
University of North Dakota Self-Study Report 2018-19 Cohort

**This Self-Study Report has been graciously
provided by the Master of Public Administration
program at University of North Dakota. It is
intended for reference only.**

Program Fact Sheet

Self Study Year

☐ 2017-2018

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

In a School of Business/Management

3. Geographic Arrangement Program Delivery

Main Campus

4. Mode of Program Delivery (check all that apply)

Completely online (students never have to come to campus)

In Person Instruction with online coursework available

In Person Instruction

5. Number of Students in Degree Program (Total, Fall of Self Study Year)

37

6. Ratio of Total Students to Full Time Nucleus Faculty

6.17

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

34

8. List of Dual Degrees

Law (JD)

9. List of Specializations

Other (Please specify)

Specialization List Other

Health Administration

Social Entrepreneurship

10. Mission Statement

The mission of the MPA Program at the University of North Dakota is to develop public service values and to prepare people to enter into or advance in government and related fields.

Goals and Objectives Related to the Mission

The MPA Program seeks to prepare its students for public service by developing and supplementing the following:

Skills related to critical and analytical thinking, decision-making, and communication.

An understanding of:

The theories and practice of public management, and the design and analysis of public policy.

The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

A recognition of, and appreciation for, the role of diversity in public service delivery.

The MPA Program seeks to serve North Dakota by educating future State and community public service professionals and through the research activities of the Applied Research Institute.

The MPA Program faculty are dedicated to:

Excellence and innovation in teaching.
Student service and mentorship.
Serving the community, North Dakota, and profession through teaching, service and scholarship.
Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

Public Service Values

Through the above mission goals and objectives, the University of North Dakota's MPA Program seeks to promote an appreciation and respect for the following public service values in its students:
Dedication to service in the public interest.
Personal and professional ethics and integrity.
Pursuit of quality, performance excellence, and the efficient and responsible use of resources.
Promoting accountability by striving for transparency, accuracy, and accessibility.
Promoting, respecting, and upholding principles consistent with the democratic process, the rule of law, and/or U.S. and state constitutions, such as equality, fairness, representativeness, and due process in protecting rights.
Opposition to discrimination and harassment.
The exercise of compassion and empathy in service delivery.

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

12. Language of Instruction English

*To calculate the Ratio of Total Students to Full-Time Nucleus Faculty , divide the program's total number Students enrolled in the program by the total number of Full-Time Nucleus Faculty. For example, for a program with 20 nucleus faculty and 156 students, the ratio would be 7.8.

Preconditions

Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

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

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

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

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

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

Please verify this program is a member of NASPAA No

If Yes,

List year of most recent recognition. 2014

Provide name of accreditor. North Central Association of Colleges and Schools- The Higher Learning Commission

(NCA-HLC)

If no,

When was the degree program established?

1976

If the program is located outside the United States:

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

If so, please explain. Provide links if relevant.

The MPA director was a committee member on a multi-year comprehensive update of the University-wide Code of Student Life. A significant overhaul of the code was accomplished and vetted through numerous stakeholder groups, including student government, staff senate and university senate and ratified by the University president. Changes streamlined the process for violations of The Code, improved disciplinary measures, better aligned the code with applicable state and federal statute (not the least of which included Title IX and the Cleary Act). Yearly maintenance occurs to maintain and to further refine The Code and much work has been done to emphasize on The Code's aspirational content to our university's student-citizens.

<https://und.edu/code-of-student-life/>

Additional work has occurred on the College of Business and Public Administration's (CoBPA) Student Graduate Program Code of Academic Integrity.

The CoBPA's Graduate Program Code of Academic Integrity was established to provide clear guidance on the expectations of CoBPA graduate student conduct and to promote high standards of academic integrity. The Code of Academic Integrity went into effect in fall 2017 after undergoing a yearlong drafting process with input from the Office of Graduate Programs, CoBPA graduate program directors (MPA, MBA, Master of Science in Applied Economics and Master of Accountancy), graduate students, and the CoBPA Dean's office.

https://business.und.edu/_files/docs/cobpagraduatecodeofacademicintegrity.pdf

Primary Focus

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

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as 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, diversity, 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 Exec Ed exist as a track within the degree to be reviewed? No

Is the entire degree devoted to executive education? No

Mode of Program Delivery

Mode of Program Delivery

Completely online (students never have to come to campus)
In Person Instruction with online coursework available
In Person Instruction

Remote Sites and Locations

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

Please describe any other unique delivery modalities the program employs, consortia, etc.

Students can complete the program on campus or online. Every MPA course is offered in a hybrid format, with a group of local students and a group of distance students who enter the classroom "remotely" and attend all courses simultaneously. All students are required to attend and participate in the live classes and both cohorts are accountable for the same requirements and expectations.

The MPA program also has a partnership with the Master of Public Health program (which resides in the School of Medicine and Health Sciences). As a result of this partnership, we share one faculty member (the faculty is considered 60 percent CoBPA and her tenure home is in the College of Business and Public Administration) and students from both programs benefit from access to courses in both programs. Our shared faculty member contributes to both programs by teaching public administration courses (research methods, foundations of public administration, public organizations, program evaluation and advising independent study/capstone papers) and teaching health administration related courses (health administration and organization, and health policy). All MPA faculty members (including our shared member) contribute to the MPA program through participation in MPA governance, assessment, advising capstone papers, public administration related research, and teaching MPA courses.

COPRA Approval

Standard 1.1 COPRA Approval No

Standard 1.2 COPRA Approval No

Standard 1.3 COPRA Approval No

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:

1.1.1 - 1.1.3

Provide Program Mission

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

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

"The mission of the MPA Program at the University of North Dakota is to develop public service values and to prepare people to enter into or advance in government and related fields."

The Mission Statement can be viewed with its accompanying goals and objectives and operationalization of public service values here: <https://business.und.edu/academics/political-science-public-administration/mpa/about.html>

The mission was formally adopted in 2011 and has been revisited periodically as described in Section 1.1.2. The program also links programs goals and objectives to the operational components of the mission, which are "to develop public service values" and to "prepare people to enter into or advance in government and related fields." These are described in more detail in section 1.2.1. The operationalization of the public service values are discussed in 1.1.3.

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

The Current Mission was formally adopted in 2011 after a lengthy development process (including input from a statewide 2010 survey of stakeholders, MPA graduates, a student focus group, and advisory board input; the adoption process is described in detail in our previous self-study report). As a state institution, the mission has always emphasized serving the state through public service education to state officials in the state capital and thus, our program has always had a distance component. The Program has also long provided a generalist education, accommodating both in-service and pre-service students.

The mission is reviewed periodically by the MPA Steering Committee based on feedback from alumni and other stakeholders, primarily through surveys (the roles of this governing and policy

making body are described in Sections 2.1.2, 2.1.3, 2.2.2, and 2.2.3). Steering Committee minutes reflect mission-discussion/review on the following dates:

April 2013
September 2013
November 2013
May 2015
May 2016

These Steering Committee discussions have typically led to an affirmation of the mission as written. The 2013 discussions considered whether the program's social entrepreneurship track should be incorporated in the mission. The committee reached consensus that the Mission's reference to non-profits and related fields sufficiently encompassed this track. The other point of discussion in 2013 centered on the Mission's emphasis to serve the state (a state legislative requirement) and the extent that the program can reconcile this aspect given its campus and online cohorts. The committee came to a consensus that this mission aspect is compatible with both campus and online cohorts and that overlap can be found in that our online students add a measure of diversity (geographic and other) to our student body (diversity is another mission aspect) and that this sharing of viewpoints and perspectives enhances the education of both in-state and out-of-state students in meaningful ways.

In 2016, a lengthy discussion of the mission occurred after the program received feedback from a statewide stakeholder survey that it commissioned with the College of Business and Public Administration's Applied Research Institute (ARI; formerly Social Science Research Institute (SSRI) and the Bureau of Governmental Affairs). The ARI conducted comprehensive telephone interviews of a purposeful sample of 114 predominately non-profit and government organizations (within the State of North Dakota) and 30 graduates of the University of North Dakota's MPA program. The Study can be found here: https://business.und.edu/_files/docs/attachmpastakeholderreport.pdf Based on discussion of the feedback from stakeholders and program alumni, the Committee voted unanimously to change the phrase "instill public service values" to "develop public service values."

In summer 2017, the program also added an open ended question regarding applicability of the mission to its annual graduate exit survey (which captures Fall, Spring and Summer graduates each year) in an effort to gather additional feedback about the mission, to better inform ongoing applicability of the mission, and to provide "signals" as to when the program needs to review and/or adjust the current mission.

In terms of governance, the mission statement and its accompanying goals and objectives inform virtually all aspects of program administration and decision making. Policies of consequence are data driven and deliberated and voted upon in the MPA Steering Committee. The relationship between mission and decision making is also conceptualized in our Strategic Management Logic Model (See Appendix 1.1). Some examples of this shared governance include:

Student Recruitment, Admissions and Retention efforts are a perennial topic of conversation in the steering committee (please note the MPA Recruitment, Admissions and Retention Plan in Appendix 1.2). For example, our current admissions policies (established in AY 2011-12; see: <https://business.und.edu/academics/mpa/apply.cfm>) were based on an effort to stabilize enrollments after a rapid influx of students. Output measures (class size, completed applications, admissions decisions, enrollments, diversity) helped us develop specific policy changes, including 1) the establishment of GRE/GPA formula thresholds for acceptance, denial and consideration of provisional admissions, 2) a process for consideration of provisional applications (core faculty consider all provisional applications and vote on whether to admit each provisional student). The program also balanced these new policies with its Diversity Plan, which led to the specification in our admission policy of our recruiting priorities and how applications from minorities and members of

other underrepresented groups will be processed to ensure full consideration. Rather than being subjected to hard cutoffs, these applications that do not reach a threshold for automatic acceptance are each considered for provisional admission by the MPA core faculty members.

As enrollments began to decline over the previous three years, the Steering Committee considered output data regarding applications, enrollments, persistence to graduation, and adopted a Recruitment, Admissions and Retention Plan (see Appendix 1.2) to help focus our efforts while still keeping true to our mission and objectives. For example, conversations about our admissions requirements and process revealed that we were losing a number of distinguished in-service applicants due to our GRE requirement. Since our mission includes service to this demographic group, we collected data on GRE requirements for our peer and aspirant institutions, as well as other regional and online MPA programs. These data led to a development of a policy to permit GRE waiver applications for applicants who could demonstrate other objective indicators of potential or future success in graduate studies (a key reason many institutions require GRE scores), not the least of which includes "substantial supervisory, managerial or professional level experience in a local, regional, state, federal, military or nonprofit agency or health organization," typically in a position classified as exempt under the Fair Labor Standards Act definition of professional experience. Other highlights include targeted recruiting efforts in the state and region, including health care and not for profit organizations (See Appendix 4.1 for GRE waiver application policies).

The program also enhanced recruitment efforts for its existing 5-year Bachelor's to Master's program, which provided an opportunity to encourage undergraduate students who demonstrated indicators of achieving success in graduate studies to apply to the program.

Decisions governing curriculum development, assessment and course content are also linked to the mission. One example includes the development of our Independent Study / Capstone sequence (POLS 599 and 997), which was largely driven by faculty dissatisfaction with our graduation rates. The faculty reasoned that persistence to graduation is an integral part of our mission for students to "enter into or advance in government and related fields."

Prior to the formalization of the sequence, students were paired with an advisor and the onus was largely on the student to finish under the guidance of their principal advisor. The inauguration of 997/599 sequence in fall 2012 and spring 2013 established a structured course environment for students to gather data, determine their methods (complete IRB applications, if applicable) and develop their prospectus, etc. The program saw an almost immediate improvement in graduation rates after the first cohort completed the 997/599 sequence in the May or August immediately following the course sequence. These data also bear out in our AYR-5 reporting trends as the cohorts admitted under the POLS 599/997 model have persisted to graduation in higher rates than students admitted under the old model (see Section 4.3.3c for additional discussion).

The mission and its accompanying goals also guide all of our faculty recruitment efforts and subsequent evaluation of the program's nuclear faculty. Our commitment to foster "a recognition of, and appreciation for, the role of diversity in public service delivery" guides faculty hiring through our Diversity Plan (See Section 3.2 for additional discussion and Appendix 3.1 for a copy of The Plan). And faculty are recruited to teach and research in areas that align with our mission and its goals in order to successfully "develop public service values" and prepare students "to enter into or advance in government and related fields." For example, as the online component of our hybrid classes have expanded, we also seek applicants who demonstrate (under Goal #3) an established record of (or indicators of a propensity for) effective in-class and online teaching. Faculty are expected to engage in research germane to the areas they teach within the MPA program. Thus, by association, faculty research also reflects mission goals and objectives and the symbiotic relationship between our faculty research and teaching. Finally, our faculty are active in service, including service to the university, community and to our profession. By definition, our faculty are public administration

professionals they and seek to lead and teach these public service values by example. The department of Political Science and Public Administration is well-known by the College and the University for its service efforts and was the recipient of the university-wide award for Departmental Excellence in Service in 2015. Program and department faculty are explicit about the expectations of teaching, scholarship, and service during the recruitment process and ultimately when evaluating the performance of faculty members.

The mission statement is distributed in a number of ways. The mission statement is publicly available on the web page: <https://business.und.edu/academics/political-science-public-administration/mpa/about.html>, and on our Fact Sheet: https://business.und.edu/_files/docs/mpafactsheet.pdf.

It is also featured prominently in our student recruitment materials, orientation materials, and is included on all of our faculty recruitment advertisements. Finally, the mission is printed in the internship manual (https://business.und.edu/_files/docs/internshipmanuals18.pdf) and the MPA faculty are asked to include the mission in their syllabi so students can appreciate how internship requirements and course content fit with the mission.

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

It is the MPAs mission to "instill public service values" in its students. The accompanying goals of the program (printed below) elaborate how the program operationalizes public service values:

Public Service Values

Through the mission goals and objectives, the University of North Dakota's MPA Program seeks to promote an appreciation and respect for the following public service values in its students:

- Dedication to service in the public interest.
- Personal and professional ethics and integrity.
- Pursuit of quality, performance excellence, and the efficient and responsible use of resources.
- Promoting accountability by striving for transparency, accuracy, and accessibility.
- Promoting, respecting, and upholding principles consistent with the democratic process, the rule of law, and/or U.S. and state constitutions, such as equality, fairness, representativeness, and due process in protecting rights.
- Opposition to discrimination and harassment.
- The exercise of compassion and empathy in service delivery.

Standard 1.2

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

Self-Study Instructions:

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

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

Please link your program goals:

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

The faculty established goals and objectives for the program that provide clarification and elaboration of the mission. Goals 1 and 2 are primarily specific to the program and Goal 3 is primarily specific to the faculty who teach in the program. Each of the three goals and their objectives are listed and discussed individually in the next part of this section. Since the mission, goals/objectives and our public service values are interrelated, section 1.2.1 will conclude with a discussion of the goals and objectives in a broader context. The relationship between mission, goals and objectives are also conceptualized in our Strategic Management Logic Model (See Appendix 1.1).

The first goal is linked to preparing people to enter into or advance in government and related fields.

Goal 1: The UND MPA Program seeks to prepare its students for public service by developing and supplementing the following objectives:

Skills related to critical and analytical thinking, decision-making, and communication.

An understanding of:

- The theories and practice of public management, and the design and analysis of public policy.
- The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
- A recognition of, and appreciation for, the role of diversity in public service delivery.

The second goal is linked to the mission and is related to a population that we intend to serve: the State of North Dakota. Although the program serves additional stakeholder groups, populations, and student demographics, as the state's flagship university, we both value and honor our special commitment to state. Service to the state (and by extension to the region, the nation and the globe) are linked to this goal primarily through teaching and research. Since our last self-study, the Bureau of Government Affairs has been reorganized and many of its operations replaced the Applied Research Institute; however ARI activities and output remain germane to statewide and regional areas of interest and are elaborated further in the last full paragraph of Section 1.2.1.

Goal 2: The MPA Program seeks to serve North Dakota by educating future state and community public service professionals and through the research activities of the Applied Research Institute.

The third goal and its objectives are defined by the faculty and link to the mission and its aim to develop public service values and the education of public servants.

Goal 3: The MPA Program faculty are dedicated to:

- o Excellence and innovation in teaching.
- o Student service and mentorship.
- o Serving the community, North Dakota, and profession through teaching, service and scholarship.
- o Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

Since the mission and its accompanying goals and objectives, and public values are interrelated (and difficult to isolate on their own), the next paragraphs discuss the mission, goals, and public

service values in a broader context.

Linking program goals to our Mission's Purpose and Public Service Values.

The Mission states that the program will "instill public service values," in its students and Goal 1 aims to promote an appreciation and respect for public service values. These values are listed in Section 1.1.3 and they elaborate our view of the important public service values that our program and faculty aim to develop in its students as they persist to graduation.

First, we accomplish this through our curriculum (course content and teaching). The attached logic model (See Appendix 1.1) helps contextualize how both the mission public service values inform our goals and objectives, which in turn help delineate our inputs and resources, and associated activities. The logic model captures the dynamic interrelation among our mission and goals and objectives across many facets of program administration, in the case of public service values, the outputs are primarily realized by the faculty and program administration through the following activities: teaching & learning, research activities and service to the program.

Second, we demonstrate these values to our students in our own actions. By definition, faculty are public administration professionals and we aim to lead by example and to imbue these values in our professional lives. Our faculty are engaged in our university, our community and our profession. Further discussion of faculty service highlights and awards can be found in Section 3.3.1

Linking program goals to our Mission's Population of students, employers, and professionals the program intends to serve.

Under the guidance of our mission we are committed to preparing both in service students and pre service students to "enter into or advance in government and related fields." The Program's recruitment and retention strategies and its admissions policies and procedures are consistent with the principles outlined in our mission and associated goals (see additional discussion in Section 1.1.2). Our mission goals make reference to the populations that we aim to serve: "The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations." Thus, we target recruiting efforts to these sectors through efforts like a digital marketing campaign and recruiting visits. We also consider a student's goals and objectives related to these sectors at the admission stage and we subsequently admit students who are interested in entering into or advancing within these sectors when they complete the program.

Our curriculum is designed to provide students with a generalist degree as well as elective tracks in health administration and social entrepreneurship; our core and elective courses expose students to the five core competencies and our public service values through exposure to foundational theories, as well as many practical examples, including: cases, research and group discussions. A required internship for pre-service students also augments this experience.

Our students also benefit from two additional characteristics of our College. First, we are one of fifteen accredited MPA programs that report "in a business school" on their annual NASPAA data report. This is a distinctive feature of our program and it ties in well with the interdisciplinary nature of the College of Business and Administration and contributes to a dynamic classroom environment with the expression and inclusion of many points of view. Our students gain additional perspectives from the MBA, Master of Accountancy, Master of Applied Economics and Master of Public Health students who enroll in our Public Administration courses (and these students benefit from a broader understanding of the public sector, public policy and the regulatory environment). The second characteristic is that all of our coursework is offered in a hybrid format where campus and distance students participate in class as a single cohort. Our distance students represent a wide variety of

backgrounds, experiences and even undergraduate training. Faculty hold the view that our shift to the hybrid model provided a diversification of our student body that resulted in a benefit for all of our students. This is supported by an evaluation study that measured outcomes after we migrated to an online hybrid delivery method (study is published in a recent JPAE article by Jensen & Butz, 2018: The impact of enhanced student diversity on diversity opinions.

<https://doi.org/10.1080/15236803.2018.1429809>). We found that current students and recent graduates had enriching experiences related to enhanced diversification of the classes, which the delivery mode enabled. Specifically, participants were asked whether their courses:

- 1) "Allowed me to build relationships with individuals from diverse places."
- 2) "Allowed me to build relationships with individuals with diverse backgrounds or from diverse cultures."
- 3) "Encouraged me to respect diverse opinions."
- 4) "Enhanced my ability to accurately understand the issues of people from diverse groups."

The study revealed that the independent variable "credits completed" regressed against each of these dependent variable reached significance at the .01 level. Thus, as credit hours in the program increased so did the positive attitudes toward diversity, measured in these four ways.

Diversity is also featured in Goal 1, stating that the program will develop and supplement "a recognition of, and appreciation for, the role of diversity in public service delivery." This goal is translated into our Diversity Plan (see Appendix 3.1), which also highlights our aim to enhance diversity among our student body, especially through recruitment efforts and admissions. Additionally, our formal admissions policy reflects how we ensure that applicants who can add to program diversity are provided full consideration by all core MPA faculty members.

Finally, the success of our recent graduates and alumni in finding employment in their desired sectors or advancing within their existing employment suggest that we are achieving our mission both for our students and the employer stakeholders that we aim to serve. Additional discussion of placement can be found in Section 4.3.

Linking program goals to the contributions our program intends to produce to advance the knowledge, research, and practice of public administration

Historically, the UND MPA program has offered a generalist program; among its original charges was to provide advanced education for practicing North Dakota public servants as well as those public servants practicing in the region. In order to serve distinct needs of the state and region and to provide additional opportunities for our students, the program also offers health administration and social entrepreneurship elective tracks. The program has long incorporated a distance-learning component and arguably the expansion to our hybrid model extends the program's ability to advance our mission and goals to a broader group of stakeholders in the state, as well as regionally, nationally and internationally. Our program's mission and related goals outline the intent of our faculty to "advance the knowledge, research and practice" of the sectors they serve in two primary ways: by educating future public service professionals, and through faculty scholarship:

1. We provide a competency-based, graduate education that meets the needs of our state and region and that also is attractive to those outside of the region through our hybrid delivery. Goal 1 highlights our program's emphasis on helping develop the analytical thinking, decision-making, and communication skills necessary to become successful students, practitioners and citizens. Goal one supports the acquisition of these skills through emphasizing a broad understanding of theory, the public context, the demands of practicing in public, non-profit and/or health sectors and the role of diversity and its importance to the provision of public services. This goal largely falls into the teaching and learning domain and is predominantly linked to the mission (and its accompanying public service values) through our assessment plan (see Appendix 5.1). Engaging in periodic course mapping exercises allow us to determine the extent to which our core courses and elective options

link our curriculum to our core competencies, our goals and missions and to make adjustments when necessary. One example includes shifting POLS 532 (Public Policy) from an elective (offered biennially) to a core course (offered annually) in 2014. This decision was made by the MPA steering committee after considering exit interview responses and assessment data from the comprehensive exams and POLS 531 (Foundations of Public Administration).

2. Producing high quality theoretical and applied research. This is not only an essential part of our mission, but is a performance expectation for faculty members that informs faculty recruitment, retention, promotion and merit. Our program and department have a strong research tradition that also receives strong support from the college. The culture embraces the idea that "research supports teaching" and "teaching supports research" and our faculty publish in the areas that they teach. Additionally, our previous Dean's administration sought to raise the national profile of the college by strengthening the link between merit and quality of publications. The result was a multi-year effort to establish an objective college-wide Journal Quality List (JQL) based on metrics including, 5 year impact factors reported by Journal Citation Reports, Institute for Scientific Information, Thomson Reuters: science edition and social science edition, and the Google H5 index among other indicators. The top tier public administration and policy journals in the JQL are appropriate outlets for faculty publications to help advance public administration scholarship and practice (see Appendix 1.3 for the process established to determine journal quality and full list of quality metrics).

Arguably the faculty's research efforts encompass all three goals: Research informs high quality teaching and programming inherent to Goals 1 and 3. Under Goal 3, MPA faculty mentor their students in a year-long applied research project as part of the POLS 997/599 capstone independent study project. High quality applied and theoretical research at times contributes to both state and regional public servants in the decision making process per Goal 2 and 3. Two examples of this include the work of the Applied Research Institute. This research arm of the CoBPA facilitates applied research primarily through polling methods and contracts with public, private and non-profit agencies. Recent examples include work with public opinion surveys for the Dakota Resource Council & Dacotah Chapter of the Sierra Club and BreathND (the state's tobacco prevention agency), a Greater Grand Forks Community Health Needs Assessment, North Dakota Department of Transportation Customer Satisfaction Studies, and Social and Demographic Statistical Database Collection for the Three Affiliated Tribes (the Mandan, Hidatsa and Arikara Nation). A more recent example of collaborative research efforts includes the formation of the multidisciplinary CoBPA Research Strategy Group in Fall 2017, which is charged with:

- Advancing research at the intersections of business and policy (distinctiveness)
- Increasing external funding
- Elevating research quality and impact
- Helping to contribute to Grand Challenges under the OneUND Strategic Plan.
- Serving the state

Four members of the Public Administration program sit on this group (Drs. Hand, Harsell, Jensen and Wood).

Standard 1.3

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

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

Self-Study Instructions:

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

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

1.3.1 Please link your program performance outcomes

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

The program links four short term and five long-term outcomes to the MPA program mission, its accompanying goals and its public service values. The UND MPA's short and long-term performance outcomes are listed below (please see attached Strategic Management Logic Model in Appendix 1.1 for a visual representation):

Short term performance outcomes:

1. Students equipped with public service values
2. Students equipped with universal competences
3. Graduates Remain in ND
4. Faculty Research

Long term performance outcomes:

1. Program reputation enhanced
2. Student career success
3. Diverse Public Sector/Representative Bureaucracy
4. Strengthen ND public service
5. Profession is enhanced

A. Through our mission, we seek to develop public service values and to prepare people to enter into or advance in government and related fields. We do this primarily through the educational experience that our faculty deliver to our MPA students, from matriculation into the program to the completion of the program. Aspects of students' educational experience include orientation and program advising, faculty efforts in curricular design and improvement, faculty teaching, the inclusion of NASPAA core competencies into the curriculum (core and elective courses), faculty efforts to build learning communities among our campus and online cohorts, internship experiences for students who enter the program without professional administrative experiences, and career counseling for students who are seeking to enter the workforce, advance in their current careers, or make a career switch. The performance outcomes listed above (especially: students equipped with

public service values, students equipped with universal competencies, student career success, and to a smaller extent, the number of graduates who remain in the state, and strengthening ND public service) help inform MPA faculty to the extent that the program successfully delivers this educational experience.

The program's educational experience also intersects with the teaching and learning domain through assessment efforts tied to both public service values and NASPAA universal competencies. The program assessment plan can be viewed in Appendix 5.1 and more detailed discussion can be found in Section 5.3.4 of the Self Study Report. To better understand the extent that the program delivers an education experience that aligns with the mission and outcomes listed above, the program assesses the five universal competencies along a combined sixteen dimensions (using approximately 40 artifacts and/or data points) with a portfolio of direct and indirect assessment measures.

A key example of a program requirement that crosscuts our outcome goals is the independent study / capstone assignment, which students complete typically over the course of one academic year. Students complete these individual, applied research products as part of a cohort in POLS 997 (Fall) and POLS 599 (Spring) and with the help of a faculty advisor who is generally assigned to the student based on their research topic. Students receive feedback from multiple sources, including peer, course instructor, advisor and committee feedback. The independent study is also assessed along many dimensions that flow from our Mission, its goals and objectives and our commitment to providing students with a mastery of the universal competencies. Direct measures of the capstone experience includes an oral defense of the prospectus and the final paper in front of a three person committee. Assessment criteria include body language, speaking skills, time management, content, communication aids, accessibility to broad audiences, etc. The final version of the written independent study paper is assessed (independent of the student's final grade in POLS 997) along the following dimensions: research question, context and relevance of policy/issue, background and literature, appropriateness of the methods approach, interpretation of the data/results, conclusions and overall style. Among the universal competencies, the capstone paper is assessed against four of the five universal competencies:

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, and
Communicate and interact productively with a diverse and changing workforce.

The independent study project also aligns with a number the Mission's goals and objectives by helping students gain knowledge and develop and hone a number of skills. Most notably, "skills related to critical and analytical thinking, decision-making, and communication," and promoting a better understanding of "the theories and practice of public management, and the design and analysis of public policy." The process also helps educate "future state and community public service professionals" in the state of North Dakota and elsewhere, and provides "student service and mentorship" by guiding research that "serves the community, North Dakota, and profession," and that is "relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration."

B. to your mission's Population of students, employers, and professionals the program intends to serve.

Our mandate to serve the state of North Dakota has always been a part of our mission and it led the program to be an early adopter of simultaneous, hybrid distance instruction. Early iterations of our distance education included a dedicated site in Bismarck, North Dakota where students would attend interactive lectures delivered live, through a dedicated Interactive Video Network (IVN)

satellite transmission system. Through our mission's emphasis on preparing "people to enter into or advance in government and related fields," the program has historically been well-positioned to offer a generalist educational experience to our in-service students and our pre-service students, preparing them to work in government and related fields. Our emphasis on community building among our campus and distance cohorts also promotes students exchanges of ideas and knowledge. In this context, our pre-service students tend to start out more versed in theory and can offer these perspectives to their in-service cohorts. In turn, in-service students can offer their cohorts a firm grounding in practical experiences. The net result of these interactions, combined with faculty-led instruction, add to the performance outcomes listed above.

In an effort to better serve the state and region and to strengthen North Dakota public service, the program adopted the Adobe Connect platform, which allowed students to complete the program from anywhere, provided the student has access to a computer and reliable high speed internet. In terms of serving the state directly, we immediately experienced an increase in students from all over North Dakota and experienced an increase in students from Western Minnesota. We also experienced rapid growth, enrolling students from all over the United States and internationally, (including Canada, China, and Norway). The program has long maintained that the geographic diversity imbued through its hybrid model contributes to our outcome goals related to strengthening North Dakota public service and enhancing a diverse public sector and the profession.

In terms of serving the state, employers and the profession, our students have been successful in finding or maintaining employment in government and related fields (See Section 4.3.4). In order to better understand the extent to which the program delivers an educational experience that contributes to these outcomes, the program considers data from the statewide survey of stakeholders, employers and alumni mentioned above (See Section 1.1.2 for explanation). The 114 employers drawn from the sample ranked the same skills and abilities that the program assesses for. Employer's skills and abilities importance ratings mean scores ranged from 3.94 to 4.96 (all on a 1 point scale, where 5 = the highest positive value). The lowest mean score value was for computer applications (3.94) and the highest value was for ethical behavior (4.96). Following ethical behavior, other highly rated public administrator skills include oral communications (4.89), written communications (4.82), working effectively with others (4.81), critical thinking skills (4.75), problem solving (4.74), managing people and resources (4.74), being an effective leader (4.73) and decision making (4.72). Of the 114 employers surveyed, 7 reported having direct experience with an UND MPA graduate. Employer skills and abilities ratings of MPA graduates mean scores ranged from 4.00 to 4.86. The lowest mean score values were for adaptation to change/flexibility, being an effective leader, understanding budget processes, and ability to evaluate programs, (all at 4.00) and the highest values were for oral communications, problem solving and ability to perform, use and understand research (all at 4.86). Other highly rated skills of MPA graduates include innovative and creative thinking, concern for public interest, ethical behavior, working effectively with others and with clients from diverse groups or populations (all at 4.57).

Finally, in the program goals and objectives, the program makes direct and indirect references to the students and sectors that we serve: "The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations."

Demonstrably, healthcare administration has strong ties with public and policy administration. The program's historic justification for Health Administration was in response to the need for competent health administrators in the state and region, especially in rural settings. This has always been firmly rooted in a market awareness; for example, in 2016, the US Bureau of Labor Statistics (BLS) projects a 17 percent growth rate for healthcare administrators through 2024. This emphasis also allowed us to partner with the Master of Public Health Program in the School of Medicine and Health Sciences. The partnership allows us to offer our Health Administration Students additional germane electives, and MPH students enroll in MPA courses to supplement their curriculum. The program also believes that the cross-fertilization of backgrounds and knowledge of our MPA and MPH

provides benefits to all.

Moreover, of the top ten North Dakota employers in 2017, four are healthcare systems and four are public organizations (including the two largest universities). Only two of the state's top ten employers are private sector entities.

Prior to our last reaccreditation cycle, and based on input from stakeholders regarding the mission, the program recommitted to the aspect of its mission related to preparing students for nonprofits and established curricular options in social entrepreneurship, which provide germane electives for students interested in non-profits. In order to garner further college support for these courses, the program established a Social Entrepreneurship certificate option in 2011 and later codified these classes into an elective track in the MPA program.

Thus, the three related sectors, or subsectors, that we focus on - government, nonprofits, and healthcare organizations - are how the program defines "government and related fields." In terms of serving the broader outcomes related to this aspect of the mission, the program demonstrably:

1. intends to serve these sectors, as well as the organizations and professionals within them;
2. provides curricular offerings germane to all three of these sectors;
3. conceptualizes public service values across all three of these sectors;
4. adequately comprises all three sectors in our logic model for strategic management of the program (See Appendix 1.1); and
5. see our students enter into or advance within these three sectors and practice as professionals after graduation.

C. to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.

The performance outcomes to advance the knowledge, research, and practice of public policy, affairs, and administration are listed in our Strategic Management Logic Model and include: equipping students with public service values and universal competencies, faculty research, and contributing to long term goals of enhancing the program's reputation and the profession and diversifying the public sector. These align with the program's mission goals primarily through delivering an educational experience that educates professionals in the public sector (and related fields), and through faculty scholarship. By preparing students to enter into or advance in government or related fields, we are advancing the discipline. Arguably, the discipline is defined by the professionals who practice within it. Moreover, our mission objectives delineate how we prepare students for public service by "developing and supplementing the following":

- o Skills related to critical and analytical thinking, decision-making, and communication.
- o An understanding of:
 - ☐ The theories and practice of public management, and the design and analysis of public policy.
 - ☐ The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
- o The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
- o A recognition of, and appreciation for, the role of diversity in public service delivery.

To ensure curricular alignment of these mission objectives to the universal competencies, we engage in course mapping exercises to ensure that our courses (including core courses and free electives) align to varying parts of the mission, and its goals and objectives.

By delivering an educational experience that emphasizes these objectives, our program produces graduates who enter or advance in public service and related fields with the critical thinking,

analytical and applied research skills required to assume leadership positions in their respective fields. Through our assessment plan (see Appendix 5.1), we link these skills and knowledge goals to our curricular offerings and assess the extent to which we achieve these goals. We have also mapped the NASPAA universal competencies to our mission objectives, in an effort to sustain conformity as our curriculum and courses evolve over time, due to shifts in the discipline or changes in faculty.

Finally, the MPA program advances the knowledge, research, and practice of public policy, affairs, administration through its scholarship. The program is operated and administered in a culture that understands that "research and scholarship inform teaching and teaching informs research and scholarship". The faculty objectives under Goal 4 include:

- Serving the community, North Dakota, and profession through teaching, service and scholarship.
- Conducting research that is relevant and accessible to both practitioners and academics, and has the potential to improve the practice of public, nonprofit, and health administration.

Faculty members are expected to conduct research related to the areas that they teach. These expectations can manifest in applied research, pure research or a combination of the two. The expectation can also be met through research related to North Dakota or the surrounding region. Recent examples include a study of transaction-cost theory applied to public and alternative service provision in North Dakota municipal governments and a study analyzing the extent to which Midwestern municipal government executives successfully employ framing strategies to adopt climate change policies. For many years, the department oversaw an applied research enterprise, named the "Bureau of Governmental Affairs." This enterprise has been absorbed and retooled by the college and has been largely replaced by an entity known as the ARI. The ARI also engages in selected applied research projects on behalf of the college and the program. In 2015, the ARI conducted the MPA Stakeholder, Employer and Alumni survey

https://business.und.edu/_files/docs/attachmpastakeholderreport.pdf

(and is currently a partner on a project on behalf of the MPA program, CoBPA and the Office of the Vice President of Research and Economic Development to survey UAS attitudes among North Dakota residents in an effort to inform state UAS policy. The faculty also view research and scholarship as a means to enhance the program's reputation. As part of a larger college effort to incentivize publications in high quality outlets, the faculty have contributed to the development of objective measures to rank top-tier journals (ranked on a 4 point scale where 4 equals highest rank; see Section 1.2.1 for a detailed discussion of the JQL) Metrics suggest that faculty are publishing their work in higher quality outlets since the inauguration of the JQL in 2015. College wide, the number of tier 4 publications more than doubled from AY15-16 to AY16-17. In AY17-18, thirty-one percent of all faculty publications were in tier 4 journals. In the department of political science and public administration, faculty data identify three publications in AY15-16 (one in a level 1 journal and two in level 2 journals) and nine publications in AY16-17 (three in tier 2 journals, four in tier 3 journals and two in tier 4 journals). Note that these figures are aggregated and some faculty members share publications. Department level information is not yet compiled for AY17-18.

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

The University of North Dakota institutionalizes and supports assessment, performance evaluation, and institutional effectiveness through combined guidance and oversight of the University Senate Assessment Committee, dedicated faculty and staff support in the Teaching Transformation & Development Academy (TTaDA), and the UND Office of Institutional Effectiveness. These institutions and their efforts are also key component in UND's Higher Learning Commission (HLC) accreditation. An assessment culture is also reinforced in the College of Business and Public Administration through a designated faculty member who oversees CoBPA undergraduate program assessment and through designating Graduate Program Director responsibility and accountability

for graduate program assessment.

The MPA program has completed three full cycles of assessment for all five of the NASPAA Universal competencies and engages in activities to assess student learning and institutional and program effectiveness. The next subsections discuss Student Learning, Faculty Productivity and Graduate's Careers.

Student Learning

As part of assessment related to student learning, the program assesses course content and curriculum linked to the mission. To that end, the program employs a portfolio of direct and indirect measures to measure and monitor student success in several ways, including ongoing assessment of the universal competencies and skills inventories, as well as assessing the performance of student support services that directly relate to student success, such as quality of curricular and research advising.

As a program requirement, students engage in a two-semester comprehensive, applied capstone research project. Individual projects are completed as a cohort model (POLS 599 and POLS 997) in the Fall and Spring of each year and each student is assigned a faculty advisor to assist them with the process. This capstone project is formally assessed at many points using direct measures. Students are required to orally defend their prospectus and their final paper in front of a three-person committee who evaluate the presentations along many criteria, including: body language, speaking skills, time management, content, communication aids, accessibility to broad audiences, etc. The completed written independent study papers are also evaluated on a 5 point scale against the quality of the student research question, context and relevance of policy/issue or question, background and literature, appropriateness of their methods approach, their interpretation of the data/results, conclusions and overall style.

As discussed in Section 5.1, the program assesses student learning and mastery of the five universal competencies through direct measures of student artifacts using rubrics. The rubrics used to evaluate student artifacts utilize either a 3 point or a 5 point scale. Previously, assessment efforts that yielded low scores would result in a more detailed review of why low scores were generated. For example, low scores on an ethical dimension in POLS 531: Foundations of Public Administration led to assigning additional ethics readings, the application of the ASPA code of ethics into a class activity, and the inclusion of the ASPA code of ethics as a metric within one assessment rubric.

As part of an effort toward the maturation of our assessment regime, the faculty met in Fall 2017 and concluded that we need to establish more consistent baselines to help us understand the extent to which we are meeting our desired performance outcomes. One result was that the faculty established a baseline for artifacts assessed by rubrics using a 3-point scale: a desired outcome for each rubric measurement would be a mean of greater than 2.75 with fewer than 20 percent of the measures ranked at a 1 out of 3.

One example of assessment efforts that employ indirect measures includes our annual exit survey presents recent graduates with an inventory of 24 skills, and asks them to rank the extent to which the program helps to equip them with these skills. These include "hard skills," such as: oral presentation; writing; performing, using and understanding research; critical thinking, and working with stakeholders from diverse groups and populations, "soft skills," such as: leadership; working with elected officials; and managing people and relationships, and general discipline skills, such as: understanding the budget process, managing resources; program evaluation; and policy analysis.

Skills inventory data have helped us make changes to program delivery to improve student learning outcomes. For example, data from the exit survey related to policy skills (i.e., policy analysis, program evaluation, communicating results of policy to stakeholders), direct assessment of student

artifacts related to the universal competencies in our foundations class and comprehensive exams led us to the conclusion that we were satisfactory in helping students acquire the policy-related skills that they need to be successful, but that we could also do better developing these skills as a program. As mentioned previously, this led to the adoption of POLS 532: Policy as a core class.

Other areas that help us measure student success over the length of the program include quantitative and qualitative questions related to the quality and effectiveness of course advising, quality of faculty research advising (independent study), quality of instruction, and questions specific to program delivery (i.e. the software platform used for the distance component of the program).

The program also engages in periodic assessment efforts to help gauge student success. Examples include our longitudinal study of the effects emotions on the success of our CoBPA MPA and MBA campus and distance students in our synchronous hybrid course delivery environment. See, Butz, et al.: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/dsji.12110> We have also engaged in two of diversity interventions (see Section 1.1.3 for a discussion) which have helped us better understand outcomes for student and graduate success.

The Butz et al. study provided a trove of data related to student success (much of which are not contained in the paper linked above). We were interested to learn that technology-related anxiety can have a negative effect on student perception of success. While length of time in the program tended to decrease levels of technology-related anxiety, this finding underscored our need to provide additional orientation information and materials for new students and to centralize them so that students do not have to "go hunting" for information and so that they can easily access them at any point in their program. Thus, all CoBPA and MPA orientation information and materials are now housed in a Blackboard site for ease of access and reference upon entering the program (or anytime thereafter). The finding also helped the program director justify the use of College resources and personnel to help assemble these materials into a comprehensive site. The use of Blackboard (our learning management system) is hoped to both provide easy access and to provide additional experience with our technology platforms prior to starting courses (and helping to mitigate any technology-related anxiety any campus or distance student may experience later). These data also helped inform a larger conversation when the College and the University were considering the adoption of a new course delivery platform. Ultimately, after a pilot semester (with selected courses and input from students), the College shifted from the Adobe Connect platform, to the more user-friendly Zoom platform.

Faculty Performance

Faculty performance is gauged by the program across multiple dimensions. First, all faculty are evaluated anonymously by their students at the end of each course through the use of the Student Evaluation of Learning and Faculty Instruction (SELFIE). The SELFIE asks students to rank faculty performance along 7 factors, quality of: Learning, Engagement, Organization and Clarity, Learning Environment, Individual Rapport, Graded materials, and Overall Quality. Grand means for each factor in the SELFIE are reviewed by the faculty member and the department chair and are used to inform annual faculty merit reviews. SELFIE scores are also reviewed by the Promotion, Tenure and Evaluation Committee for annual evaluations (tenure track faculty) and triennial evaluations (tenured faculty). All annual and triennial evaluations of faculty teaching performance consider a full range of teaching activities, including course room teaching, mentoring, course and curriculum development, direction of independent study research projects, advising, internship supervision and scholarly or grant activity related to teaching, among others.

Through the annual MPA exit survey, graduating students are also able to answer questions about their overall educational experience in the MPA program as well as the quality of their research advising by instructor.

SELFI scores, annual merit evaluations, annual and triennial performance evaluations and MPA exit survey data are discussed with each faculty member and exit interview data are discussed in the Steering Committee meetings. These data have resulted in many different adjustments in faculty actions. Deficits in teaching performance have seen improvement through mentoring and observation of courses by senior faculty members. Faculty have also engaged in other proactive behaviors, such as seeking additional training from the Center for Instructional Learning Technologies or the Office of Instructional Development, or seeking summer grants to further develop aspects of their courses. If other deficits in performance (such as research productivity) are determined, the PT&E committee will clearly communicate to the faculty member expectations for improvement. In the past, these responses have ranged from the development of a Tenure Plan, to negotiating an extra course release with the Dean's office in order to help the faculty member increase their focus on research efforts.

Graduate's Careers

To better contribute to student success after graduation, and consistent with our Mission, the program engages in a number of activities to strengthen relationships and build networks with professionals outside of the university. Examples of this include our ongoing relationships with the public administration professionals that our POLS 503 course visits annually in Washington, D.C. As our relationships with many of these professionals and alumni have strengthened over the years, some of them have visited with our classes in Grand Forks and advised and/or mentored students in their search for employment post-graduation.

The program also has a twelve member advisory board which has met in 2015, 2017 and will meet in the fall of 2018. In order to facilitate more frequent meetings, in 2017, we implemented the new Zoom software platform so members can attend meetings at a distance. Advisory Board members are updated on program and curriculum initiatives, accreditation activities, student research products, and are briefed on our survey and assessment efforts. Their advice is also sought regarding program initiatives or proposed curricular changes. Although the board has met infrequently, the director and other faculty members keep in frequent contact with many of the members. In an effort to provide more opportunities for engagement, we are asking advisory board members to help MPA faculty select our student nominee for the annual Pi Alpha Alpha Master's Student Manuscript Award in AY2018-19. Additionally, in AY18-19, one of the nuclear faculty members (Wood) will have dedicated time in his annual contract to assist with the planning of advisory board meetings. If this model is successful, it is likely that it will continue in order to institutionalize more frequent advisory board meetings.

A third effort engages stakeholders through a statewide survey conducted by the Applied Research Institute. Input from these three areas have also lead to a number of adjustments in program curriculum or delivery. For example, input from advisory board members and from our stakeholder survey led to subtle but important tweaks to our mission (see Sections 1.1.2 and 1.3.1; ARI is discussed in last paragraph of section 1.2.1). Additionally, feedback from our advisory board and our DC trip contacts suggest that the ability to clearly articulate complex policy information in a short amount of space is a desirable skill among employers. Efforts to build this skill have been incorporated into POLS 531: Foundations and POLS 503: Government and Business, for example.

COPRA Approval

Standard 2.1 COPRA Approval	No
Standard 2.2 COPRA Approval	No

Standard 2. Matching Governance with the Mission

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

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

Indicate relationship of the program to the institution

In a School of Business/Management

Indicate Modes of Program delivery

Completely online (students never have to come to campus)

In Person Instruction with online coursework available

In Person Instruction

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

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)

Through most of our history, we have offered the MPA program to accommodate both local and distance students, always in a live (real-time) format. Currently our courses are taught by faculty in a synchronous hybrid format that is delivered simultaneously to on-campus and to distance students who sign in using video and audio via the Internet, through the Adobe Connect, and now Zoom, platforms.

Although technically we offer two modalities, the program does not "think" of our campus and distance students as separate cohorts. Students attend class simultaneously and the faculty structure their courses in such a way as to promote significant interaction among all of our students, such as providing recurring opportunities for students to discuss course content or engage in problem-solving exercises in small groups that are populated with both campus and online students. Campus and online students have access to posted faculty office hours (and also by appointment) through traditional visits, telephone calls or through video conferencing. Campus students also have the option of enrolling in courses online, or attending the class remotely if they are traveling. Distance students are also welcome to attend the course in person if they are visiting Grand Forks. The one current difference for students is the fee structure; online students pay in-state tuition (whether they reside in North Dakota or out-of-state) plus an additional 75 dollar per-credit fee, which helps pay for the technology and support. This additional fee will likely terminate in favor of a more consistent "flat rate" when the university implements its recently proposed tuition model.

Online and campus students abide by the same curricular standards, grading standards, degree expectations and expected competencies. Distance and campus students have access to the same support services, including advising, library and career services and although separated by distance, our home college has been providing ever-increased access to college-wide extra-curricular programming to our online students. For example, in November 2017 the College of Business and Public Administration featured NPR political journalist Mara Liasson as the keynote speaker for the College's signature annual Olafson Ethics lecture. The event was live streamed and student questions were taken from our live and online audiences.

In terms of curriculum, all our students are required to complete 12 classes that total 34 credit hours

(due to School of Graduate Studies policy, the semester-long capstone course, POLS 599, is limited to 1 credit hour), and a three credit internship (that students may petition to waive in favor of a free elective if they have at least one year of professional administrative experience; see here for an explanation: <https://business.und.edu/academics/political-science-public-administration/mpa/internships-waivers.html>). The following core courses and track options are required for both cohorts to complete the degree. Each core course is offered once each academic year and every MPA class is offered simultaneously online and on campus.

Core Courses:

POLS 500 Research Methods
POLS 501 Political and Policy Analysis
POLS 531 Seminar: Public Administration
POLS 532 Public Policy
POLS 580 Administrative Internship
POLS 997 Independent Study
POLS 599 Capstone

Students can pursue one of three tracks: General, Health Administration, or Social Entrepreneurship. Students pursuing a General Track are required to complete a total of 9 credits among the following list:

POLS 502 Problems in State and Local Governments
POLS 503 Government and Business
POLS 533 Administrative Ethics in the Public Sector
POLS 535 Public Organizations
POLS 536 Public Personnel Administration
POLS 537 Program Evaluation
POLS 538 Public Budgeting and Financial Administration
POLS 539 Administrative Law
POLS 562 Political Advocacy and Social Entrepreneurship
POLS 593 Problems in Political Science and Public Administration

Students pursuing a Health Track must complete 9 credits from the following courses:

POLS 551 Health Administration and Organization
POLS 552 Health Policy
ECON 575 Health Economics
MPH 504/POLS 593 Leading and Managing Public Health Systems

Students pursuing a Social Entrepreneurship Track must complete 9 credits from the following courses:

POLS 561 Creation and Management of Social Enterprises
POLS 562 Political Advocacy and Social Entrepreneurship
ENTR 575 Topics in Social Entrepreneurship
ENTR 580 Seminar in Social Entrepreneurship

Finally, please note that the JD/MPA program is not fully available in the hybrid format because the Law School does not offer its degree programs online. Additionally, the "Bachelor to Master's program" option is not fully available in the hybrid format only because the respective undergraduate degree is not offered fully online (although we have had a number of students transition into the program from our undergraduate degree and complete the program from a distance).

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

The Director has responsibility for most of the day to day administration and operations of the program; the position's role and scope of authority are codified in the department rules of governance and the duties are delineated annually in a Memorandum of Understanding generated between the director, the department chair and the CoBPA Dean's office. A list of the Director's duties listed in the AY17-18 MOU are listed in Section 2.2.2b. In support of the Director's position, the CoBPA provides an additional stipend and one single course release each academic year. The CoBPA also recognizes the importance of aligning program management with NASPAA and subsequently funds both travel and expenses associated with the Director attending the annual NASPAA conference.

The Director reports to the Department Chair who reports to the College Dean. The MPA Steering Committee is the primary policy making and decision making body governing the MPA program and operates under a set of bylaws that help to ensure its autonomy from its home program in the Department of Political Science and Public Administration. The director does not have any hierarchical authority over faculty members who teach in the program, but has considerable input over course scheduling, hiring and staffing adjunct positions.

In an effort to centralize graduate programs in the CoBPA under previous Dean Margaret Williams, the CoBPA Office of Graduate Programs began to share some authority with the MPA Director in matters of Admissions and Budget. Budget authority was transferred from all CoBPA Program Directors to the Office of Graduate Programs in 2016 after a severe statewide budget contraction in the 2015-2017 biennium, which required two significant university-wide "allotments" (or givebacks) to the state's general fund in 2016 and again in 2017. During this time, the responsibility of Graduate Student Assistants (GSAs) appointments and the allocation of their time was also transferred from the graduate directors and consolidated into the CoBPA Office of Graduate Programs.

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

The MPA program is housed in the department of political science and public administration, which is housed in the College of Business and Public Administration at the University of North Dakota. The School of Graduate Studies has administrative responsibility over most graduate programs at UND. Academic matters fall under the purview of the Dean who reports to the Vice President of Academic Affairs (Provost). Within the College, the Office of Graduate Programs provides program support.

In AY 2017-18 we identify six nuclear faculty who participate in teaching research and governance. Each of these faculty have an expertise in public administration as well as "government and related fields," and publish in the areas in which they teach.

In a practical sense, each of the Department's nine tenure track faculty members contribute to program-related teaching, research, and governance; thus all are also members of the Steering Committee. A faculty member from the department of Economics and Finance sits on the Steering Committee because he regularly teaches our Health Economics class for the Health Administration Track (and the 12 credit Health Administration certificate). We also cooperate with the Law School to provide the joint JD/MPA program and the Master in Public Health Program to provide POLS 552 and additional germane electives for our students in the Health Administration track.

The Program, Department and College are committed to maintaining a nuclear faculty and to recruiting and hiring diverse and effective teachers and researchers. To this end, new faculty are provided with course-releases to help them establish their research agenda and to focus on developing effective courses. The university also supports pedagogy through providing support for both campus and online teaching modalities. Faculty members are expected to make effective use of the available technologies and are also expected to "bridge the distance" between our two

cohorts using pedagogy and available technologies. The CoBPA Graduate Program Directors in conjunction with the Office of Graduate Programs routinely work with the University's Center for Instructional Learning (CILT) to schedule technological and pedagogical training seminars for graduate faculty. Instruction is also guided by an Instructional Teaching Policy, which stresses substantial comparability across all modalities for student evaluation, expected learning outcomes, and assurance of learning (See "CoBPA Instructional Policies" Appendix 2.1).

The Director typically serves 3-year, renewable terms with no term limits; however, by tradition, leadership rotates after two terms. Currently, a leadership succession plan is in place to transition the new MPA Director in AY 2019-20. The Director position is approved by the department upon recommendation of the MPA Steering Committee, but is ultimately appointed by (and serves at the pleasure of) the CoBPA Dean.

This system of shared governance sufficiently complements and supports the structure and mission of the program. Nuclear faculty have significant determining influence over the program and its direction, including program development and implementation of the mission and its goals and objectives. To this end, all strategic, programmatic, and curricular changes to the program is formally approved by the Steering Committee. Substantive changes in the program must also go through department approval. Curricular changes typically stem with the Steering Committee and must follow a process of approval by the department, the college curriculum committee, the CoBPA Dean, the School of Graduate Studies committee, The University Curriculum Committee and ultimately the University Senate. New programs must be approved by the North Dakota State Board of Higher Education.

Standard 2.2

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

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

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

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

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

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

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

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year. 11

2.2.2

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

The MPA program consists of a faculty nucleus of six full time, tenure track members and it is a distinction that is institutionalized by the Department and by the College of Business and Public Administration. The recruiting, hiring and evaluation of nuclear faculty also align with this designation. All members of the department contribute to the program in terms of teaching, service, governance, and various degrees of scholarship; this has fostered a sense of program ownership among all faculty members (and has arguably promoted collegiality among our faculty cohort). Department bylaws state that "the basic purposes of the Master of Public Administration (MPA) Steering Committee shall be to make program and policy decisions related to the MPA degree, provide oversight for the MPA program, review assessment materials related to the program's strategic management model, ensure ongoing conformance of the MPA program to NASPAA standards and requirements, and to make recommendations to the Department of Political Science and Public Administration."

While nuclear faculty members exhibit substantial determining influence over program direction and management through their involvement in Steering Committee governance, they also exercise significant "day to day" determining influence through: certain admissions decisions; reviewing internship waiver requests; informing curricular decisions; providing formal and informal curricular, career and research advising for students; setting assessment criteria; general program management and maintenance; participating in hiring and evaluation processes related MPA faculty; originating policy change initiatives; and contributing to student achievement and evaluation through advising of independent study/capstone papers and participation in defense committees. The subsections below will draw attention to examples of substantial determining influence.

Program and policy planning,

The nuclear faculty exert a substantial determining influence over program and policy planning through their role in the MPA Steering Committee, which is the principal governing body of the MPA program. A recent example includes the decision to eliminate comprehensive exams as a program requirement after an almost 2-year extended discussion on the matter. The decision was reached only after careful consideration of its impact on graduation rates (graduation rates and our graduate exit survey data suggested comps became a barrier to graduation), a survey of the program requirements of our peer and aspirant institutions, and a viable alternative for shifting the assessment components to the core courses. The discussion also centered on applicability of mission and our role in preparing our students to "enter into or advance in government and related fields." Faculty noted that out of the two deliverables we required for program completion (comps and the applied independent study/capstone project), that the latter

has greater applicability to the mission and to student success in their careers. This view also aligned with the response data in our graduate exit survey.

Curricular development and review

Historically, members of the nuclear faculty take the lead in decisions about the direction of program's curriculum development and review. Examples include the establishment of the yearlong independent study / capstone beginning AY2012-13. This was a model articulated by a nuclear faculty member who brought it to the steering committee for consideration. Considerable weight was given to nuclear faculty members about the efficacy of the proposal and discussions of proposal's relationship to the mission and its effect on graduation rates before the Steering Committee voted to approve the proposal and forward it through the curricular process. Another example included an effort to streamline our assessment plan in the spring of 2016. Nuclear faculty recognized that the program's existing assessment plan was too cumbersome. At the time, the core competencies were assessed with 16 dimensions using nearly 70 indicators. Nuclear faculty convened weekly meetings over the course of three months to fine tune our assessment criteria. The process was intentional and driven by previous assessment cycles as well as knowledge of where to best assess each competency across our core classes and common program requirements (e.g. comprehensive exams and capstone papers). The result was a more tenable plan that cut the number of indicators by about one third, better mapped to our curriculum, and accounted for curricular changes that had taken place (for example, the additions of POLS 532: Public Policy to the list of required classes).

Faculty recruiting and promoting,

Hiring decisions start with a request to recruit a candidate to the CoBPA Dean's office. The department looks to input from the nuclear faculty to develop a position description that matches the program's needs with desired teaching and research experience, as well as considerations that could advance the program mission or diversity considerations. A subcommittee is then formed to review applications, rank applicants and provide recommendations to the department at large. The subcommittee often includes the department chair, the MPA director and another member of the nuclear faculty. After the department determines a shortlist, the subcommittee meets again to contact references and to make final recommendations to the department to interview candidates.

The department's promotion, tenure and evaluation process is informed by department bylaws under the direction of CoBPA, University and North Dakota, and ND State Board of Higher Education policies and guidelines. The evaluation of faculty members is conducted by the Departmental Promotion, Tenure and Evaluation (PTE) Committee, which consists of all active tenured faculty (which includes the MPA Director as well as other members of the nuclear faculty). Untenured faculty are evaluated annually and tenured faculty are evaluated triennially. Among other criteria, all members are evaluated against the expectations that they were hired under (for MPA faculty, this includes the quality of their publications, the extent to which their scholarship relates to the areas they teach within the program, the quality of their service portfolio, and the quality of their teaching in MPA courses). For MPA faculty, the committee will often look to nuclear faculty members clarify and contextualize these expectations. The final evaluation notes both areas of success and areas in need of improvement related to program expectations; it is communicated to the faculty member in writing and a member of the committee is appointed to discuss the evaluation with the faculty member. The PTE observes a similar process for tenure and promotion considerations.

Student achievement through advising and evaluation.

Finally, nuclear faculty make significant contributions to student achievement. While much of the

formal curricular advising takes place through the Office of Graduate Studies, faculty members are willing and available to advise students about their classes, as well as internships, career, or other advising. While the Office of Graduate Studies provides much of the curricular advising, it is the faculty who set the curricular requirements for students. Additionally, the nuclear faculty generally assume the lion's share of independent study/capstone paper advising and evaluating their prospectus and final paper defense through a three person committee.

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

The MPA Director exerts "substantial determining influence in the program" through several roles, not the least of which include: providing input on course scheduling, providing input on faculty hiring and adjunct faculty hiring decisions, providing or arranging training for adjunct faculty, proposing an annual budget, serving as a liaison to the MPH program, serving as a liaison to CILT for program-related technologies, and serving as the program point of contact to the School of Graduate Studies. The director is also the principal liaison to NASPAA and COPRA, and updates the program faculty and department regarding NASPAA and COPRA expectations and policies.

The Director typically takes the lead in program-related policy initiatives before the Steering Committee, and executes program policy. Any request for variances in curriculum or program policy are typically dispatched by the Director when they fall into an existing process (i.e., petitions, internship waiver applications, transfer credits) or referred to the Steering Committee for further consideration.

The Director is also considered the "face of the program" and is the first point of contact for alumni, potential internships, career recruiting, and the advisory board, among others. Finally, the program director is largely responsible for many of the day to day operations of the program. The annual MOU specifies oversight over items such as:

Budget and resource management:

- Confer with Dean's Office or Designee on Fiscal Year Budgets
- Confer with Steering Committee and/or Dean's Office or Designee on program related spending decisions, as needed

Curriculum:

- Coordinate program development and curricular changes as needed

Communication:

- Report on the status of the MPA program at regular intervals to the Chair and Department
- Develop, update, and disseminate orientation information, in conjunction with Dean's Office or Designee and other relevant parties, as needed

Outreach:

- Coordinate with faculty from across the university related to the MPA program
- Coordinate course scheduling with Department Chair and other relevant Departments
- Attend Graduate School and other relevant training seminars, when applicable
- Liaison with the Graduate School
- Coordinate program survey efforts (e.g., exit surveys, stakeholder surveys)
- Serve as (or delegate) the MPA program representative for college-wide initiatives

Leadership and responsibility:

- Convene and facilitate MPA Steering Committee meetings

- Organize and coordinate the completion of the MPA program evaluation done by the Graduate School, when applicable
- Facilitate the organization, collection, and reporting of MPA assessment and strategic management activities to meet CoBPA, NASPAA, and HLC standards
- Provide input for hiring adjunct faculty
- Provide training for adjunct faculty when needed
- Serve as a member of the Tenure and Promotion Committee when core members of the MPA faculty are being reviewed

Program identity and growth:

- Work closely with Dean's Office or Designee, regarding goals for recruitment, retention plans, advertising and coordination with the CILT team regarding technology
- Serve as the faculty advisor for the MPA Subcommittee of the CoBPA Graduate Student Organization
- Attend the NASPAA conference and serve as liaison with NASPAA and COPRA
- Liaison with the MPA Advisory Board and facilitate Board meetings as needed
- Gather data and prepare reports/questionnaires to ranking organizations (e.g. US News & World Report) as needed
-

Accreditation:

- Gather program data for NASPAA annual maintenance reports and voluntary data pool
- Continue preparations for completion of the NASPAA self-study (AY 2018-19)

2.2.3

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

2.2.3 Faculty Governance Comments

The University at large enjoys a strong tradition and culture of shared governance that translates to the college and program levels. Primary administrative responsibility of MPA program rests with the MPA Director and the nuclear faculty, a designation recognized by the Department of Political Science and Public Administration (PSPA), the College of Business and Public Administration and the Vice President of Academic Affairs (Provost). Six faculty lines are currently designated as nuclear faculty.

Five of the six nuclear members teach at the graduate and undergraduate levels and one position is shared with the Master of Public Health program and the position has teaching responsibility only at the graduate level (all courses taught in this line, including PA generalist and health-admin related are open to all MPA students).

All members of the PSPA department (by virtue of teaching in the program) as well as faculty members outside of the department who regularly teach in the MPA program hold membership and serve on the MPA Steering Committee. In Fall 2017, the Committee codified a position into the bylaws for the Director of the College Office of Graduate Programs. The Steering Committee has primary responsibility to set program policy independent of the political science department and the committee is guided by a set of bylaws and operating procedures.

COPRA Approval

No

Standard 3.1 COPRA Approval

Standard 3.2 COPRA Approval No

Standard 3.3 COPRA Approval No

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.

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

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)

Faculty qualifications is an area that the program periodically revisits through its policymaking arm (Steering Committee). This was last revisited in February 2018. The policy that now stands is:

The College of Business and Public Administration has specific definitions for professionally qualified faculty versus academically qualified faculty, largely derived from the College's experience with AACSB accreditation.

The Department has derived its own version of these definitions for the MPA program, which follow:

- Faculty Criteria for Academically (AQ) and Professionally Qualified (PQ)
- Faculty teaching courses offered by the Master of Public Administration program should be either AQ or PQ. The definitions of faculty classifications are detailed below:

STANDARD 3: Faculty Performance

Academically Qualified (AQ)

A faculty member in the MPA program will be considered academically qualified (AQ) provided s/ he meets the following conditions:

- Possesses a doctoral degree in (or related to) the field in which s/ he is teaching; and
- Has a research program that includes at least one of the areas in which s/ he is teaching in the MPA program, as evidenced through publication, applied research, and/or conference presentations.

Exceptions:

- Faculty members who are ABD will be considered AQ if they are completing their first year of service in the MPA program.
- Faculty members who have received a doctoral degree in the discipline in which they teach within the last 5 years will be considered AQ.
- Faculty members who have a doctoral degree, but not in the area in which they provide instruction, but have a publication record in an area related to their teaching requirements will be considered AQ.

Professionally Qualified (PQ)

A faculty member in the MPA program will be considered professionally qualified (PQ) provided s/he meets the following conditions:

- Possesses at least a masters degree in the area they teach; and
- Is currently working in the field defined by the class they are teaching, or
- Has at least five years of experience in the field defined by the class they are teaching.

Exceptions:

- Faculty members who are not currently working in the field, but vacated a full-time position in the field within the last 5 years related to the area in which they are teaching will be considered PQ.
- Faculty members who have been in ABD status for more than one year at UND, but have some experience in the field in which they are teaching, with be considered PQ.

Table 3.1.3 (and our annual maintenance reports) demonstrate that most of our courses are taught by academically qualified faculty. When we utilize professional qualified faculty, these policies guide our hiring decisions.

3.1.3

Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified 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%.

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	80%	15	80%	80%
Courses delivering required Competencies	100%	7	100%	100%

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

Secondary Delivery Modality Name

Campus Students

4.2.2a

Self Study Year (SSY)

Total SSY Applicants	8
Total SSY Admits	7
Total SSY Enrollments	6
Fall SSY Total Full Admissions	2
Fall SSY Total Conditional Admissions	2
Fall SSY Total Full Enrollments	2
Fall SSY Total Conditional Enrollments	1
Fall SSY Total Pre-Service Enrollments	3
Fall SSY Total In-Service Enrollments	0

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Online Modality

Secondary Delivery Modality Name

Distance Students

4.2.2a

Self Study Year (SSY)

Total SSY Applicants	8
Total SSY Admits	8
Total SSY Enrollments	8
Fall SSY Total Full Admissions	0
Fall SSY Total Conditional Admissions	4
Fall SSY Total Full Enrollments	0
Fall SSY Total Conditional Enrollments	4
Fall SSY Total Pre-Service Enrollments	1
Fall SSY Total In-Service Enrollments	3

3.1.4

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

New faculty hires are provided a reduced teaching load in their first two years in order to help them develop their research program. There are also a number of resources available to help new (as well as established faculty) develop or improve their teaching and to leverage available tools and technologies in support of their teaching efforts.

In support of new faculty, the university also offers an optional "new faculty bus tour" across the state of North Dakota to help new faculty build community and network with stakeholders,

university administration, and other new faculty. Additionally, the University also offers an optional 2-year mentorship program, known as the Alice T. Clark (ATC) program to help new faculty orient to UND and University culture. Participants meet monthly for programming (many in the form of guest speakers) that cover topics such as effective teaching methods, writing and applying for grants, research, what to expect in the tenure and promotion process, and strategies for work-life balance. ATC participants are also paired with a faculty mentor, typically in a discipline similar to their own. Participants who complete the first year of the program also earn a monetary stipend. More about the ATC program can be found here:

<http://www1.und.edu/academics/ttada/faculty-development/alice-clark-mentoring.cfm>

The Department also supports faculty travel for conferences (or other professional development travel upon approval). Faculty were each allotted \$1800 in FY2017-18. The College provides competitive research grants to fund summer research efforts. Historically, the department and program have demonstrated success in this process; this year Drs. Hand, Harsell and Wood were awarded three of the five available grants. The CoBPA also employs a staff member to help assist with grant writing and submission. In 2015, Dr. Harsell was the recipient of a \$20,000 National Endowment of the Arts grant to study state diffusion of State Arts Agency appropriations. Finally, the university has a developmental leave policy (similar to a sabbatical), where faculty members may apply for a leave at a reduced salary. Dr. Jensen was the recipient of a research leave during the Fall 2016 Semester.

Finally, the CoBPA's Work Allocation and Merit Review Process (WAMR) places an emphasis on meaningful service, effective teaching, and publication of scholarship in high quality journals as pre-conditions for merit increases. The WAMR also represents an effort to raise the profile of the college and its programs through incentivizing innovative teaching and program delivery, and scholarship.

Standard 3.2

Standard 3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

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

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

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

3.2.1

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

Legal and institutional context of program precludes collection of diversity data.

No

Please check one:

US Based Program

3.2.1a

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic	0	0	0	0	0
American Indian or Alaska Native, non-Hispanic/Latino	0	0	0	0	0
Asian, non-Hispanic/Latino	0	1	0	0	1
Native Hawaiian or other Pacific Islander, non-Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
White, non-Hispanic/Latino	7	1	2	0	10
Two or more races, non-Hispanic / Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race or Ethnicity Unknown	0	0	0	0	0
Total	7	2	3	0	11
Disabled	0	0	0	0	0

3.2.1b

Non U.S. based

Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

Select Designation	Program-defined diversity category	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Total						

3.2.2

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

The MPA program is committed to diversity and inclusion to fulfill our mission and its accompanying goal to "prepare its students for public service by developing and supplementing...a recognition of, and appreciation for, the role of diversity in public service delivery." In the summer of 2016, the MPA Director met with the UND Vice President of Diversity and Inclusion to review the program's long-long standing Diversity Plan; she suggested several minor edits in an effort to strengthen the document. The proposed revisions were presented to the MPA steering committee in October 2016. The Plan addresses our commitment to diversity and inclusion and our efforts to enhance diversity and inclusion in three areas:

1. Faculty recruitment
2. Student recruitment, admissions, retention and support, and
3. Student experiences

Our commitment to diversity and inclusion also aligns with College of Business and Public Administration Priorities, UND's Diversity and Pluralism Statement, and Goal five of the 2017 OneUND Strategic Plan, to "Foster a welcoming, safe and inclusive campus environment" (http://www1.und.edu/strategic-planning/_files/docs/und-strategic-plan-report-advance-180209_v1.pdf).

Faculty recruitment

Recent faculty recruitment efforts have emphasized the program's commitment to diversity and inclusion under our mission and we have included specific language encouraging members of underrepresented groups to apply. To this end, we advertise position openings in ASPA, APSA and the Chronical of Higher Education, contact appropriate APSA sections, and leverage additional personal and professional networks in an effort to increase the diversity of our applicant pools. These efforts to diversify our applicant pool have met with some success over our most recent search efforts and have generated diverse short lists of highly qualified candidates.

Student recruitment, admissions, and retention

Student recruitment is provided in greater detail in section 4.1.1 and is guided by our Mission and its goals and objectives, our admissions policies, and our Recruiting and Retention plan. In terms of recruiting to our mission, we seek to recruit, admit and retain students of diverse backgrounds. One area where we have had some limited success includes recruiting Native American students (and in some cases this also fulfills our mission objective to serve the state).

Additionally, the inclusion of distance students (and our transition to our hybrid courses) was part of a larger and data driven effort to diversify our student body in accordance to our mission and goals

(See Appendix 3.2 for a description). Moreover, a survey of existing students and recent graduates suggest that students develop increasingly positive attitudes toward diversity measures as they advance in the program (please see Appendix 3.2 and section 1.2.1 for a more thorough description of the analysis).

Our Recruitment and Retention plan also guides our efforts to help students persist to graduation, including reaching out to students who have taken extended time-off from the program and working with them to finish the program if they wish to rematriculate.

Student experiences

Through its mission and goals, the MPA program seeks to promote "a recognition of, and appreciation for, the role of diversity in public service delivery." This commitment helps guide the faculty in their efforts to facilitate diverse and inclusive student experiences. Examples from two required courses and two elective courses include:

In POLS 500: Research Methods, Dr. Urlacher requires students to develop a survey questionnaire and then find and interview a public administrator who is from a diverse background or operates in a diverse setting. The student is then asked to reflect the extent that any of their prior assumptions were challenged as a result of the interview and data analysis.

In POLS 562: Political Advocacy and Social Entrepreneurship, Dr. Sum asks students to develop project proposals that "focus on innovative ways to address social problems with an emphasis on empowerment." Highlights from Spring 2018, include projects that address: New Americans, Native Americans, mental illness and/or disabilities, those who serve lower SES communities, and ways to overcome problems with existing models of microfinance in rural areas.

In POLS 531: Foundations of Public Administration, Drs. Hand and Harsell (who alternate teaching responsibility for the course in opposing years) are replacing a number of the "Classics" readings with readings that they are identifying from female authors and authors from more diverse backgrounds. This effort is in response to data generated from our graduate exit survey question that asks students to rate the extent to which the program prepares them to "work with clients/stakeholders from diverse groups and populations." While the mean response to the question was 3.71 (on a 5 point scale; 1 equals Poor, 5 equals Excellent), the faculty feel that there is room for improvement. We will swap out selected readings over the 2018-19 and 2019-20 academic years. This phased approach should also allow us to evaluate the extent to which this effort "moves the needle" for this particular measure.

POLS 503: Government and Business is team taught by a Public Administration professor (Dr. Harsell) and an Economics professor (Dr. O'Neill) and combines students from the Master of Public Administration Program, the Master of Business Administration Program and the Master of Accountancy Program. The course centers on the relationship between the public and private sectors and culminates in an experience where campus and distance students meet in the District of Columbia for an intensive, experiential "field trip." During the week in D.C., students meet with numerous people in government relations (representing firms such as Major League Baseball, Cargill, General Mills, Microsoft, and trade associations such as the American Beverage Association), Administrators in Government Agencies (examples have included visits to NASA, Commerce, the FCC, the GSA and Interior) as well as the North Dakota Congressional Delegation.

Other efforts to promote diversity and inclusion include bringing in guest lectures, and making college-wide programming available to our campus and distance cohorts. Finally, the program is working with a former alumni member and the Minnesota City and County Management Association (MCMA) to pilot a Manager in Residence program. The pilot will occur in Fall 2018.

3.2.3

3.2.3

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

In 2013, our faculty consisted of eight Caucasian males and three Caucasian females. Two Caucasian females departed in 2015; we were unable to replace these faculty lines; one was shared between the School of Medicine and Health Sciences and the CoBPA and the other was not replaced in lieu of a statewide budget contraction. We lost two Caucasian male faculty members in Summer 2014 and Summer 2016. The first line was replaced by a Caucasian male and the Second was replaced by an Asian-American female Visiting Assistant Professor for AY2017-18. This line will be filled with a Caucasian male in AY2018-19 through administrative reentry. In AY2017-18 our faculty will consist of eight Caucasian Males and one Caucasian Female for a net loss of two faculty members since 2013.

Standard 3.3 Research, Scholarship, and Service

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

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

3.3.1

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

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

3.3.2

List some significant outcomes related to these exemplary efforts.

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

RESEARCH AND SCHOLARSHIP

Starting with its mission and accompanying goals, the University of North Dakota MPA program is committed to advancing the field and practice of public administration through faculty research and scholarship. All faculty and nucleus faculty regularly attend academic conferences, present papers in their areas of research, and often serve in discussant or chair roles. The college and department also provide enough monetary support for faculty to attend at least one academic conference per academic year. The College also provides support for the MPA director to attend the NASPAA conference annually. In the last five years the nucleus faculty have published in a number of top tier journals, including Journal of Rural Studies, Decision Sciences Journal of Innovative Education, Journal of Public Affairs Educating, Public Budget and Finance, Justice System Journal and Urban Affairs Review. Drs. Hand, Harsell and Wood were three of the five college-wide recipients of the competitive CoBPA 2018 summer research grants.

COMMUNITY SERVICE

UND MPA faculty are encouraged to engage in service to the program, department, college, university and the community. At the university level, Dr. Hand serves as a member of the interdisciplinary Rural Health and Communities Grand Challenge research team, which was established to align with Goal 4 of the OneUND strategic plan. Dr. Jensen also serves as a member of the UND Unmanned Aerial Systems (UAS) Leadership Team. Harsell served as Chair of the University Senate during AY2016-17. Nucleus faculty members also engage in significant service outside of the university. Dr. Wood devotes three hours per week as a recurring guest on a local talk radio show segment to expose citizens to a perspective on current events that they might not ordinarily encounter. Dr. Kassow has taught Girls State participants about the local, county and state levels of the Judiciary, he also transitioned into the advisor role for the UND chapter of the American Mock Trial Association at the end of AY2017-18. Dr. Jensen served as a founding board member and officer for the High Plains Fair Housing Center, a Grand Forks, ND 501(c)(3) nonprofit organization. Dr. Harsell regularly serves on NASPAA site visits and was the recipient of the CoBPA Meritorious Service Award in 2017. Harsell and Wood also regularly provide commentary and expertise to local, regional and national media. They have been cited in outlets such as the Grand Forks Herald, The New York Times, BBC, Public Radio, the Voice of America, Time Magazine, Politico, Governing Magazine, and the Associated Press. Dr. Hand serves as an editorial board member for the Journal of Administrative Theory and Praxis.

EFFORTS TO ENGAGE STUDENTS

The program is committed to engaging students inside and outside of the classroom. Many of our faculty employ pedagogical strategies to promote engagement among students, such as peer review of presentations, and designating student facilitators for small group case analysis. Campus students and online students may also elect to take Government and Business, which combines MBA and MPA students and culminates in a field trip to Washington DC. Outside of the classroom, faculty members are engaged with students through available office hours, and each student is assigned a faculty advisor who guides the student through their yearlong capstone project paper. The Program has also provided monetary support each year to send one online and one campus student to the NASPAA-Batten Policy Simulation, chosen through a competitive nomination process. One of our students participated in a group that took first place in the Columbia, NY location and second place internationally (see story here: <http://blogs.und.edu/und-today/2017/03/rising-to-the-top/>). Members of the Program and department are also routinely recognized for their teaching. Dr. Hultquist (who left the program in 2016) received the College Established Faculty Teaching Award in 2014. In 2015, Dr. Urlacher received the Charles and Betty Corwin Teaching Award from the CoBPA and Dr. Harsell received the UND Thomas J. Clifford Faculty Award for Graduate Teaching Excellence. In 2016, Dr. Urlacher received an undergraduate teaching award from the University and in 2017, Dr. Wood

received a CoBPA teaching award and an undergraduate teaching award from UND.

Moreover, the program and department collaborates with the College on a number of events over the course of the year. Where contractually permissible, the college and/or program streams the events to allow participation for our online students. Highlights of these events include hosting David Osborne in 2013 for a talk on the state of reinventing government and a talk by NPR correspondent Mara Liasson in 2017. In 2018, the MPA program hosted 2014 MPA alumna, Cassandra Torstenson for the College's Annual Hultberg Lectureship series, featuring successful female graduates. Ms. Torstenson was the first Hultberg participant to have graduated from the CoBPA as an online student.

COPRA Approval

Standard 4.1 COPRA Approval	No
Standard 4.2 COPRA Approval	No
Standard 4.3 COPRA Approval	No
Standard 4.4 COPRA Approval	No

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.

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

Recruiting efforts are consistent with both our mission and goals and the program's recruiting and retention plan. Many of the recruiting efforts now originate in the CoBPA office of Graduate Programs through efforts such as: a digital marketing campaign, following up on leads, and visiting organizations (especially in North Dakota and Minnesota). Beginning in AY2018-19, Dr. Wood's allocation of time will include a percent of time dedicated to recruitment efforts.

The MPA Mission emphasizes preparing students "to enter into or advance in government and related fields." For that reason we actively recruit both in-service and pre service students. The transition to our online-hybrid model also serves our mission in a few important ways. First, we were able to expand our charge to serve the state (especially the charge to educate public servants) in that we are now able to recruit and admit in-state students from outside of Grand Forks and

Bismarck areas (where we had adDedicated Interactive Video Network (IVN) classroom site). Enhancing diversity is also a central tenet of our mission and its goals. To this end, our hybrid delivery model permits us to recruit outside of the state and region and to target diverse populations nationwide. Within the state and region, recent recruiting meetings were set up with the following groups or organizations:

- City of Bismarck Administrators
- Basin Electric Coop
- ND Department of Health
- Montana-Dakota Utilities Co.
- National Information Solutions Cooperative (NISC)
- Altru Health Systems
- UND Employees and Current Students (5 year program)
- NDSU Bridge Program (NDSU students)
- Healthcare Horizons Conference

Additionally, a digital marketing campaign (primarily a pay per click model) targeted applicants nationally, especially in larger, more populous states and metropolitan areas. While the campaign generated fewer leads than expected, the MPA Director followed up with each lead with a telephone conversation.

Tuition Costs (in and out of state) as well as costs of online attendance are clearly stated on the program website, the MPA factsheet, and program communications. We also communicate program costs to prospective applicants during recruiting visits. The most up-to-date information can be also found at <https://und.edu/programs/public-administration-mpa/tuition-fees.html>

Finally, another recent initiative that aligns with our recruiting efforts is a formal agreement between the UND MPA program and the Peace Corps to establish a Paul D. Coverdale Fellows program. Our MOU with the Peace Corps notes that this program advances "The Third Goal of the Peace Corps by helping to promote a better understanding of other peoples on the part of the American people. The Program will also serve to advance the goals of the University by educating qualified Returned Peace Corps Volunteers ("RPCVs") through formal academic study." This partnership aligns with multiple aspects of our mission and its related goals and objectives and stands to introduce an additional diversity of perspective to our overall student experience.

Standard 4.2 Student Admissions

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

The MPA Program at UND requires an application form, payment of application fee to the School of Graduate Studies, three letters of recommendation, official of transcripts, a statement of goals and objectives, GRE scores, and TOEFL score, if applicable. Applicants must also have demonstrated minimum competence in public administration, administrative sciences, and methods; these

competencies are normally demonstrated by having completed at least one course in each of four fields (Political Science, Accounting, Economics, and Statistics), by special exams in the fields, or by practical experience. More information about the application process and criteria can be found here: <https://und.edu/programs/public-administration-mpa/requirements.html>

Two ways in which these policies are consistent with our mission include:

First, the nuclear faculty provide full consideration for applicants from underrepresented groups whose composite GRE/GPA scores fall below the threshold for automatic admission. When considering whether to recommend a provisional admission for the student, the nuclear faculty members consider evidence that the student will enhance the diversity of the program, such as whether the applicant grew up in poverty, has a disability, or is a first generation college student. The faculty understand our imperative to help students persist to graduation, so we also consider other indicators of potential success, including: success in any post-baccalaureate course or certificate work, candid appraisals from their reference letters, and indicators of success from work-related experiences, volunteering or other service endeavors.

A second example includes the establishment of thresholds for admittance. The composite GRE/GPA formula scores permit us to admit students with the greatest potential for success in their graduate studies. This is consistent with our mission objectives to maintain a high quality program and to prepare students to enter into or to advance within their chosen fields.

4.2.1b

4.2.1b Exceptions to Admissions Criteria

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

In accordance to School of Graduate Studies policy and in-line with the MPA mission and program policy, the MPA program admits students under three categories: Approved Status, Qualified Status and Provisional Status. An explanation can be found at <https://und.edu/programs/public-administration-mpa/requirements.html> see also (under categories of admission) <http://und-public.courseleaf.com/graduateacademicinformation/admissionspoliciesandprocedures/>

In short, Approved Status covers applicants who meet the criteria set by the School of Graduate Studies, and who score above the MPA defined minimum threshold composite GRE/GPA score and fulfill the MPA required prerequisite competencies.

Qualified Status is typically granted to students who meet all the criteria for Approved Status, except for the completion of up to six credits of prerequisite course work. Qualified students are permitted to enroll in up to 18 credit hours of MPA coursework, but must maintain both a 3.0 average and complete the prerequisite coursework in order to advance to Approved Status. Qualified students would also be prohibited from enrolling in a class where the competency was a prerequisite for the course (for example undergraduate statistics is a prerequisite for POLS 500: Research Methods).

Finally, Provisional Status may be granted to applicants who are missing more than two of the competency courses or have shortcomings related to one or more of the general Graduate School or MPA program level admission requirements (e.g., low GPA, low GRE/GMAT test scores). The first obligation of students admitted to Provisional Status will be to meet all of the conditions specified at the time of admission. Students in Provisional Status may be dismissed after one registration if their GPA falls below 3.00, or if they fail to meet other specified conditions.

Decisions to admit students under Qualified or Provisional status are grounded in our Mission and its goals and objectives, most notably: to promote "a recognition of, and appreciation for, the role of diversity in public sector delivery," service to "North Dakota by educating future State and community public service professions," and our desire to provide a high-quality program. The process is also in line with our governance structure as all nuclear faculty consider and vote on provisional admission decisions based on factors including an applicant's fit with our mission and a judgement of his or her potential success in the program (based on a number of indicators listed in Section 4.2.1a).

It is worth noting that the faculty have always considered the GRE as a predictor or indicator of success in our program. However, the program has recently developed policy to consider other indicators or predictors of student success in their graduate studies, including prior high academic achievements combined with significant administrative work experience (see formal policy in Appendix 4.1), and thus students fitting this criterion may apply for a GRE waiver. Many well-qualified potential applicants (especially in-service potential applicants) communicated to us that the GRE was a barrier to applying for a variety of reasons. The faculty feel that this will serve to expand our applicant pool (a mission imperative) and to admit high performing students who will persist to graduation (another mission imperative). The program has also developed conditions where high-achieving UND undergraduate students who show a strong record of success in their coursework and in the prerequisite courses can petition for a GRE waiver when applying for the BA to MPA 5-year program. We believe this serves mission objectives related to serving the state and education future state and community public leaders.

4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

GRE

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA Required

Minimum Required 2.75

Statement of Intent Required

Essay/Additional Writing Sample N/A

Professional Experience N/A

Interview N/A

Special Mission Based Criteria N/A

Other Required

In place of straight GRE scores, admissions are partly based on a formula score that weights GRE scores and GPA. The formula is $((\text{Verbal GRE} + \text{Quant GRE})/2) + (200 * \text{Undergrad GPA})$

Explain Other Criteria:

The minimum needed for automatically be considered is 106. The score for automatic denial is 75. Students who score between 75 and 106 may be considered for provisional admission (typically with a stipulation that they maintain a 3.0 average in their first 12 or 18 credit hours of coursework). The Program will accept LSAT Scores on for students pursuing a Joint JD-MPA degree.

As described in Section 4.2.1b, the program recently adopted a policy where applicants can petition to waive the GRE in lieu of significant public work experience and other indicators of success. (See also Appendix 4.1).

4.2.2a

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

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.2.2a Admission Numbers

Self Study Year (SSY)

Total SSY Applicants 16

Total SSY Admits 15

4.2.2a Admission Numbers

Self Study Year (SSY)

Total SSY Enrollments	14
Fall SSY Total Full Admissions	2
Fall SSY Total Conditional Admissions	6
Fall SSY Total Full Enrollments	2
Fall SSY Total Conditional Enrollments	5
Fall SSY Total Pre-Service Enrollments	4
Fall SSY Total In-Service Enrollments	3

4.3.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

Secondary Delivery Modality Name

Campus Students

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	11.00	6.00	8.00	8.00	9

4.3.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Online Modality

Secondary Delivery Modality Name

Distance Students

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	13.00	3.00	5.00	8.00	8

4.2.2b

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

41

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

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

4.2.2c

4.2.2c Admitted/Enrolled Students and Mission

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

The program mission aligns with our admitted students and enrolled students in a number of important ways:

First, our mission focuses on preparing students "to enter into or advance in government and related fields," and on developing and supplementing "the ability to practice effectively as an administrator in public, non-profit, or healthcare organizations." By communicating these goals and objectives through the operationalization of our recruitment and admissions plan, we recruit and admit students-both in service and preservice-who are currently employed in these sectors or intend to find employment in these sectors after graduation.

Next, the mission seeks to promote a "recognition of, and appreciation for, the role of diversity in public service delivery." This aspect of our mission aligns with the program's formal diversity plan (which fosters "affirmative steps to encourage and promote diversity in the MPA program, through faculty recruitment and retention, and student recruitment, admissions, retention and support"); the program's recruitment and retention plan (which emphasizes enhancing diversity in our student body) and admissions policies (which identify a recruiting priority for applicants who represent diverse backgrounds as well assurance that students who add to program diversity receive full consideration by the MPA nuclear faculty members); the UND core values of diversity, and Goal 5 of the OneUND Strategic plan, which seeks to foster a welcoming, safe and inclusive campus climate.

Finally, as a flagship state institution, a historical aspect of our mission's goals and objectives includes serving the state of North Dakota: "The University of North Dakota's MPA Program seeks to serve North Dakota by educating future state and community public service professionals." We meet this aspect of the mission in two ways. First, our enrollment of North Dakota students demonstrates that we are working to meet this aspect of the mission. Second, online access to our classes provides opportunities for North Dakota students to complete the degree from virtually anywhere in the states (as well as North Dakota residents who are deployed or are temporarily living outside of the state).

Standard 4.3 Support for Students

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

Self-Study Instructions

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

Communicating the information that students need to navigate and complete the program successfully aligns with our mission, its goals and objectives. To that end, the CoBPA Office of Graduate programs has a dedicated adviser to assist students with their program of study, course scheduling and registration, and to communicate import dates and deadlines for students throughout their program (in conjunction with the school of Graduate Studies). The program also maintains a listserv, into which all students are enrolled when they matriculate into the program. The CoBPA Office of Graduate Studies, often with the Director's input, will send out reminders, deadline notifications, internship or job announcements, and other items of interest to the students. The Director also communicates important program updates directly to students through virtual "town hall" meetings.

Expectations for academic progress (including a list of required classes and electives) and graduation requirements are readily available in the academic catalog (available online) and on the program website. In addition, all orientation materials have been consolidated into a Blackboard site (the University's Learning Management System) so current students have ready-access to important process guides and policy documents.

The Program and the Office of Graduate Studies share and maintain a database of all current students. Frequent reviews are performed in order to trigger conversations with students to determine efficient paths toward graduation or reminders for students who may be deficient in paperwork (such as their application to graduate). The Office of Graduate Studies also reaches out directly to students who fail to register for courses in a timely manner.

The School of Graduate Studies (SGS) also enforces academic standards and process for most UND graduate programs. All students are required to submit a "program of study" to the SGS that is

approved by the program. They also monitor and enforce Grade Point Averages (and place students on academic probation, when necessary) and the completion of requirements for qualified or provisionally admitted students. Finally, the SGS tracks formal requirements necessary to advance to candidacy, such as: independent study advisors, the submission of independent study proposal, IRB approval, and graduation applications.

Another program requirement is the independent study/capstone assignment. Expectations for this capstone paper are communicated early and often. Students take the POLS 997/599 sequence in their last year and the instructor guides them through the research enterprise, including ways to gather data, submitting an Institutional Review Board (IRB) application and preparing and defending (before a committee of three faculty) a research prospectus. The second half of the sequence (POLS 599) is guided by the instructor of record (who facilitates regular progress in a classroom setting) and the student's advisor who takes a greater role in advising the student in the substantive areas of their project. High standards for their project are also enforced through a formal defense at the completion of the project (before a three member faculty committee). After a satisfactory defense and paper submission, the advisor will sign off on the project and submit the paperwork to the School of Graduate Studies.

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)

Retention of students has always been a focus of the program, but is now a pillar in the recent OneUND Strategic Plan. To this end, faculty are presented with additional tools to help retain all students, graduate campus and distance students alike. One such tool is Starfish, which is billed as a tool to provide "an efficient way to quickly offer coordinated support to all students ensuring they receive the right type of assistance/intervention to keep them on track" See: <https://www1.und.edu/academics/center-for-instructional-and-learning-technologies/tech-support/starfish.cfm>

All faculty are required to report academic deficiencies at midterm, which in turn alerts their advisor. This simple process can help trigger necessary conversations or interventions to help the student get back "on track." Students falling behind are also encouraged to speak with instructors and the MPA Director. Faculty are encouraged to utilize Starfish throughout the semester, including entering course alerts and awarding students electronic "kudos" for exceptional performance. Faculty are also required to link to two information repositories on their syllabi. The first lists CoBPA policies and the second links to academic resources listed on the VPAA's webpage.

The university has excellent support centers for (campus and distance) graduate students, including: American Indian Student Services, Career Services, Counseling Center, Disability Services, Financial Aid, Math Learning Center, Multicultural Student Services, Student Success Center, Veteran & Non Traditional Student Services, Women's Center, and a Writing Center. For students with hearing impairment, the University also contracts with a captioning service that provide real-time closed captioning for hybrid courses.

Often, simply starting the conversation with a struggling student is an invaluable intervention. Through these conversations, we can help direct the student to the right resources, if appropriate, or work with the student to help them manage their current or future course load. Students needing to exit early due to a medical condition, maternity, paternity, family or eldercare needs have administrative options and may be eligible for incompletes and leaves of absence. We also work to offer accommodations for military deployment. In these cases, we also have a discussion with students about the best "on ramp" back into the program if and when they are ready. The School of Graduate Studies oversees any exceptions to existing policy, leave of absence requests, withdrawals, and issues related to academic probation, academic dismissal, and adjudication of academic grievances.

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 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are **cumulative**, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

For programs with multiple modalities, complete the first table in aggregate. Then, using the **+Add new Delivery Modality breakdown** button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	24.00	9.00	13.00	16.00	17

4.3.4b: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

Secondary Delivery Modality Name

Campus Students

4.3.4b

Self-Study Year Minus 1

National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	1
City, county or other local government in the same country as the program	0
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	0

4.3.4b

Self-Study Year Minus 1

Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	0
Total Number of Graduates	2

4.3.4b: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Online Modality
Secondary Delivery Modality Name	Distance Students

4.3.4b

Self-Study Year Minus 1

National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	1
City, county or other local government in the same country as the program	2
Foreign government (all levels) or international quasi-governmental	1
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	0
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	0
Total Number of Graduates	6

4.3.3b

Please define your program design length: Semesters

4

4.3.3c 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)

The program allows students to graduate in 4 fulltime semesters, but has increasingly served in-career students seeking part-time options; our evening classes held in real-time with a campus cohort is appealing to them. We have also explored a number of ways to reduce barriers to graduation without compromising quality or rigor of the program. This is one of the first cohorts that took the newly designed capstone sequence (POLS 997 and 599). Previously, students completed their capstone outside of a structured class environment with a faculty advisor. The new structure improved graduate rates (as suggested by the increased percent of applicants to graduates in our AYR-5 data over time).

Of the 24 applicants in the SSY-5 cohort, two (both online) withdrew the first week of their first semester. One campus student is persisting to graduation. Of the remaining five students who did not persist to graduation, four were admitted provisionally (for students with marginal aggregate GRE to GPA scores or without prerequisite requirements (political science, economics, statistics and accounting). Provisional students must typically maintain a 3.0 GPA and complete prerequisites (if any) during their first 12 credits (18 for some pre-reqs). We increased selectivity of provisional admits and now factor in additional indicators of future performance in an effort to increase student retention and success. We also learned that a concurrent prerequisite load (up to 12 credits) could be a significant cost and time barrier to graduation and now also offer an option to complete much shorter "boot camp" courses at a nominal cost to students.

4.3.4

4.3.4 Career counseling and professional development services

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

Students preparing for a career in public administration, health care administration or the non-profit sector and students preparing for a career change have two institutional options for career services: Career Services at UND (<https://www1.und.edu/student-life/careers/>) and the Pancratz Career Development Center, located in the College of Business and Public Administration (<https://business.und.edu/current-students/pancratz-career-center/>) Kathy Lund staffs the center fulltime with the help of one part-time assistant. Since the center is located in the CoBPA, it offers services that are more specific to the needs of our MPA students.

Our program faculty understand that many of our students are already 'in-service' and may be looking to advance in their current career or they are seeking to make a career switch. Services offered to our on campus and distance students who are looking to enter the workforce, change careers or advance within their own career include:

- Job and internship Searches
- Linked in and Social Media review
- Pairing students with an alumni mentor
- Remote interviewing
- Resume and cover letter review

The Pancratz Center also recently implemented "Handshake," which is a college recruiting software platform that connects over 500 universities with over 250,000 employers. All UND students are eligible to sign up for a free Handshake account. More information can be found here: <https://business.und.edu/current-students/pancratz-career-center/jobs-internships.html>

Finally, MPA students receive career counseling from faculty, although this generally happens more informally. These conversations take place in courses and during individual advisement of students. At times, faculty are able to help students network directly with potential employers or program alumni. Faculty also routinely provide letters of recommendation for students and can help guide them with successful application strategies.

4.3.4a(1) Internship Requirement

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

Our MPA program recognize internships as a valuable component of an MPA curriculum. However, we realize that students begin our MPA program at different stages of their professional careers.

Therefore, those MPA students with at least one year of professional experience in a public service sector or other public affairs agency may submit an application to have the internship requirement for the program waived. Approval of the request for an internship waiver is determined by the Graduate Director and the Core MPA Faculty on a case-by-case basis. Students must supply a cover letter and detailed resume as part of their waiver application.

Professional public service experience that would qualify a student for an internship waiver would preferably be at the administrative level, where duties might include (but are not be limited to) working with budgets, completing supervisory tasks (human resources related duties, such as hiring and evaluation, conducting training, etc.), working with entities in the public sector, writing grant proposals, project management, and working with diverse clienteles. Experience should be in the public sector, but faculty will consider experience in health, non-profit, or private sectors where duties have included significant interaction with public sector entities. Students who are enrolled in the Health Administration or Social Entrepreneurship tracks should have experience in a germane sector if applying for an internship waiver. Students who successfully waive the internship requirement must substitute the three credit internship course with a three credit elective. For additional information, please see: <https://business.und.edu/academics/mpa/mpa-internship-waiver.cfm>

4.3.4a(2)

4.3.4a(2) How many internship placements did the program have during the Self Study 3 year?

4.3.4a(3)

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

City of Grand Forks Planning Department, Grand Forks, ND
Court Administrator, North Dakota Unified Court System, Grand Forks County, ND
The Center for Victims of Torture, St. Paul, MN

4.3.4a(4)

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

The Director typically takes on the role of supervising the academic side of a student internship experience as well as helping to facilitate the connectedness between the practical and theoretical experiences. Typically, after discussion with the MPA Director, students identify and apply for internships that complement their studies and career goals. The Pancratz center also has resources to help students identify available internship opportunities. Through the Pancratz Career center, students are able to secure a Handshake account, an online platform that provides them additional access to a nationwide database of internship and job postings. While the program encourages students to accept paid internships, we understand that not all internship opportunities will be compensated. The program

lacks the resources to subsidize unpaid internship opportunities.

Ongoing monitoring of internships is guided by the process set forth in our internship manual: https://business.und.edu/_files/docs/internshipmanuals18.pdf Paramount to the internship manual is frequent communication between the student and the MPA Director. The internship begins with a process where the intern and his or supervisor formalize goals and expectations for the internship. These are formally approved by the MPA director as a mechanism to ensure the student is engaging in meaningful work that is commensurate with program and NASPAA expectations, as well as the student's education level and career aptitudes. Students are asked to undergo two performance evaluations with their internship supervisor at midterm and at completion of the internship. Evaluation forms are provided in the internship manual and the supervisor is asked to return them to the MPA Director. The midterm evaluation allows the Director to gauge how well the internship is going and to intervene or work for a "course correction," if necessary (this is rarely an issue). Finally, the student is asked to submit a final reflective paper that explores the extent to which they achieved the goals they set out at the beginning of the internship and to connect aspects of Public Administration or related literature to their experience.

4.3.4a(5)

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

The distribution of the three internships during AY2017-18 align with the mission in several ways. Each internship closely aligned with the student's areas of interest and arguably well-prepared them to enter into government and related fields. One internship with the Center for Victims of Torture complemented the student's interest in addressing social needs through Social Entrepreneurship and her research interest in international public administration. Two internships were hosted locally (Grand Forks City and Grand Forks County) and contribute to aspects of our Mission related to educating future state and community public service professionals. All three internships exposed students to a range of diverse peoples and perspectives, aligning with the Mission and its goals and objectives centered on fostering a "recognition of, and appreciation for, the role of diversity in public service delivery".

4.3.4b

Report the job placement statistics (number) for the year prior to the 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.)

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.4b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.3.4b Employment Statistics

Self-Study Year Minus 1

National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	2
City, county, or other local government in the same country as the program	2
Foreign government (all levels) or international quasi-governmental	1
Nonprofit domestic-oriented	2

Self-Study Year Minus 1

4.3.4b Employment Statistics

Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	0
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	0
Total Number of Graduates	8

4.4.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Main Campus
Secondary Delivery Modality Name	Campus Students

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	1	0	0	1	2
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	0	0	0	0
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	0	0	0	0
White, non-Hispanic/Latino	2	1	2	3	8
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	3	1	2	4	10
Disabled	unknown	unknown	unknown	unknown	unknown

4.4.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Online Modality
Secondary Delivery Modality Name	Distance Students

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	0	2	1	0	3
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	1	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	0	0	0	0
White, non-Hispanic/Latino	0	5	2	4	11
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	2	0	1	3
Total	0	10	3	5	18
Disabled	unknown	unknown	unknown	unknown	unknown

No apparent concerns

No

Standard 4.4 Student Diversity

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

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

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

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

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

The MPA program's commitment to promoting diversity and inclusion begins with its Mission (and its stated Goals and Objectives) and the through the operationalization of its formal diversity plan (see Appendix 3.1). This commitment manifests in a number of ways:

First, the program encourages its faculty to address diversity issues and to promote an atmosphere of inclusion in their courses. We are sensitive to the composition of our faculty, which is predominately white and male. Our diversity plan outlines the proactive steps we take to diversify our faculty and our program. However, in spite of successful efforts to increase the diversity of our applicant pools over the previous 5-7 years, we have had some difficulty adding candidates from underrepresented groups and/or diverse backgrounds to our faculty ranks. This may not be surprising given the state's harsh climate and homogeneous population (2010 Census data rank ND as the Seventh "whitest" state in the Union).

Faculty incorporate diversity activities (described in more detail in Section 3.2.2) into our curriculum in an effort to supplement the lack of faculty diversity. Assessment data and evaluative studies by faculty members suggest that our efforts lead to satisfactory outcomes in this domain (for example, the Jensen and Butz study suggests that student attitudes toward four discreet diversity measures increase positively and significantly as a student's number of credit hours increase in the program; see Appendix 3.2). However, faculty still feel that we can-and should-improve in this area. As mentioned in Section 3.2.2., Drs. Hand and Harsell will be revising our Foundations course to include a greater number of "Classics" readings from female authors and from authors belonging to traditionally underrepresented groups.

Students also benefit from programming sponsored by the College of Business Public Administration, including annual lectureships and symposiums such as such as the Olofson Ethics Symposium and the Hultberg Lectureship. In 2017 The Olofson Ethics Symposium featured NPR political journalist Mara Liasson as the keynote speaker. The Hultberg lectureship features female graduates who have achieved success in their professional lives. During this daylong event, these alumnae speak to classes and participate in a panel discussion that generally centers on challenges that women often face on the job market and within the professional workforce. During the SSY, the MPA program hosted 2014 MPA alumna, Cassandra Torstenson for the College's annual Hultberg Lectureship series. Ms. Torstenson recently served as an advisor for ND Governor Doug Burgum and currently serves as the City Administrator for Brainerd, ND. Notably, she was the first Hultberg participant to have graduated from the CoBPA as an online student.

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

4.4.2 Program Recruitment Diversity Activities

Efforts to recruit and provide outreach to underrepresented populations flow from our Mission and its goals and objectives and are operationalized through our formal admissions policies, our Recruitment, Admission and Retention Plan (See Appendix 1.2), and Goals 3 and 5 of the OneUND Strategic Plan (See: https://www1.und.edu/strategic-planning/_files/docs/und-strategic-plan-report-advance-180209_v1.pdf). Recent outreach and recruitment efforts, including an AY16-17 digital marketing campaign and a number of recent recruiting visits are described in Section 4.1.1. As part of our leadership succession plan, beginning in AY 2018-19, Bo Wood will dedicate a portion of his workload allocation to recruitment efforts. Faculty are optimistic that this dedicated time will help us improve both our applicant pool (consistent with our mission and recruiting priorities) and increase our enrollment numbers.

Our formal admissions policy references recruiting priorities, including Native Americans (the largest minority population in the state) as well as other underrepresented populations or disadvantaged groups in the state and outside of the state. The program's formal admissions policy draws attention to additional recruiting priorities, including: "first generation college students and other disadvantaged students, as indicated by conditions such as extreme poverty, hardship, disability, etc." Historically, the program has benefited from a relatively balanced ratio of male and female students, which has precluded a need to actively recruit applicants based on their sex. The program has long considered geographic diversity a benefit to the program; this broader diversity perspective includes students from different places (urban versus rural), cities, states, and countries (and we have enrolled international students from places ranging from China, Columbia, Ethiopia, Malawi, and Norway). It also includes enrolling students from differing political persuasions, religious backgrounds, professional backgrounds, and ages (although we do not formalize these types of diversity in our admissions policies, faculty may informally consider these factors when making decisions about admitting students on a provisional basis).

4.4.3a

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

Legal and institutional context of program precludes collection of any "diversity" data. No

Please Check One: US Based Program

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."

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	1	2	1	1	5
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	1	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	0	0	0	0
White, non-Hispanic/Latino	2	6	3	7	18
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	2	0	1	3
Total	0	2	0	1	3
Disabled	unknown	unknown	unknown	unknown	unknown

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

4.4.3b

4.4.3b Ethnic Diversity - Enrolling Students

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

Non-US Based Program: Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

For programs with multiple modalities, complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

Select Designation	Program-defined Diversity Category	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Total						

Standard 4.4.3c

4.4.3c

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

The program is proactive in its policies and strategies for recruiting and retaining students from diverse backgrounds and underserved populations (please see response earlier in this section, Section 1.1.2 and Appendix 1.2 for additional discussion). Our Recruitment, Admissions and Retention plan stresses not only the importance of recruiting students from diverse backgrounds, but also retaining the students we admit and helping all of our students persist to graduation. Additionally, the inclusion of distance students through our online modality have increased the geographic reach of our program beyond Grand Forks and Bismarck, and provides additional opportunities to recruit historically underrepresented populations as well as increasing the geographic diversity of our student body. Finally, our recruiting and admission efforts also flow from two important clauses in our Mission: to "develop public service values," and "to prepare people to enter into or advance in government and related fields." Section 1.2.1 describes in more detail how the program conceptualizes how our Mission and its related goals and objectives connect to our curricular efforts. Within this context, a diverse student body enhances the student experience and helps contribute to the skills and values our students need to find successes in the workforce.

COPRA Approval

Standard 5.1 COPRA Approval	No
Standard 5.2 COPRA Approval	No
Standard 5.3 COPRA Approval	No
Standard 5.4 COPRA Approval	No

Standard 5 Matching Operations with the Mission: Student Learning

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

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

Self-Study Instructions:

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

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

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

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

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below to the Self-Study Appendices page. 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 UND MPA program was among the first cohorts to transition to the new standards; our previous SSR notes our process in detail. In short, the program engaged in a process to conceptualize how the universal competencies aligned with the distinctive attributes of our program and then developed dimensions that flowed from the competencies to our curriculum. Throughout this process, our nuclear faculty took care to align these dimensions to our program goals and objectives to generate a workable assessment regime within the context of our Strategic Management Logic model. Our assessment plan was revisited in Spring 2016 and slightly adjusted to reflect changes in curriculum (POLS 532: Public Policy was added as a core class, for example) and changes in faculty.

To lead and manage in public governance

The program measures this competency along four dimensions: (A) Understanding similarities and differences between public and private sector management; (B) Understanding intergovernmental and institutional context and relations, and networking; (C) Understanding management organizational structures and process and budget, and; (D) Managing and leading people, or human resources.

As an MPA program located in a business school, we are distinctively positioned to address this dimension: "understanding similarities and differences between public and private sector management." We believe that differentiating among the public, private and not-for-profit sectors is an essential element of any public administration program. Our faculty also want for our students to understand how and when the sectors merge and how the distinctions become blurred. Moreover, graduates and future public administrators who understand the range of differences among these sectors are better equipped to appropriately apply general administrative principles to situations that call for them and to apply specifically "public administrative" principles to situations with a distinctly "public" character.

Three examples of this dimension are highlighted here. First, we offer a course called POLS 503 Business and government where we explore the complex nexus between the three sectors and take students to Washington, D.C. to observe these relationships first hand (through visits with lawmakers, lobbyists, trade associations, private business, not-for-profit entities, etc.). Second, in line with our Mission, we offer a Health Administration track. Health organizations can be public, private, a public-private partnership, or not-for-profit. Finally, in line with the non-profit aspect of our

Mission, the social entrepreneurship track provides these students (or those who are simply taking a free elective course) exposure to social entrepreneurship and social enterprise, which are organizations that typically blur sectors (nonprofits with a for-profit spin-off; private businesses with a prosocial mission, for example). These provide our graduates and future public administrators the skills to help mobilize or leverage the various sectors in pursuit of addressing various social problems. This dimension is consistent with the following three mission objectives of the program:

O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The second dimension that supports the competency is: "understanding intergovernmental and interinstitutional context and relations, and networking." The program recognizes that intra- and inter-governmental relationships among and between the federal government, state governments and sub-state governments are becoming increasingly complex. Given the significant and increasing level of intergovernmental regulation, interaction, and financial interdependence, public managers need to be able to effectively work across levels of government and across institutions at all levels. Part of this ability involves learning what those institutions are, the actors present in those institutions, and the varying systemic constraints and demands that actors face at those various levels of government and administration. This dimension is consistent with the following mission objectives of the program:

O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The third dimension that supports this competency is: "managing organizational structures and processes." The program believes that public managers should have general and specific knowledge about management, including exposure to various theoretical perspectives related to the effective management of organizations. This includes perspectives of general organizational theory and theories/perspectives more specific to public management. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The final dimension that supports this competency is: "managing and leading people, or human resources." Managers should also be exposed to theories and practices related to the interactions of people in the workplace, in particular the interactions between supervisors and subordinates. This includes learning about various leadership theories, organizational behavior, as well as practical issues more specific to general human resource management policies and practices in the public, private, and not-for profit sectors (as well as the interdependence and blurring that has occurred among these sectors). This dimension is consistent with the following mission objectives of the program:

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

To participate in and contribute to the public policy process

The program measures this competency along four dimensions: (A) Approaches and models of policy analysis; (B) structures and processes related to the policy process; and (C) Development and creation of policy.

The first dimension the program uses to measure this competency is: "approaches and models of policy analysis." The program views exposure to the process of policy analysis as a crucial part of the training for public administrators, who are very typically working in environments that require involvement in the policy development and analysis stages. We view analysis as occurring primarily at the pre-policy stage where, for instance, administrators may be choosing among various options using empirical decision-making tools, or at the post stage, where administrators might be engaging in evaluation of policies that have been implemented. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The second dimension the program uses to measure this competency is: "structures and processes related to the policy process." Administrators should also have an understanding of the total process related to public policy, including the various stages. Particular emphasis is given to the impact and importance of bureaucracy in implementation and the role of evaluation in improving the performance of current and future policy. The dimension is consistent with the following mission objectives of the program:

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The third dimension the program uses to measure this competency is: "development and creation of policy." Since administrators often must participate in the development and creation of policy, it is important to expose students to the tools and techniques of analyzing policy before it is implemented, as well as the knowledge about their place in the larger process. This includes, but is not limited to, analyzing the costs and benefits of policy proposals. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

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

The program measures this competency along four dimensions: (A) Locate, assess, gather, and

manage data; (B) Using systematic evidence and information systems to enhance policy and administrative decisions making; and (C) Identification and assessment of policy and administrative assumptions and their consequences.

The first dimension the program uses to measure this competency is: "locate, assess, gather, and manage data." As mentioned above, the program places an emphasis on data gathering and analysis related to administrative and policy decision-making. This particular dimension relates mostly to gathering and processing of data, which would include research methodologies for public administration. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The second dimension the program uses to measure this competency is : "using systematic evidence and information systems to enhance policy and administrative decisions making" We feel the ability to make sound decisions by collecting and using all available information is crucial for good administration. Also, administrators should be solid critical thinkers, having the ability to weigh information objectively in a neutral, unbiased manner. Administrators should also have the ability to use methods of research to gather the appropriate primary and secondary data for the situation, which could include quantitative or qualitative approaches. Lastly, administrators should be able to apply statistical tools for analyzing the data collected. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The third dimension the program uses to measure this competency is: "identification and assessment of policy and administrative assumptions and their consequences." Part of being an effective administrator involves having the ability to recognize assumptions versus empirical based evidence. Processing these assumptions and gauging their impact on decisions is crucial, as is being open about any assumptions and their impacts. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

To articulate and apply a public service perspective

The program measures this competency along four dimensions: (A) Appreciate competing Values; (B) Understanding the history of American public administration thought, competing frameworks and intellectual perspectives; (C) Appreciate the role of inclusion in a representative bureaucracy; and (D) Understand and apply profession's code of ethics to situations and decisions.

The first dimension the program uses to measure this competency is: "appreciate competing values." Public administrators exist in a political system and must serve a diverse constituency; therefore it is crucial to have an understanding, respect and appreciation for competing values. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

O5: A recognition of, and appreciation for, the role of diversity in public service delivery.

The second dimension the program uses to measure this competency is: "understanding of the history of American public administration thought, competing frameworks and intellectual perspectives." In order for students to become members of the profession there is a need to understand how the profession evolved, what other disciplines it is linked to, its place in the larger academic and professional community, and the authors / perspectives that have defined the field. We feel that understanding how others define, and have historically defined, the role of the bureaucracy is a key element in students' ability to define and appreciate their own individual role and impact as a public administration professional. The dimension is consistent with the following mission objectives of the program:

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The third dimension the program uses to measure this competency is: "appreciate the role of diversity in a representative bureaucracy." This is an important part of the program, as reflected in our mission. The faculty in the program are dedicated to the idea of a representative bureaucracy. This means that the public sector should be diverse, just like the society it serves, and should be actively aware of that diversity. Administrators are expected to work in similarly diverse political systems, where they must interact with and appreciate the perspectives of diverse institutions, stakeholders, actors, and populations. In order to be an effective administrator, students must learn to understand the issues related to working in a diverse setting and to appreciate perspectives and experiences that are different from their own, particularly as they relate to public service delivery, balancing these different perspectives and communicating their decisions in a manner that is equitable and neutral. The dimension is consistent with the following mission objectives of the program:

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

O5: A recognition of, and appreciation for, the role of diversity in public service delivery.

The fourth dimension the program uses to measure this competency is: "understand and apply profession's code of ethics to situations and decisions." The program embraces the code of ethics of the profession, especially as reflected in ASPA's formal code of ethics. The program is committed to exposing students to this code of ethics and getting them to understand the linkages between ethics and administrative / policy decisions. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.

O2: The theories and practice of public management, and the design and analysis of public policy.

O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.

O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

O5: A recognition of, and appreciation for, the role of diversity in public service delivery.

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

The program measures this competency along two dimensions: (A) Communicating the results of analysis to diverse audiences verbally and/or in writing; and (B) Develop ability to recognize, consider, respect, and balance competing majority and minority perspectives related to administration and policy

The first dimension the program uses to measure this competency is: "communicating the results of analysis to diverse audiences verbally and/or in writing." Communication skills are, and have always been, one of the primary focuses of the program, because effective administrators and policy specialists must have good oral and written communication skills. Key among these skills is an ability to tailor one's presentation style and content to the information needs of a variety of audiences and situations, while taking care to maintain accuracy and avoid distortion of one's message and findings. The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication. O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.

The second dimension the program uses to measure this competency is: "develop ability to recognize, consider, respect, and balance competing majority and minority perspectives related to administration and policy." Public administrators' actions in the design and implementation of policy in a diverse society affects multiple groups, often with different impacts. Appreciation of the presence of these groups, their perspectives, and needs is a key step to identifying the impacts that policy has on these groups. It is also a necessary aspect of developing administrators' ability to balance the impacts of policy across groups, minimize negative, unintended impacts of policy, and make difficult choices when the objectives of multiple populations conflict. The program thus takes a two-prong approach to teaching about diversity: Step 1: Recognize diversity and the need for its appreciation (related to the dimension, "Appreciate the role of diversity in a representative bureaucracy," covered above under, "To articulate and apply a public service perspective") Step 2: Act appropriately on that recognition of diversity (this dimension) The dimension is consistent with the following mission objectives of the program:

O1: Skills related to critical and analytical thinking, decision-making, and communication.
O2: The theories and practice of public management, and the design and analysis of public policy.
O3: The public context in which public administrators work, including the institutions, actors, processes, functions, challenges, and responsibilities of government.
O4: The ability to practice effectively as an administrator in public, non-profit, or healthcare organizations.
O5: A recognition of, and appreciation for, the role of diversity in public service delivery.

Standard 5.2 Part A: Mission Specific Required Competencies

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed 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 at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state "none".

None. The definitions for the universal required competencies listed in Section 5.1 apply to the Program's General, Health Administration and Social Entrepreneurship tracks.

Standard 5.3 Part A

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals.

The program offers two elective tracks: the Health Administration Track and the Social Entrepreneurship Track. Students earning either of these two tracks must complete all core public administration coursework, all program requirements, and complete nine elective credits from a menu of track-specific courses. All students earning a track are exposed to track-specific skills and knowledge that supplement and align with their course of study in public administration. Our Mission also includes two objectives related to the public, non-profit and health care sectors. The first objective focuses on preparing students to effectively practice in these sectors. The second objective is related to producing research that may help improve practice in these sectors. Students in these tracks are also required to seek internships related to these sectors and produce applied research (through their independent study/capstone projects). While the two tracks prepare students to "enter into or advance in" these respective sectors, the tracks align with our Mission and all students are exposed to the Mission's overall goals and objectives, and public service values.

The Health Administration Track aligns with our mission and its goals/objectives in many ways. As a rural and sparsely populated state, North Dakota faces a number of serious healthcare concerns, not the least of which is a shortage of health care administrators. The program seeks to serve the state by "educating future state and community public service professionals" who are equipped to serve in this area. To better serve the state and our students, we entered into a partnership with the Master of Public Health program. This partnership contributed to a shared faculty member (Dr. Laura Hand contributes 60 percent effort to the MPA program and 40 percent effort to the MPH program), and an interdisciplinary approach to the Track through an institutionalized sharing arrangement for POLS 551: Health Administration and Organization and POLS 552: Health Policy. We believe that this diversification of student perspectives in these courses enhances the student's educational experience and increases student networking opportunities.

Social Entrepreneurship can be generally described as the use of entrepreneurial principles to address existing social problems, often expressed through nonprofit organizations. The track aligns with our mission and its goals/objectives in many of the same ways that the Health Administration

track does. The track prepares students to enter "into or advance in" government and related fields (and most notably in the not-for-profit sector), and to identify and address social problems in the state (and elsewhere) through leveraging the efforts of public, private and not-for-profit sectors. The track also contributes to the Mission through exposure to knowledge and track specific skills that align with our public service values. The social entrepreneur is a creative person dedicated to a social cause, creating and managing ventures and social enterprises.

5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.

The program's student learning goals are embedded predominantly in Goals 1 and its related objectives. These include "developing and supplementing" skills related to critical and analytical thinking, decision-making, and communication.

In line with these student learning goals, the Health Administration Track develops skills and knowledge needed to lead and manage a health organization and to participate in and contribute to the health policy process.

Also in line with these student learning goals, the Social Entrepreneurship Track develops skills and knowledge needed to identify social needs and contribute to a response to these needs through leveraging public, private and not-for profit entities. The track also provides the skills and knowledge for students to advance public service values into the social entrepreneurial sector, including a dedication to serve the public interest, and the efficient and responsible use of resources.

5.3.3 Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).

Both the Health Administration and Social Entrepreneurship Track courses are interdisciplinary in nature. In each Track, tenure-track department of Political Science and Public Administration faculty teach at least half (two of the four) of the track courses. The Master of Public Health Program and the Department of Economics and Finance (for the Health Economics course) contributes to remaining Health Administration Track courses and The College of Business Administration contributes to the remaining Social Entrepreneurship Courses (going forward, this will be a tenure-track faculty member from the Entrepreneurship Department). In all cases, the faculty qualifications for tenure-track and adjunct faculty members who teach these courses must align with our policies on academically and professionally qualified faculty (See Section 3.1.2)

5.3.4 Optional: If the program would like to add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.) please do so here.

The program does not define mission-specific track competencies. Our program's definitions of the Universal Competencies listed in Section 5.1 apply to the program's General Public Administration, Health Administration and Social Entrepreneurship Tracks.

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 and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf in the appendices tab.

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.

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

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 required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning, 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

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

None

Standard 5.4.1 Professional Competencies

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

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

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

There are multiple opportunities for our campus and distance students to interact with practitioners. Some examples follow:

Perhaps the most significant opportunity occurs in POLS 503: Government and Business. The course (offered annually) centers on the relationship between the public and private sectors and culminates in an experiential "field trip" where campus and distance students meet in Washington D.C. (please see Section 3.2.2 for a more detailed description the course and the people they visit).

Students also interact with practitioners through guest lectures. For example, Dr. Wood's policy courses have brought in law enforcement personnel to discuss firearm policy, a person from the

Monsanto Corporation to discuss GMO/BioTech issues for a food policy discussion and the Director of the Grand Forks Community Violence Intervention Center (CVIC) to discuss Adverse Childhood Events (ACE) during a discussion of drug policy. Additionally, the College of Business and Public Administration provides programming such as the Olafson Ethics Symposium and the Hultberg Lectureship.

We are also able to send at least one campus and at least one distance student to the NASPAA-Batten simulation each year, where participants interact with their peers from different institutions and with simulation judges (who are public administrators and are picked by the host sites for their expertise in the simulation policy area).

The MPA program is very excited to pilot a "Manager in Residence" program with an MPA alumni and the Minnesota City and County Management Association (MCMA) in Fall 2018. The Manager in residence is expected to reside in Grand Forks for a week in the Fall and to speak to classes, meet individually with students in person or on-line, work with Pancratz/Career Services Staff and participate in a panel discussion on city management issues for campus and distance students to participate in.

Students are required engage in a meaningful internship experience in a public sector or related organization as part of their program requirement (students with significant professional experience may petition to waive the requirement). Through the internship experience, students gain significant "hands on" experience in a public sector or related organization and are exposed to a number of practitioners.

Finally, it is worth noting that many of our in-service students are established practitioners already. One distinctive feature of our hybrid modality is that faculty frequently "break-out" our campus and distance students into virtual discussion and/or working groups. To this end, our pre-service students gain the additional benefit of direct exposure to their student-peers who are also practicing public administrators.

COPRA Approval

Standard 6.1 COPRA Approval

No

Standard 6 Matching Resources with the Mission

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

Self-Study Instructions:

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

Programs are required to report on resource adequacy in the areas of:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

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

If available, please provide the budget of the degree seeking accreditation 944,862

6.1a Overall budget for program Decreasing

6.1b

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

In order to contextualize the above statement, the program's budget can be considered somewhat stable after a significant contraction over the past two fiscal years. The state has been in a period of fiscal contraction with the reduction of global oil prices and the University has undergone a number of 'allotments,' or "budget cuts" in order to align costs of operations with a balancing the state budget. The College of Business and Public administration weathered these allotments better than most colleges at the University of North Dakota. Responses to the budget constriction included a hiring freeze, early buyouts and colleges turning over any monetary reserves. Given the fiscal climate, the MPA program is still able to draw sufficient resources to adequately administer the program and to meet our mission long term. The College of Business and Public Administration is also committed to the success of the program.

For example, after the departure of Professor Hultquist at the end of AY 15-16, it is noteworthy that the Department was authorized to recruit a nuclear faculty line for Academic Year 17-18. Melissa McShea, an ABD candidate from George Washington served in this position as a Visiting Assistant Professor during the self-study year. However, she accepted a tenure track position at the John Jay College at the City University of New York in Midtown Manhattan. Her nucleus faculty line will be filled by Dr. Steven Light, a previous nucleus faculty member in AY 2018-19 through an administrative reentry. Dr. Light is returning to faculty after an almost nine year assignment to the VPAA office, and most recently, as the Interim Dean of the College of Business and Public Administration in AY 2017-18. As is common for administrative reentry, the department allocated an administrative leave for Dr. Light during AY 18-19 to prepare and facilitate his return to faculty. He will regularly teach two courses in the MPA program beginning AY 19-20.

Since the MPA program is housed in the Department of Political Science and Public Administration, it is difficult to demarcate costs for both programs. Our 2012 SSR illustrated resources by multiplying overall allocations by the ratio of nucleus faculty to department faculty (in this case, we multiply total resources by .66 or six core faculty out of nine total faculty), with the caveat that this exercise helps to illustrate budget and resource allocation, but is not a perfect exemplar since all department faculty contribute to the program. To provide additional insight for this section, highlights of the FY 17-18 line-item operating budget approved by the CoBPA Dean's Office is also illustrated later in this section.

The total departmental expenses for FY 17-18 totaled \$944,862, which includes salaries, fringe benefits, and operating costs. (.66 percent of this figure = \$623,609). Historically, this figure increases over time due to faculty merit raises, cost of living increases, and market equalization adjustments. However, state budgetary constrictions have prevented merit and cost of living increases for the 16-17 and 17-18 fiscal years. The University administration is optimistic that the practice of merit and cost of living increases will resume in the next fiscal year.

In FY 2017-18, total faculty salaries and fringe are \$703,908 and \$218,211, respectively (including Dr. Hand; her salary and fringe are drawn from the School of Medicine and Health Sciences). These figures multiplied by .66 percent equal \$464,579 and \$144,019, respectively). The program also benefits from four administrative staff positions across the College that dedicate a portion of time to the program. In FY 17-18 a calculation of time allocation (duties are detailed under Supporting Personnel, below) amounted to \$59,625. This assumes .66 effort by the Department Administrative Assistant. This figure also includes time allotted from the remaining three staff positions that service the program and not the department. This includes .25 effort from the CoBPA Director of Graduate Programs, and .25 effort from CoBPA Graduate Admissions Officer/Advisor (these positions have responsibility for four graduate programs), and .025 effort from a staff member who devotes 10 percent effort to graduate programs. This figure does not include fringe. Please note that these figures provide a numerical estimate of time allocation. In the course of program operations, actual time dedicated to the program ebb and flow.

Finally, the Department had the equivalent of 1.5 Graduate Student Assistants (GSAs) over AY2017-18 (which included .5 dedicated to SSR support in Spring 18).

From a University standpoint, Goal 3 of the recent OneUND strategic plan places an emphasis and is establishing measurable goals for recruitment and retention. To this end, a substantial number of resources have been directed to building systems to help with recruitment and retention. One example of includes in investments in predictive analytics software to aid in the retention of students. Our current software suite, "Starfish" provides a platform for the early identification of struggling students and take early intervention in an effort to help them succeed. Goal 3 also places an emphasis on "educational opportunity online," including a call to "progressively upgrade campus facilities."

Notable additional approved MPA program line items include:

- \$2,500 MPA Director 2018 Summer Stipend
- \$2,000 (up to 1,000 each) to support 2 students to travel and participate in the NASPAA-Batten simulation
- \$2,500 travel support for MPA Director to attend annual NASPAA conference
- \$13,200 to offer 2 MPA 2018 Summer course electives

Program Administration

The department and program benefits from administrative support from various areas across the college. The department has an administrative assistant who assists the Department of Political Science and Public Administration, and the Department of Information Systems. While the primary responsibility of this position is to the department, service to the overall department includes some assistance the MPA Director and specific program needs at various times. We calculated her time to the program above at .66 since service to the department is in many ways equates to service to the program. The program also draws specialized or dedicated assistance from the College of Business and Public Administration Office of Graduate Programs, especially in the areas of recruitment, admissions, advising and course enrollment.

All graduate programs at UND also fall under the administrative authority of the School of Graduate Studies (SGS). Among other functions, the SGS sets graduate policy, provides some oversight for the integrity of graduate programs and their curricula, maintains a graduate student handbook, adjudicates student grievances and provides administrative capacity by overseeing the applications and admissions process. The graduate school has authority over the conferring of graduate degrees based on the successful student completion of curricular and program requirements. The MPA program and college enjoy a very collegial relationship with the SGS and each of our nuclear faculty currently hold Graduate Faculty Membership.

Teaching Loads/Class Size/Frequency of Class Offerings

Tenure track faculty typically teach a 2/3 load, which translates to 50 percent effort (or 10 percent per course) on their yearly contracts. All faculty, with the exception of Dr. Hand, teach a mix of graduate and undergraduate courses (Dr. Hand splits her teaching load with the MPA program and the Master of Public Health program, located in the School of Medicine and Health Sciences). New faculty contracts also stipulate a reduced teaching load during their first two years in order to facilitate their transition into the department and program. When PSPA faculty teach graduate courses, they receive an additional stipend. This was established because of the additional demands of teaching graduate courses as well as the additional demands of effectively managing the hybrid course environment.

In response to increased enrollments in the early 2010s, input from students, a commitment to helping students persist to graduation and other indicators, the program began offering every MPA core class annually in Academic Year 13-14 (they were previously offered every other year). Most remaining elective courses are offered every other year and students have options for taking summer course electives (historically one or two MPA courses are offered over summer session). Class size has stabilized and most of our core classes have maintained enrollments of about 15 students over the 2-3 academic years. In the Self Study Year, enrollments for our core courses (offered yearly) were as follows:

POLS 500: Research Methods 16 Students (4 campus, 12 online)
POLS 501: Political and Policy analysis 15 Students (4 campus, 11 online)
POLS 531: Foundations of Public Administration 14 Students (4 campus, 10 online)
POLS 532: Public Policy 11 Students (4 campus, 7 online)
POLS 997: Capstone I 6 Students (2 campus, 4 online)
POLS 599: Capstone II/Independent Study 8 students (4 campus, 4 online)

However it is the program's desire to increase program enrollments. In 2016, the Director in conjunction with the Office of Graduate Programs, set an enrollment goal of 70 MPA students (we were at 36 enrolled students in Fall 2017), which would yield class sizes somewhere between 20 and 30 students. To this end, we have taken a number of steps to increase recruiting and reduce barriers to admission (while still maintaining rigor). These steps are outlined more fully in the response for Section 1.1.2.

Information Technology

Computer and technology resources for students, staff and faculty are appropriate for our mission. The College and University has several computer available 24/7 to students and distance students have remote access to necessary course specific-software, such as SPSS through the Citrix platform. There is adequate licensure to serve student demand.

The College of Business and Public Administration also employs 2 dedicated IT Support FTEs for students, staff, and faculty through a Service Level Agreement (SLA) with Core Technology Services. They staff the college from 8:00 am to 8:30 pm M-Th and from 8:00 am to 4:30 pm on

Fridays. Dedicated CoBPA IT support staffing remains stable and is likely to remain at this level. Our technology support also extends beyond the college. General university-wide tech support is also available to Students, Staff and Faculty until 10 pm Sunday-Thursday (with earlier closing times on Fridays, Saturdays and holidays).

The recently constituted Teaching Transformation & Development Academy (TTaDA) combines several offices and support functions, including instructional design, extended learning, digital learning, and university writing. The consolidation of these functions into TTaDA represents a commitment by the University to provide innovative technological and instructional support.

All CoBPA faculty are encouraged to visit with instructional designers both to improve quality of instruction and to increase effective use of technologies across the campus and online modalities. Members from the TTaDA also regularly hold CoBPA-specific workshops. Over the last three semesters, CILT (and now TTaDA) staff have led workshops for Blackboard exams, Respondus quizzes and exams, exam proctoring, Zoom training and using the Qualtrics survey software platform for peer evaluations and feedback for presentations and group work.

Since our program relies heavily on technology for delivery, we have forged strong working relationships with the different divisions of TTaDA. For example, recently we were considering changing our online delivery platform. After piloting the "Zoom" platform in two classes (and gaining student and faculty input), the MPA program worked with the College and TTaDA to switch our online delivery from Adobe Connect to the Zoom platform, providing a more seamless experience for online students to interact with their professors and campus peers in our hybrid classes (for example, more efficient bandwidth allocation among participants, reduced lag time, toll free telephone backup availability for students who may be experiencing internet outages or who are traveling, etc.).

Computer hardware for faculty offices and classrooms (as well as regular maintenance and upgrades) have also been very good historically and are appropriate to our mission. Our hybrid classrooms are equipped with high definition cameras and enough microphones to adequately deliver classroom instruction and facilitate substantial interactions among our campus and distance cohorts.

Finally, the writing center is now part of TTaDA and its services are available to campus and distance students: <http://www1.und.edu/academics/writing-center/distance.cfm>

Classrooms, Offices and Meeting Spaces

Historically, the college of Business and Public Administration has strived to provide students and faculty with cutting-edge facilities.

All classrooms are equipped with teaching stations and virtually all classrooms are equipped with the technology needed to provide hybrid instruction. Graduate Student Assistants have access to computers and a dedicated printer in a shared GSA suite adjacent to the Office of Graduate Studies Office. All faculty have their own offices.

The department of political science and public administration also has dedicated conference room that is equipped for hybrid instruction. The conference room also serves as a small seminar room for evening MPA courses and as the venue for on campus and online Independent Study (capstone project) defenses.

The facilities in Gamble Hall are well-suited for our hybrid graduate courses and receive regular hardware and software updates. In AY 2016-17, the CoBPA launched a scale-up classroom to better serve our students. Having a student-centered active learning environment has been highly sought

after by faculty members for space utilization. This classroom accommodates hybrid classes in active and collaborative learning in a team-based learning environment.

In spite of regular updates to the classrooms, the College is still outgrowing its facilities. The 2016 Campus Master Plan (http://www1.und.edu/finance-operations/facilities-management/_files/docs/und-master-plan-4-15-16-rs.pdf) ranked the college at the top of Program and Enrollment Driven Needs (PED); The College and the library were also identified the two highest priority projects to seek and use philanthropic funds. During the previous biennium, the ND Legislature authorized fundraising for a state-of-the art CoBPA building to be located at the heart of campus, placed prominently on the quad along University Avenue. This venue is where we will empower leaders of tomorrow with collaborative space, career preparation, and state-of-the-art technology. Online and on campus students will more efficiently collaborate in real-time. Our peer institutions are raising the bar and we will be competitively positioned to recruit students and faculty, and offer cutting edge classes and programming. An early phase of the capital campaign is underway.

LIBRARY RESOURCES FOR THE DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (with Public Administration emphases on Health Administration, Public Administration, and Social Entrepreneurship):

The University of North Dakota maintains a Law Library, a Health Sciences Library, and the Chester Fritz Library with its branches. This main library, the Chester Fritz Library with its branches, is the largest library in the state of North Dakota with access to 1,646,723 volumes currently. This includes 30,418 general e-books, 24,820 JSTOR e-books, 1,138 reference e-books, 121,000 federal e-books, and 6,000 state e-books. There are additional federal and state materials, since the library has a shared Federal Depository Library and a North Dakota State Government Documents collection. A current SFX report lists 83,316 library e-journals. According to the FY 2016 IPEDS Report, which does not include JSTOR e-books or federal or state documents, the library reported 532,689 physical books, 136,623 e-books, 32,364 physical media, 9,480 electronic media, 26,062 physical serials, and 62,508 electronic serials. At that time, there were 90 databases (abstracts & indexes). In the FY 2016 IPEDS Report there was a \$2,629,808 ongoing commitment to subscriptions, \$172,302 spent on books & other materials, and \$741 spent on other materials/service costs for a total of \$2,802,851 materials/service costs. In terms of databases, the library upgraded the primary business database from Business Source Premier to Business Source Complete, which is a primary database for Public Administration. The library maintains many other publisher and specialized journal article databases such as Academic Search Premier, Sage, Wiley, SpringerLink, JSTOR, Criminal Justice Abstracts, CINAHL, Health Source: Nursing/Academic Edition, and PubMed. The library has the ICPSR (Inter-university Consortium for Political and Social Research) databank. The monographic allocation for the Department of Political Science and Public Administration for 2016/2017 was \$564.71 for Standing Orders and \$1,260.65 for in-library books. The monographic allocation for the Department of Political Science and Public Administration for 2017/2018 was \$391.08 for Standing Orders and \$827 for in-library books. The library has been increasing the e-book purchases. The Political Science Essentials Collection, for \$3,975, was added to the general Credo Reference Collection in 2017/2018. Another share of the library's monographic budget in 2017/2018 went towards the purchase of a JSTOR electronic book collection, which included many Political Science & Public Administration books. During 2017/2018, \$37,929.68 was spent on journals specifically for the Department of Political Science and Public Administration. Interlibrary loan networks allow access to materials beyond our collection. The library has a librarian, Janet Rex, dedicated to the Political Science & Public Administration Department for reference, collection development, and instruction services.

Our program has a strong relationship the library and with Janet Rex, who serves a subject specialist librarian and as a coordinator of Distance Assistance for the UND Chester Fritz library. Ms. Rex visits our MPA classes to discuss library services, effective research strategies, discipline

specific resources, as well as innovations in library technologies. Both our online and campus cohorts are increasingly utilizing digital holdings and Janet provides information how to best utilize these resources (as well as more traditional library usage, including accessing materials through interlibrary loan). Both online and campus students have made out-of-classroom appointments with Ms. Rex for research assistance. Her profile can be found here: https://libguides.und.edu/prf.php?account_id=4359

She also maintains the following library web pages for the students:

Library link to the Chester Fritz Library's Political Science & Public Administration Resources by Subject web page: <http://libguides.und.edu/political-science-and-administration>

Library link to the Distance Student Chester Fritz Library web page:
<http://libguides.und.edu/distance-education>

Like many libraries, UND's Chester Fritz library is balancing the need to modernize in the face of declining budgets. In the 2016 Campus Master plan, the UND Chester Fritz library was prioritized by the President and the Executive Council as one of two projects as (the College of Business and Public Administration was the other) to seek legislative authorization to seek and use philanthropic funds for major renovation.

6.2a

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

Required Course (list them by course catalogue name and number)		Frequency
Course 1	POLS 500 Research Methods	One semester, session, or quarter per year
Course 2	POLS 501 Political and Policy Analysis	One semester, session, or quarter per year
Course 3	POLS 531 Foundations of Public Administration	One semester, session, or quarter per year
Course 4	POLS 532 Public Policy	One semester, session, or quarter per year
Course 5	POLS 599 Capstone	One semester, session, or quarter per year
Course 6	POLS 997 Independent Study	One semester, session, or quarter per year

6.2b

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

Specialization Info

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Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Health Administration	1	3	4	4

Specialization Info

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Social Entrepreneurship	1	3	2	2

6.2c

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above 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)

Beyond the General Track, the program offers specializations in Health Administration and Social Entrepreneurship. We have been able to provide four courses per year for the Health Administration concentration and our partnership with the Master of Public Health program affords us some additional degree of elective flexibility, if needed. The Social Entrepreneurship track is more prescribed, offering one of the four required courses each semester (Fall Even/ Spring Odd/ Fall Odd/ Spring Even) over a two year cycle. Students interested in this concentration are advised of the rotation early in their program to help ensure completion.

COPRA Approval

Standard 7.1 COPRA Approval No

Standard 7: Matching Communications with the Mission

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

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 have 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 Self Study Report for Standard 1-6, the Program will provide information and data to COPRA. Some of these 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.

Other data will have to be posted **by the program** on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

Data and Information Requirements - Provide URLs

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. Programs are expected to ensure ongoing accuracy in all external media on an annual basis.

General Information about the Degree - From Eligibility Section

7.1.1 Please provide a URL to the following information, which is to be made public, and kept current, by the program.

Degree Title	https://business.und.edu/_files/docs/mpafactsheet.pdf
Organizational Relationship between Program and University	https://business.und.edu/_files/docs/mpafactsheet.pdf
Modes of Program Delivery	https://business.und.edu/_files/docs/mpafactsheet.pdf
Number of Credit Hours	https://business.und.edu/_files/docs/mpafactsheet.pdf
Length of Degree	https://business.und.edu/_files/docs/mpafactsheet.pdf
List of Dual Degrees	https://business.und.edu/_files/docs/mpafactsheet.pdf
List of Specializations	https://business.und.edu/_files/docs/mpafactsheet.pdf
Fast-track Info	https://business.und.edu/_files/docs/mpafactsheet.pdf
Number of Students	https://business.und.edu/_files/docs/mpafactsheet.pdf

Mission of the Program - From Standard 1

Mission Statement	https://business.und.edu/academics/political-science-public-administration/mpa/about.html
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Faculty - From Standard 3

Number of Faculty Teaching in the Program	https://business.und.edu/academics/political-science-public-administration/mpa/faculty-staff.html
Program Faculty identified including credentials	https://business.und.edu/academics/political-science-public-administration/mpa/faculty-staff.html

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state)

<https://und.edu/programs/public-administration-mpa/tuition-fees.html>

Description of Financial Aid Availability, including Assistantships

<https://und.edu/programs/public-administration-mpa/tuition-fees.html>
[Assistantships:https://business.und.edu/academics/political-science-public-administration/mpa/about.html](https://business.und.edu/academics/political-science-public-administration/mpa/about.html)

Admission - From Standard 4.2

Admission Criteria

<https://und.edu/programs/public-administration-mpa/requirements.html>

Career Services - From Standard 4.3

Distribution of placement of graduates, graduating from the year prior to the data year (number)

https://business.und.edu/_files/docs/mpafactsheet.pdf

Current Student - From Standard 4.3

Internship Placement List

https://business.und.edu/_files/docs/mpafactsheet.pdf

Graduates - From Standard 4.3

Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years)

https://business.und.edu/_files/docs/mpafactsheet.pdf

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

Secondary Delivery Modality Name

Campus Students

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	15	80	80	80

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
Courses delivering required Competencies	7	100	100	100

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Online Modality
Secondary Delivery Modality Name	Distance Students

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	15	80	80	80
Courses delivering required Competencies	7	100	100	100