

Program Fact Sheet

Self Study Year

2020-2021

1. Title of Degree

Master Of Public Administration

2. Organizational Relationship of the Program to the Institution

Other

'Other' Relationship

In a Department of Social Sciences

3. Geographic Arrangement Program Delivery

Main Campus

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

In Person Instruction with online coursework available

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

49

6. Ratio of Total Students to Full Time Nucleus Faculty

6.13

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

36

9. List of Specializations

Criminal Justice

Nonprofit

Other (Please specify)

Specialization List Other

In addition to our concentration in Criminal Justice and our Certificate in Nonprofit Leadership, we offer a Certificate in Urban Planning and Community Development.

10. Mission Statement

The Augusta University Master of Public Administration program enhances the performance of public and nonprofit organizations in our region, state, and the nation by preparing public service leaders to competently and ethically lead public and nonprofit organizations. As an interdisciplinary professional degree program, we seek to:

- *provide a broad education for individuals entering government and nonprofit organizations in administrative positions,
- *enhance the capabilities and performance of individuals currently serving in management positions in our region,
- *produce impactful public administration research,
- *emphasize the importance of diversity and inclusion in public service, and
- *provide curriculum offerings and outreach that strengthen the governing capacity in the region.

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

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	Yes
If Yes,	
List year of most recent recognition.	2016
Provide name of accreditor.	Southern Association of Colleges and Schools (SACS)
If no,	
When was the degree program established?	1996
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.	
<p>Since the Augusta University MPA program's last review, the program and the overall university have revised their public values. Before these revisions, the values of the MPA program and Augusta University satisfied NASPAA's preconditions. Moreover, the revisions bring the values of the MPA program and Augusta University even closer to NASPAA's preconditions for review.</p> <p>First, in the 2019-2020 academic year, the MPA program revised its mission statement and revised its public values to align with the updated mission. The Augusta University MPA program's values are as follows.</p> <p>We seek to have a program that:</p>	

1. Emphasizes integrity-accountability, honesty, fairness and ethical behavior in personal and professional relationships and activities
2. Inspires faculty and students to public service that reflects the highest ideals of citizenship and service to the community, the nation, and the world
3. Emphasizes democratic values so students observe and respect the Constitution and the rule of law in service to the public
4. Develops professionalism by emphasizing competence, excellence, efficiency, objectivity, and impartiality
5. Focuses on equity and diversity through emphasizing that public administration professionals' exercise of authority and responsibility must always be tempered by a respect for human dignity, fairness, and social equity.

Second, Augusta University revised its student code of conduct on September 21, 2020. The university revised the code to hold students to higher bar of ethical and appropriate behavior from our students. Additionally, the university revised the code to ensure an unbiased evaluation process for reviewing infractions. The code of conduct can be found by visiting the following website: <https://www.augusta.edu/student-life/conduct/documents/au-codeofconduct-2021.pdf>.

Finally, since the MPA program's last review, Augusta University has also revised the university's values. Those values are as follows:

1. Collegiality - reflected in collaboration, partnership, sense of community, and teamwork
2. Compassion - reflected in caring, empathy, and social responsibility
3. Excellence - reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality
4. Inclusivity - reflected in diversity, equality, fairness, impartiality, and respect
5. Integrity - reflected in accountability, ethical behavior, honesty, and reliability
6. Leadership - reflected in courage, honor, professionalism, transparency, and vision

Our MPA program's values are aligned with our mission statement, Augusta University's mission statement and values, and the profession of public administration.

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution? Yes

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

In Person Instruction with online coursework available

Remote Sites and Locations

Does the program offer courses at remote sites and locations? 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)

Augusta University's Master of Public Administration (MPA) program is guided by its mission statement and a set of core values that reflect the heart of our program and discipline. Our mission and values include a dedication to continuously improving our program through the use of assessment and evaluation.

OUR MISSION

The Master of Public Administration program enhances the performance of public and nonprofit organizations in our region, state, and the nation by preparing public service leaders to competently and ethically lead public and nonprofit organizations. As an interdisciplinary professional degree program, we seek to:

- provide a broad education for individuals entering government and nonprofit organizations in administrative positions,
- enhance the capabilities and performance of individuals currently serving in management positions in our region,
- produce impactful public administration research,
- emphasize the importance of diversity and inclusion in public service, and
- provide curriculum offerings and outreach that strengthen the governing capacity in the region.

*The AU MPA program's mission and its accompanying values and planning documents can be viewed by visiting the following website: <https://www.augusta.edu/pamplin/mpa/>

*This mission statement was adopted on September 16, 2019. The statement is a revision of our earlier mission statement that was in effect from 2014 to 2019.

The program links its goals and implementation strategies to the mission. These goals and strategies are discussed in 1.2.1.

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)

During the 2018 - 2019 academic year, the Augusta University MPA program revised its mission statement. The program undertook this revision for two reasons.

1. The mission statement was last revised in 2014. Thus, the statement needed updating to reflect the current goals of the program and the needs of our community and stakeholders.
2. We wanted to ensure that the mission statement serves our students, alumni, and community stakeholders.

We made two revisions to reinforce the critical work that the program is doing.

First, we added a separate section emphasizing how the program values diversity and inclusion. In an effort to implement this part of the mission statement, we updated the program's diversity plan to make it more comprehensive, including additional strategies to promote a climate of diversity and inclusion.

Second, we revised the statement to emphasize that our curriculum and outreach focus on serving the Augusta region.

The program revised the mission statement through the following process.

First, the program reviewed the mission statement with our community advisory board in March of 2019. Key community leaders and alumni comprise the program's advisory board. We incorporated their suggestions into the updated mission statement.

Second, working with a group of students in PADM 6750: Program Evaluation, the MPA director surveyed program stakeholders to gather their viewpoints about how to improve the program's mission statement. In April 2019, the program conducted three separate surveys of key stakeholders. The program surveyed current students as of 2019, program alumni, and community partners. The community partners survey included employers and potential employers of the program's graduates. Working in conjunction with students from PADM 6750: Program Evaluation and the course's faculty members, the MPA Director reviewed the findings of the three separate surveys and used the information in considering revisions to the program's mission statement.

The opinions of the program's current students and alumni were collected. Additionally, the MPA director, and student group from PADM 6750, surveyed community partners including local employers, nonprofit organizations, federal and state public agencies, and city and county governments in the Augusta community.

Third, the MPA director discussed the mission statement with a cohort of new students in PADM 6000: Survey of Public Administration during the Fall 2019 semester.

Lastly, the MPA faculty discussed the mission statement in numerous meetings. The MPA faculty considered the data collected through the three surveys, discussions with the community advisory board, and discussions with students in their first semester in the program. The MPA Director provided a draft of the mission statement taking into account all requested feedback, and on September 16, 2019, the faculty approved the updated mission statement.

In terms of decision-making, the mission statement and its values and goals guide all programmatic actions. Governance decisions, such as changes to the admissions process, curriculum, retention, planning for diversity and inclusion, etc., are guided by the mission statement, informed by data (usual surveys of stakeholders), and considered by the MPA governing committee.

We would like to include some examples of how the program links its mission statement to decision-making.

First, in the 2019-2020 academic year, the program realized that it needed to update its diversity and inclusion plan. The program made this change because of the new specific language in the mission statement emphasizing the importance of diversity and inclusion in public service. The MPA Director and faculty collected information from key stakeholders for the updated diversity plan, including information from AU's Office of Diversity and Inclusion. We also used peer examples of diversity plans provided by NASPAA. We expanded the plan and incorporated improved assessments of the program's current demographics, its past trends, and developed actionable strategies for promoting the goals of recruiting and retaining a diverse student body. During the summer of 2020, the MPA governing committee voted to accept the updated diversity plan. A copy of the diversity plan is available in the Appendices of this report.

Second, historically, the AU MPA program focused on serving the Augusta-Richmond Metropolitan Area. We clarified this focus in the revised mission statement. The focus on the Augusta region in the mission statement influenced the MPA leadership and faculty to create a new certificate in Urban Planning and Community Development. The decision to create the certificate was influenced by the need to supply expertise in planning and development to help public organizations plan for the economic growth occurring in the region and assist with the region's ongoing and future large-scale development projects. We based the decision to offer the new certificate on data collected from stakeholders, expertise held by faculty members who teach and research urban planning and development issues, discussions with students and alumni, discussions with AU leadership in Pamplin College, and finally through decisions made by the MPA governing committee and core

faculty.

The MPA program disseminates its mission statement in the following ways.

1. The mission statement is publicly available on the MPA program's website. See: <https://www.augusta.edu/pamplin/mpa/>
2. The mission statement is featured on the program's recruitment materials.
3. The mission statement is discussed during the program's orientation and in the introductory course, PADM 6000: Survey of Public Administration.
4. The mission statement is included in the program's policy manual.

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

Our program stresses values that prepare ethical and effective public administrators. Our mission statement points the program toward the following public service values.

We seek to have a program that:

1. Emphasizes integrity-accountability, honesty, fairness and ethical behavior in personal and professional relationships and activities,
2. Inspires faculty and students to public service that reflects the highest ideals of citizenship and service to the community, the nation, and the world,
3. Emphasizes democratic values so students observe and respect the Constitution and the rule of law in service to the public,
4. Develops professionalism by emphasizing competence, excellence, efficiency, objectivity, and impartiality, and
5. Focuses on equity and diversity through emphasizing that public administration professionals' exercise of authority and responsibility must always be tempered by respect for human dignity, fairness, and social equity.

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.

After the program updated its mission statement as of September 16, 2019, the director and faculty moved to update the program's goals. The MPA faculty approved the goals at a meeting on February 21, 2020. Please note that these goals are similar to the previous goals that the program created to align with its mission statement of 2014 to 2019. However, we have clarified the goals below to align with the revised mission statement of 2019.

- Goal 1: Prepare outstanding public service leaders.
- Goal 2: Conduct meaningful research.
- Goal 3: Ensure that the program maintains sustainable enrollment of a diverse student body.
- Goal 4: Ensure that the program's curriculum and program offerings serve the Augusta-Richmond Metropolitan Area.
- Goal 5: Maintain NASPAA accreditation.

Below, we explain how the goals are linked to the program's mission and public service values. We also discuss how the goals meet the needs of the program's population of students, employers, and professionals that we serve.

Goal 1: Prepare outstanding public service leaders.

The program's mission places its emphasis on government and nonprofit administration at local, regional, and national levels. This focus is a general degree program that includes curricular options that respond to students' needs from different employers in our region. Major employers in our area include the nuclear industry, Fort Gordon, a medical prison, multiple law enforcement agencies, so our program offers elective courses in homeland security, emergency management, and a concentration in criminal justice for those involved directly in security. In fact, Fort Gordon and Augusta University are the largest employers in the region (see: <https://augustavabusiness.com/facts-figures/major-employers/>), and our MPA program is an excellent graduate degree for many jobs at these employers. Another unique feature of our community is the large concentration of nonprofits. Consequently, we offer course work in nonprofit administration, and we offer a certificate in Nonprofit Leadership. Recently, the program created a Certificate in Urban Planning and Community Development to serve a need in our community for more public and nonprofit professionals with expertise in those areas.

Additionally, to achieve this goal, the program establishes student learning objectives tied to the specific professional competencies required by NASPAA, regularly assesses students' mastery of the competencies, and uses assessment to improve teaching and learning. Core classes incorporate coverage of democratic values, ethical decision-making, equity and diversity, public service, and professionalism.

For example, PADM 6050, Constitutional and Administrative Law, focuses on the concept of accountability, specifically the administrator's responsibility to elected officials and the public. In support of NASPAA's Competency 4 and our mission to prepare students to "competently and ethically lead," the course seeks to help students identify the Constitutional, legal, and accountability issues central to the public service. Moreover, the class discusses the ethical dilemmas that often confront public decision-makers as they attempt to balance accountability, responsibility, and transparency while ethically serving the public.

The goal is linked to the program's mission statement's focus on "preparing service leaders to competently and ethically lead public and nonprofit organizations."

The goal is directly linked to the following two public service values expressed by the program.

1. provide a broad education for individuals entering government and nonprofit organizations in administrative positions, and
2. enhance the capabilities and performance of individuals currently serving in management positions in our region

Goal 2: Conduct impactful research and service

The department, Pamplin College, and the university provide financial support for research, research-related travel, and other professional development expenses necessary for our faculty to be successful researchers.

The program's mission emphasizes both research and service. In support of this goal, faculty are expected to conduct, present, and publish research appropriate to their field. Applied research that contributes to the improvement of public services is both welcomed and respected. Faculty are encouraged to include students as partners in their research to provide students with more in-depth insights into the challenges and problems that face public service. Additionally, such student involvement with faculty in conducting research helps mentor our students, especially those interested in pursuing further graduate-level education. Faculty also serve the community with their research, such assistance includes applied research projects, service-learning projects in classes, interviews with the local media, service on local boards, and volunteer work. Faculty also serve the broader profession by active involvement in organizations such as the Southeastern Conference for Public Administration (SECoPA), the American Society for Public Administration (ASPA), and NASPAA. They do so by presenting research at conferences sponsored by those organizations and holding leadership positions, such as serving in executive positions and chairing committees. For instance, Dr. Hatcher served for three years as the chair of NASPAA's Small MPA Programs Council. Additionally, he currently is the co-editor-in-chief of NASPAA's scholarly journal, JPAE. Dr. Meares is active in SECoPA, serving as chair of the association's fundraising committee. He is also a member of SECoPA's governing board. Additionally, Dr. Ginn is president of the Augusta Chapter of Kiwanis, one of the organization's largest chapters in the world.

By focusing on impactful research and service, the program seeks to train and prepare public service leaders and implement its public service values.

Goal 3: Ensure sustainable enrollments and a diverse student body in the MPA program.

Preparing students for leadership roles in public and nonprofit organizations entails having a student body of sufficient size, ensuring a schedule of classes needed to complete the program, and offering courses in a way that allows students to graduate in a timely fashion. While primarily an on-campus program, the AU MPA does offer a number of online and hybrid courses to help students who work full-time have flexible schedules. The program's curriculum and program offerings also promote the level of in-class discussion central to graduate-level education. Since the last review period, the program's enrollment enjoyed a period of growth from 30 students in Fall 2015 to 64 students in Fall 2019. During the 2019-2020 academic year, the program graduated 38 students, a program record. Because of this successful graduation number and the need to slow growth to a sustainable rate, the program's enrollment decreased to 49 students in fall 2020 and 42 students in spring 2021. However, we argue that a program enrollment of around 45 to 50 students is sustainable for the program to ensure reasonable class sizes to ideally promote active learning.

Since the program's last review, faculty have worked together to develop a marketing plan, to extend and expand efforts to recruit students. Moreover, the program leadership and faculty hold regular discussions on recruitment for sustainable enrollments. Additionally, the program is implementing an updated diversity and inclusion plan that was created during the 2019-2020 academic year. The plan

is linked to the program's recruitment efforts. As discussed in section 4.2.2c of this self-study report, our pool of applicants is racially diverse.

Goal 4: Ensure the program's curriculum and program offerings serve the Augusta-Richmond Metropolitan Area

The program's curriculum serves students who are interested in advancing careers in state and national government, but the program also works to ensure that the program's curriculum is serving the Augusta community. The goal is linked to the program's mission "to train public service leaders and strengthen the governing capacity of the region."

Since the program's last review, the leadership and faculty made significant revisions to its curriculum to serve the Augusta-Richmond Metropolitan Area. The modifications include the following.

1. We updated the program's Criminal Justice concentration to make it more in-line with our students' career goals and the community's needs.
2. We created a Certificate in Nonprofit Leadership to serve the sizeable nonprofit community in the Augusta community, the state of Georgia, and the overall nation.
3. We created a Certificate in Urban Planning and Community Development to serve a growing interest in the subject areas among our students and community partners.
4. We created a new core course focused on ethics and leadership (PADM 6150: Leadership and Ethics).

Goal 5: Maintain NASPAA accreditation.

The program's commitment to "preparing public service leaders to competently and ethically lead public and nonprofit organizations," stated in its mission statement, is the program's motivation to retain its accreditation. NASPAA's emphasis on student learning is particularly critical as we seek to prepare students' for the increasingly complex nature of public and nonprofit sector work. In support of this goal, program faculty continuously seek to evaluate student learning, look for ways to improve the program, and actively participate in program governance, including this self-study process.

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 MPA program maintains and implements an evaluation plan. The MPA Program Evaluation Plan is attached to this self-study report in its appendices. As a program and faculty, we are committed to improving our program and achieving its mission.

To fulfill the program's mission and goals, we assess the following areas: student learning, quality of teaching, student preparation for careers, advising, quality of support services, faculty scholarship and service, student diversity, student retention, and curriculum changes.

We collect the following evidence to assess each area.

1. Student learning: assessed by the MPA student learning assessment and measures in the program's courses and the exit survey of graduating students.
2. Quality of teaching: assessed by student feedback of instructors (conducted for every course by Augusta University) and exit surveys of graduating students.
3. Student preparation for careers: assessed by surveys of alumni and employers (conducted every three to four years).
4. Advising: assessed by exit surveys of graduating students.
5. Quality of support services: assessed by a survey of current students and through the advising process.
6. Faculty scholarship and service: assessed by self-reporting through faculty CVs and the annual reporting process for faculty.
7. Student diversity: assessed by evaluation of demographic data from admitted and enrolled students in the admissions report completed each fall and spring semesters by the MPA Director and also assessed by the implementation of the program's diversity plan.
8. Student retention: assessed by evaluation of data from enrolled students in the admissions reports completed each semester.
9. Curriculum: assessed by evaluation of syllabi, discussions among the program faculty, and surveys of program stakeholders

Next, we indicate where these areas are linked to the program's mission and NASPAA's standards. Below, we include each performance area's corresponding NASPAA standard(s) and how we link each area to the MPA mission statement.

1. Student learning

- a. NASPAA Standard 5
 - b. MPA mission statement's focus on training and educating public servants and providing a broad education for individuals entering government and nonprofit organizations in administrative positions
2. Quality of teaching
 - a. NASPAA Standard 5
 - b. MPA mission statement's focus on providing a broad education for individuals entering government and nonprofit organizations in administrative positions
 - c. MPA mission statement's focus on enhancing the capabilities and performance of individuals currently serving in management positions in our region
3. Student preparation for a career
 - a. NASPAA Standard 5
 - b. MPA mission statement's focus on providing a broad education for individuals entering government and nonprofit organizations in administrative positions
 - c. MPA mission statement's focus on enhancing the capabilities and performance of individuals currently serving in management positions in our region
4. Advising
 - a. NASPAA Standard 4 and 7
 - b. MPA mission statement's focus on providing a broad education for individuals entering government and nonprofit organizations in administrative positions
 - c. MPA mission statement's focus on enhancing the capabilities and performance of individuals currently serving in management positions in our region
5. Quality of support services
 - a. NASPAA Standard 4
 - b. MPA mission statement's focus on providing a broad education for individuals entering government and nonprofit organizations in administrative positions
 - c. MPA mission statement's focus on enhancing the capabilities and performance of individuals currently serving in management positions in our region
6. Faculty scholarship and service
 - a. NASPAA Standard 3
 - b. MPA mission statement's focus on producing impactful public administration research
 - c. MPA mission statement's focus on strengthening the governing capacity of the region
7. Student diversity
 - a. NASPAA Standard 4
 - b. MPA mission statement's focus on emphasizing diversity and inclusion in public service
8. Student retention
 - a. NASPAA Standard 4
 - b. MPA mission statement's focus on providing a broad education for individuals entering government and nonprofit organizations in administrative positions

- c. MPA mission statement's focus on enhancing the capabilities and performance of individuals currently serving in management positions in our region
- d. MPA mission statement's focus on emphasizing diversity and inclusion in public service

9. Curriculum

- a. NASPAA Standard 5
- b. MPA mission statement's focus on providing a broad education for individuals entering government and nonprofit organizations in administrative positions
- c. MPA mission statement's focus on enhancing the capabilities and performance of individuals currently serving in management positions in our region
- d. MPA mission statement's focus on strengthening the governing capacity of the region

In the last five years, the program achieved the following significant performance outcomes in each of its assessed performance areas.

Student Learning

Our program's courses include interactive, experiential, and team-based assignments that ensure that students learn the material needed to be effective and fair public administrators. We assess these assignments using the program's assessment plan of student learning outcomes, discussed in section 5 of the self-study and included in the self-study's appendices. Additionally, the plan is in the appendices of the self-study report. During the review period, the program worked diligently with Pamplin College's Director of Assessment, a member of the MPA faculty, and the university's Office of Institutional Effectiveness to improve its plan to assess student learning outcomes.

Quality of Teaching

Our students consistently provide high rankings when assessing the quality of teaching in the program. Students give our faculty high rankings in the individual course evaluation surveys, and in the program's exit survey, students typically view the teaching in the program's courses as effective. Faculty have won awards for their teaching. For instance, during the review period, Dr. Martha Ginn and Dr. Will Hatcher were selected to win the Outstanding Faculty Member Award from Pamplin College. Teaching is a significant criterion for this award.

Advising

The MPA director serves as the primary advisor to the program's students. In their exit surveys, students provide their assessment of the program's advising. Since the last review, students consistently rank the quality of advising in the program as highly effective and have given positive feedback on the quality of the MPA Director as the program's primary advisor.

Quality of Support Services

The program's classrooms are mostly in Allgood Hall on Augusta University's Summerville Campus. During the review period, Allgood Hall was completely renovated. The classrooms contain updated technology. Additionally, Pamplin College's Writing Center provides improved writing support for the program's students. The Department of Social Sciences provides a computer lab for its majors, including MPA students, to use for their coursework and research. The AU libraries are consistently improving their services for graduate students. Also in the past five years, the AU MPA program strengthened its relationship with AU's Graduate School. These services are discussed through this self-study report.

Student Preparation for Career

The MPA leadership and faculty strengthened its relationship with the university's Career Services. Anthony Holland is a career advisor who explicitly helps the students in the Department of Social Sciences. Mr. Holland talks to our students in our PADM 6000: Survey of Public Administration course. Moreover, the MPA Director and Mr. Holland plan an annual career panel where MPA alumni discuss how the degree helped them advance their careers. Current students and potential ones attend the career panel. Additionally, the program works with Pamplin College to plan FutureFest, an event where alumni from all the college's programs discuss career-related issues with current and potential students.

Faculty Scholarship and Service

The MPA faculty are some of the most productive researchers at Pamplin College and Augusta University. During the review period, the faculty published in top journals, such as the American Journal of Public Health, American Review of Public Administration, Public Opinion Quarterly, Journal of Women, Politics & Policy, Cities, and many other impactful outlets. Additionally, the faculty are active in their outreach to the Augusta community. The faculty serve on local committees, help nonprofits, provide expertise to local governments, and engage in other vital service work. An exemplary project is a series of workforce studies coordinated by Dr. Wesley Meares and Dr. Will Hatcher. In 2017 and 2018, the faculty implement two successful workforce analyses of the Augusta community's growing cybersecurity sector. The cyber command of the U.S. Army moved to nearby Fort Gordon during the review period. Lastly, the faculty are dedicated to the public administration profession. An exemplary activity is that Dr. Will Hatcher currently serves as co-editor-in-chief of NASPAA's scholarly outlet, Journal of Public Affairs Education.

Student Diversity

During the 2019-2020 academic year, the MPA program updated its diversity and inclusion plan. The MPA faculty adopted the revised diversity plan unanimously in June 2020. The program is working diligently to ensure that its student body is diverse. The updated mission statement specifically calls for the program to promote diversity and inclusion. The program's curriculum emphasizes the importance of diversity and inclusion. Faculty integrate issues of diversity and inclusion into their course assignments. In the 4.4 section of the self-study, we discuss the program's efforts to provide a diverse and inclusive environment and promote fairness and equity in the program's curriculum and courses.

Student Retention

Since the program's last review, our students' graduation rate has typically ranged from 70% to 80%. For instance, from 2013 - 2019, 165 students enrolled in the program. Of those students, 88 students graduated, and 25 students did not graduate, which is a graduation rate of approximately 78%. For the 17 students in the self-study minus five years cohort, the graduation rate was 71%. We attribute the retention rate to our our improvements in the program's advising process. We hope to continue to improve the program's retention process through advising, course scheduling, and a programmatic focus on recruiting and retaining a diverse student body.

Curriculum

Since the program's last review, we made the following curriculum changes that serve the Augusta community.

1. We updated the program's Criminal Justice concentration to make it more in-line with our students' career goals and the community's needs.
2. We created a Certificate in Nonprofit Leadership to serve the sizeable nonprofit community in the Augusta community, the state of Georgia, and the overall nation.
3. We created a Certificate in Urban Planning and Community Development to serve a growing interest in the subject areas among our students and community partners.
4. We created a new core course focused on ethics and leadership (PADM 6150: Leadership and Ethics).
5. We created an accelerated option for students earning BA degrees in Political Science or Criminal Justice to earn both their BA and MPA degrees in five years.

The MPA Director and faculty consistently review the program's curriculum to ensure that it serves the need of our students, alumni, and community partners and employers.

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

The MPA director and the faculty nucleus supervise the implementation of the evaluation plan. Since 2016, we have adjusted our planning models to include more information on program impact to guide discussion among our faculty, advisory board, and other stakeholders toward using the information to improve the program. Additionally, the MPA director uses the program's Annual Assessment Report as a tool to encourage programmatic change. The report presents the course-embedded assessment data from the previous year, along with results from our cultural competency assessment, our exit surveys to graduating students, and our program's achievements. At our annual fall MPA meetings, the MPA faculty discuss the report's results and the need for programmatic changes. We use our fall faculty meetings as an opportunity to discuss our assessment findings from the previous year and make changes when needed.

As noted in 1.3.1, our evaluation plan (attached to the self-study report's appendices) assesses nine areas.

Student Learning

As noted, we assess the learning experience of the program's students using the program's student learning outcomes and assessment plan. Since 2015, we have used this plan to assess all five of NASPAA's universal competencies through developing student learning outcomes for each competency, implementing those learning outcomes in the program's courses, and collecting data on 16 measures. The plan is constantly being revised to improve student learning. We are including the most recent draft from July 2020.

We would like to discuss a key example of how we assess student learning through the program's student learning outcomes and assessment plan. Students complete PADM 6750: Program Evaluation during their last semester in the program. The course is the capstone experience for the program. In the course, students work in teams to complete a project for a local community partner. In the past, our students completed successful projects for most of the local governments in the area and some of the community's large nonprofits. In 2019, students worked with the South Carolina Division of Emergency Management to develop a model plan for counties to use in developing contingency plans for their operations. Officials from the state of South Carolina met with our students and were satisfied with the outcome of the report. We plan to partner with the state agency in the future. There are numerous other examples of the program doing similar experiential learning

for the capstone project with community partners.

The capstone project assesses the following NASPAA competencies:

To lead and manage in the public interest

To analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment

To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

As part of the MPA program's exit survey, students conduct a self-assessment of their learning regarding NASPAA's five universal competencies before the program and as a result of the program. The faculty inspect these results to ensure that students are self-assessing an improvement of knowledge in the five competencies as a result of the program.

Quality of Teaching

For each course, students provide feedback about the courses and faculty. The university implements the student evaluation of instruction. Faculty and their supervisors (often department chairs) review the results of the survey. Faculty use the results in a formative manner to improve their courses. Chairs use the results in a summative manner as part of the annual evaluations of faculty and the promotion and tenure processes.

The MPA program conducts exit surveys to graduating students. The MPA Director administers these surveys, and the MPA governing committee reviews the results at its meetings each semester. The exit surveys ask students to rate the quality of teaching in the program's seven core courses.

Student Preparation for Careers

Every four or five years, the MPA Director, usually working with a student group from PADM 6750: Program Evaluation, conducts stakeholder surveys to assess the program's work preparing students for careers. The primary surveys for this are the MPA alumni survey and the MPA community employer survey.

The MPA alumni survey asks students to rate the impact of the AU MPA on their career along with other questions that allow the MPA faculty to assess the career preparation of the program. Since the last accreditation review, the program surveyed employers twice, in 2017 and 2020. Both surveys report a supermajority of alumni view the MPA as very important or critical to their career success.

The MPA community employer survey asks local nonprofits, public agencies, and city and county governments their opinion about the AU MPA program and to rate the performance of alumni in their organizations. Since the last accreditation review, the program surveyed employers twice, in 2016 and 2020. Both surveys show that local employers hold a positive opinion of the AU MPA program and its alumni.

Advising

As part of the exit survey, students provide their viewpoint on the performance of the program's advisor. The MPA Director serves as the primary academic advisor for the program's students. The exit survey asks students to provide their feedback on the following statements using a Likert scale of strongly disagree to strongly agree.

My advisor...

Was willing to meet with me at a time and place that was convenient

Was helpful and courteous

Helped me develop a course schedule that met my needs

Responded to my questions in an accurate and timely manner

Almost all students provided an assessment of agree or strongly agree on these questions, with most answering "strongly agree."

Quality of Support Services

The MPA Director in her advising role discusses the quality and efficacy of support services with students. The MPA leadership works with the department and college leadership to ensure that services such as computer labs, the writing center, library resources, etc. are high quality for students. The MPA leadership works closely with The Graduate School also to ensure a high quality of support services for our students. Every three to four years, MPA students are surveyed, and as part of this survey, students are asked to provide their viewpoints of areas of improvements for the MPA program. The program leadership and faculty use this information to make assessments about support services.

Faculty Scholarship and Service

MPA faculty need to be prolific scholars in their areas of expertise. Moreover, faculty need to implement active service and community outreach agendas. Faculty report their publications and service work through the university's annual evaluation process and the promotion and tenure process.

Student Diversity

In 2016, the MPA program created a diversity plan. The program significantly revised its diversity plan in the 2019-2020 academic year. The program seeks to recruit and retain a diverse study body, compared to the overall Augusta University study body and the Augusta community. To assess its performance toward this goal, the MPA Director creates an admissions report in the fall and spring, detailing the demographics of the student body, along with other factors such as the percentage of part-time students, the percentage of the out-of-state students, and the percentages of in-service compared to pre-service students. The MPA faculty discuss the admissions reports in their meetings. The MPA Director shares the admissions reports with the department and college leadership.

Student Retention

The admissions report also details the number of students admitted on a provisional basis and the students currently on probation. The MPA Director, additionally, keeps a record of the students who do not finish the program and tries to identify the reasons why students did not finish. The program also keeps track of the students' average time to graduation.

Curriculum

The program regularly evaluates its curriculum to ensure that it is implementing the program's mission statement and serving the program's students, alumni, and community partners. The program uses its surveys to students, alumni, and community partners to collect data assessing the efficacy of the current curriculum. The program also interacts often with NASPAA and other leaders

in the field to discuss curriculum trends. Dr. Hatcher served as chair of NASPAA's Small MPA Program Council and is edited of JPAE, two roles that help the program keep close contact with curriculum trends in the field. The MPA program uses this information to ensure the appropriateness of its curriculum.

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

Other

'Other' Relationship

In a Department of Social Sciences

Indicate Modes of Program delivery

In Person Instruction with online coursework available

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

The program is delivered on the Summerville Campus of Augusta University. Most of the seven core courses (21 credit hours) are delivered face-to-face. The elective courses are delivered through differing modes, such as completely face-to-face, hybrid (50% in-person and 50% online), or completely online.

The program is delivered primarily for students who have a presence in the Augusta-Richmond Metropolitan Area. The program is designed for working professionals who complete our MPA as part-time students while working full-time. In the past, most of our students have enrolled as part-time students, but as we recruit more students directly from undergraduate programs, we have seen an increase in full-time students for some academic years. Our courses are taught at night (6:00 PM - 8:45 PM) to accommodate professionals who work in full-time positions. As noted, most of our core courses are delivered face-to-face. Typically, PADM 6300: Public Budgeting is the only core course that we offer regularly as an online class. From time to time, we provide other core courses in the hybrid format, where students meet in person for 50% of the class, and the additional 50% of the class is delivered online. Our elective courses are a delivered as in-person, hybrid, or entirely online course, depending on the course being offered, the semester, the needs of current students, and the preferences of the instructors.

For most of our courses, whether entirely in person, a mixture of online or in person, or online, faculty use the online learning system, Brightspace or Desire to Learn. In all of their courses, faculty use a combination of effective instructional activities focused on active and experiential learning. Students completed a variety of assignments focused on learning, such as exams, research papers, professional writing assignments (e.g., memos), group projects, service learning projects, etc. Faculty who teach the classes that are either partially online or entirely online employ various online learning tools, such as recorded lectures, discussion boards, group projects, active learning

projects, and other activities.

For our curriculum, all students are required to complete 12 courses for a total of 36 hours. Of the program's 36 hours, the core classes represent 21 hours, and the program's electives represent 15 hours. Students who have not worked in public service for at least a year are required to complete a three-credit internship in place of one of their three-hour elective courses. The program's curriculum is included below.

Core Courses

PADM 6000 - Survey of Public Administration (3 Credit Hours)
PADM 6050 - Constitutional and Administrative Law (3 Credit Hours)
PADM 6150 - Leadership and Ethics (3 Credit Hours)
PADM 6300 - Public Budgeting (3 Credit Hours)
PADM 6600 - Analytical Tools for Decision Makers (3 Credit Hours)
PADM 6650 - Public Policy Analysis (3 Credit Hours)
PADM 6750 - Program Evaluation (3 Credit Hours)

Elective Courses

PADM 6020 - Geographic Information Systems for Public Management (3 Credit Hours)
PADM 6030 - Grant Writing and Administration (3 Credit Hours)
PADM 6250 - Introduction to Urban Planning (3 Credit Hours)
PADM 6301 - Financial Management for Nonprofit Organizations (3 Credit Hours)
PADM 6302 - Nonprofit Management (3 Credit Hours)
PADM 6350 - Emergency Management (3 Credit Hours)
PADM 6351 - Introduction to Homeland Security (3 Credit Hours)
PADM 6400 - Community Development (3 Credit Hours)
PADM 6430 - Social Deviance (3 Credit Hours)
PADM 6432 - Juvenile Delinquency and Justice (3 Credit Hours)
PADM 6435 - Crime and Public Policy (3 Credit Hours)
PADM 6436 - Intimate Partner Violence (3 Credit Hours)
PADM 6500 - Research Methods in Public Administration (3 Credit Hours)
PADM 6550 - Human Services Administration (3 Credit Hours)
PADM 6700 - Urban Government Administration (3 Credit Hours)
PADM 6900 - Graduate Internship (3 Credit Hours)
PADM 6950 - Selected Topics (1 TO 3 Credit Hours)
PADM 7000 - Directed Reading (1 TO 3 Credit Hours)

Students can pursue a concentration in criminal justice, a certificate in nonprofit leadership, or a certificate in urban planning and community development with their elective hours.

Criminal Justice Concentration

Required courses beyond the standard 21 core hours

PADM 6430 - Social Deviance (3 Credit Hours) or CRJU 6430 - Social Deviance (3 Credit Hours) or
PADM 6436 - Intimate Partner Violence (3 Credit Hours) or CRJU 6436 - Intimate Partner Violence
(3 Credit Hours)
PADM 6435 - Crime and Public Policy (3 Credit Hours)

Elective Courses

*Students pick courses from the same list of electives as general MPA students.

Certificate in Nonprofit Leadership

*Students complete the standard 21 credit hours of core courses for the MPA.

Required Courses: 6 Hours

PADM 6301 - Financial Management for Nonprofit Organizations (3 Credit Hours)

PADM 6302 - Nonprofit Management (3 Credit Hours)

Electives: 6 Hours

Choose two of the following courses:

MGMT 6510 - Managerial Leadership: Professional and Personal Development (3 Credit Hours)

MKTG 6700 - Marketing Management (3 Credit Hours)

PADM 6020 - Geographic Information Systems for Public Management (3 Credit Hours)

PADM 6030 - Grant Writing and Administration (3 Credit Hours)

PADM 6250 - Introduction to Urban Planning (3 Credit Hours)

PADM 6400 - Community Development (3 Credit Hours)

PADM 6700 - Urban Government Administration (3 Credit Hours)

PADM 6750 - Program Evaluation (3 Credit Hours)

Total hours for the certificate: 12 hours

Certificate in Urban Planning and Community Development

*Students complete the standard 21 credit hours of core courses for the MPA.

Required Courses: 12 Hours

PADM 6020 - Geographic Information Systems for Public Management (3 Credit Hours)

PADM 6250 - Introduction to Urban Planning (3 Credit Hours)

PADM 6400 - Community Development (3 Credit Hours)

PADM 6700 - Urban Government Administration (3 Credit Hours)

Electives: 6 Hours

Select two of the following courses:

PADM 6030 - Grant Writing and Administration (3 Credit Hours)

PADM 6050 - Constitutional and Administrative Law (3 Credit Hours)

PADM 6150 - Leadership and Ethics (3 Credit Hours)

PADM 6350 - Emergency Management (3 Credit Hours)

PADM 6550 - Human Services Administration (3 Credit Hours)

Total Hours for the Certificate: 18 Hours

It should be noted that during COVID-19 and the self-study report year, we are offering more of our courses online than is typical in the program.

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 MPA program is administered by a 12-month director. The director is selected by the Dean of Pamplin College of Arts, Humanities, and Social Sciences, which is the MPA program's academic college. The current Dean of the college is Dr. Kim Davies. The MPA program and the director's work is supervised by the Chair of the Department of Social Sciences, which is the MPA program's home department.

Currently, the former MPA director, Dr. Will Hatcher, is serving as Interim Chair of the Department of

Social Sciences. During the self-study year, the MPA program had an interim director, Dr. Rhucha Samudra, Assistant Professor of Public Administration. She had a two-course release per semester to dedicate the needed time to administering the MPA program while also maintaining her research agenda and trajectory toward tenure. Starting July 1, 2021, the MPA program has a permanent director, Dr. Wesley Meares.

The college and department strongly support as much autonomy as possible for the MPA program. The MPA Director manages the day-to-day operations of the MPA program. Director's roles and responsibilities are listed in the MPA program's policy manual, and the roles are also listed as part of the Director's annual evaluations and contract. The Director's contracts that the position has oversight of the following:

1. Recruitment and admissions
2. Budget and personnel management
3. Degree completion
4. Course scheduling
5. Coordinating with the Community Advisory Board
6. Maintaining accreditation with NASPAA
7. Maintaining curriculum currency

The MPA Director is assisted by the MPA faculty governing committee and nucleus, which meets regularly and is vital to the decision-making process. The MPA governing committee is the primary policy making body in the program and operates under the program's policy manual. The director does not evaluate MPA faculty members. The Chair of the Department of Social Sciences is responsible for administration of the faculty within the MPA program and the overall department. The MPA Director has considerable input over course scheduling, hiring graduate assistants, hiring adjuncts, and hiring relevant staff members for the program. The MPA Director is responsible for the MPA budget, a separate line-item found in the overall department's budget, along with the MPA program's discretionary foundational fund. Lastly, the MPA Director coordinates the MPA admissions process with the aid of a subcommittee of the MPA governing committee. Currently, the admissions subcommittee is comprised of three faculty members and the MPA Director. The Graduate School is the MPA program's administrative college. In this role, the school monitors the program's admissions process and approves final admissions decisions. Additionally, the school reviews curriculum changes proposed by the MPA program.

The MPA program is advised by the program's Community Advisory Board, which meets at least once a year to advise the program on its initiatives, curriculum, job preparation, and other areas.

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 part of the Department of Social Sciences within the Katherine Reese Pamplin College of Arts, Humanities, and Social Sciences at Augusta University. Pamplin College is the program's academic college. The department was created in 2018 by merging two departments: the Department of Political Science and the Department of Sociology, Criminal Justice, and Social Work. Additionally, the MPA program is part of The Graduate School, the program's administrative college. Academic issues fall under the Pamplin College Dean's responsibility, who reports to the university's Executive Vice President for Academic Affairs and the Provost.

The MPA program is led by a director serving in a 12-month position. The director reports to the chair of the Department of Social Sciences. The MPA director works in conjunction with the MPA program's governing committee, including faculty who teach in the program and play a key role in implementing its mission. The MPA faculty nucleus is a component of the MPA governing

committee. Since 2005, the program has defined the MPA faculty nucleus as faculty who teach one MPA course per year and contribute to the MPA program's governance by serving on the governing committee. In the SSY 2020-2021, the program identifies eight nuclear faculty. The MPA governing committee typically includes faculty with either administrative responsibility for the program (such as department chair) or faculty who would qualify for nuclear faculty but may not teach a course in a given year.

The program's organizational chart can found in the self-study report's appendices.

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. 8.00

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. 8

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.

Program's Definition of Nucleus Faculty

To be considered part of the nucleus MPA faculty in our program, a faculty member must generally meet two criteria:

- 1) faculty have primary responsibility for at least one of the core courses in the MPA program or teach at least one course a year in the program; and
- 2) faculty contribute to the effective operation of the program through participation in activities needed to administer and govern the program properly

A subcommittee of the faculty nucleus developed these criteria in the Fall 2004 term. The criteria were adapted from the standards outlined by the University of Delaware's program and tailored to meet the needs of a smaller program. Given the mission of Augusta State University, our legacy institution, the subcommittee focused its attention on teaching and service activities. The faculty nucleus approved the criteria at its March 2005 meeting. The program consistently discusses this definition. For instance, the program considered the definition as appropriate during its last review in 2014. Currently, we are confident that the definition helps the program achieve its mission.

Curriculum, Admissions, and other Academic Review

The MPA governing committee and faculty nucleus exert substantial determining influence over the program. The MPA governing committee is the starting point for all program planning and policy decisions, curriculum development and review, program evaluation, design and approval of student learning outcomes, and other critical governance decisions. The MPA governing committee and faculty nucleus also serve as the group that executes the program's plans, policies, curriculum, and evaluation of programmatic decisions and student learning outcomes. Our institution allows the MPA program significant autonomy in implementing strategies to achieve the program's mission. The institution does practice outside review of certain decisions, such as course substitutions, curriculum revisions, and admissions decisions. For example, Pamplin College and The Graduate School must approve course substitutions.

The curriculum revisions process includes multiple steps, but the institution's faculty primarily control the review. The MPA director and the MPA governing committee initiate curriculum changes. The faculty and Chair of the Department of Social Sciences review the curriculum revisions. Pamplin College's curriculum committee then reviews possible changes. The Dean of Pamplin College must approve changes. Next, the revisions go to The Graduate School for approval.

The Graduate School oversees admissions decisions and approves any changes to the program's admissions process.

Throughout these processes, faculty and administrators reviewing program decisions respect the program's need to design its curriculum, control course substitutions, and design its admissions standards.

Program Student Recruitment

The MPA Director is responsible for the recruitment and retention activities of the program. The

director regularly asks for assistance and ideas from the MPA governing committee and nucleus faculty. The staff and Chair of the Department of Social Sciences assist with the program's recruitment efforts. A member of the department's team helps with recruitment efforts, including preparing promotional materials for social media and other outlets. Additionally, Pamplin College has a staff member working solely on media and communication efforts, which helps with recruitment for the program.

Faculty Recruiting and Promoting

When tenure-track public administration faculty searches occur, our practice has been that the MPA Director serves as the search committee's Chair. Candidates brought to campus for interviews with all nuclear faculty and Department of Social Science faculty (within the limits of availability). The interview process includes program stakeholders around campus. The committee then makes its recommendation, based on all input, to the Chair of the Department of Social Sciences and the Dean of Pamplin College. Following university policy, the final selections, and negotiations concerning salary, etc., are conducted by the department chair, subject to final approval by the Dean of Pamplin College and AU's Provost. In the past, administrators have typically followed the recommendations of the search committee.

When tenure-track MPA faculty apply for promotion and/or tenure, the institution's policy requires the department have its own internal committee make a recommendation to the department chair. Past practice has been that MPA faculty serve on this internal committee for an MPA faculty member seeking promotion and/or tenure.

Student Advisement

MPA faculty are involved in advising and evaluating student performance in ways beyond the classroom. For example, the program has graduate assistants who work with MPA faculty. Those faculty members mentor those students in research and administrative skills, evaluating their performance semi-annually. The MPA Director advises all MPA students and works with the Department of Social Sciences internship coordinator, Dr. Foley. In that capacity, she plays a critical role in advising and mentoring students in professionalism, job search, and interviewing skills. Finally, all MPA faculty serve as informal advisors to students searching for information or making career decisions.

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 is the leader of the program. The MPA governing committee and nucleus faculty assist with the administration of the program. The MPA Director is responsible for the following duties:

- manage the program budget
- vet and recommend the employment of part-time MPA faculty
- chair search committees for tenure-track MPA faculty
- coordinate the program's student learning assessment process
- initiate the planning and evaluation processes and ensures proper documentation
- coordinate Community Advisory Board meetings, and ensures input from this group is considered and integrated with faculty nucleus decisions
- work with the department chair on faculty performance issues
- manage the admissions process for the program
- leads the program's curriculum and suggests programmatic changes

- serve as the accreditation officer for the program
- serve as the academic advisor for all MPA students
- supervise MPA graduate assistants
- recruit students for the program
- certify completion of program requirements for graduates
- advise the program's student association and ICMA student chapter

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

As noted in 2.2.2b, the MPA Director holds primary administrative responsibility for the MPA program, which is recognized by documents in the Department of Social Sciences and Pamplin College. As described in the program's answer to 2.2.2a, the MPA governing committee and faculty nucleus, working with the MPA Director, hold substantial determining influence over the program's curriculum, admissions decisions, classroom standards, recruitment of students and faculty, and other governance issues related to achieving the program's mission. Documents and practices protect the governing committee's autonomy. We include a few examples of autonomy below.

A subcommittee of the MPA faculty review applications and make recommendations for admissions decisions.

The MPA governing committee initiates curriculum revisions.

The MPA governing committee initiates changes to the program's evaluation plans and other program's key planning documents.

Thus, we hold the AU MPA program exercises "substantial determining influence" over decisions to achieve the program's mission.

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)

During the program's previous reaccreditation cycle, we clarified standards defining professionally and academically qualified faculty. To develop these standards, we relied on input from the MPA governing faculty and the standards required by The Graduate School to be considered an associate graduate faculty or full graduate faculty member. Our program's goal is to ensure that our faculty earn and maintain graduate faculty status within our institution.

At our MPA nucleus faculty meeting on December 7, 2015, we approved the following standards for our faculty's academic and professional qualifications unanimously.

Augusta University requires all tenure-track faculty to hold a terminal degree. In our MPA program, full-time faculty members, who are tenured and tenure-track, are expected to hold a doctorate and have career experience and/or academic interest in the areas that they teach. Adjunct faculty who teach graduate courses are required to possess at least a Master's degree in the relevant field and have extensive administrative experience in their area of instruction, and their professional qualifications for teaching must be reviewed and approved by the provost or his designee for such matters. Along with Augusta University's Graduate School's policies, we used the standards developed by the College of Charleston's MPA program as a guide in developing our standards.

Based on this policy, we view academically qualified faculty as those holding a doctorate and having either extensive career experience in the areas they teach or research experience in the areas they teach. By "areas that they teach," we mean the particular courses taught by the faculty member. For instance, Dr. Meares holds a Ph.D. and has research experience and practical consulting experience in program evaluation. Thus, our program views him as academically qualified to teach our program evaluation course (PADM 6750).

Based on our policy, we view professionally qualified faculty as members who hold at least a Master's degree and have extensive experience in the area they teach. By "extensive experience," we mean a demonstrated career, based on the work experience detailed in their CV, in the subject matter of the course taught by them. We view this extensive experience as valid when approved by our program, the Chair of the Department of Social Sciences and the Dean of the Pamplin College, and the institution's provost or his designee for such matters.

With Augusta University's transition to one of the four research institutions in the University System of Georgia, the program's focus on research in its academic qualifications helps advance its goals and the MPA program's mission statement calling for faculty to produce impactful research. The program ensures that faculty members remain academically qualified by meeting the program's expectations through its institution's pre-tenure and post-tenure review processes.

A table detailing the qualifications of the 2020-2021 MPA nucleus faculty is attached in the appendices.

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	100%	20	95%	95%
Courses delivering required Competencies	100%	10	100%	100%

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)

The program, department, and college are dedicated to supporting faculty in their efforts to remain current in their field. In particular, all levels of the institution are committed to supporting junior faculty. The following programs and supports are available to faculty:

- Newly hired faculty are assigned a mentor within the program.
- Newly hired faculty members typically can ask for a course release during their first year to help build their research agendas. Newly hired faculty have a manageable service load.
- The Department of Social Sciences and Pamplin College provide professional development funds for travel and research, including travel related to professional service. The department and college typically fund MPA faculty to attend at least one national conference per year. Faculty typically have funding support for more than one, and in the recent past, MPA faculty have been active in SECoPA, ASPA, and NASPAA.
- The department and MPA program supports the MPA Director's travel to attend and participate in the annual NASPAA Conference.
- The Pamplin College provides professional development funds for travel and research with priority given to full-time, tenure-track faculty who are not yet tenured.
- AU's Center for Instructional Innovation provides workshops on classroom instruction and specialized courses for newly hired faculty to acquaint them with campus support services. During summer 2020, the Center provided a stipend to faculty who participated in training to improve online instruction.
- Faculty have access to software, such as SPSS, SAS, and GIS. The institution, college, or department ensures that this access is supported and maintained.
- Faculty are provided with office computers and laptops (when needed), and that technology is kept current and up-to-date.
- Applied research and service to community organizations are respected and considered appropriate for promotion, tenure, and merit pay considerations.
- Faculty have access to general library services and technology support.
- AU, Pamplin, and Social Sciences provide access to critical datasets for faculty research, such

as ICPSR access.

- In recent years, Pamplin College has sponsored several rounds of grant funding for faculty. In 2018, the Dean of Pamplin College supported two grants for Social Science professors. MPA faculty benefited from these grants.
- Currently, all MPA faculty have a teaching load of three or fewer courses per semester.

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 ¹					1
Asian, non-Hispanic/Latino		1			1
White, non-Hispanic/Latino ²		3		1	6

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Total	3	4		1	8

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 Augusta University MPA program seeks to ensure a diverse and inclusive environment for our faculty and students. The program's mission statement calls for us to "emphasize the importance of diversity and inclusion in public service." To ensure the program achieves this crucial part of our mission statement, we revised our diversity plan during the 2019-2020 academic year. The diversity plan is attached in the appendices of this self-study report.

The AU MPA Diversity Plan develops strategies for implementing NASPAA's universal competency five and our program's mission statement. The implementation of these strategies will foster a climate of inclusion and diversity. To fully meet both the spirit and the letter of our mission statement and NASPAA competency five, we must

1. Recruit and retain a diverse student body.
2. Recruit and retain a diverse faculty.
3. Provide an educational experience that promotes cultural competency among its graduates.

Recruit and Retain a Diverse Study Body

The AU MPA strives to recruit a diverse student body reflective of the community that the program serves. Each fall and spring, we include the program's diversity as one of the items discussed in our admissions reports. To continue recruiting and retaining a diverse student body, the AU program does the following.

First, the program attempts to maintain a representative pool of applicants by having a robust marketing and promotion effort throughout the Augusta community, including reaching out to nearby organizations and higher education institutions. The program tracks its applicants through the MPA director, completing two reports per year detailing the students' characteristics.

Second, the program attempts to ensure that students are retained and advance toward graduation. In recent years, the program has improved retention and the completion time for students to graduate.

We are confident that the program's curriculum and advising efforts will help improve our students' graduation rates. These efforts help us retain our students and are detailed below.

- We streamlined our course schedule rotation to ensure that students can progress to graduation promptly.
- We added more electives to the MPA curriculum to give our students more options, helping them progress faster toward graduation.
- We practice intensive advising where the MPA director meets regularly, especially during their first semester, with students to develop a plan of study and adjust that plan of study to ensure students are progressing toward graduation.
- We created a mentoring program for new students. During their first semester in the program, new students are paired with alumni.

Recruit and Retain Diverse Faculty

When conducting faculty searches, the chair of the search committees, usually the MPA director, shares the job advertisement with organizations and associations that will help ensure a diverse applicant pool. The following associations are typically contacted by email and/or through social media.

- Women in Public Administration
- ASPA's Conference of Minority Public Administrators
- ASPA's Section for African Public Administration
- ASPA's Section for Chinese Public Administration
- ASPA's Section on Korean Public Administration
- The LGBT Advocacy Alliance (ASPA)

Since 2015, the program has conducted three faculty searches. The program hired an MPA director at the associate professor level and two assistant professors. The program received a diverse pool of applicants for the searches, especially the two searches for assistant professors. From these searches, the program hired two women and one white male.

To increase the diversity of our faculty, we can take two additional steps. First, when there is a need for adjunct instructors, we can actively recruit a diverse part-time faculty. Second, for classes where guest speakers play an important role, we can actively solicit guest speakers who are diverse in every possible way- including viewpoint.

Section 3.1.4 of this report details the support provided to faculty to help them progress toward tenure.

Educational Experiences for Students

To promote an environment of diversity and inclusion, the AU MPA ensures that issues of diversity, inclusion, fairness, and cultural competency are addressed in the program's curriculum.

When developing the curriculum's emphasis on cultural competency, the program relied on research in the area. Carrizales (2010) recommends curriculum components include 1) knowledge of local and national demographics, societal disparities, and policy and legal issues surrounding diversity; 2) a self-reflection component that provides for societal biases; 3) a skills-based component that focuses on communication skills; 4) a community-based component that includes internships and other experiential learning offerings. Our current curriculum covers these components as detailed below.

Cultural Competency Curriculum Component Current Coverage in MPA Curriculum

Knowledge-based PADM 6000, 6050, 6200, 6300, 6650

Self-reflection PADM 6000

Skills-based PADM 6000, 6150, 6750

Community-based PADM 6750, 6900

Knowledge-based curriculum components include understanding the importance of cultural competence, local and national demographics, discussion of definitions, societal disparities, social equity, and an understanding of the legal and policy implications of cultural competency. These components are covered in a range of courses in our current curriculum. Social equity is introduced in PADM 6000, Survey of Public Administration. The personnel and leadership issues associated with cultural competence, including legal issues, are covered in PADM 6150, Leadership and Ethics. The course includes modules on diversity and leading diverse organizations and on gender, culture, and leadership. In connection with economic development and taxation policies, social disparities are covered in PADM 6300, Public Budgeting. They are reintroduced in PADM 6650, Public Policy Analysis, in-class discussions on major policy areas such as education, health, welfare, and taxation. Assessment of these components is done in the various classes, in case study analyses, or exams.

The self-reflection component is found in PADM 6000, Survey of Public Administration, when students complete the course's cultural competency module.

Skills-based curriculum components focus primarily on communication skills. Our curriculum places a strong emphasis on communication skills, written and verbal, throughout, and in particular, PADM 6000, Survey of Public Administration; PADM 6150, Leadership and Ethics; and PADM 6750, Program Evaluation. In PADM 6750, students work in a team with a real client on a project, requiring students to practice effective communication skills as they work with teammates and clients. Communication skills are assessed throughout the program's coursework, but one way we assess students' mastery of universal competency five is through the peer evaluation process in PADM 6750.

Community-based curriculum components include service-learning projects and internships. Students must demonstrate they can communicate effectively with a diverse constituency in these situations, assessed through the peer evaluations in PADM 6750 and the site supervisor evaluation for the internship.

In addition to ensuring cultural competency throughout the MPA curriculum, the program also tries to ensure diversity in invited guest speakers for our classes and in our Town and Gown speakers' series.

References

Carrizales, Tony. 2010. "Exploring Cultural Competency within the Public Affairs Curriculum." *Journal of Public Affairs Education*, 16(4): 593-606.

3.2.3

3.2.3

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

Since 2015, the program has conducted three faculty searches. The program hired an MPA director at the associate professor level, an associate professor, and an assistant professor. For the searches, the program received a diverse pool of applicants, especially the two searches recent searches for an associate professor in 2016 and an assistant professor in 2019. From these searches, the program hired two women (Asian American and white) and one male (white). Overall, these hiring decisions have made the program more diverse than it was in the past. The faculty nucleus is more diverse in terms of race and gender than it was in 2015.

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)

The discussion of our program's impact on policy and administration is presented based on some key features of our mission statement, focusing on impactful research, community service, and efforts to engage students for their career development.

Research and Scholarship

Our public administration faculty are nationally and internationally recognized scholars in their

fields of study. The faculty are some of the most productive researchers on our campus. In the last five years, members of the MPA faculty nucleus have published in top tier journals, such as American Review of Public Administration, American Journal of Public Administration, Journal of Public Health, Oxford Encyclopedia of Political Decision Making, Public Opinion Quarterly, Cities, Public Administration Quarterly, Journal of Urbanism, and other top peer-reviewed outlets. By reading these journals' names, one can see the diversity of research interests of our faculty. Additionally, the faculty are successful at obtaining grant funding. While she is not a member of our faculty nucleus this year, Dr. Bemiller contributes to the MPA program by serving on our governing committee and designing our criminal justice concentration. In the future, she will teach criminal justice courses in the program. In the last few years, she obtained multiple large grants to fund research into childhood trauma, which is impactful, especially for the Augusta community.

Over the past five years, our faculty have won multiple awards for their research.

In 2020, Dr. Lizotte won the prestigious Augusta University Research Institute's Outstanding Research, Scholarship & Creative Activity.

In 2019, Dr. Augustine Hammond and Dr. Will Hatcher won the Journal of Public and Nonprofit Affairs Best Paper Award for 2018 for their article, Hatcher, William and Augustine Hammond. (2018). Nonprofit Economic Development Organizations and the Institutional Arrangement of Local Economic Development. Journal of Public and Nonprofit Affairs, 4(1), 21-40

In 2018, Dr. Lizotte won the Bell Research Award at Augusta University.

In 2016, Dr. Hatcher won the American Society for Public Administration's H. George Frederickson Award for his PA Times article, "Reasons for Local Government Fragmentation."

Moreover, NASPAA's scholarly publication, Journal of Public Affairs Education, is co-housed in AU's MPA program, with Dr. Hatcher serving as co-editor-in-chief since 2018.

Community Service

Our faculty believes strongly in community outreach and using their expertise to better the Augusta area. Accordingly, they are involved in multiple areas of community service. For example, Dr. Martha Ginn is very active in the Augusta Chapter of Kiwanis, one of the world's largest chapters in the organization. She is the current president of the chapter and has served as vice president and president-elect. In the past, Dr. Hammond served as a leader, including the president, of the Georgia Chapter of the American Society for Public Administration. Over the past five years, Dr. Allison Foley received the University's Richard C. Wallace Distinguished Service Award for years of leading the collaborative efforts of local universities and community-based nonprofit organizations in implementing domestic violence and sexual assault awareness and prevention education programming. Dr. Lizotte provides community services in explaining the findings from her research to a broader audience, in such major news outlets as The Washington Post, Vox, and Business Insider. Dr. Samudra recently joined our MPA program, and she is building a strong service record in Augusta. While on the faculty at the University of Brockport in New York, Dr. Samudra worked as a member of the Rochester-Monroe County Anti-Poverty Initiative Policy Working Group. Dr. Meares is a crucial member of AU's Institutional Review Board (IRB) Social Sciences Committee. Dr. Meares and Dr. Hatcher coordinated two impactful workforce studies of the Augusta-Richmond Metropolitan Area cybersecurity industry. See: <https://www.augusta.edu/pamplin/mpa/town-gown.php>

Student Engagement

The AU MPA program prides itself on student engagement and ensuring that students feel a

sense of community in the program. A few examples of how we achieve this goal follow. the MPA Director (Dr. Samudra during the self-study year and Dr. Wesley Meares starting July 1, 2021) advises all of our MPA students and helps organize our MPA Student Association and the program's ICMA student chapter. Additionally, since joining our faculty in 2019, she has worked with the program's Town and Gown speaker series. The Town and Gown series won the Pi Alpha Alpha funding award from NASPAA. Dr. Hammond and Dr. Meares teach our PADM 6750: Program Evaluation course, which serves as the program's capstone experience. They help coordinate the capstone projects, where students work with local nonprofits and public organizations to conduct evaluations and applied research. Our students have worked with many local governments and large nonprofits in the Augusta community through this capstone experience. For instance, in Spring 2020, students worked with the South Carolina Division of Emergency Management on developing model contingency plans for the division to share with county governments. Dr. Ginn serves as the primary advisor in our department for students who are interested in law school. She works tirelessly to help our students achieve their career goals. Dr. Foley's PADM 6432: Intimate Partner Violence course completed 20 hours of volunteer training to volunteer on-site at SafeHomes of Augusta Domestic Violence Center. Dr. Foley's efforts to engage students were recognized by winning the Caught in the Act of Leadership Award by the Augusta University Office of Faculty Development and Teaching Excellence.

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)

The MPA Director is responsible for program recruitment. The MPA program's recruitment efforts are in partnership with Pamplin College, The Graduate School, Academic Admissions, and AU's Division of Communication and Marketing. Our mission is to prepare service leaders to further their careers in government and/or nonprofit agencies. Our mission focuses on pre-service and in-service students. Moreover, the mission emphasizes the importance of diversity and inclusion. These parts of the mission drive our program's recruitment efforts.

To enhance the program's recruitment efforts, the MPA director maintains a marketing plan that the faculty adopted. The plan focuses on the following:

- Maintaining sustainable enrollments in the MPA program
- Maintaining sustainable enrollments in our concentration and certificates

- Developing and maintaining partnerships with other programs around campus
- Maintaining a strong web and social media presence for the program
- Marketing the program effectively in traditional media
- Encouraging our students, alumni, and advisory board to help market the program

Some examples of the recruitment activities that the program uses to implement these goals are:

- The program maintains a quality website and an active social media presence on Twitter and Facebook.
- The MPA Director meets regularly with potential students.
- The MPA Director works with local community partners to hold information sessions about the program.
- The program attends at least two recruitment fairs per year.
- The program faculty offer their time for local media interviews to promote the program and provide community service.

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)

Taking our mission into account, our admissions committee evaluates a candidate's complete portfolio seeking confirmation that the student is not only academically prepared for the program but demonstrates the interest and commitment to serve others. Including items such as a resume, personal statement, and recommendations allow the committee to see the applicant's past track record of service, which allows the prospective student to express his or her desire for a career and explain any areas that may be deficient.

Following our mission, the program in 2017 revised its admission requirements to no longer require applicants to submit GRE scores. We made this decision for the following reasons. First, we analyzed student performance data and found that the GRE was not a strong predictor of whether students graduated from the program. Second, we reviewed the literature showing that the GRE is biased against minority applicants. Additionally, the GRE is biased against women. Lastly, we considered the cost of the exam to be prohibitive to many possible applicants. Making this change to our admissions policy has not decreased the overall quality of our program. It appears that the graduation rate of the program is improving.

The program's admissions policy is maintained in the program's policy manual. The Graduate School maintains the admissions requirements on the MPA program's admissions webpage.

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)

Following AU policies, The Graduate School requirements, and the program's standards, the MPA program admits students under two categories: regular admissions and provisional admissions. The MPA program admits a limited number of students on a provisional basis. The MPA Admissions Committee assess each application, and when an applicant has a GPA below 2.75, but normally not lower than 2.5, the committee will consider work experience, performance toward the end of the applicant's bachelor's courses, references, and other factors that demonstrate the applicant may be successful in our program.

When the MPA Admissions Committee identifies a student who may succeed in the program through provisional admissions, they make a recommendation to the MPA Director, and the director makes a case for the provisional admissions decision to The Graduate School. The Graduate School makes the final decision regarding the admissions of an applicant. With provisional admissions, students have to maintain a 3.0 during their first semester in the program.

Since our last review, the program has only admitted a few students provisionally per year. Moreover, we have no evidence showing us that provisionally admitted students are less successful in the program than regularly admitted students.

Since 2016, we admitted qualified undergraduate students in their senior years as BA-MPA students. Only students who meet certain standards and are majoring in our BA programs in Criminal Justice or Political Science can apply for the accelerated option. Typically, these students do not collect letters of reference since the faculty on the MPA Admissions Committee often work with them as undergraduate students. Additionally, the students must have an undergraduate GPA of 3.25, which is higher than the standard required GPA of 2.75 for traditional applicants. Since creating the accelerated option for students, only a small number of students have enrolled in the program using the BA-MPA route.

4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

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

TOEFL	No
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	N/A

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	40
Total SSY Admits	29
Total SSY Enrollments	19
Fall SSY Total Full Admissions	17
Fall SSY Total Conditional Admissions	2
Fall SSY Total Full Enrollments	9
Fall SSY Total Conditional Enrollments	2
Fall SSY Total Pre-Service Enrollments	2

4.2.2a Admission Numbers**Self Study Year (SSY)****Fall SSY Total In-Service Enrollments**

9

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.**

34

*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's applicant pool reflects our mission statement in the following important ways.

First, our mission calls for us to "provide a broad education for individuals entering government and nonprofit organizations" and to "enhance the capabilities and performance of individuals currently serving in management positions in our region." Given this dual focus on pre-service and in-service students, our program's application pool includes a combination of both types of students.

Additionally, our recruitment efforts focus on pre-service applicants, who are often students from undergraduate majors at Augusta University, and in-service applicants, who often work for public organizations in the community.

Second, our mission stresses the "importance of diversity and inclusion in public service." We try to accomplish this goal by implementing the student recruitment strategies of the program's diversity plan. The plan is in the appendices of this self-study report. We compile data each semester to monitor the demographics of the program's application pools. In fall 2020, the program's application pool was 50% African-American, 9.1% Hispanic, and 40.9% White. For the same pool, the females represented 68.2% of the pool, and males represented 31.8% of the pool.

Lastly, our mission statement's focus on research and community outreach guides our efforts to recruit students. While most of our students plan to work in practice, we recruit students who are interested in earning a PhD and want to focus on research throughout their MPA studies.

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)

Prospective and current students are informed of the program's academic continuance and graduate standards primarily through direct contact with the MPA Director, and secondarily, through the catalog where those standards are clearly communicated. The MPA Director is in direct contact with all applicants to the program to communicate program standards through e-mail, phone, or face-to-face meetings. Also, the MPA Director conducts an orientation session with newly admitted students to share those standards.

At the conclusion of each semester, The Graduate School and the MPA Director review the records of all students to check for compliance with standards. Students who are not meeting the program's minimum GPA of 2.8 are placed on academic probation by both the program and The Graduate School. The director meets individually with students placed on probation to discuss the situation and arrive at solutions that will help the student get back on track academically.

The MPA Director implements intrusive advising during the first semester that students are in the program. Each student works with the MPA Director to develop an advising plan. The MPA Director meets with all students at the time of admissions and during advising periods to create and update their advising plans. During advising, the MPA Director communicates the program's academic continuance and graduate standards.

Lastly, the AU MPA program's academic continuance and graduation standards are easily found in the program's policy manual. The MPA Director and The Graduate School enforce the standards of academic continuance and graduation. When students register for graduation, the MPA Director must ensure that graduation standards are satisfied, and the Registrar's Office reviews to also ensure that standards are met by students.

4.3.2 Support Systems and Special Assistance

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

The MPA Director reviews student records at the end of each semester to check for compliance with standards. Students not meeting the program's minimum GPA are placed on academic probation by The Graduate School. The MPA Director meets with each student on probation to discuss how to improve their academic performance. In addition, the MPA Director talks with faculty teaching students in the first semester of the program to check progress, and spot potential problems early. During advising, the MPA Director assesses the progress of students, especially during their first semester in the program, and the Director tries to intervene before students move to probation. Students may be referred to various services on campus if needed.

The student support services include, but are not limited to, Pamplin College's Writing Center, Student

Counseling & Psychological Services, and Testing & Disability Services. Additionally, Military and Veteran Affairs provides support for students who have served in the armed services. The program also strives to help students balance life, work, and family. If a student needs to sit out a semester, they can do so without having to reapply to the program. Given that our program is a small one in terms of size, our MPA Director can focus on helping students succeed. And most of the support and special assistance for students struggling in the program are provided by the MPA Director.

The Graduate School works in partnership with the program to monitor policies related to academic compliance, absence request, withdrawals, and issues of academic probation.

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	17.00	10.00	12.00	12.00	12

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)

Full-time students can complete our program within four semesters (two years). Students who take more than the standard nine hours per semester may complete the program within 18 months. Many part-time students, who are typically taking six credit hours per semester, finish with two and a half years. The MPA Director works with the Department of Social Sciences chair to design a course schedule that allows for an efficient degree completion timeline for our students.

The program is consistently looking for barriers to graduation. One barrier was that the program required students to take a core curriculum course during the summer semester. In 2019, the program removed this barrier to graduation. Additionally, during the review period, the program moved from requiring 24 hours of core courses to 21 hours of core courses, and in doing so, gave students more elective options in their plans of study. This curriculum revision helps remove barriers to graduation.

In recent years, the graduation rate of our students improved. For the SSY-5 cohort, 12 graduated from the program, a 71% graduation rate. The rate is an improvement of the graduation rate presented in our last self-study report in 2014-2015. For the five students in the SSY-5 cohort who did not graduate, a student did not graduate because she moved to another state. Another student left the program in the middle of her first semester. The remaining three struggled academically and withdrew from the program after their first semesters.

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)

The MPA program partners with Augusta University's Career Services to provide career-related services to students. Mr. Anthony Holland is our program's current career consultant, and in this role, he helps provide program-wide services and individual support to our students. In PADM 6000: Survey of Public Administration, Mr. Holland meets with our students to discuss the services of his office, including resume support, job search support, interview assistance, internship assistance, and other career-related services. The program also participates in AU's Job Fair every year to connect MPA students with employers. Mr. Holland also helps our program organize an annual MPA Career Panel for students to hear career advice from MPA graduates working a diverse collection of jobs available to MPA graduates.

The MPA Director started an alumni mentoring program a few years ago for new MPA students. During their first year in the program, the MPA Director assigns an alumni or community advisory board mentor to each student. The MPA Director attempts to pair mentors with students based on the career interests of the students.

Additionally, we use our Community Advisory Board to locate and secure internships and employment for our students. Members of the Board represent federal, state, and local government institutions and nonprofit organizations, and using them to secure jobs for our students reflects the program's mission to prepare public service leaders in government or nonprofit agencies at the local, regional, state, or national level.

The MPA Director functions as a career advisor to students during advising sessions.

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 program requires students who lack experience in the public or nonprofit sector to complete an internship. When an MPA student is admitted to the program, the director reviews the student's resume to determine if an internship is required. Generally, if a student has less than one year of work experience in the public or nonprofit sector, the director requires the student to complete an internship, and this requirement is embedded in their advising plan. Since most of our students have work

experience, we do not have many students needing an internship. For instance, during the self-study year, we only had four students out of 43 students in spring 2021 requiring internship placements.

Students must complete at least three core courses before enrolling in the internship course. The program typically offers its internship courses in the spring and summer semesters. To complete the internship, the student must work 300 hours at the worksite and satisfy the PADM 6900 course requirements, including being evaluated by their internship supervisors and completing course papers. In summer 2020, the program did not offer any internships due to necessary restrictions put in place by public organizations in our region during COVID.

The internship policy is in the program's policy manual, available on the program's website. The policy is communicated to students when they first enroll in the program. If the student needs to complete an internship, the MPA Director indicates the requirement as part of their advising sheets. The MPA Director monitors this requirement to ensure students complete their internships.

4.3.4a(2)

4.3.4a(2) How many internship placements did the program have during the Self Study 4 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 Harlem, Georgia
 Augusta University's Title IX Office
 Shephard Blood Center
 Warren Baptist Church (nonprofit recreational efforts)

4.3.4a(4)

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

The MPA Director works with students to help them identify internship sites. Through the advising process, the MPA Director asks students to identify their career goals and possible internship placements. The MPA Director relies on community partnerships to help students find their internship sites. Advisory board members and program alumni help with placing our students in internships.

The Department of Social Sciences has an internship coordinator, Dr. Allison Foley, and Pamplin College has an internship coordinator for the college, Dr. Kim Gray. The MPA Director works in conjunction with these coordinators to help students identify internships, process required paperwork, and complete internships. Dr. Foley teaches our program's internship course, PADM 6900.

Additionally, Career Services offer several tools that help students identify internship placements. For instance, the platform "Handshake" is available to AU students to search for jobs on-campus and other internship opportunities.

While on the internship, the instructor of PADM 6900, typically the department's internship coordinator, and the MPA Director work with the student's site supervisor to monitor progress toward completing the work experience. When issues arise, the MPA Director works to correct the concerns. Internship supervisors conduct two evaluations, one at the midterm of the semester and a final evaluation. It is

expected that students will receive positive evaluations from their internship supervisors.

To complete the internship, the student must work 300 hours at the worksite and satisfy the PADM 6900 course requirements, which includes being evaluated by their internship supervisors, completing journaling assignments, and completing a course paper.

4.3.4a(5)

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

The AU MPA mission calls for providing "a broad education for individuals entering government and nonprofit organizations in administrative positions." The program's internship experience and course provide vital work experience for pre-service students. The distribution of the four internships during the self-study year (SSY) aligns with the program's mission and the goal to provide experience to pre-service students in the following ways. First, our program's mission calls for a focus to improve public organizations' governing capacity in the Augusta community. The four internships were in organizations throughout the Augusta Metro area. Second, our program focuses on providing elective instruction in nonprofit management, community development, and criminal justice issues, particularly intimate partner violence. The four internships fit these areas. The internship in Harlem, Georgia, was with the city's community development director's office. The internships with Shephard Blood Center and Warren Baptist Church were with nonprofit organizations and held by students interested in nonprofit management. Lastly, the internship with AU's Title IX Office fits the program's elective course on intimate partner violence, which is part of the criminal justice concentration. Lastly, the distribution of internships fit the four students' career goals participating in the internship experience during the SSY.

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	7
State, provincial or regional government in the same country as the program	10
City, county, or other local government in the same country as the program	7
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	4
Nonprofit / NGOs internationally-oriented	0
Private Sector - research/consulting	0

4.3.4b Employment Statistics	Self-Study Year Minus 1
Private sector (not research/consulting)	5
Military Service	0
Obtaining further education	4
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	2
Total Number of Graduates	39

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

Augusta University's mission emphasizes inclusivity. The university views inclusivity as being reflected in diversity, equality, fairness, impartiality, and respect. The university's Office of Diversity and Inclusion helps implement the institution's focus on inclusivity. Our MPA program's mission also stresses diversity and how it is crucial to public service.

Following the program's updated Diversity Plan, the program includes diversity, inclusion, fairness, and cultural competency in its curriculum. The program's diversity efforts in the curriculum and

classroom focus on knowledge-based, self-reflection, skills-based, and community-based efforts.

The knowledge-based efforts include understanding the importance of cultural competency, societal disparities, social equity, and an understanding of the legal and policy implications of diversity and inclusion. We cover these topics in PADM 6000, 6050, 6150, 6300, and 6650.

The self-reflection component is found in PADM 6000, Survey of Public Administration, when students complete the course's cultural competency module.

Skills-based curriculum components focus primarily on communication skills. Our curriculum places a strong emphasis on communication skills, written and verbal, throughout, and in particular, PADM 6000, 6150, and 6750.

Community-based curriculum components include service-learning projects and internships. In these situations, students must demonstrate they can communicate effectively with a diverse constituency, which is assessed through the peer evaluations in PADM 6750 and internship supervisor evaluations.

The program also considers the importance of diversity when considering part-time instructors, guest lecturers, and speakers for our Town and Gown speaker series. The program also encourages students to participate in workshops and trainings held by AU's Office of Diversity and Inclusion (<https://www.augusta.edu/diversity/#>).

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

The MPA program's Diversity Plan calls for the program to maintain a representative and diverse pool of applicants. The program actively works with the Department of Social Sciences, Pamplin College, The Graduate School, and the Office of Academic Admissions to recruit students. The efforts include attendance at regional & local graduate school fairs. The program reaches out to Paine College, an HBCU in Augusta, in this effort. In addition, we developed handouts that highlight the comparatively low cost of attending our program to attract more low-income students into the program. The program consistently advocates for additional graduate assistantships and other forms of funding to recruit and retain students. In the fall of 2014, we raised \$15,000 to begin this scholarship, named for Dr. Ralph Walker, who brought the MPA program to our institution. Offering this scholarship is a crucial component to make the program accessible to potential students from low-income backgrounds. Lastly, scholarly research demonstrates that the GRE is biased against minorities and individuals from low-income backgrounds. The program leadership and faculty revised the program's admissions policies to remove the GRE as a requirement and its cost as a barrier to admissions.

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	2	5	2	3	12
Asian, non Hispanic/Latino		1			1
Hispanic / Latino	1	1	1		3
White, non-Hispanic/Latino	6	9	5	7	27
Two or more races, non Hispanic/Latino				1	1
Total	9	16	9	11	44

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)

Our MPA program continues its efforts to promote diversity and inclusion throughout our curriculum and as essential values for our students and faculty. The efforts include strategies discussed in Standard 4b of the self-study report. Some of the efforts include, our recently updated mission statement emphasizing the importance of diversity and inclusion. Additionally, the program recently revised its Diversity Plan to have more informative data in the plan and updated strategies. The plan is attached in the appendices of this report. In addition to the recruitment efforts discussed in 4.4.2, the program leadership and faculty work diligently to retain students, and in recent years, the program's graduation rate improved. Since 2015, we have made critical changes in our program's curriculum, and we have strengthened how we advise students. This has increased our overall graduation to 80% for cohorts admitted in summer 2020 to spring 2020.

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

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below 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

In order to effectively prepare a new generation of public service leaders to competently and ethically lead public and nonprofit organizations, students must master a body of knowledge and be able to apply certain key skills. We have defined this body of knowledge and skills as 1) an understanding of key organizational theories, 2) an understanding of leadership theories, 3) the ability to manage human and financial resources of an organization, and 4) the ability to identify, collect, and evaluate data to assess and improve program performance. We cover this material throughout our MPA curriculum, but the material is emphasized in PADM 6000: Survey of Public Administration, PADM 6150: Leadership and Ethics, PADM 6300: Public Budgeting, PADM 6600: Tools for Decision Makers, and PADM 6750 Program Evaluation. We have specified our definition for this competency into a set of associated, measurable learning outcomes as outlined in the table below:

Definition Specific Learning Outcomes

Students will be able to:

1. apply key organizational and leadership theories to solve public sector problems
2. identify problems and select appropriate leadership approaches to improve organizational performance
3. analyze a budget, identify financial resource issues and suggest solutions or actions based on a solid understanding of public budgeting
4. develop a logic model for a program along with an appropriate data collection strategy

To participate in and contribute to the public policy process

In order to participate in and contribute to the public policy process, students must master a body of knowledge concerning the public policy process. We have defined this as having 1) an understanding of the policy making process and the actors, 2) the ability to compare and contrast different models of policy decision making, 3) an understanding of the political, social, and economic contexts in which policy is made, and 4) the ability to explain policy outcomes. We teach this material throughout our MPA program, but special emphasis occurs in PADM 6000: Survey of Public Administration and PADM 6650: Public Policy Analysis. We have specified our definition for this competency into a set of associated, measurable learning outcomes as outlined in the table below:

Definition Specific Learning Outcomes

Students will be able to:

1. explain the political, social, & economic context in which a particular policy is made and executed
2. describe the policy-making process, including its actors
3. compare and contrast different models of policy decision making
4. explain how and why a particular policy had a particular outcome

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

In order to analyze, synthesize, think critically, solve problems, and make decisions, students must master a body of knowledge about data analysis and be able to apply that knowledge to given problems, particularly within the context of program evaluation. We have defined this body of knowledge and skill as having 1) the ability to select proper data collection techniques appropriate to the problem at hand, 2) the ability to analyze data, and 3) the ability to present results of analysis orally and in writing. We teach this material throughout our MPA program, but specific emphasis occurs in PADM 6600: Tools for Decision Makers and PADM 6750: Program Evaluation. We have specified our definition of this competency into a set of associated, measurable learning outcomes as outlined in the table below:

Definition Specific Learning Outcomes

Students will be able to:

- 1) select proper data collection techniques for particular situations
- 2) analyze data
- 3) present the results of analysis orally and in writing

To articulate and apply a public service perspective

In order to articulate and apply a public service perspective, students must have a body of knowledge concerning legal issues and central concepts such as responsibility and accountability, along with the skill to identify ethical and legal issues and problems and develop appropriate solutions. We have defined this body of knowledge and skill as having 1) an understanding of the importance of accountability and transparency in public service, 2) the ability to identify Constitutional and ethical issues in public service and choose appropriate courses of action. We teach this material throughout our MPA program, but emphasis occurs in PADM 6150: Leadership and Ethics and PADM 6050: Constitutional and Administrative Law. We have specified our definition for this competency into a set of associated, measurable learning outcomes as outlined in the table below:

Definition Specific Learning Outcome

Students will be able to:

- 1) explain the public administrator's responsibility to elected officials and the general public
- 2) properly identify and apply legal and Constitutional issues to public sector problems
- 3) properly identify ethical issues and develop appropriate courses of action

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

In order to communicate and interact productively with a diverse and changing workforce and citizenry, students must have an understanding of how to lead and manage people, and master a set of communication and interpersonal skills. We have defined this body of knowledge and skills as having 1) an understanding of the concepts, skills, and procedures for leadership situations and 2) the capacity to interact with a variety of individuals as a leader, through supervision, teamwork, negotiation, and mediation. We teach this material throughout our MPA program, but the material is emphasized in PADM 6000 and PADM 6750. We have specified this definition into a set of associated, measurable learning outcomes as outlined in the table below:

Definition Specific Learning Outcome

Students will be able to:

1. properly identify issues involving diversity and develop a course of action or solution that is based on a solid understanding of ethical standards and leadership
2. demonstrate the ability to effectively communicate and interact with others in a team project, negotiation, or an internship

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

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 AU MPA program offers three elective specializations: a concentration in criminal justice, a certificate in nonprofit leadership, and a certificate in urban planning and community development. Students may apply their elective hours in the MPA program to complete the criminal justice concentration or one of the program's certificates, or they can design their plan of study with electives that best fit their career plans. Most students complete one of the three specializations, with the Certificate in Nonprofit Leadership being the most popular. We created the program's three specializations to implement key parts of our mission statement.

The program offers a Criminal Justice Concentration to serve the AU's undergraduate students' needs and the capacity of public agencies in the Augusta community. The university's Bachelor of Arts degree in Criminal Justice is one of the largest majors in Pamplin College. Additionally, the degree is in the Department of Social Sciences, which houses the MPA program. Thus, to serve a large degree major and build collaborations within Pamplin College, the program created the Criminal Justice Concentration. The program's mission statement calls for our efforts to "enhance the capabilities and performance of individuals currently serving in management positions in our region." The Criminal Justice Concentration supports local employers. Local law enforcement

agencies are some of the largest public employers in the community. Additionally, Fort Gordon and the Savannah River Site are large federal employers in the community. Both sites have a large number of employees who work in criminal justice related positions. Lastly, a large medical prison is also an employer in the community.

Since 2016, the program has offered a Certificate in Nonprofit Leadership. The certificate is linked to two critical parts of the program's mission. The AU MPA mission calls for enhancing the performance of both public and nonprofit organizations. Additionally, offering a nonprofit leadership specialization helps achieve the mission statement's call to serve the Augusta region. The Augusta-Richmond County MSA holds a large concentration of nonprofit organizations. Thirty-nine MPA graduates have earned the Certificate in Nonprofit Leadership.

Since 2019, the program has offered a Certificate in Urban Planning and Community Development. The certificate is linked to two critical parts of the program's mission. The mission calls for faculty to produce impactful research. Our faculty nucleus focuses on urban planning research. Faculty like Dr. Meares are productive researchers in the area and publish in top planning and development journals, including *Cities*, *Journal of Urbanism*, and *Housing Studies*. Additionally, the certificate serves the needs of the Augusta community. With the growth of the community's cybersecurity workforce because of Fort Gordon becoming the home to the U.S. Army Cyber Command, the Augusta community is experiencing significant growth and there are several planning projects ongoing in the region. For instance, North Augusta, South Carolina, put in place a private-public-partnership to build a sizeable mixed-use district along the Savannah River, which includes multiple types of housing, shops, restaurants, a hotel, and a minor league baseball stadium. Also, the Augusta downtown is currently being redeveloped. Having our faculty and students working in urban planning helps serve our students' careers and the Augusta community. Students are already earning the Certificate in Urban Planning and Community Development in conjunction with their MPA degrees. The program has only been in place for two years, and by the end of the self-study year, around eight students are on track to earn the certificate.

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

The program's specializations contribute to the student learning goals of the program in the following ways. MPA students earning all of our specializations complete the same MPA core courses. In these core courses, we assess the student learning outcomes that we use to measure students' mastery of NASPAA's five competencies. We developed a curriculum map for the overall MPA program (see this study's appendices) and for the program's two certificates.

For example, the student learning outcomes for the Nonprofit Leadership Certificate emphasize leading and managing nonprofit organizations, particularly the learning outcomes focusing on students identifying, describing, and applying key concepts of nonprofit management and nonprofit finance.

The student learning outcomes for the Urban Planning and Community Development Certificate also emphasize leading and managing public organizations, focusing on students being able to apply development tools such geographic information systems, grant writing, and asset mapping.

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).

The required courses in our program's specializations and most of the program's approved elective courses are taught by faculty in the Department of Social Sciences and part of our MPA faculty nucleus. The faculty qualifications for these faculty, tenure-track and part-time instructors, who teach in specializations and electives must align with the program's policies on academically and professionally qualified faculty. The program's definition of academically and professionally qualified

faculty are detailed in Section 3.1.2 of this self-study report.

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.

Our program does not define mission-specific specialization competencies. We do have curriculum maps and student learning outcomes of the program's two certificates. The program's definitions of the university competencies in Section 5.1 apply to the core courses taken by students as part of completing their MPA degrees along with their specializations. The MPA leadership will collect data on the success of graduates from its two certificate programs. Both certificate programs are fairly new, as discussed elsewhere in this self-study report, and the program is still in the process of developing evaluation practices for the certificates. As required by our institution, we do conduct annual assessment of three learning outcomes with two direct measures for each outcome for both certificates. As noted, we have developed a curriculum map and student learning outcomes for the certificates to engage in this annual assessment. However, since not all of our students complete our certificates, we focus on our assessment of NASPAA universal competencies to make program-wide assessments and possible adjustments and improvements.

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.

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

We define "To lead and manage in the public interest" as holding 1) an understanding of key organizational theories, 2) an understanding of leadership theories, 3) the ability to manage human and financial resources of an organization, and 4) the ability to identify, collect, and evaluate data to assess and improve program performance.

We operationalize the following student learning outcome to assess students' knowledge on this competency. SLO 1: Students will be able to apply leadership approaches to address public sector problems. As demonstrated in the MPA Assessment Plan found in this study's appendices, we collect data in a number of our core classes to assess this student learning outcome.

For this part of the self-study, we would like to provide an example of one of those measures.

2. Evidence of learning that was gathered:

Students analyze a municipal budget in PADM 6300: Public Budgeting.

3. How evidence of learning was analyzed:

The instructor uses the Government Financial Officers Association's (GFOA) criteria for its budget presentation award to assess the papers using a rubric. Analysis of evidence shows that most students are able to analyze a municipal budget using the GFOA standards, but some students struggle to identify issues of how financial information is communicated in their analyzed budgets.

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

The instructor of PADM 6300 agreed to focus more on how municipal budgets need to communicate complete financial information to the general public.

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.

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.

Our program offers multiple opportunities for students to interact with public service professionals. When possible, we invite practitioners to serve as adjuncts. For example, Dr. Kim Gray, who is part of our MPA faculty nucleus, in the past taught for the program as an adjunct when she worked outside of academia in planning and grant writing positions. In 2017, a practitioner who worked for the U.S. Department of Justice taught our PADM 6050: Constitutional and Administrative Law. In 2015-2016, John Waller, who has served as a colonel in the U.S. Army and city administrator, taught PADM 6351: Homeland Security for the program. Also, Pat Clayton, who has over 35 years in law enforcement and is currently the chief deputy for Augusta-Richmond County, taught emergency

management for the program. Since 2015, the program offered students at least one class per most of the years taught by an adjunct instructor with significant experience in practice.

Our faculty regularly invite practitioners to talk with students in their classes. Faculty often hold career panels with alumni of the program and other professionals to talk about how students can advance their careers in particular areas of public service. The MPA program holds a formal career panel event, in conjunction with AU Career Services, on an annual basis. The career panel is comprised of professionals working in various areas of public service.

Students without at least one year of public service experience must complete a 300-hour internship. Through this experience, students gain practical experience and interact significantly with multiple practitioners.

Most of our students are in-service professionals. Having those students be part of student teams in classes exposes our pre-service students to practitioners. Moreover, the MPA Student Association serves a similar role in being a forum for in-service and pre-service students to interact.

Lastly, the MPA program's advisory board is active in the program. The board includes a student representative who attends meetings. Additionally, board members speak to our students, help them obtain internships and jobs, and interact in other meaningful ways to ensure that our students network with public service professionals.

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.

6.1a Overall budget for program Stable

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.

Budget

The MPA program is part of Pamplin College's Department of Social Sciences. The MPA program receives support from the Department of Social Sciences budget, which funds faculty salaries, faculty travel, at least two graduate assistants, and accreditation-related expenses. The MPA program has a separate line-item budget of around \$1,300 per year for supplies, but the Department of Social Sciences funds almost all of the financial support in terms of personnel services, travel, supplies, research support, etc. through its departmental budget, which is over \$3 million and funds all of the department's programs.

The department's budget funds the salaries of all but one of the MPA program's faculty nucleus. Moreover, the budget provides stable support for faculty to participate in research projects through purchasing needed datasets and software and supporting conference travel. Each year, the department strives to ensure that faculty can attend at least one research-based conference, emphasizing funding national and international conferences. Pamplin College also offers faculty the opportunity to apply to a college-wide professional development fund that faculty can use to fund

research projects and traveling. Additionally, in recent years, Pamplin College provided summer research funding and other internal grants. For example, in 2018, four of the MPA faculty nucleus were part of a research project funded by the dean's office of Pamplin College. The project led to a publication in the Journal of Mental Health.

In addition to support from the Department of Social Sciences, the MPA program maintains foundation accounts. The accounts hold funds from donations to the MPA program. The accounts include a discretionary expense account for activities benefiting students, a book scholarship (Gwen Wood Scholarship), and an endowed scholarship (Ralph Walker Scholarship). The MPA program is able to award the book scholarship and the endowed scholarship on an annual basis each fall. As of spring 2021, the MPA discretionary foundation account holds approximately \$7,000 to support students.

Program Administration

The program's administration-related budget is stable and has the following positive features. The MPA Director has a 12-month contract. The contract releases the MPA Director from teaching four courses per year, given the incumbent a stable 2/2 teaching load. Moreover, the 12-month contract for the MPA Director specifies that 40% of the incumbent's duties should be administering the MPA program. Lastly, the 12-month contract details the administrative salary stipend for the MPA Director. Currently, this administrative stipend is \$12,400.

In addition to the strong contractual support, the Department of Social Sciences ensures that the MPA Director can attend the NASPAA conference each year, typically a \$2,000 to \$3,000 expense.

Additionally, an administrative assistant supports the work of the program and the MPA Director. The administrative assistant's job description specifies that 50% of her tasks support the MPA program and Pamplin College's Center for Social Science Research, equivalent to 20 hours of work per week. The Department of Social Sciences chair works with the MPA Director to ensure that the program has needed administrative support.

Having an MPA director with a 12-month contract, four course releases per year, administrative staff, and other support allows the program to keep in touch on a regular basis with its alumni, practice comprehensive advising for its current students and track their progress toward graduation, and recruit quality students based on the mission of the program.

The Graduate School at AU provides administrative support to the MPA program by helping with recruiting, curriculum development, and admissions. In the area of admissions, The Graduate School provides coordination with AU's Office of Academic Admissions, which is significant support to the MPA program's administration.

Supporting Personnel

In addition to the MPA Director holding a 12-month contract with an administrative component and a 2/2 teaching load, as noted, an administrative assistant supports the program's work and the MPA Director. Additionally, program support includes two graduate assistants funded by the department's personal services funds (annual state funds) and tuition waiver funded by The Graduate School.

Teaching Loads/Class Sizes/Frequency of Class Offerings

The program's teaching loads, class sizes, and frequency class offerings demonstrate the budgeting support given to the MPA program by the Department of Social Sciences and Pamplin College. All the full-time MPA faculty nucleus have a 3/3 or lower teaching load per year. Some faculty are more

research-orientated, such as Dr. Lizotte, and have 2/2 teaching loads. Except for Dr. Samudra (2/2 as interim MPA Director) during the Self-Study Year, Dr. Meares (2/2 as MPA Director starting July 2021), and Dr. Hatcher (0/1 as chair of Social Sciences), the MPA faculty teach a mixture of MPA courses and undergraduate courses. In the MPA program, the class sizes are typically 15 to 20 students in our core courses. Usually, our elective courses have around ten students in each class.

During our self-study year, the enrollment in our core courses was as follows:

Fall 2020

PADM 6000 15 students
PADM 6050 21 students
PADM 6150 28 students
PADM 6600 16 students
PADM 6750 9 students

Spring 2021

PADM 6000 5 students
PADM 6300 21 students
PADM 6600 5 students
PADM 6650 23 students
PADM 6750 19 students

As shown in 6.2a, we offer all our core courses at least once each year, and we offer three of our core courses (PADM 6000, 6600, and 6750) each fall and spring.

Pamplin College provides support for the MPA program to offer four courses during the summer semesters. Offering this number of summer courses helps ensure our students can graduate on time, and increasing our summer course offers improved our students' time-to-graduation.

Information Technology

Computer and other technology resources for students and faculty are adequate for our program and its mission. The Department of Social Sciences offers students access to a computer lab from 9:00 to 5:00 on weekdays. Students also can use computer labs in Allgood Hall, where our classes are held, and in the Reese Library on the Summerville Campus. Staff from Informational Technology maintain a help desk that is staffed 24/7/365. Allgood Hall, where most of our classes meet, had its classrooms refreshed a few years ago. Each classroom has updated technology for faculty to integrate current technology into their classroom lectures and activities. Students also can download software, such as SPSS and Microsoft Office, to use on their devices. A dedicated Instructional Systems Analyst for Pamplin College provides continuous support to the program.

Faculty have adequate technology resources to teach their courses and conduct their research. During the summer of 2020, faculty were offered paid training in how to teach classes using online technologies. The university provides access to Echo 360 for recording lectures, Microsoft Stream, Microsoft Teams, Desire to Learn, and other software that enhances students' learning. The university also offers software to help faculty and students conduct quantitative research (SPSS) or qualitative research (NVivo). The Department of Social Sciences ensures that faculty who use STATA have access to updated software versions. Lastly, all faculty have desktop computers in their office, and most faculty also have at least one laptop device. The Department of Social Sciences updates the faculty computers regularly when there is a need for new technology.

Also, the university provides support for faculty and students to access the Inter-university Consortium for Political and Social Research (ICPSR). The ICPSR is a crucial source of data and

research methods in social sciences. According to the organization's mission statement, "ICPSR advances and expands social and behavioral research, acting as a global leader in data stewardship and providing rich data resources and responsive educational opportunities for present and future generations."

Library

Augusta University maintains two libraries, Reese Library on the Summerville Campus and Greenblatt Library on the Health Sciences Campus. Our MPA students typically use the Reese Library. The library offers around-the-clock online chat assists to help students utilize the library's resources. The library offers 274 databases, including JSTOR, EBSCOHost, and Political Science Database. Students and faculty have access to the inter-library loan of resources throughout the entire University System of Georgia, which includes Georgia Tech, University of Georgia, and Georgia State University.

Classroom, Offices and Meeting Spaces

Most of our courses are in Allgood Hall on the Summerville Campus of Augusta University. As mentioned, Allgood Hall classrooms were recently refreshed and currently have modern teaching spaces with adequate technology. The Department of Social Sciences and the MPA program have access to multiple conference rooms and virtual meeting tools, such as Microsoft Teams.

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 PADM 6000	More than one semester, session, or quarter per year
Course 2 PADM 6050	One semester, session, or quarter per year
Course 3 PADM 6150	One semester, session, or quarter per year
Course 4 PADM 6300	One semester, session, or quarter per year
Course 5 PADM 6600	More than one semester, session, or quarter per year
Course 6 PADM 6650	One semester, session, or quarter per year
Course 7 PADM 6750	More than 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

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
Criminal Justice	0	2	1	1

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
Nonprofit Leadership	8	4	6	6

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
Urban Planning and Community Development	4	4	7	8

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)

The Criminal Justice concentration requires two additional core courses. For students interested, we can provide the required curriculum, but few students have expressed an interest in the concentration in recent years.

The Certificate in Nonprofit Leadership is our most popular specialization. The certificate's curriculum is 12 credit hours, including two required courses and two elective courses. The Certificate in Urban Planning and Community Development is our most recent specialization. Students complete 18 credit hours, including four core courses and pick two electives. We offer all the PADM courses for both our certificates on an annual basis.

Standard 7: Matching Communications with the Mission

Standard 7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and

accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard 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://www.augusta.edu/pamplin/mpa/
Organizational Relationship between Program and University	https://www.augusta.edu/pamplin/mpa/faq.php
Modes of Program Delivery	https://www.augusta.edu/pamplin/mpa/faq.php
Number of Credit Hours	http://catalog.augusta.edu/preview_program.php?catoid=38&poid=7398&returnto=4646
Length of Degree	https://www.augusta.edu/pamplin/mpa/faq.php
List of Dual Degrees	https://www.augusta.edu/pamplin/mpa/
List of Specializations	https://www.augusta.edu/pamplin/mpa/
Fast-track Info	https://www.augusta.edu/pamplin/mpa/ba-to-mpa.php
Number of Students	https://www.augusta.edu/pamplin/mpa/faq.php

Mission of the Program - From Standard 1

Mission Statement<https://www.augusta.edu/pamplin/mpa/>**Faculty - From Standard 3****Number of Faculty Teaching in the Program**<https://www.augusta.edu/pamplin/mpa/>**Program Faculty identified including credentials**<https://www.augusta.edu/pamplin/mpa/>**Cost of Degree - From Standard 4.1****Tuition Cost (in state and out-of-state)**<https://www.augusta.edu/tuition/program.php?id=182>**Description of Financial Aid Availability, including Assistantships**<https://www.augusta.edu/pamplin/mpa/graduateassistantships.php>**Admission - From Standard 4.2****Admission Criteria**<https://www.augusta.edu/gradschool/mpa>**Career Services - From Standard 4.3****Distribution of placement of graduates, graduating from the year prior to the data year (number)**<https://www.augusta.edu/pamplin/mpa/faq.php>**Current Student - From Standard 4.3****Internship Placement List**<https://www.augusta.edu/pamplin/mpa/internships.php>**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://www.augusta.edu/pamplin/mpa/faq.php>**3.1.3: Delivery Modality Breakdown****Delivery Modality****Delivery Modality**

Main Campus