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)**

An internship is a cornerstone of the MPA experience as it provides students an opportunity to gain practical professional experience by using substantive analytical or managerial knowledge to solve problems related to policy development, implementation, or evaluation. In addition to direct application of coursework, internships help to expand students' professional networks and their job searches.

Internship Requirements ([evans.uw.edu/myevans/students/internship-requirements-forms](http://evans.uw.edu/myevans/students/internship-requirements-forms)) are:

- Work a total of 400 hours (paid or unpaid) in a position, full-time during summer and/or part-time during the school year.
- Have job duties related to more than one area of MPA degree skill set. Internships entirely administrative in nature will not fulfill the requirement.

Documentation of the internship requires:

1. Agency/Student Contract Form submitted within two weeks of starting the internship, describing the scope of work, professional objectives, and employer expectations.
2. Internship Student Evaluation Form submitted within two weeks of internship end date, describing the quality of the internship, what goals were met, and what was learned.
3. Internship Supervisor Evaluation Form due within two weeks of the internship end date.

Internship Exceptions: Career Services reviews admissions files and current resumes for incoming MPA students to determine who may receive an internship waiver, based upon qualifying professional experience. Waivers are granted to students with at least two years of recent, relevant, full-time work experience in public administration, related to educational/professional goals. If the requirement is not initially waived, students can request a secondary review. Internship waivers are not guaranteed and are based upon qualifying professional experience.

Learn more: <http://evans.uw.edu/myevans/students/internship-requirements-forms>

#### **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	10	8	0	2
State, provincial or regional government in the same country as the program	9	9	1	2
City, county, or other local government in the same country as the program	14	24	0	0
Foreign government (all levels) or	10	4	3	2
International quasigovernmental	34	48	5	3
Nonprofit domestic-oriented	13	15	1	3
Nonprofit/NGOs internationally-oriented	8	7	0	1
Private / Business sector	0	0	0	0
Internship Waivers Granted to Students (who would normally be required to complete one)	0	0	0	0
Other: Please Specify	0	0	0	0
<b>Total</b>	<b>98</b>	<b>115</b>	<b>10</b>	<b>13</b>

#### 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)**

Career Services supports students in discovering and securing professional and productive internships through individual appointments and by maintaining a robust online career management system. This system contains a frequently updated internship database showcasing available opportunities within the local, regional, national, and international public and nonprofit sectors.

After an internship is secured, Career Services ensures that the student submits the required internship contract, outlining specific goals and objectives for both student and organization. An internship supervisor at the host organization must be designated and will serve as the intern's primary mentor, to support the student's continued progress for the duration of the internship.

Some Evans School financial assistance is available to students pursuing unpaid or low-paid summer internships, either domestically or abroad. Applications for this funding are accepted each April and can be found here: <http://evans.uw.edu/myevans/students/internship-funding>.

At the conclusion of each academic quarter, Career Services reviews internship contracts. Students who have completed internships are contacted, to ensure that both the student and supervisor evaluations are received, which verifies the completion of the internship requirement.

Annually, internship statistics are reviewed, compiled, and published so that both internal and external stakeholders can understand more about our interns and their collective experiences and impact (<http://evans.uw.edu/prospective-students/employment-and-internship-statistics>).

#### 4.3.4a(4)a

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

The Evans School is committed to improving the quality of public and nonprofit service. Upon review of our student internship data, this commitment is evident. In 2011-2012, students reported securing 213 internships, with 90% of these internships being in either the public or nonprofit sector.

The School's mission statement also highlights how we serve local, national, and global communities and value integrity, respect, diversity, collaboration, and excellence - these are all ideals exhibited in the internship program. Evans School students hold internships across the globe and also in the greater Seattle area. Students intern at organizations committed to the ideals of integrity, respect, diversity, collaboration, and excellence, such as: the National Parks Service, U.S. Department of State, City of Seattle, King County, Environmental Protection Agency, Esperanza International, Casa Latina, Literacy Bridge, Lumana, Forterra (a land conservancy environmental nonprofit), Seattle Children's Hospital, and numerous other similar organizations.

The internship program also aligns with the School's mission to approach the challenges of public policy and management with analytic rigor and practicality. Many internships focus on developing analytical and practical skill sets, such as policy analysis and evaluation, program management, research, decision-making, philanthropy, leadership, human resource management, and financial management and budgeting. The Evans School's mission is very much expressed through the experiential learning internship requirement.

#### 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	10	2	10
State, provincial or regional government in the same country as the program	1	13	4	22
City, county, or other local government in the same country as the program	1	14	3	8
Foreign government	0	2	0	2

(all levels) or international quasi-governmental				
Nonprofit domestic-oriented	6	27	11	28
Nonprofit / NGOs internationally-oriented	2	11	3	11
Private Sector - research/consulting	2	9	4	7
Private sector (not research/consulting)	2	5	4	11
Obtaining further education	1	7	2	4
Unemployed	3	11	5	15
Status Unknown	1	9	1	6
Total Number of Graduates	24	109	39	124

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

*Self-Study Instructions:*

*In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. 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.**

The Evans School strives to create and support a welcoming and inclusive environment and promotes diversity in numerous ways. The School's Diversity Committee is charged with following and carrying out the 2009 Diversity Strategic Action Plan (Appendix 7). The plan was developed following extensive engagement from faculty, staff and students, with the support of a consultant who brought expertise in the area of supporting the development diversity plans and goals. The Evans School's diversity goals are updated annually.

The Diversity Committee is composed of staff, faculty and students. Staff and faculty are appointed by the Dean; students are selected by the Evans School Student Organization (ESO). The Diversity Committee meets quarterly to plan and execute the Diversity Goals from the 2009 report.

Beyond the Diversity Committee, other events and groups deliver programs and content that support the School's goals and traditions of valuing diversity. Staff and faculty at the University receive formal training in diversity and, at the Evans School, are encouraged to attend the annual Diversity Potlucks, hosted at

faculty and staff homes. Diversity training has been part of Orientation activities and we are looking at alternative delivery mechanisms in coming years. The Student Interest Group (SIG) "Partnership for Cultural Diversity" (PCD) works to support diversity goals and initiatives. Students are also welcome to participate in UW-wide student groups.

In the MPA curriculum, many courses and skills workshops incorporate case studies and lessons related to diversity. Specific attention is paid by the core Management sequence to provide a mix of diverse actors in the cases for class discussion.

**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)**

In 1998, Washington state voters passed Initiative 200, which stated: "The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." At the University of Washington, it is therefore not permitted to use race as a criteria in admissions.

While our admissions process must adhere to the parameters of state law, we strive to leverage our recruiting efforts and dollars to align with our mission and value of diversity. We have established relationships with organizations that fund and/or otherwise support students interested in public service, primarily through invitations to their current and past program participants to explore the Evans School. Targets have included the Public Policy & International Affairs Fellowship Program (PPIA), the Posse Foundation (serving lower income and urban students), Public Service Fellows Program (Partnership for Public Service), the Gates Millennium Scholars Program (Gates Foundation), the Leadership Center at Morehouse College, and the College Success Foundation. This has been through relationships with key faculty at selected schools, undergraduate career development offices and academic advisors, and the use of established mailing lists for marketing.

We continually seek opportunities to develop strategic partnerships to enhance our recruiting efforts of diverse and historically under-represented populations. Engaging our international students and alumni and our Hubert H. Humphrey Fellows in recruitment activities are among our growing efforts.

**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
<b>Black or African American, non-Hispanic</b>	5	6	4	7	22

American Indian or Alaska Native, non Hispanic/Latino	1	1	1	4	7
Asian, non Hispanic/Latino	10	16	11	23	60
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	1	0	1	0	2
Hispanic/Latino	8	7	8	15	38
White, non-Hispanic/Latino	108	151	104	139	502
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	13	31	8	56	108
Race or Ethnicity Unknown	5	5	3	5	18
<b>Total</b>	<b>151</b>	<b>217</b>	<b>140</b>	<b>249</b>	<b>757</b>
Disabled	0	0	0	0	0

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

Building upon the diversity goals, we strive for a breadth of student backgrounds and experiences on many dimensions. We actively recruit and seek to retain a diverse student body, as well as diversity in our faculty, staff and active alumni/partners.

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?*

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

*The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below 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 Evans School's mission statement states, "We educate leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality."

The Evans School's curriculum for the Master of Public Administration (MPA) degree is designed to provide analytic and management skills to future and current leaders in the public and nonprofit sectors. To lead and manage in public governance, the Evans School develops students' ability to:

- Communicate effectively in management and leadership settings, both orally and in writing;
- Apply analytic tools, emphasized in core coursework, in work settings where policies are being shaped and executed;
- Employ management tools to effectively manage staff and budgets, and to accomplish organizational goals; and
- Work collaboratively on diverse teams to achieve mutual objectives.

The Evans School's MPA core management courses are designed to equip students with strategies and tools to accomplish critical objectives and tasks in a variety of positions in public service. The three-course sequence provides practical insights into patterns and problems in public and nonprofit organizations to help graduates perform in ways that achieve core policy goals. We require these courses in the first two quarters of the program as they provide an important foundation and are also refined in subsequent core/elective courses as well as co-extra-curricular program elements. One fall quarter course covers techniques for thinking and acting strategically; the other fall course covers budgeting and financial management tools in support of public policies and organizational strategies; and the winter quarter course covers tools of operations management, performance, and human resources. The courses aim to provide students resources that can sharpen and deepen their capacity to make judgments in management settings and work effectively in organizations.

Course objectives across the sequence include ensuring that students are able to:

- situate themselves within an organization or policy environment;
- create a map its key characteristics, such as the mission, key actors, structures and leverage points;
- develop a repertoire of strategies and tactics for responsible and effective action in different settings;
- demonstrate how performance measurement can improve service delivery; (e) explore challenges of government and interagency collaboration; and
- analyze financial statements and budgets to illustrate how financial information effectively informs decision making.

### ***To participate in and contribute to the public policy process***

The Evans School believes it is crucial for students to connect their study of public policy and administration to the actual problems encountered in managing and operating organizations. As a comprehensive school, we provide our graduates with a broad set of skills so they can effectively participate and contribute in the public policy process. We believe the students influence public policy via interactions with:

- government,
- nonprofits, and
- hybrid organizations.

We define effectiveness by their successful involvement in a variety of ways including:

- work experience and internships,
- capstone (and other) projects, and
- peer interactions

First, we believe that work experience is necessary to build and refine students' skills. All MPA students are required to complete 400 hours of graduate level internship/professional experience by graduation or have had extensive, relevant experience in the field of public policy and administration. The internships and professional experiences benefit students by providing dynamic professional forums in which to apply the analytical and managerial knowledge they acquire at the Evans School. These experiences are necessary to successfully launch a career in their interest area and obtain high quality full-time permanent employment after graduation. The internships nurture mutually beneficial relationships between the Evans School, students and alumni, as many internship supervisors are Evans School alumni.

Second, the Evans School capstone/degree project integrates knowledge and skills gained in the program into an integrative project demonstrating their ability to improve public policies. Other projects throughout the curriculum build skills and evidence of their ability to participate and contribute. The degree project serves as an opportunity to further develop a student's specialization, to expand networks in the community, and to create a significant sample of work. Many capstones/degree projects focus on client-generated, real-world questions. For more than a decade, our students have produced program evaluations, strategic plans, policy analyses, and new program designs.

Third, peer interactions are a vital part of the Evans School community. Students interact in courses as well as in many student organizations that initiate social and academic events for their fellow MPA students. These student groups often seek to directly participate and contribute to the public policy process. Our student organizations include: The Evans School Student Organization; Education-Social Policy Interest Group; Evans School Review; Graduate Environmental Policy Forum; International Affairs Student Interest Group; Latino Policy Association; Lesbian, Gay, Bisexual, Transgender, & Allies; MetroPol; Nonprofit Network; Partnership for Community & Diversity; Evans School Pi Alpha Alpha; Evans School Student Research Symposium; Evans School International Students Association. Two students are also elected every year to represent the Evans School on the University of Washington Graduate and Professional Student Senate (GPSS).

Finally, the Evans School provides enriching opportunities for student participation in civic engagement. For example, the Dean sponsors bi-annual student trips to Olympia for students to meet with Evans School alumni working in state government and key legislators and staff. We do not define public policy involvement solely in terms of legislation, though we certainly support and recognize this direct means of activity.

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

The Evans Schools' MPA curriculum develops students' ability to use analytic tools in work settings where policies are being shaped and executed. Our MPA core coursework develops students' ability to understand and apply microeconomic theory to public policy and management issues, and to design policies with an eye for their economic consequences. Our MPA core coursework in quantitative analysis develop students' understanding of probability concepts, decision analysis, data analysis, hypothesis testing, and empirical modeling. We foster students' ability to deal with uncertainties, different ways of structuring decisions, and thinking about data analysis.

We train students to:

- formulate answerable research questions that address complex policy questions;
- recognize how policy analysis, program evaluation, and performance measurement employ research methods and statistical techniques;
- understand the mechanics, assumptions, and interpretation of regression models to policy or management questions;
- discriminate among data collection methods appropriate to answer a given research question (such as surveys, focus groups, key informant interviews, administrative data, or other methods), and
- recognize the implications of research design choices.

Our MPA core course in Public Policy Analysis develops students' analytic skills by working on specific policy problems that each student selects to address. For the final course project students:

- (f) define a specific policy problem,
- (g) devise alternative solutions,
- (h) clarify stakes in choices, and
- predict impacts of choices.

Considerations about implementation of policy solutions are also addressed. Finally, our MPA core course in Program Evaluation develops students':

- (j) understanding of the logic of impact assessment and
- (k) ability to conduct project monitoring and evaluation.

***To articulate and apply a public service perspective***

We seek students who are dedicated to public service, and the Evans School's programs develop and deepen the student's public service perspective as defined below in the course outcomes. Our MPA admissions committee looks for evidence of an applicant's commitment to public service, including past work and volunteer experience; extracurricular activities in which a leadership role was played; or, for applicants transitioning from the private sector, a personal statement that compellingly articulates their decision and commitment to a public service career.

The world of public service, both nationally and internationally, is growing increasingly complex. It is becoming clear that public goods and services will be delivered in myriad ways: by government, nonprofit, volunteer, and community organizations, the private sector, and through partnerships across sectors. The Evans School's MPA core and elective courses prepare students to be public service leaders in these varied sectors.

The Evans School develops students' ability to think well and clearly about moral issues and integrate them into policy and management decision-making. We incorporate public service values in all of our courses and require MPA students to take a "values" elective course. These courses provide students with:

- Opportunities for critical reflection and examination of their own ethical commitments, and how these commitments might be pursued;
- The means to engage respectfully with the ethical ideals of others in a diverse and pluralistic society;
- The tools with which to understand and evaluate ethical claims and arguments in public policy, management, and deliberation;
- The practical wisdom needed for ethical service as a public leader.

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

In order to communicate and interact productively with a diverse and changing workforce and citizenry, the Evans School has established three goals. By pursuing these goals, we aim to produce graduates who improve public service for local, national, or global communities and residents no matter their similarities or differences.

First, we are committed to creating a welcoming and inclusive environment at the Evans School (see Appendix 7, Strategic Diversity Plan) and a shared conception of diversity and how we interact with each other in regards to diversity. A welcoming environment and a shared set of diversity standards are important to create a trusting, open, and connected environment where we can discuss diversity and create a climate that is inclusive of both visible and invisible diversity among faculty, staff, and students.

Second, we are committed to having a curriculum and co-curricular activities that promote students' learning and skill development around diversity. To accomplish this goal, we actively seek to effectively integrate diversity issues into Evans School courses in multiple ways, facilitate Evans School connections to multiple communities, and encourage appropriate risk-taking and innovation in the classroom by faculty and students.

Our third goal is to increase diversity in the Evans School community by our recruitment of students, staff, and faculty. Creating a diverse community at the Evans School is important because it adds to the richness

of ideas and culture, provides opportunity to work with people from different backgrounds, and cultivates an open and inclusive environment. To enhance the diversity of our student body, while adhering to University policies and state laws, the admissions committee reviews each application for (1) significant cultural experiences that are underrepresented at the Evans School, or (2) clear evidence of having grown up with an economic disadvantage, personal adversity or handicap. Examples of cultural experiences that contribute to diversity include applicants who: grew up in rural or depressed areas; lived for more than one year abroad; are not Washington State residents; reveal a political ideology underrepresented at the School; international students; or other distinguishing cultural experiences underrepresented among our students. Evidence of economic disadvantage and personal adversity are given additional weight by the admissions committee.

### **Standard 5.2 Part A: Mission Specific Required Competencies**

#### **Standard 5.2 Mission-Specific Required Competencies (if applicable)**

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

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

None

### **Standard 5.3 Part A: Mission Specific Elective Competencies**

#### **Section 5.3 Mission-Specific Elective Competencies (if applicable)**

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

**Does your program have any mission-specific competency?** Yes

#### **If yes, please elaborate**

As a comprehensive school, the core curriculum is designed to prepare students to be effective across the globe in a wide variety of organizational settings and across public management and policy domains. The electives are designed to build upon that core and provide areas of specialization for those students who wish to specialize. Students are not required to choose a specialization, nor are they limited to having only one specialization. The Evans School offers core and elective courses to support concentrations in two broad areas: 1) Cross-Cutting Skills for Decision Making and 2) Policy Domains. Each of the two broad areas has additional concentrations as follows:

#### 1) Cross-Cutting Skills for Decision Making

- Advanced Methods in Policy Analysis & Evaluation
- Strategic Leadership, Decision Making & Management
- Public Financial Management

#### 2) Policy Domains

- Nonprofit Management & Philanthropy\*
- Environment & Natural Resource Management

- International Development\*
- Metropolitan & Regional Policy
- Social Policy: Poverty, Education, & Social Welfare
- Science & Technology Policy\*\*

\*For these two policy domain concentrations, the Evans School offers a Graduate Certificate that is open to other graduate students in the University. The other concentrations are available to students within the Evans School.

\*\*Our concentration in Science & Technology is being proposed as a University-wide Graduate Certificate.

Descriptions of the concentrations and the faculty who teach in them are located in the student handbook.

[http://evans.uw.edu/sites/default/files/files/MPA\\_student\\_handbook%2012-13.pdf](http://evans.uw.edu/sites/default/files/files/MPA_student_handbook%2012-13.pdf)

### 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 manage 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	Yes
To communicate and interact productively with a	Yes	Yes	Yes	Yes

<b>diverse and changing workforce and citizenry</b>				
<b>Mission-specific Required Competency</b>	Yes	Yes	Yes	Yes
<b>Mission-specific Required Competency</b>	Yes	Yes	Yes	Yes
<b>Mission-specific Elective Competency</b>	Yes	Yes	Yes	Yes
<b>Mission-specific Elective Competency</b>	Yes	Yes	Yes	Yes

### 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

PBAF 511 Managing Politics & the Policy Process: Examines broad aspects of organizational life and orients students to key internal and external challenges and opportunities of managing public and nonprofit organizations. Main topics include organizational mission, values, communication, culture, organizational environment and the policy process, legislative- executive relations, interest group advocacy, and media relations.

PBAF 512 Managing Organizational Performance: Addresses questions of organizational design, personnel, and operations management to equip students with skills to perform effectively in mission-driven organizations. Core topics include organizational design, inter- organizational networks, human resources and staff management, improving service delivery and production flows, measuring and managing for performance, and ethical leadership.

PBAF 522 Public Budgeting & Financial Management: An introduction to financial and management accounting, and an overview of public and nonprofit budgeting systems. Covers tools and techniques for budget analysis and the use of financial information in managerial decision making.

#### Competency 2

In addition to the internship requirement, competency 2 is met in part by the completion of a Capstone/Degree Project. The Capstone/Degree Project can be fulfilled via a few different course options:

- PBAF 605 Degree Project
- PBAF 608 Degree Project Clinic: Class of 10-12 students over two terms with external clients
- PBAF 532 International Development Capstone
- PBAF 551 Program Development and Strategy for Nonprofit Organizations (Capstone for Nonprofit Certificate)

The Capstone/Degree project integrates everything students learn while in the program. There are different modalities for delivery: some students produce a capstone project as a solo project, advised by a faculty member; some students participate in a degree project/capstone clinic, producing a project that

was initiated by an outside client and meeting periodically over two quarters with 10-12 students producing projects with similar themes, supervised by a faculty member; and students in the International Development or Nonprofit Certificate programs produce a client-oriented capstone project, supervised by a faculty member.

The Capstone Clinic/Seminar helps facilitate and guide students in the development of their capstone projects. The clinic moves each student through the stages of development of an applied research project; giving students the opportunity to learn from each other, from other research, and from the instructor's experience. The resulting capstone project integrates key learning from the Evans School program. Students' projects are expected to demonstrate this integration of learning. For students who are working with clients (obtained either through the Public Service Clinic or directly by the student), the Capstone Seminars connect student interests with the research, innovation, and capacity-building needs of public service organizations and public agencies. Students working with clients are expected to meet the needs of their client organization and thus to promote public service. The course work for the seminar spans two quarters, winter/spring, and is assigned 8 credits toward the MPA degree. The certificate capstone and solo degree projects follow a similar methodology and often involve working with an external organization.

### Competency 3

PBAF 516 Economics for Policy Analysis and Management I: Ways in which microeconomic analysis can contribute to the analysis of public sector issues. Topics include supply and demand, consumer and firm behavior, competitive and monopoly markets, income distribution, market failure, government intervention, and policy applications of theory.

PBAF 517 Economics for Policy Analysis and Management II: Serves to deepen student understanding of microeconomic theory and develop skills in applying it to public policy and management issues.

PBAF 527 Quantitative Analysis I : Two-quarter sequence explores how to formulate research questions, gain experience with conducting research, and learn how to assess which statistical tools or research methods are appropriate to answer different types of policy or management questions. Covers probability, descriptive statistics, hypothesis testing, and confidence intervals.

PBAF 528 Quantitative Analysis II: Second quarter of a two-quarter sequence aimed at helping students become informed users and critical consumers of research and statistical analysis. Combines material on research design and data collection methods with tools for multivariate analysis. The multivariate analysis methods include correlation and an introduction to multivariate regression.

PBAF 513 Public Policy Analysis: Production and use of analysis to support public policy decisions. Defining problems, devising alternative solutions, clarifying stakes in choices, and predicting impacts of choices. Skills developed by working on specific policy problems.

PBAF 526 Program Evaluation or PBAF 536 Program Evaluation in the Developing World: 526

- Theory, practice, and politics of evaluation, from simple feedback mechanisms to evaluation of large-scale ongoing programs and social experiments. Emphasizes applications of experimental and quasi-experimental evaluation. Case studies illustrate various types of evaluation. 536: Provides an overview of issues in the analysis and evaluation of development projects focusing on the developing world with three themes: understanding and analyzing development programs; understanding and using the logic of impact assessment; identifying practical, field-based tools for monitoring and evaluation in low resource environments.

### Competency 4



PBAF 511 Managing Politics & the Policy Process (see above for description) PBAF 512 Managing Organizational Performance (see above for description)

The following is the approved list of "values" restricted elective courses. Students must take one of these courses. Students may also satisfy the Values Elective requirement with courses not on the approved list with the approval of the Evans School Graduate Program Coordinator.

- PBAF 504 Leadership Ethics in the Public Interest
- PBAF 506 Ethics & Public Policy
- PBAF 539 Values in International Development
- PBAF 567 Community Engagement and Urban Governance
- PBAF 568 Values and Social Justice in Public Policy
- PBAF 569 Race and Public Policy
- PBAF 599 Collaborative Leadership
- PBAF 599 Special Topics: Corruption & Public Policy
- PBAF 599 Special Topics: Competing Values in Public Service

There is also an annually approved list of courses taught across campus that meet this requirement.

#### Competency 5

Issues relating to communicating and interacting productively with a diverse and changing workforce and citizenry are covered in the following courses and in our values elective courses:

- PBAF 511 Managing Politics & the Policy Process (see above for description)
- PBAF 512 Managing Organizational Performance (see above for description)

#### Competency 6

To complete the Nonprofit Management Certificate, students must take the following three required core courses that provide students with the analytical and managerial foundation needed to pursue a wide range of academic and professional opportunities in nonprofit management.

##### PBAF 550 Management of Nonprofit Organizations

Focuses upon the roles played by nonprofit organizations in meeting the public good. Examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising.

##### PBAF 553 Nonprofit Financial Management

Provides an understanding of the financial framework on nonprofit organizations. Focuses on the financial principles of management of nonprofits, with an emphasis on financial reporting, strategic financial planning, managerial decision-making and budgeting.

##### PBAF 551 Capstone: Program Development & Strategy for Nonprofit Organizations

As part of this course, students will work complete a client-oriented capstone project. Explores the means through which nonprofit organizations establish strategies to expand their impact, sustain their organizations, and shape the future, and the steps through which they develop effective new programs to implement those strategies.

Students must additionally complete two elective courses in management, leadership, or policy analysis, chosen from an approved list of electives that broaden the basic knowledge base for nonprofit management.

#### Competency 7

To complete the International Development Policy and Management Certificate, students must take the following three required core courses that examine the theories and techniques of development management along with ways to apply them in a global context.

PBAF 533 Economics of International Development: Introduction to sustainable international development and its physical, human, social, and natural capital components. Students examine the new growth theories and evidence, and their relationship to democracy, trade, and other policies and institutions. Topics include income distribution, poverty, and the environment.

PBAF 531 Development Management: Theory and Practice: Addresses organization, administration and evaluation in governmental and non-governmental agencies involved in development efforts. Students examine development strategies, alternative management approaches, and management skills such as budgeting, finance, human resource development and program evaluation. Other topics include communication, expatriate/local power imbalances, decentralization, community involvement, culture, and personnel issues.

PBAF 532 Capstone: Managing Policy in a Global Context: As part of this course, students will work in groups to complete a client-oriented capstone project. Examines different policy environments leaders must address to achieve policy in comparative and international settings. Includes strategies, tactics, and frameworks needed to initiate and sustain policy dealing with authoritarian, democratic, liberal, and one-party states. Focuses on pressures from the international system and issues such as globalization.

Students must additionally complete nine elective credits in international development (typically via three courses), chosen from an approved list of electives that provide an interdisciplinary perspective on development and management issues.

### Competency 8

#### Advanced Skills for Decision Making

As a comprehensive program, we prepare our students to improve public service across the globe, across organizational type and across policy domains. In addition, we offer two broad areas for specialization - the Cross-Cutting Skills for Decision Making includes three sub-areas: Advanced Methods in Policy Analysis & Evaluation; Strategic Leadership, Decision Making & Management; and Public Financial Management.

Please see Evans School Student Handbook:

[http://evans.uw.edu/sites/default/files/files/MPA\\_student\\_handbook%2012-13.pdf](http://evans.uw.edu/sites/default/files/files/MPA_student_handbook%2012-13.pdf)

#### ADVANCED METHODS IN POLICY ANALYSIS AND EVALUATION

Today, data, evaluation, and analysis are omnipresent in public and nonprofit organizations as managers and analysts work to craft cost-effective interventions, funders demand high quality evidence of efficacy, and the public requires transparency in outcomes. Graduates need skills and experience in applying frameworks developed in the core curriculum to policy analysis and program evaluation to meet these new demands. The Policy Analysis and Evaluation concentration deepens students' skills in analysis and evaluation beyond the skills learned in our core courses. Courses in this concentration are designed to help students develop the knowledge and skills needed to implement analysis and evaluation in a broad set of institutional contexts, thereby preparing students for careers in which these skills can be applied to a wide variety of policy areas. Some of the courses in this concentration are specifically focused on generalizable methods (e.g., applied cost-benefit analysis, advanced multivariate analysis, qualitative methods), while others are courses that are cross-listed with specific policy area concentrations (e.g., environmental risk analysis).

## STRATEGIC PUBLIC LEADERSHIP, DECISION MAKING, AND MANAGEMENT

This concentration prepares students to understand and manage their environment, take the initiative and decide and act with integrity and care to effect change in a world of cooperating and competing people, institutions, and sectors. This approach equips individuals to lead from any position in society or organization. The interdisciplinary course of study draws from all of the disciplines represented in the Evans School, and trains students in topics and skills ranging from individual leadership and decision making to stakeholder engagement, collaborative partnerships, and performance management. The concentration prepares students to: a) better understand personal values, characteristics, and goals including the normative foundations of leading; b) appreciate the wide array of leadership and management approaches and refine their leadership and management styles; c) understand the frames of judgment and skills needed to effect positive change in a wide array of settings and to transform cultures, organizations and institutions through effective leading; d) understand the psychological and institutional realities of public leadership, and e) integrate management, analysis and decision-making in a self-aware manner to think and act strategically.

## PUBLIC FINANCIAL MANAGEMENT

The Public Financial Management concentration is appropriate for students who are interested in how the allocation, control, and management of financial resources shape public policy and management. This area is intended to provide students with a foundation for positions in state and local budget offices, credit rating agencies, state and local performance auditing, legislative fiscal research, and within the financial management function of nonprofit organizations. Students interested in the financial aspects of a particular policy or service are encouraged to consider the area. Coursework in this area focuses on the specialized analytical tools used by financial management professionals, stylized knowledge of resource allocation and control processes, and effective communication of this esoteric knowledge to the non-financial audience. Topics may include capital budgeting and finance; debt management; budget process, politics, and strategies; tax structures and their implications; financial risk management tools; advanced accounting and auditing; financing pensions and other post-employment benefits; cash management; financial condition analysis; debt management; project finance concepts; and cost allocation methods, among others.

### Competency 9

We also offer concentrations in several POLICY DOMAINS as follows: Environment and Natural Resources; International Development; Metropolitan and Regional Policy; Nonprofit Management and Philanthropy; Social Policy: Poverty, Education and Social Welfare. These concentrations are unique from the Certificates such that Evans student may seek these specializations whether or not they are enrolled in the Certificates noted above.

Please see Evans School Student Handbook:

[http://evans.uw.edu/sites/default/files/files/MPA\\_student\\_handbook%2012-13.pdf](http://evans.uw.edu/sites/default/files/files/MPA_student_handbook%2012-13.pdf)

## ENVIRONMENT AND NATURAL RESOURCES

The Environment and Natural Resources concentration provides students with the opportunity to acquire the tools, methodologies, interdisciplinary perspectives, and substantive topical knowledge necessary to be successful analysts, managers, and leaders in public, nonprofit, and private organizations that cover a broad spectrum of environmental and natural resources issues. Particular methodological strengths of the concentration are in policy analysis, environmental economics, the role of scientific knowledge in decision-making, and the design and management of governance systems. Topical areas vary from year to year but often include water resources, environmental risk and health, natural resources, air and water pollution,

and climate and energy policy. PBAF 590 Environmental Policy Processes is the suggested base course, but is not required for taking the other, more specialized courses.

#### INTERNATIONAL DEVELOPMENT

In an increasingly interconnected world, the field of international development requires leaders and managers to possess strong analytic skills, an understanding of the importance of local context and culture, and the ability to connect local issues to national and global developments. The challenges of global sustainable development include poverty, the burden of disease, building stable social and political institutions, and, increasingly, climate change and ecosystem vulnerability. Addressing these challenges requires training that is analytically rigorous, but cross-disciplinary and attentive to specific contexts. The Evans School concentration in international development prepares students to work as development managers and analysts to address issues of global poverty, economic development, environmental policy and management, and human rights and civil society development. The concentration includes classes in development management, rural development, environmental and water/sanitation economics, development finance, and monitoring and evaluation.

#### METROPOLITAN AND REGIONAL POLICY

The Metropolitan and Regional Policy concentration is appropriate for students who are interested in policy, planning, management, and service delivery issues at the urban, suburban, and rural levels within metropolitan regions. This concentration is intended to provide students with a foundation for careers within regional and city government, as well as within nonprofit organizations concerned with urban and regional problems and solutions. Coursework in this area focuses on crosscutting concerns where both the impact of the problem and the solutions may vary across urban, suburban, and rural places within the region and involve multiple jurisdictions. An emphasis on equitable solutions to problems and problems of metropolitan governance are emphasized. Topics may include regional development, transportation, housing, growth management, residential segregation, education policy, workforce development, community development, economic development, immigration, poverty, intergovernmental relations, sustainable development, and urban environmental resource management.

#### NONPROFIT MANAGEMENT AND PHILANTHROPY

As the lines between nonprofit, public, and the private sector blur, nonprofit and philanthropic managers are required to have expertise in an ever wider range of specialized skills that include financial management and fundraising, board governance, volunteer management, social marketing, grant making, community collaboration, and more. Nonprofit and philanthropic leaders must also track an increasing number of policy and public sector developments that affect the core activities of the sector. The concentration in Nonprofit Management and Philanthropy provides students with training in these specialized leadership and management skills as well as developing students' ability to track and analyze policy affecting the sector.

#### SOCIAL POLICY: POVERTY, EDUCATION, AND SOCIAL WELFARE

Social policies foster individuals' and families' well-being by educating children and youth; cushioning temporary or permanent losses of income; assuring minimum levels of income and essential goods and services such as food, housing, and health care; providing employment services and job training; and meeting the special needs of particularly vulnerable populations. Public programs with these objectives account for about two-thirds of the federal budget and about half of state and local government budgets. The social policy concentration prepares

students for careers leading to high-level managerial and policy-making positions in government and nonprofit organizations involved in the design, implementation, management, and evaluation of education and social policies. Coursework in this area develops students' ability to bring policy analysis and management tools to bear on issues in education and social policy, and helps students understand how public education and social policies affect and are affected by the family, the market economy, and voluntary and nonprofit institutions. It is recommended that students pursue coursework and a degree project that build their expertise in one major area of education and social policy. Those areas include (but are not limited to): education and workforce development policy, health care policy and management, poverty and inequality, labor market policy, and income support policy.

### **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:**

We have selected to discuss the following competency "To lead and manage in public governance".

Based on our definition provided in Section 5.1, our assessment of learning is based on how well students:

- Communicate effectively in management and leadership settings, both orally and in writing;
- Apply analytic tools, emphasized in core coursework, in work settings where policies are being shaped and executed;
- Employ management tools to effectively manage staff, budgets and accomplish organizational goals;
- Work collaboratively on diverse teams to achieve mutual objectives;
- Situate themselves within an organization or policy environment;
- Create a map its key characteristics, such as the mission, key actors, structures and leverage points;
- Develop a repertoire of strategies and tactics for responsible and effective action in different settings;
- Demonstrate how performance measurement can improve service delivery;
- Explore challenges of government and interagency collaboration; and
- Analyze financial statements and budgets to illustrate how financial information effectively informs decision making.

**Evidence of learning that was gathered:**

A variety of approaches are used to gather evidence of student learning, including:

- Students' class performance,
- Students' course evaluations,
- Faculty peer evaluations,
- Annual student surveys,
- Quarterly feedback sessions with the dean (open to all students),
- Diversity Committee interactions/potluck dinners
- Internship reports

- Faculty reviews of capstone/degree projects.
- Employment reports and
- Alumni surveys

The faculty members for the three core management courses meet together before, during and after the delivery of their courses. Many meetings include the teaching assistants. The faculty members across the different management courses (e.g. 512 and 511) also meet at least once a year to discuss coordination across the core sequence (see Exhibit 3, Continuous Learning Assessment Model). For most assignments, the teaching team creates a rubric for assignments and compares performance across the sections.

Students evaluate all Evans School courses using an instrument internally designed by a faculty-student committee to suit our courses. A University-administered course evaluation instrument [Appendix 8] provides for Likert-type responses and space for student elaboration and suggestions on specific points. We augment the UW's instrument with several questions about diversity and inclusiveness. Students complete the evaluation anonymously and faculty cannot see the responses until course grades have been submitted.

By University policy, each nucleus faculty member is required to undergo a direct peer evaluation of his or her teaching each year. (An additional observation of teaching is also required as part of the process for promotion or tenure.) The Evans School's policy is to ask the faculty member to provide the reviewer with a syllabus and other sample course materials that convey the objectives and content of the course. The reviewer observes at least one class session and meets with the subject faculty member to convey assessments and suggestions. The reviewer subsequently informs the Associate Dean that the review has been done and gives the dates and course involved. This arrangement is designed to support the norms of collegial relationships and mutual support around teaching.

Our "Policy for Peer Teaching Reviews" can be found here: <http://evans.uw.edu/myevans/peer-evaluations-of-teaching>

The annual student survey collects a variety of information related to the student experience. It is administered by the Evan Student Organization and is an important part of our shared governance approach. We also conduct a survey of alumni and will be implementing an employer survey in 2013-14.

The quarterly feedback session with the Dean is a well-attended event where students bring their comments and concerns to a public forum. The Dean and staff listen and follow-up with the issues that are raised.

The Diversity Committee annually hosts potluck dinners for students, staff, and faculty at faculty and staff homes and discusses a breadth of issues, including the teaching of diversity topics. The Diversity Committee also meets with the faculty members in the 511/512 sequence and provides feedback especially related to case selection.

The Career Services Director prepares an annual report on internships and employment. These reports are online and reviewed by the faculty at the fall retreat.

Faculty also review a sample of capstone/degree projects for overall attainment of program learning objective and learning outcomes.

These approaches allow the Evans School to collect information on student learning, and allow us to specifically assess learning related to the following competency "To lead and manage in public governance." Open-ended questions on student evaluations (in addition to faculty review of students' in-class performance) are particularly strong sources of information allow us to assess learning of this competency (see Appendix 8).

#### **How evidence of learning was analyzed:**

Faculty are encouraged to review student evaluation scores (medians and distributions) and open-ended responses. The Associate Dean reviews all course evaluations. The evaluation folders are also used in annual reviews of nucleus faculty and all others who teach in the program for merit pay purposes and in reviews for promotion and tenure.

Assistant professors and lecturers are charged with providing assessment of teaching for all non-nucleus teaching faculty. Together, with review of syllabi, discussions with faculty about their courses, as well as informal "soundings" from students, this system provides a substantial basis for oversight and judgments about the quality of faculty teaching, course content, and the perceived quality of course delivery.

Faculty who are selected as peer reviewers are urged to complete the following form to provide feedback to the colleague that they are reviewing:

<http://evans.uw.edu/sites/default/files/files/Evans%20School%20Peer%20Teaching%20Review%20Form.pdf>. The two faculty members meet to discuss the peer's observations.

With regard specifically to the first competency, each year the core faculty who teach related courses PBAF

511 and PBAF 512 meet to discuss student learning and to assess whether changes need to be made to course content or methods of content delivery.

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

The evidence from several years of our continuous learning assessment has resulted in several changes to the 511 and 512 courses. To begin with, these two courses rely heavily on the use of "memos" as evidence of student competence. The memo format is ideally suited to test the threshold level of competence on all of the learning outcomes. We know that most students need two consecutive semesters to attain a level of mastery of the memo as a tool as well as use it to show their competence with the learning objectives.

Also, cases used to teach about managing diversity have been modified based on the feedback from the surveys, course evaluations and interactions with the Diversity Committee.

Similarly, we have changed the main course deliverables in the Budgeting and Financial Management course. Each student completes two large assignments using spreadsheets--one is to prepare a budget and the other is to analyze audited financial statements. Similar to memos, these assignments allow us to efficiently assess the threshold level of competence on many of our management learning outcomes.

The evaluations inform the Associate Dean's discussion of teaching issues with faculty, assignments of faculty to courses, and decisions about renewal of part-time faculty. The Curriculum and Student Affairs Committee meets annually with the Associate Dean to review programmatic offerings for the upcoming academic year. Student learning in this (and other competencies) are continually reviewed and the assessments of the Associate Dean and the Curriculum and Student Affairs Committee regarding learning has impacts on the continuation or adjustment of our course offerings.

**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.*

**Definition of student learning outcome for the competency being assessed:**

Not applicable

**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.*

**Definition of student learning outcome for the competency being assessed:**

The nonprofit management certificate specifies the following seven objectives:

1. Understand and learn about the management and governance of nonprofit organizations and  
1) NGOs.
2. Learn and apply financial and budgeting skills to nonprofit organizations.
3. Be able to design, implement, and evaluate strategic plans and programs including measures of performance
4. Learn about fundraising and resource development in nonprofit organizations.
5. Understand the similarities and differences in the management and governance of nonprofit organizations in different cultural and geographic contexts.
6. Learn about the regulation of nonprofit organizations including rules pertaining to start up, political advocacy, and fundraising.
7. Learn the details of program development and implementation.

**Evidence of learning that was gathered:**

In addition to the same process used for the required competencies above in Standard 5.1 Part C, we also examined the capstone projects and administered a student survey of the overall Nonprofit Certificate Program.

**How evidence of learning was analyzed:**

The faculty who teach in the Certificate program compiled the results from the above sources. They wrote a report on the results and made recommendations for improvement.

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

The evidence from all of the above sources led us to make the following changes/no changes:

-Keep the capstone project - and continue its introduction in the fall term and development in the winter term before completion in the spring.

-Change textbook for the Nonprofit Financial Management course

-Revise topics across the first two courses

-Change projects in financial management course to mimic the successful projects from the first year core Financial Management course (522)...use a fundraising project and a Form 990 project as per the feedback from the end of program student survey.

**Standard 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	F
Externally-based projects (e.g., student consulting)	F
Guest Lectures	F
Internships	R
Instructors from the profession (adjunct or part-time)	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

### Standard 6.1 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 Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

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

#### **6.1a 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** 8053201

**Overall budget for program**      increasing

**Faculty Salaries for Full Time**      has remained stable

**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 Evans School's Strategic and Financial Plan 2011-2013 lays out specific objectives toward achieving our goals. These objectives include: (1) increased student access; (2) expansion of life-long learning opportunities; (3) opportunities for undergraduate pre-professional education; (4) expansion of extramural research programs; (5) maintaining competitive salary for faculty; (6) growth/replacement for faculty to meet strategic directions; (7) additional financial aid to offset tuition increases and reduce the costs of graduate professional education; (8) diversification of revenue streams to better manage potential risks; and enhancing opportunities for collaboration. As a result of Activity Based Budgeting at the UW the tuition-based budget allocations to the Evans School have steadily increased over the past few years allowing the School to continue to grow, retain top quality faculty and staff, attract the best and brightest students through increased financial aid, and attract and hire top ranked faculty. Discretionary gifts and gifts to our fellowship endowments have continued to grow through the generosity of alumni and donors allowing us to further increase financial aid and be competitive for the best students.

**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)**      No

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

**Program administrative duties are assigned to a tenured faculty member**      No

**Other (describe)**

In addition to teaching release time summer salary support is provided to the Associate Deans and the Graduate Program Coordinator.

**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 Evans School MPA program's day to day operations are handled by our network of professional staff, appointed faculty, and Dean. (See Appendix 3, Organization Chart, for more details on job responsibilities).

The Dean of the Evans School has an Assistant Dean of Finance and Administration, an Assistant Dean of Student Affairs and Executive Education, one full time personal assistant and one full time scheduler to support the administrative functions of the School including, but not limited to the academic programs.

The MPA program is managed by the Dean, the Assistant Dean of Students and Executive Education, the Associate Dean of Academic Programs, and the Graduate Program Coordinator, in concert with the Faculty Council, various faculty and staff committees, and supported by a robust professional staff.

**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 continuous program improvement
- Student Recruitment** Allows for continuous program improvement
- Internship Placement and Supervision** Allows for continuous program improvement
- Placement of Graduates** Allows for continuous program improvement
- Alumni Relations/Services** Allows for continuous program improvement

**In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. (Limit 250 words)**

The Evans School is centralized for most clerical functions. The School provides centralized financial analysis and reporting; data collection, analysis and reporting; and event/conference planning and execution for all programs and activities. The Office of Student Services and Executive Education has 1.50 FTE of program administrative and clerical support. In Student Services, student recruitment is handled by a 1.0 FTE staff member (Director of Recruitment and Admissions) and .50 FTE of a second staff member (Director of International Fellowship Programs). The School's Career Services unit has 2.0 FTE for internship placement and administration and graduate employment counseling. Alumni Relations is handled by a 1.0 FTE staff member (Assistant Director of Advancement). See Appendix 3, Organization Chart.

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

<b>Clerical Support</b>	more than 1 FTE of clerical support for the program
<b>Recruitment Coordinator</b>	assigned to a full time recruitment coordinator
<b>Internship Coordinator</b>	assigned to a full time program internship coordinator

<b>Placement Director</b>	designated full-time program placement director
<b>Alumni Relations /Services</b>	alumni relations are handled by a staff person with other responsibilities

**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 standard teaching obligation for a full-time tenure-track Evans School faculty member is four courses in an academic year. A full-time lecturer has a standard teaching obligation of six courses in an academic year. Courses are assigned by the Associate Dean for Academic Affairs, and it is the norm that all tenured and tenure-track faculty teach at least one course in the MPA core per academic year. State and tuition supported Evans School faculty positions are generally considered to be 40% teaching, 40% research, and 20% service. All core courses are supported by .5 FTE teaching assistants.

The buy-out policy of the Evans School states that faculty may use extramural funding to buy- out up to two courses per year. Salary savings from these buy-outs provide resources to hire qualified professional to teach courses in the place of the tenured and tenure-track faculty. Salary savings from professional leaves and other types of faculty leaves also provide resources for the hiring of professionally qualified faculty to teach electives.

**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)**

Once during the self-study year and two preceding years one of our faculty was required to teach an overload course due to the serious injury of another faculty member. Since the faculty member was required to teach more than 40% of the time and did not have the time to devote to their research, the Evans School was allowed, with Provost approval, to compensate the faculty member during the summer to accomplish scholarly research.

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

	Required Course	Frequency
1	PBAF 511: Managing Politics & Policy Process	One semester, session, or quarter per year
2	PBAF 512: Managing Organizational Performance	One semester, session, or quarter per year
3	PBAF 513: Public Policy Analysis	One semester, session, or quarter per year
4	PBAF 516: Microeconomic Policy Analysis	One semester, session, or quarter per year
5	PBAF 517: Microeconomic Management Analysis	One semester, session, or quarter per year
6	PBAF 522: Public Budgeting & Financial Management	One semester, session, or quarter per year
7	PBAF 526: Program Evaluation	More than one semester, session, or quarter per year
8	PBAF 527: Quantitative Analysis 1	One semester, session, or quarter per year
9	PBAF 528: Quantitative Analysis 2	One semester, session, or quarter per year
10	PBAF 536: Program Evaluation in the Developing World	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).

	Nonprofit Management Certificate	International Development Certificate	Policy Analysis and Evaluation Leadership, Decision-Making, and Management	Public Financial Management	Environment and Natural Resources	Metropolitan and Regional Policy	Social Policy: Poverty, Education, and Social Welfare	Science and Technology Policy	
Number of courses required within the Specialization	5	6							
Number of courses offered within the SSY	5	6	8	22	4	5	3	3	4
Number of courses offered in SSY-1	5	6	8	13	3	4	5	4	1
Number of courses offered in SSY-2	5	6	8	15	3	7	5	3	2

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 Evans School offers a balanced and holistic curriculum that is highly accessible to students. Each Evans School core course is offered every year in three sections in order to meet student demand and to keep class size manageable. Courses within our International Development Certificate and Nonprofit Management Certificate are offered annually to fulfill the needs of students enrolled in these programs. MPA students are guaranteed space in both the core and certificate program courses to enable the students to meet their graduation requirements.

Courses within our specializations are offered frequently. We aim for a minimum of three courses within each specialization offered annually.

See Appendix 9, Specialization Course Offerings 2011-13, for more information.

#### **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.**

Extremely Adequate

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

The Evans School has state-of-the-art hardware as well as software licenses to meet demand and be in compliance with software licensing requirements. The Evans School provides centralized resources for faculty, staff, and students:

- Printing
- File storage
- Server-based software

We use standard commodity hardware and faculty and staff have modern computing equipment. We routinely update faculty computing on a five-year cycle unless the faculty member has special needs that require a shorter cycle. The School provides basic software such as MS Office and Adobe to all faculty and staff. Software licenses are provided to faculty for statistical analysis and to staff to meet special requirements of their positions. Statistical analysis can be computationally intensive, but we are able to provide higher-end CPUs for faculty and others who need such capabilities.

Our MPA student computing laboratory provides desktop computers with needed software programs and licenses as required for coursework. The computers are a mix of PCs and Macs to meet the variety of software and functionality needs of graduate students. A large majority of our MPA students come to the Evans School with their own laptops. Software for their use is available at extreme discounts through the University of Washington Bookstore.

The School provides a collaborative work space lab with large LCD screens and whiteboards for group work assignments. The students reserve the space for their groups and self-manage the system.

The School provides a small computing lab for research assistants with computers and a printer. All PhD students are provided with a desktop computer, access to centralized printers and student laboratories.

The IT team has projectors, laptops, and tablets in a reservation checkout system available to faculty and students for presentations.

### **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)**

The University of Washington Libraries offer a broad array of services and tools to support the research and teaching needs of faculty, staff and graduate students. Many of these services are provided by a librarian specifically responsible for supporting the Evans School by purchasing materials, instructing students in library research, and providing specialized reference and consultations. To assist faculty with staying up-to-date in their field, the UW Libraries offer alert services that automatically send email notifications for new citations or table of contents that match a requester's interest. UW Libraries also have an online Instructor Toolkit to assist faculty with their teaching. Librarians use this toolkit to actively engage with faculty in programmatically integrating interdisciplinary research skills and resources into the curriculum. Librarians also work with faculty to develop information workshops tailored to specific courses and assignments. Our in-person and online library resources help us fulfill our mission to educate leaders by providing excellent services specifically for the Evans School and allowing our faculty and students to access our libraries' world-class collections of more than 60 miles of shelves of research and archival materials.

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

*The SSR should explain how the program's classroom and other learning spaces, as well as 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.**

Adequate

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

The Evans School occupies Parrington Hall, as it has since 1988, when it was renovated to meet our needs as a professional graduate school of public policy. We retain control over several classrooms and all office, meeting, and lab space. Many of the classrooms in Parrington Hall no longer meet our space and technological needs. Parrington Hall has one large case classroom holding up to 65 students for which we have priority and all other classrooms are scheduled centrally.

In order to meet current needs of our program, we schedule classes outside of Parrington Hall, using classrooms throughout the University of Washington campus. One of our immediate goals is to join with other professional schools at the University of Washington to raise funding for a classroom building to better meet the needs of modern professional graduate students and instruction. We are in the process of outlining our space needs for the next decade as part of our Case for Support for the new University campaign.

The Evans School has funded classroom improvements in each of the last five biennia using a combination of program renewal funding from the Provost and endowment earnings to provide:

- state-of-the-art data projection equipment
- whiteboards
- new tables and chairs
- improved lighting
- air conditioning
- new carpeting
- new paint
- moving green boards
- new doors to provide increased ADA accessibility

The Evans School has two large conference rooms used for faculty and staff meetings, conferences, seminars, and workshops. The School also has a small conference room available for scheduling small groups of faculty and staff for meetings of 12 or fewer.

**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)**

Each tenured and tenure-track faculty member is assigned a faculty office ranging between 175-

250 square feet with ample room, large windows providing natural lighting, desks to meet the individual needs of each faculty, meeting table, chairs, and file cabinets as requested. These offices provide private quiet space for student counseling, course preparation, research and other faculty responsibilities. Office space is also provided for faculty with 50% or more appointments with the Evans School. Practitioners who teach only one course per year are provided shared office space to schedule their time to hold office hours and otherwise meet with students. Part-time faculty self-coordinate and manage the shared space.

There are two large offices dedicated to teaching assistants for their course preparations and holding office hours. The teaching assistants coordinate and manage the space themselves.

### **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 not 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 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	<a href="http://evans.uw.edu/degree-programs/masterof-public-administration-mpa">http://evans.uw.edu/degree-programs/masterof-public-administration-mpa</a>
Organizational Relationship between Program and University	<a href="http://evans.uw.edu/">http://evans.uw.edu/</a>
Modes of Program Delivery	<a href="http://evans.uw.edu/degree-programs/masterof-public-administration-mpa">http://evans.uw.edu/degree-programs/masterof-public-administration-mpa</a>
Number of Credit Hours	<a href="http://evans.uw.edu/degree-programs/masterof-public-administration-mpa">http://evans.uw.edu/degree-programs/masterof-public-administration-mpa</a>
Length of Degree	<a href="http://evans.uw.edu/degree-programs/masterof-public-administration-mpa">http://evans.uw.edu/degree-programs/masterof-public-administration-mpa</a>
List of Dual Degrees	<a href="http://evans.uw.edu/degreeprograms/mpa/concurrent-degrees">http://evans.uw.edu/degreeprograms/mpa/concurrent-degrees</a>
List of Specializations	<a href="http://evans.uw.edu/degreeprograms/mpa/mpa-areas-of-specialization">http://evans.uw.edu/degreeprograms/mpa/mpa-areas-of-specialization</a>
Number of Students	<a href="http://evans.uw.edu/about/fast-facts">http://evans.uw.edu/about/fast-facts</a>

### **Mission of the Program - From Standard 1**

Mission Statement <http://evans.uw.edu/about/mission>

### **Admission - From Standard 4**

Admission Criteria <http://evans.uw.edu/prospective-students/admissions>

### **Faculty - From Standard 3**

Number of Faculty Teaching in the Program <http://evans.uw.edu/about/fast-facts>

Faculty Identified within the Unit Including Rank <http://evans.uw.edu/faculty-research/faculty-directory>

**Cost of Degree - From Standard 4.1**

Tuition Cost (in state and out-of-state) <http://evans.uw.edu/prospective-students/mpa-tuition-expenses>

Description of Financial Aid Availability, including Assistantships <http://evans.uw.edu/prospective-students/financial-assistance>

**Current Student - From Standard 4.3**

Internship Placement List <http://evans.uw.edu/prospective-students/employment-and-internship-statistics>

**Graduates - From Standard 4.3**

Completion Rate (percentage of class entering 5 years prior to self study year that graduated within 2 years, and within 5 years) <http://evans.uw.edu/degree-programs/master-of-public-administration-mpa>