

Program Fact Sheet

Self Study Year

2023-2024

1. Title of Degree

Master Of Public Administration

*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.	2024
Provide name of accreditor.	Middle States Association of Colleges and Schools

If no,	
When was the degree program established?	1980

If the program is located outside the United States:	
Public Values	
Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution?	No

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. <u>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.</u> 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

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

During the time since our last accreditation, our program launched and closed an online Nonprofit Management MPA program. Details are provided in Section 1. The modality is not included in our current self-study as the program has closed and students have been taught out.

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 service,
- 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 service.

Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe the processes used to develop and refine its purpose, public service values, and mission statement, including the roles and contributions of stakeholders such as students, graduates, faculty members, employers, and practitioners. The program should also document how it ensures the ongoing alignment of its mission, purpose, values, and the community it serves. The program should report on how, and to what extent, the mission statement is informed by and disseminated to relevant stakeholder groups.

The program should discuss the distinctive elements of its purpose and public service values as conveyed in its mission statement including, but not limited to, student and employer population(s) served, faculty expertise, curricular philosophy and pedagogy, and student support infrastructure.

The program should describe the process by which the mission statement guides decision-making, including the allocation of resources. Specific illustrations are recommended.

1.1.1 - 1.1.3

Provide Program Mission

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

1.1.1 Provide the current program mission statement and the date it was adopted. (Limit 500 words)

The mission of the MPA program is to develop servant leaders for management positions in the public, private and nonprofit sectors. Within an interdisciplinary, collaborative and culturally diverse setting, we are dedicated to providing high quality graduate degree and graduate certificate programs that are intellectually stimulating, ethically oriented and have a theory-to-practice focus. (Reaffirmed - January 2022)

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

The period covered in this self-study report has been particularly volatile and includes the launch and shutdown of an online Nonprofit Management MPA program, the navigation of the COVID pandemic, the retirement of the program's founding faculty member, and as of July 1, 2024, the relocation of the MPA program to the Department of Social Work and Public Administration. These events have been disruptive to the management of the program. Fortunately, the program's focus on providing the highest quality of education was prioritized and maintained throughout, and the MPA program is currently poised for a renewed future of sustainable growth moving forward.

We begin our explanation of the development of our MPA mission statement by providing a historical background of Seton Hall University, its College of Arts & Sciences and the placement of the MPA program within the College. The purpose is both to provide insight into how the university, college, and department environment influences the program mission, and to contextualize current program changes within the consistent pattern of disruption that the program has experienced since 1980. Throughout this self-study, we will report on the longstanding practices and policies that have served the program well for over four decades of challenges and changes.

After completing this historical background, we focus on our latest "mission conversations" held to disseminate, discuss, and reassess our mission with current students, alumni and key external stakeholders. We do not make changes to our mission or our goals and objectives without careful consideration and the relevant contributions of our key stakeholders.

SETON HALL UNIVERSITY

Seton Hall University was founded in 1856 by Bishop James Roosevelt Bayley, the first Roman Catholic bishop of Newark, who named it after his aunt, Mother Elizabeth Ann Seton, a pioneer in Catholic education and the first American-born saint. The University is the largest and oldest diocesan university in the United States. Seton Hall University has three campuses (South Orange,

Newark, Nutley). The main campus is nestled on 58 acres in the suburban village of South Orange, and is home to the College of Arts and Sciences, the School of Diplomacy and International Relations, the W. Paul Stillman School of Business, the Immaculate Conception Seminary School of Theology, and the newly formed College of Human Development, Communication, and the Media (a 2023 merger of the College of Education and Human Service and the College of Communications and the Arts). The Newark campus is home to the School of Law. In 2016, the University created the Interprofessional Health Services campus in Nutley, NJ which houses the College of Nursing, the School of Health and Medical Sciences, as well as the Hackensack Meridian School of Medicine. The School of Medicine was initially launched in 2016 in partnership with Hackensack Meridien Health. By 2018, it was determined that the University could not afford its medical school investment and Hackensack Meridien Health took on all financial responsibility. In 2020, a formal separation was finalized, and Hackensack Meridien Health took over full responsibility as an independent school of medicine. The University continues to partner with the medical school as teaching site for students and health care programs.

The mission statement of Seton Hall University reads:

Seton Hall University is a major Catholic university. In a diverse and collaborative environment it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and community lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula. (Reaffirmed - May, 2023).

THE COLLEGE OF ARTS AND SCIENCES

Both the Department of Political Science and Public Affairs (department home of the MPA program during the period of this self-study) and the Department of Social Work and Public Administration (department home of the MPA program beginning July 1, 2024) are housed within the College of Arts and Sciences. The College of Arts and Sciences is the oldest school of the University. It was established in 1856 as Seton Hall College. The College includes the Departments of Biological Sciences, Chemistry and Biochemistry, English, History, Languages, Literatures and Cultures, Mathematics and Computer Science, Philosophy, Physics, Political Science and Public Affairs, Psychology, Religion, and Sociology, Anthropology and Criminal Justice. It is also home to interdisciplinary programs such as Africana Studies, Environmental Studies, Latin American and Latina/o Studies, and Women and Gender Studies.

The mission of the College of Arts and Sciences flows from the University mission:

The mission of the College of Arts and Sciences is to provide a learning, teaching and research environment that informs and promotes the Catholic mission of Seton Hall University. Based on a liberal arts course of study that is grounded in the Catholic intellectual tradition, the College fosters a value-centered, technologically enhanced education that enables the personal and professional development of its community of learners. As the oldest and largest academic unit at Seton Hall University, the College is committed to promoting excellence in a rich and diverse academic environment, embodied throughout the distinctive undergraduate, graduate and professional education it provides our students.

HISTORY OF SETON HALL UNIVERSITY'S MPA PROGRAM

Founding of the MPA Program (1980-1989)

The MPA degree was first offered in September 1980 by the Department of Political Science. Five faculty, devoting 50% of their time, formed the original program nucleus and 25 students enrolled in the first year. Through the 1980s, five members of the Political Science Department continued their commitments to both the undergraduate political science curriculum and the MPA program. During this time, three additional faculty members, with specializations in public administration and health policy and administration, were recruited. In 1986, The Center for Public Service was created to

house the MPA program and to engage faculty from departments and fields other than Political Science to teach MPA courses. In addition, the Center for Public Service was created to develop the applied public policy research potential of the faculty and initiate training programs for individuals employed by the public and nonprofit sectors.

In 1988, the MPA program was first accredited by NASPAA. However, neither the Center structure nor the accreditation led to an increase in the number of faculty members available to teach MPA courses because our faculty lines remained in political science and because other departmental chairs needed their faculty members to teach their undergraduate offerings. Since MPA enrollments remained steady between 1986 and 1989, additional faculty members were not necessary to maintain our accreditation status.

Appointment of Professor Naomi Wish as Center Director (1989-1994)

In 1989, under the leadership of its new director, Professor Naomi Wish, the Center undertook a major public relations, recruitment, and outreach effort. Presidents of the major medical centers, nonprofit organizations, and municipal managers throughout the state were informed of the program and asked how the MPA program and other MPA activities could better serve their needs. The public relations and outreach efforts resulted in major increases in enrollments. By fall 1993, course enrollments had increased dramatically.

Because of this rapid growth, it became apparent that the MPA program needed its own faculty, and in July of 1993 the College of Arts and Sciences faculty voted to create the Department of Public Administration. Thus, as of July 1, 1993, the MPA program had its own dedicated faculty, and from the fall semester of 1994 until fall 2001, the MPA program had a nucleus of six or seven core faculty devoting 100% of their time to the program.

During this period, the Center for Public Service also expanded its applied research, technical assistance and training programs providing students with theory-to-practice learning and opportunities to serve the community. The two primary vehicles established by the Center for Public Service for these programs were the Local Advisory Board for Health Planning established in 1992 and the Nonprofit Sector Resource Institute of New Jersey established in 1994.

Decline in Enrollment (1994-2002)

With a strong faculty nucleus, the MPA program was reaccredited August 1, 1995. With the expansion of its research and service programs, the Center for Public Service was able to successfully realize its dual mission, i.e., offering a rigorous MPA program and, through applied research and technical assistance, serving the public, nonprofit and healthcare sectors.

However, like most other graduate and professional programs around the country, the mid to late 1990's were a time of decreasing enrollments. In response, the faculty undertook a rigorous reassessment of the program. This resulted in the creation of a Master of Healthcare Administration (MHA) degree, development of a concentration in Arts Administration, development of a dual degree option with the MA in Diplomacy and International Relations, and a five-year dual degree BA/MPA program. In addition, faculty and staff focused on attracting external funding for scholarships and assistantships, culminating in over \$2.5M of funding.

Internal and External Challenges (2002-2006)

The MPA program was reaccredited by NASPAA in 2002. Shortly thereafter, a number of structural changes and challenges presented themselves to the faculty and the department. The most significant change in the department during this period was the technical separation of the Department and the Center for Public Service. Prior to 2002, the Department was housed within the Center for Public Service and Professor Naomi Wish served both as chair of the department and director of the Center. In 2004-2005, the two were administratively and functionally split apart. This change was brought about by a change in the leadership of the College of Arts and Sciences and

was an attempt to make the relationship between the Department and Center conform to other similar situations within the College of Arts & Sciences.

The practical outcome of this change, however, was that the department lost a faculty line, a full-time staff position (the Director of Recruitment, Admissions and Student Services) and a graduate assistant position. The loss of a faculty member meant that our junior faculty were forced to retrain and retool so they could teach new classes. The loss of the staff member and additional GA meant that the remaining faculty and, in particular, the department chair were required to shoulder much more of the responsibility for marketing of the program, managing the admissions process and providing non-academic student services.

In addition, the Department was also asked at this time to consider a number of plans for merging with other departments on campus, including political science, sociology, social work and/or criminal justice. The faculty devoted a substantial amount of time at faculty meetings and at special meetings to considering these various options. Ultimately, we came to strongly believe at that time that that our students would be best served if we remained as a stand-alone department.

Leadership Changes Leading to Growth (2006-2010)

At the beginning of the 2006-2007 academic year, there was another change in leadership in the College of Arts & Sciences. This brought about a significant change in the environment of our department. With the department's status secured/clarified, the faculty returned to planning for the future. During this time the department engaged in a number of important initiatives, including changes meant to improve departmental faculty collaboration, focus core program offerings, manage student recruitment and services, and increase communication with alumni and students.

During this period, enrollments in the program increased dramatically. For example, in the Fall of 2010, the average individual MPA class size grew to 18.4 students and the program had approximately 113 MPA students enrolled, both of which were the highest department totals since the late 1980s. Overall enrollments increased by approximately 64% between the 2006/2007 and 2009/2010 academic years. In addition, the overall average GPA of our students increased significantly over this time. In 2006, the average incoming GPA was approximately 3.12 and by the Fall of 2010 the average incoming GPA was 3.65.

Merger with Department of Political Science (2011 to 2016)

The MPA program was quite successful from 2006 to 2012, but the University, which is primarily supported by undergraduate tuition, was facing financial difficulties. As a result, the Dean of the College of Arts and Sciences made significant structural changes within the college. This included merging (or more accurately re-merging) the Department of Public and Healthcare Administration with the Department of Political Science to create the Department of Political Science and Public Affairs. The merger resulted in the elimination of two staff positions that had previously been exclusive to the MPA program.

The Political Science and Public Administration faculty worked collaboratively to successfully merge the undergraduate and graduate programs into a single department. Faculty from political science began to teach courses and provide administrative support to the MPA program, extending the number of faculty connected with the MPA program from 5 to 13. However, the merger of the MPA program also strained department resources and created tension between the undergraduate and graduate program faculty.

In 2013, the master's in health administration (MHA) program moved to the School of Health and Medical Sciences due to its relocation in the Department of Political Science and Public Affairs having a negative effect on student recruitment and meeting accreditation requirements in terms of staff, marketing, and teaching expertise. The merger had similar negative effects on the MPA program. By the Fall of 2016, MPA enrollments had dropped substantially to 50 students. This

decrease in graduate enrollment was coming at a time of growing enrollment in the undergraduate political science enrollment. This would lead to increasing tension regarding resource needs between the two programs. Despite the difficulties caused by the merger, the MPA program continued to provide a high-quality education and was reaccredited in 2016.

Online Nonprofit Management MPA Program (2016 - 2020)

As far back as 2009, the University and College leadership pushed for the creation of an online MPA program. While the MPA faculty were interested in developing an online program, concerns over the demands on faculty to create, market, and manage an additional online program without the commitment of substantial resources stood in the way. Administration's interest in an online MPA program continued after the merger with Political Science.

In 2014, the University began to explore outsourcing many of its online graduate programs to a private company called Wiley & Associates. The arrangement would have Wiley handle advertising, marketing, and recruitment of students nationwide, leaving MPA faculty responsible for the academic aspects of the program (admissions, curriculum creation, teaching, advising, etc.). The MPA director and faculty were excited about this opportunity, as it seemed to address most of their previous concerns with launching an online program.

Discussions regarding the creation of an online MPA program in partnership with Wiley began in 2016 within the Department of Political Science and Public Affairs faculty. Initially, the proposal was met with resistance from faculty in the Political Science program. The creation of an additional online MPA program was viewed, by the majority of faculty in the political science program, as exacerbating the existing strain on resources created by the original merger of departments in 2010. Additionally, the 8-week semester structure of the proposed online program raised concerns about fairness in faculty load within the department. The new Dean of the College of Arts and Sciences met with department faculty to address these concerns and ensure appropriate resources. Soon after this meeting, the department agreed to the Wiley proposal.

From 2017-2019 the faculty developed the Nonprofit Management MPA curriculum which consisted of accelerated asynchronous online courses that ran with small class sizes (10 - 15 students) in 8-week "semesters". This required (i) converting existing face-to-face courses included into the new online format, (ii) creating new online courses needed for the curriculum, (iii) securing course and curriculum approval from college and university educational policy committees, and (iv.) developing a creative class rotation schedule which allowed us to offer every required course in both our traditional MPA and the new online MPA in Nonprofit Management every 2 years. This was an incredibly time-consuming endeavor that dominated the time and attention of the primary MPA faculty during this time.

The online Nonprofit Management MPA launched in fall of 2019. Due to the significant investment in marketing and student recruitment, the initial enrollment was successful. With the incoming class matching the size of the existing face-to-face program. However, in subsequent semesters Wiley failed to meet its projected recruitment numbers. It soon became apparent that previous agreements on program structure and resources would not be upheld. The University refused to commit to the additional faculty members needed to run 8-week classes with just 10 to 15 students in them. Given that the success of the planned 2-year course rotation schedule was dependent on these agreements, the situation threatened to undermine both the online and face-to-face programs.

Covid-19 and Closure of the Online Nonprofit Management MPA Program (2020 - 2021)

Meetings were held between MPA faculty, Wiley, and University administration representatives to find a resolution to the issues surrounding the online MPA program. However, most of the proposed solutions (such as doubling or tripling the size of online class caps, reducing admissions criteria, and dropping the nonprofit management focus of the online MPA program) were met with significant faculty resistance.

These discussions were then interrupted by the emergence of COVID-19 in March of 2020. Assisted by the long-standing investment in instructional technology, Seton Hall's response to the pandemic was quick and effective and had all courses pivot to online teaching in the spring semester, and hybrid instruction in the following fall and spring. However, as was the case with all institutions of higher education, the shift to teaching, advising, and mentoring online put increased demands and pressure on faculty. This effectively ended the discussions of changes to the Nonprofit Management MPA program, as all energy was directed to student instruction and support within both the face-to-face and online MPA programs as they existed. The pandemic led to budget reductions across all units of the University. In the case of the MPA program, this resulted in the loss of more staff support, as the Department of Political Science and Public Affairs lost their dedicated department secretary position, and instead began sharing a secretary with the Department of Psychology.

During this same period, there was a transition to a new Dean of the College of Arts and Sciences as well as Provost and President of the University. This leadership implemented a new program assessment tool called IPADS, which flags "underperforming" programs. Faculty across the university expressed skepticism about the accuracy and usefulness of IPADS assessment tool, including its underlying profit/loss formulas. The online MPA program was flagged in the 2020 IPADS assessment, which triggered quarterly data reporting and placed more administrative burden on the MPA faculty. In addition, the flagging of the online program reopened divisions among the faculty within the department. During this same period, the enrollment in the Political Science program was experiencing consistent increases and the successful launch of a 3+3 B.A./J.D. program. However, requests for replacement faculty hires to handle the increased demands of the political science program were not approved, in part, due to the perceived underperformance of the MPA program.

The MPA program was not the only instance of a failed Seton Hall University online graduate program launched in partnership with Wiley. In fact, the University eventually closed each of the programs. The online Nonprofit Management MPA program ceased admitting students in Spring 2021 and began teaching out existing students in 2021-2022. Teaching out of active students concludes in the Summer of 2024. In the end, all the administrative responsibilities, including marketing and recruitment, for this additional program fell entirely on the faculty, and particularly the MPA program director. Coupled with the demands of the COVID-19 pandemic and changes in expectations from a new administration, these administrative burdens simply became too much to handle for the long-time program director and he made the painful decision to return to the faculty. Similarly, the administrative burdens very quickly became too much for his replacement and she decided to leave as well.

Over the entire course of the Wiley experiment the faculty and in particular the program directors of the MPA program did everything asked of them by the University and Wiley. The strength of the curriculum and the quality of the faculty would have attracted top quality students to a world class program, if the promised resources and investments were delivered. However, that was not the case and in the end the failure of the online MPA contributed to the increased decline in the face-to-face program, and eroded support for the graduate program within the department.

Retirement of Dr. Wish and Relocation of MPA Program (2021-Present)

Beginning in 2018, graduate enrollments have been on the decline across the University, except for the Stillman School of Business and the College of Arts and Sciences. The MPA and MSW programs had the largest increase in graduate enrollment within the College of Arts and Sciences. In 2022, the MPA program had 33 students enrolled in the face-to-face MPA program and 12 students enrolled in the online Nonprofit Management MPA program. The growth is largely attributable to the MPA program director's efforts to expand the 3+2 BA/MPA program to more departments within the College of Arts and Sciences, as well as directly marketing the 3+2 MPA program to undergraduate SHU students through classroom visits. However, while we were being praised for our increase in enrollments, the Dean's office was cancelling courses due to low enrolments and concerns over

faculty instructional equity issues. Also in 2022, Dr. Wish, a founding member of the MPA program, announced she would be retiring in January of 2023.

The department began to explore options for addressing the sustainability of the MPA program. Rather quickly it was determined that without new faculty and recruitment staff, the department would need to consider closing the MPA program. Given that we were conducting our self-study report during this time, we requested and were granted a one-year extension of our accreditation process.

In Spring of 2022, the Social Work program was granted department status, and in Fall of 2022 discussions on synergies between the MPA and MSW programs began between departments. In January of 2023, the Department of Political Science and Public Affairs informed the Dean of the College of Arts of the need to relocate the MPA program to a department with the necessary resources to sustain the MPA program. Otherwise, we would suspend admission to the MPA program. MPA and Social Work faculty met with staff from the Dean's Office throughout the Spring of 2023. A new interim Dean of the College of Arts and Sciences was appointed in July of 2023, which moved the discussions ahead at a faster pace. In the Fall of 2023, the move of the MPA program was approved through votes of the faculty of the Department of Political Science and Public Affairs, the faculty of the Department of Social Work faculty, and the faculty of the College of Arts and Sciences. The program will officially move to its new department on July 1, 2024, at which time it will be renamed the Department of Social Work and Public Affairs.

We believe in the value of the MPA degree and its importance to the service mission of a Catholic University like Seton Hall, and we are committed to providing the highest-quality education to our current and future students. It is for these reasons that we took a pro-active approach to ensuring that an MPA program remains at Seton Hall. The decision to help shepherd the move of the MPA program to the Department of Social Work was difficult, but as is often the case at universities, it was the only way to ensure the resources that have been lacking for over a decade were reinvested in the program. As a condition of accepting the move, the Department of Social Work was provided with two full-time MPA hires and a staff hire to assist with recruitment. In addition, two faculty members within the Department of Political Science and Public Affairs will maintain an affiliation with the MPA program and will continue to teach courses into the program as needed.

MISSION CONVERSATIONS ARE THE BASIS FOR MISSION DEVELOPMENT

Beyond providing an understanding of why this accreditation cycle will see a self-study report submitted by one Department and a site visit hosted by another, the provided historical overview is meant to illustrate that as an institution, Seton Hall's MPA program has successfully adapted to numerous changing circumstances over the years. In such an environment, it is critical that our mission and public service values are central to the decision-making process. We believe that our ability to adapt stems from our commitment to rigorous and continuous self-assessment and in our willingness to change to meet challenges and take advantage of opportunities. We see our mission, as well as our goals and objectives designed to fulfill that mission as being under constant scrutiny by our faculty, students, alumni, and the community we seek to serve.

Our mission statement was last modified in 2014. After a series of mission conversations over the course of 5 years, the program faculty proposed modifying the mission to better emphasize the importance of the interdisciplinary and cross-sectoral nature of public service and the importance of connecting theory to practice within the public administration curriculum. The proposed changes to the mission were presented and discussed by the faculty of the Department of Political Science and Public Affairs and unanimously approved in January 2014. The mission was reviewed and discussed again in 2018 and 2022. During the 2018 review, the program faculty decided that additional changes were not necessary and would be better informed after additional mission conversations. The mission was reapproved in January 2018. In 2022, the faculty again took up the review of the

mission. However, due to COVID, many of the formal mission conversations did not occur (e.g., alumni and student focus groups, alumni survey, etc.) and given the internal discussions of either moving the program to another department or closing the program, it was determined best to maintain the mission. It was reapproved in January 2023.

While our process was disrupted by multiple factors discussed in the historical account above. Our program does have a designated process of using "mission conversations" with internal and external Stakeholders to both disseminate and help develop the program mission, which we reestablished in the last year. While the "mission conversations" with all stakeholders make valuable contributions to our mission development process, only department faculty are involved in initiating mission review and approving changes to mission. All other stakeholders play a consultative role, providing helpful feedback in the process.

Internal Stakeholders

- College Faculty
- Department Faculty
- MPA Students

External Stakeholders

- Alumni
- Local Community Organizations and Citizens

USING "MISSION CONVERSATIONS" FOR MISSION DISSEMINATION AND MISSION DEVELOPMENT

1. INTERNAL STAKEHOLDERS - COLLEGE FACULTY

Expanding Partnerships with Departments and Programs within the University:

Over the past few years, we have added almost all the undergraduate programs in the College of Arts and Sciences to the 3+2 BA/MPA initiative. The Departments of Political Science and Public Affairs, Biology, Social and Behavioral Sciences (Policy, Justice and Administration Track), Religious Studies, Catholic Studies, Africana Studies, History, Philosophy and Social Work at Seton Hall University offer the dual degree program that leads to two degrees completed in a five-year span: an undergraduate Bachelor of Arts degree in Political Science, Biology, Sociology, Social and Behavioral Studies (Policy, Justice and Administrative Track), Religious Studies, Catholic Studies, Africana Studies, History, Philosophy and Social Work and a Master of Public Administration degree. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's undergraduate major and to permit students to earn a Master of Public Administration degree within the time frame of five years. Collaboration through these programs required the dissemination of the MPA program mission and provided valuable feedback regarding how that mission is viewed through various disciplinary lenses. In the past year, cross-college discussion of how the MPA mission could serve students in the MBA program has begun. Finally, the move of the MPA program to the Department of Social Work and Public Administration was first initiated through ongoing conversations regarding mission compatibility between the two programs micro (social work) and macro (public administration) foci.

Frequency: "Mission conversations" with college faculty occur irregularly, when interdepartmental interest in program collaboration arises. These specific conversations occurred over a two-year period.

Role/Responsibility: Mission dissemination and consultive feedback. College faculty are not directly involved in any aspect of mission approval.

2. INTERNAL STAKEHOLDERS - DEPARTMENT FACULTY

Department Committees:

All departmental committees are comprised of both political science and public administration program faculty. This has been critical to building a collaborative environment where faculty became well-versed in the mission, goals, and strategic plans of both programs. For the MPA program this meant that political science faculty participated in MPA admissions and MPA scholarship, and MPA assessment committees. Mission review is initiated within the MPA assessment committee.

Frequency: Monthly

Role/Responsibility: Deliberative. Department faculty on the assessment committee are responsible for initiating mission review and developing any proposed modifications.

Department Meetings and Retreats:

Monthly department meetings include faculty from political science and public administration programs, and all faculty participate in discussions and decision-making regarding both programs. An annual retreat is held each year, at which time the program and student learning assessment for the MPA program is reviewed and appropriate feedback actions finalized. This work is centered around the review and discussion of program missions.

Frequency: Monthly

Role/Responsibility: Deliberative and determinative. Approval of the mission requires a majority vote of the department faculty.

3. INTERNAL STAKEHOLDERS - STUDENTS

We take a great deal of pride in the fact that both faculty and students work collaboratively on improving the program. This collaboration takes place in both the formal and informal ways listed below. The program feels that it is essential to receive effective feedback and comments from students. Our students come first, and their feedback matters.

Course Evaluations:

Students in the program are asked to complete course evaluation forms. These forms contain numerous questions about the course, professor, and mission-specific questions. After the completion of the semester, the evaluations are tabulated, disseminated, and discussed in a department meeting and again at the annual department retreat.

Frequency: Each semester

Role/Responsibility: Mission dissemination and consultive feedback. Students are not directly involved in any aspect of mission approval.

One-On-One Advising Meetings:

Our efforts to gain student feedback continue in the form of one-on-one advising meetings with advisors. Each student is assigned a faculty advisor, who they are required to meet with, at minimum, once per semester. During registration periods, students meet with advisors to discuss student progress, to collaborate on course selection to meet student goals, and to provide an opportunity for students to provide feedback on their overall experience. Moreover, these meetings provide an opportunity for capstone planning as well as the reflection on the trajectory of both short-term and long-term career goals. Faculty in the MPA program share student feedback at the department meeting held after the registration period, and again at the annual department retreat.

Frequency: Each semester

Role/Responsibility: Mission dissemination and consultive feedback. Students are not directly involved in any aspect of mission approval.

Student Focus Groups:

The program's outreach through student focus groups began in 2009. Focus groups give the opportunity for faculty and students to discuss the program in detail, focusing on the department's mission, goals, and objectives. At the focus groups, students are seated at a round table and have the opportunity to give feedback through a series of specific questions that are carefully curated by the department. The focus group specific questions aim to have students think about the program's mission, courses and course schedules, connections with other students and faculty, job

preparedness, and other key elements of the program. This year during current student focus groups the discussion centered around hands-on learning and job preparedness. The most recent student focus group was held in Spring of 2023.

Frequency: Every 3 years

Role/Responsibility: Mission dissemination and consultive feedback. Students are not directly involved in any aspect of mission approval.

4. EXTERNAL STAKEHOLDERS - ALUMNI

Alumni are an important part of any program, and it is critical to hear their perspectives as it relates to the program's mission, goals, and objectives. This self-study year, the program led a major effort to reach out to alumni. This started with the "Seton Hall MPA" LinkedIn page, which contains over 400 alumni. The program took the initiative to also identify and contact alumni who had not joined the LinkedIn page. With this effort and others which will be discussed below, the department made progress in actively involving alumni in the assessment of the program's mission, goals, and objectives.

Alumni Focus Groups:

During this self-study year, we conducted an alumni focus group meeting. Since the focus group was held on the same night as the networking event, alumni were invited to both the focus group and networking event. All alumni from the database were invited to the event from all our MPA concentrations. Dr. Michael Taylor, who serves as the department chair for the Department of Political Science and Public Affairs, conducted the focus group and asked alumni a series of questions regarding the program's mission, goals, and objectives.

Frequency: Every 3 years

Role/Responsibility: Mission dissemination and consultive feedback. Alumni are not directly involved in any aspect of mission approval.

MPA Alumni and Current Students Networking Event:

The department hosts networking events for alumni and current students. The most recent event was held in May of 2023 had over 50 alumni and current students participate. It provides faculty with yet another opportunity to discuss the current MPA program and what alumni felt the program "ought" to be doing in the future. The focus groups discussed above were held immediately prior to this gathering. We also took this gathering opportunity to honor Dr. Naomi Wish, Program Founder, for her 44 years of dedicated service to the program, upon the occasion of her retirement.

Frequency: Every 2 years

Role/Responsibility: Mission dissemination and consultive feedback. Students and alumni are not directly involved in any aspect of mission approval.

5. EXTERNAL STAKEHOLDERS - LOCAL COMMUNITY MEMBERS AND ORGANIZATIONS

Our campus is located within a major metropolitan center and borders the overburdened communities of Irvington and Newark. This has positioned the MPA program to be a resource and partner that can fulfill both the University and program mission through community-based research, service-learning, and collaborative outreach projects.

Center for Community Research and Engagement Projects:

Founded by Professor Mirabella in 1997, The Center for Community Research and Engagement (CCRE) develops partnerships that integrate Seton Hall University faculty, students, staff and our neighboring communities through applied research, active learning, and action projects, aimed at enhancing both the learning environment and community capacity. Under the guidance of Professor Mirabella (Executive Director) and Professor Timothy Hoffman (Director), the CCRE has provided MPA students with opportunities for internships and community-based research projects in support of neighboring communities in need. In return, the nonprofit organizations and community members have provided valuable feedback that has helped to shape our mission. The CCRE runs multiple community programs per year, where mission conversations occur. News stories covering some of

the projects that undergraduate and graduate students have participated in during the past few years can be found on the Seton Hall webpage (<https://www.shu.edu/community-research-engagement/news/>).

Frequency: Semi-annually

Role/Responsibility: Mission dissemination and consultive feedback. Community members and organizations are not directly involved in any aspect of mission approval.

6. EXTERNAL STAKEHOLDERS - NATIONAL REPUTATION

US News and World Report Schools of Public Affairs Rankings:

We are currently (2024) ranked by U.S. News and World Report as 24th in the country in Nonprofit Management. In addition, the program is also ranked 124th among general public affairs graduate programs. These rankings indicate that the quality of the program and the relevance of its mission are being recognized by external stakeholders, while also providing an additional outlet for further dissemination to the public.

The nonprofit ranking is particularly significant when placed in the context of other schools on this ranking list. Some examples are below. Sixty percent of the schools on the nonprofit list are large public universities like Indiana, Bloomington and University of Washington. Seton Hall is a small private catholic university. Seven of the schools on the list (Arizona State, University of Central Florida, Ohio State, Texas A&M, University of Minnesota, Indiana University) are in the top ten in terms of total size each with enrollments of around 50,000 students. Seton Hall has total enrollment of just over 10,000. About 50% of the schools listed are schools with multiple departments instead of a single department. Seton Hall's program is a subset of a single department.

Seton Hall is the smallest university on the nonprofit list. After Seton Hall, American University (about 13,000 total students) is the only other relatively small liberal arts university. After that, all schools listed (except the University of Colorado at Denver with 18,000 students) have at least double the number of total students at Seton Hall. We are also ranked ahead of every other one of the 250+ other schools offering nonprofit management graduate education in the country not listed by US News and World Report.

Frequency: Annually

Role/Responsibility: Mission dissemination and consultive feedback. National rankings do not directly affect any aspect of mission approval.

HOW THE MISSION STATEMENT INFLUENCES DECISION-MAKING

The mission of the MPA program is to develop servant leaders for management positions in the public, private, and nonprofit sectors. Within an interdisciplinary, collaborative, and culturally diverse setting, we provide high quality graduate degree and graduate certificate programs that are intellectually stimulating, ethically oriented and have a theory-to-practice focus.

Our mission influences program decision-making within three interdependent areas: curriculum development, faculty and student diversity, and faculty recruitment.

Curriculum Development:

If we are to meet our mission, our curriculum must "provide high quality graduate degree and graduate certificate programs that are intellectually stimulating, ethically oriented and have theory-to-practice focus". The need to better develop a focus on ethics led to the creation of a new course (PSMA 7800 Ethical Challenges of Big Data), and the addition of ethics content into existing core classes (e.g., PSMA 6004 Economic Environment of Public Service Management, PSMA 6003 Public Policy Processes and Analysis). In the 2023 focus groups both students and alumni identified the need to improve the connection of theory to practice within the curriculum, with the students strongly favoring the use of more experiential learning to accomplish this goal. Our faculty will prioritize this in future curriculum redevelopment.

Student Recruitment:

Our mission demands that we educate our students within "... an interdisciplinary, collaborative, and culturally diverse setting". This shapes the way that we recruit faculty and students. The MPA program has a diverse student body, which is partially explained by our location. However, the curriculum, policy, and scholarship actions that are detailed elsewhere in the self-study, that have improved the recruitment and retention of underrepresented students are motivated by our mission.

Faculty Recruitment:

It is not enough to have a diverse student body; the faculty should reflect the diversity of the student body. However, this is not the case in our program. Without the ability to hire new faculty into the program during the self-study period, we have not been able to address this problem directly. However, we have created a diversity plan, aligned with our mission, that will guide the program towards this goal with future hires. In addition to being culturally diverse, our mission also requires our program to be "interdisciplinary and collaborative". In the absence of new faculty, our program has focused on developing interdisciplinary research collaborations among the existing faculty. This has led to new a flurry of co-authored papers between members of the political science and public administration faculty creating a more engaging environment for faculty and students. Moving the MPA program into its new department home within Social Work and Public Administration immediately expands the potential for interdisciplinary collaboration and improves the cultural diversity of the program faculty.

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

Our public service values stem from our mission statement and they guide all aspects of the MPA program.

1. Public service requires competency within interdisciplinary and cross-sector environments: Our students and alumni understand the interdisciplinary and cross sector nature of public service. As a result, our students and alumni have the capacity to manage across the traditional public service "boundaries" and "silos" that often exist between the nonprofit and public sectors.
2. Public Service requires transparency, openness, and collaboration: Our students and alumni recognize the importance of collaboration, openness and transparency in public service problem solving. As a result, our students and alumni have been exposed to collaborative models of leadership, management and service.
3. Public service requires performing with the highest ethical standards: Our students and alumni understand the importance and core centrality of performing their public service duties while adhering to the highest ethical standards. As a result, our students have been given the opportunity to challenge their own existing ethical beliefs and values while at the same time understanding those with different ethical perspectives.

Standard 1.2

Standard 1.2 Performance Expectations: The program will establish observable program goals, objectives, and outcomes consistent with its mission and of which student learning is one, but not the only component.

Self-Study Instructions:

In section 1.2.1, please identify the primary mission-based program goals. The program should explicitly declare, operationally define, and justify program performance expectations stated in, or implied by, its mission statement and its mission-defined goals and objectives. Describe how these program goals and objectives align with the

mission and public service values identified in Standard 1. A logic model or similar device should be provided to illustrate how what is being measured contributes to an evaluation of specific programmatic outcomes and how achievement of these outcomes delivers on the promises made in the mission statement. A logic model is a visual tool that allows for a program to describe its theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals.

The program should upload its logic model or similar device to the Self-Study Appendices page.

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.

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:

In section 1.3, the program should connect its programmatic goals to measurable performance objectives and outcomes. The program should describe the measurement methodologies employed in the assessment of the performance metrics declared, defined, and justified in section 1.2.1. The description of the measurement methodology should include the population studied, data collection procedures used, including the sampling protocol employed, if appropriate, analyses undertaken, and how results were used to improve program performance and enhance the community the program seeks to serve.

It is important that program evaluation efforts lead to demonstrable programmatic changes intended to improve program delivery, including administrative capacity, resource adequacy, faculty teaching, research, and service productivity, graduation and employment rates of students, faculty and student support, student learning, alumni and employer support of program(s), and/or recruitment and retention of students. While every aspect of every program cannot be evaluated every year, a schedule of regular and systematic program evaluation should be undertaken and described by the program over the course of each seven year accreditation cycle.

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. The program should relate the information generated by these processes in its discussion of Standards 2 through 7 (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, student learning, resource allocation, and communications). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how the program's evaluation of its student learning outcomes feeds into its assessment of the program's performance).

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

Standard 2. Matching Governance with the Mission

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

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

Indicate relationship of the program to the institution

In a Department of Political Science

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 delivery characteristics are primarily traditional face-to-face instruction. However, we do have a large catalog of courses that can also be offered online.

Specifically, the courses that we have the capacity to offer online are the following.

Core courses:

PSMA 6001

PSMA 6002

PSMA 6004

PSMA 6005

Concentration courses:

PSMA 6003

PSMA 7122

PSMA 7311

PSMA 7312

PSMA 7715

Elective courses:

PSMA 6011

PSMA 8311

PSMA 8313

In addition, all capstone courses (PSMA 7991, 7992 and 7993) are offered as hybrid courses. This means that students and faculty "meet" face-to-face during the semester but also conduct much of their interaction online.

All new courses must be approved by the department and the Educational Policy Committee of the College of Arts and Sciences. This approval process is also required to change the modality of an existing class from face-to-face to online. In addition, the University has an "Online/Hybrid Course Policy" (<https://www.shu.edu/policies/online-hybrid-course-policy.html>) which adds an additional level of approval to ensure that the online courses meet "Quality Matters" quality assurance standards. This is especially important in ensuring online courses follow best practices in terms of pedagogical design and accessibility. Online courses are required to be reapproved through Quality Matters every five years. Finally, the University aids faculty with online course development and instruction through our Teaching, Learning, and Technology Center (TLTC) and our Office of Faculty Development.

The expectations in terms of learning outcomes are the same regardless of the modality of the offering (face-to-face, hybrid, online).

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

The Department where the MPA program resides, is overseen by a department chair who is responsible for managing the departmental budget, representing department faculty and department interests with College and University administration, ensuring departmental compliance with all College and University policies and practices, conducting the annual review of faculty and departmental progress. The Director of Graduate Studies (DGS) is the primary administrator who oversees the MPA program. The DGS's duties address a variety of program needs, including managing the advising process and formulating course schedules each semester. He or she oversees program assessment, manages the MPA scholarships, coordinates the course schedule, hires and oversees adjunct instructors, validates all student graduation requirements, and performs various duties in support of the program. The MPA DGS Director also meets with prospective students and communicates with them by e-mail and telephone. The position supervises the admissions process in consultation with the Associate Dean of Graduate Studies in the College of Arts and Sciences. Both the Department Chair and the MPA DGS will often manage this work through faculty committees (admissions committee, assessment committee, scholarship committee, etc.). Both the Department Chair and the DGS are elected by the departmental faculty and serve for renewable, three-year terms.

Self-Study Year (AY 2023-2024)

Dr. Terence Teo, MPA Director of Graduate Studies (Fall Semester 2023)

Dr. Michael A. Taylor, Interim MPA Director of Graduate Studies (Spring Semester 2024)

Dr. Michael A. Taylor, Chair of Department of Political Science & Public Affairs

After July 1, 2024, the MPA program will be housed within the Department of Social Work and Public Administration

Dr. La'Tesha Sampson, MPA Director of Graduate Studies

Dr. Matthew Corrigan, Chair of the Department of Social Work and Public Administration

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 DGS reports to the Department Chair. However, the DGS also attends the Dean's monthly Department Chairs and Program Directors meetings as the representative of the MPA program, and therefore has some direct reporting to the Dean of the College of Arts and Sciences. The Department Chair reports directly to the Dean of the College of Arts and Sciences, and the Dean of the College of Arts and Sciences reports directly to the Provost.

Governance arrangements at all levels of the University must comply with the Faculty Guide (<https://www.shu.edu/documents/Faculty-Guide.pdf>).

As a small program within a small department, the current departmental governance structure supports the mission of the program because it is collaborative and transparent in nature. Much of our work is conducted in committee and then brought to the department faculty for a vote. Input is sought and welcome from all primary stakeholders, including students.

The college governance structure is made up of the Faculty of the College of Arts & Sciences and the Dean's Office. The Arts and Science Faculty meet twice per semester and conduct the academic business of the College. Committees such as College Rank and Tenure, Educational Policy, and College Planning Committee review and approve program proposals. Some proposals are then brought to the body for a full faculty vote (e.g., new or substantial changes to a program,

reorganization of a department, etc.). The Deans' Office has improved its communication and transparency in governance issues during the past two-years, and works collaboratively with chairs and directors in the administration and governance of department and programs.

The university governance structure mirrors that of the College and is comprised of the Faculty Senate and the Provost's Office. The Faculty Senate is an elected body with faculty representation from all schools and colleges. All university-wide governance issues are handled through standing and ad-hoc committees and eventually through a consensus vote of the body. The Office of the Provost works directly with the Faculty Senate and sets university-wide academic policies and practices. In response to feedback from our Middle States accreditors, the Provost's Office has worked to improve transparency in its governance. One example of this work is that department chairs from across the University are now included in the monthly academic affairs council meetings with the Deans.

The improved representation and inclusion of faculty in college and university governance allows greater opportunities to communicate and support the mission of the program.

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 at the university, academically or professionally qualified faculty members or their equivalent, and are significantly involved in the delivery and governance of the program.

When completing the Self-Study Report in the online system, the program will enter a minimum of five faculty members and their corresponding data individually (under Standard 3). These 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.

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year. 5.00

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.

As a small program, defining a faculty nucleus is perhaps more difficult than it is for a large stand-alone program. The reason for this is that while we believe that all 10 of our faculty members make significant contributions to the MPA governance, teaching and scholarship, the involvement of any single faculty member in these areas can vary from year to year. For example, we have a number of faculty members who do not teach in the MPA program every year and a few faculty members who have never taught in the MPA program but are involved in governance aspects of the program. However, for the purpose of the accreditation, we tend to describe our faculty nucleus as the five faculty members who are "always" part of the faculty nucleus as evidenced by their teaching, governance and scholarship contributions to the MPA program. We then list faculty members that regularly contribute to the MPA program through governance, scholarship, or teaching. However, the remaining five faculty members also exert substantial determining influence over the program as explained below.

Always Involved Faculty Nucleus (5)

Matthew Hale
Timothy Hoffman
Roseanne Mirabella
Michael Taylor
Terence Teo

Regularly Involved Faculty Nucleus (5)

Robert Pallitto
Jeffrey Togman
Geoff Upton
Patrick Fisher
King Mott

Due to our departmental governance structure, as detailed above, each faculty member in the Department of Political Science and Public Affairs exerts substantial influence over the MPA program. All major decisions regarding both the political science program and the MPA program require consensus of all of the full-time faculty in the department. This includes program assessment, admissions criteria and decisions, curricular development and approval, budgetary decisions, and full-time faculty recruiting. Student advising is handled by the five faculty members who are "always involved" and take a much larger role in the teaching and scholarship aspects of the program.

As of July 1, 2024, the MPA program will be relocated to the Department of Social Work and Public Administration. The nucleus faculty for the MPA program will then be:

Matthew Corrigan (Chair of Social Work and Public Administration)
LaTasha Sampson (Director of Graduate Studies)
Adam M. Kuczynski
Gabrielle Rossi
Matthew Hale (Affiliated Faculty)
Roseanne Mirabella (Affiliated Faculty)

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 Director of Graduate Studies works collaboratively with the faculty in the department individually and through committees to make critical decisions in terms of program policy planning, curricular development and review, and student advising. While major decisions require consensus of the entire faculty, the director has autonomy to make the best decisions for the program and students in the day to day decision making regarding the program. In addition, the department defers to the the program director's expertise on the majority of program related planning decisions. In the end, the program director is solely responsible for ensuring that all program policies and practices are followed, and the department faculty defer to his or her expertise and understanding.

The role of the MPA DGS is likely to change and become more autonomous after the move to the Department of Social Work and Public Administration on July 1, 2024.

2.2.3

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

2.2.3 Faculty Governance Comments

The program defines "substantial determining influence" as the ability to assess the effectiveness of the program and to make changes that directly affect its design or outcome. Because all of the department faculty contribute, review, and vote on various aspects of the program, they are considered to have significant influence in determining the vision and operation of the program. The various committees allow faculty the opportunity to influence the decision-making process in such areas as admission requirements, student learning outcomes, hiring and promotions, program assessments, and curriculum changes. Outside stakeholders such as students and alumni are also involved in the decision-making process, but in a more consultative role and therefore they would be categorized as having less than "substantial determining influence".

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

We determine academically qualified faculty in terms of possessing a terminal degree in Public Administration or a closely related field. Academically qualified faculty are expected to show continued excellence in teaching and/or scholarship contributing to the MPA program and/or the field of public administration. All full-time faculty members in the department, with the exception of Professor Timothy Hoffman, possess relevant terminal degrees making them academically qualified to teach in the MPA program. Professor Hoffman is a practitioner with professional public service experience in both the nonprofit and government subsectors. In addition, Professor Hoffman has served as the Director of the Seton Hall University Center for Community Research and Engagement where he has played a critical role in connecting MPA curriculum and students to local communities through community-based research projects, internships, and service-learning opportunities. In addition, he is an active scholar in the field of public administration. We determine professionally qualified faculty as individuals with 5 or more years of public service experience in the nonprofit or government sector. The department's policy is to attempt to use academically qualified faculty in all circumstances. This is not always possible and when we use professionally qualified faculty, they must have at least a master's degree, at least 5 years of professional experience and a demonstrated expertise in their professional area.

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	70%	20	70%	70%
Courses delivering required Competencies	70%	20	70%	70%

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 encourages all faculty to actively engage in faculty development to remain current in the field and to continuously improve in teaching, scholarship, and research. Within the department, faculty encourage and support each other in advancing individual research agendas. We have developed a culture of collaboration and run summer writing support groups as well as a brown bag seminar series to allow faculty to share and receive feedback on their ongoing projects. Seton Hall University provides faculty with multiple resources attached to faculty development. These include faculty development research workshops (e.g., grant writing, academic writing workshops, online instruction training, etc.), and training provided by the Teaching, Learning, and Technology Center (e.g., Canvas training, certificate training in Adobe Creative Suite, educational technology adoption in the classroom). In addition, all full-time faculty are provided with annual funds (~\$1,700/year) to support participating at academic conferences.

When the budget allows, the department will subsidize academic association memberships. In terms of promoting scholarship, the University Research Council awards summer grants (max \$10,000) annually to support faculty research. In addition, the Provost's Office awards course reductions to faculty who are in a critical stage of a research project.

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 data.

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	2
Asian, non Hispanic/Latino	1				1
Hispanic/Latino					1

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
White, non-Hispanic/Latino	8	1	2		11
Total	11	1	2	1	15

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
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3.2.2

Describe how your current faculty diversity efforts support the program mission. Include any additional faculty diversity categories that your program tracks in addition to those included in 3.2.1a (US-based), including the name and description of the additional diversity categories and how they relate to your program’s 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 distinct mission and environment, for how the program promotes diversity, equity, and a climate of inclusiveness. Describe your program’s retention and support strategies for underrepresented faculty.

As seen in the chart above our faculty is predominately heterosexual, white and male. This is an obvious concern for our program. Fortunately, the move to the Department of Social Work and Public Administration will improve the diversity of the program and departmental faculty by a large factor. The Department of Political Science and Public Affairs has not made a new hire in over six years, but is dedicated to improving our diversity with any new hires that we make in the future.

3.2.3

3.2.3

3.2.3 Describe how the diversity of the faculty has changed in the past 5 years. Programs should discuss diversity in terms of race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, socioeconomic background, veteran status, etc. (Limit 250 words)

Our program has not made any hires over the past five years, and therefore the only change in our diversity has occurred through retirement. Professors Naomi Wish and Professor Jo Renee Formicola both retired and this leaves the department with only one female faculty member remaining. This is a concern for our department and programs and we are actively pursuing new hires that can increase our diversity. We have developed a hiring plan that includes intentional outreach to Ph.D. departments with higher proportions of minority students, and advertises on job sites that target minority professionals.

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 service related to these Exemplary Efforts. (Limit 500 words)

Professor Hale's professional experience in local government and his long standing and deep connections within the world of NJ state politics has been a boon for the MPA program, as he has been able to bring in local and state government officials as class speakers and guest lecturers in the spirit of our mission of connecting theory to practice. Professor Teo was awarded tenure in 2022-2023 based on his outstanding research and teaching efforts. Governor Murphy appointed Professor Taylor to the New Jersey One Health Task Force as one of only three academic members, in recognition of his interdisciplinary public policy expertise. Professors Mirabella and Hoffman were recognized by the College of Arts and Sciences with the Janine P. Buckner Award for their community engagement work in East Orange, NJ with the Be the Change Makers curriculum.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

The three primary mechanisms for student recruitment are;

- The University web site and its general marketing efforts
- Attendance at graduate school fairs.
- Internal recruitment in undergraduate classes

The University uses the Slate software program to manage inquiries and applications. Inquiries receive a contact from the Associate Dean of Graduate Studies and the MPA Director. The reduction in program staff and graduate assistants since 2010 has made recruitment more difficult. However, recent University and College investments in graduate recruitment budgets and personnel are positive improvements. The move to the Department of Social Work and Public Administration will also see the MPA program housed within a department that has staff dedicated to graduate recruitment.

The University has adopted new digital platforms that simplify the process for updating program webpages and the graduate course catalog. This makes it easier for the program director to ensure program information is updated and correct, benefiting students and potential applicants. The program director and faculty members participate in both internal and external graduate school fairs, where we represent the MPA program and actively market the program to prospective students. In addition, Professor Mirabella has worked with colleagues across the College to have the 3+2 program included in most undergraduate majors. Professor Hoffman has actively recruited Seton Hall undergraduates through classroom presentations within these departments.

All tuition and fees are communicated on the University web site
<https://www13.shu.edu/offices/bursar/tuition-and-fees.cfm>

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 policies reflect your program mission? (Limit 250 words)

Our admission criteria is directly related to our mission in the following ways. First, we do not require a GRE exam because we believe that it has the potential to lead to a less diverse student body than is required by our mission. Second, we do not require applicants to have a degree in a specific undergraduate field and in fact encourage applicants from diverse academic backgrounds because that fits the interdisciplinary and cross-sector approach of our mission. Third, we require a personal essay from applicants that asks them to identify why and how our MPA degree will support and further their professional goals, which is directly linked to the practical real world focus of our mission. Fourth, we have a rolling admission instead of a specific deadline. This also supports our mission goals of attracting and serving a diverse and often non-traditional student body.

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)

We have a "conditional" admissions category for students who may not meet our standard 3.0 GPA requirement. Students admitted this way are required to receive a 3.0 in their 1st four classes in the MPA program. This is used sparingly and primarily for three types of students. The first is for older returning students who received their undergraduate degrees many years ago to acknowledge the impact of grade inflation. The second is for students who appear to have made substantial corrections in their undergraduate performance in the last two years of their career. For example, a student who carried a 2.0 average their 1st two years but a 3.9 average their last two years would likely be considered for a conditional admit. Finally, in acknowledgement of the fact that learning outside of college can be valuable, students who demonstrate achievement and excellence in work, especially in public service, are also given consideration as a conditional admit. It is our experience that the vast majority of conditional admit students are highly motivated and capable of performing at this level. Once again, we believe that this additional admission category helps us meet the diversity environment requirement of our mission.

In addition, we also have a "non-matriculating" pathway for admission to the program. Students applying this way are allowed to take two MPA courses (PSMA 6002 Research Methods and PSMA 6005 Financial Management) prior to formally applying to the program. This allows students who are unsure if they are capable of graduate work to see if our MPA program is the right fit for them. It also allows for our faculty members to observe these students and make more informed judgements on their capacities. Non-matriculating students are required to go through the normal formal application process once they have completed the two courses.

As noted we have a 3/2 program which allows outstanding undergraduates students at Seton Hall to begin taking graduate courses during their senior year. We require these students to have a GPA of 3.5 instead of a 3.0 as proof that they are capable of managing graduate work. In addition, these students are required to have Seton Hall faculty member letters of recommendations. Traditional applicants obviously do not have this requirement.

Lastly, we have a practice of admitting students who already have a graduate degree from an accredited institution but who may not have had a 3.0 undergraduate degree. For example, a student with a Law Degree from an accredited university would likely be admitted regardless of their undergraduate GPA. It is important to note that the faculty consider the entirety of the student

application package when making decisions. We read student essays from students regardless of their incoming GPA. Our primary goal in the admission process is to find diverse students who will succeed and benefit from a MPA program with our mission and values.

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	Optional
GMAT	No
GRE	No
LSAT	No
Other Standardized Test	No
TOEFL	Yes

GRE

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA	Required
Minimum Required	3.00
Statement of Intent	Optional
Essay/Additional Writing Sample	Required
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	42
Total SSY Admits	16
Total SSY Enrollments	29 (6 being taught out of closed online program)
Fall SSY Total Full Admissions	11
Fall SSY Total Conditional Admissions	1
Fall SSY Total Full Enrollments	25
Fall SSY Total Conditional Enrollments	3
Fall SSY Total Pre-Service Enrollments	7
Fall SSY Total In-Service Enrollments	18

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. 16

*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 has seen an increase in the proportion of pre-service students within the applicant pool. This is attributable to the growth of the 3+2 program and the focus on internal recruitment efforts, With the additional graduate marketing and recruitment resources, and the move to the the new department, we expect external recruitment to expand and improve which tends to reach a higher number of in-service applicants. Despite this shift, our applicant pool continues to reflect all other aspects typical of our students. During the self-study year, our applicant pool was fairly typical of our students. It was diverse, young and came to the study of public administration from a variety of perspectives and outcomes. As mentioned throughout this self-study, it is necessary to see an

increase in applications and yields. The move of the program to the Department of Social Work and Public Administration was taken in large part as a step to achieving that goal.

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)

As noted throughout this document, we believe that our student counseling services are a strength and hallmark of our program. Every semester all current students are required to meet with their faculty advisor to discuss progress towards their degree, course scheduling and all relevant academic continuance and graduation standards.

Enrolled students who have a GPA below 3.0 in any semester are automatically coded as ineligible for registration for the next semester. In addition to meeting with their faculty advisor these students also meet with the program director and the associate dean for graduate studies in the College of Arts and Science. The "hold" on their registration is only lifted on the recommendation of all three advisors.

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 primary support mechanism for students is the extensive and direct faculty advisement described throughout this document. Program faculty have also successfully established peer-to-peer support approaches in specific classes. However, in cases where students are falling behind, need special assistance, or need assistance beyond the capabilities of our standard advising program, the University has a multitude of support mechanisms available to graduate students.

These include:

- Writing Center
- Academic Resource Center
- Technology Center
- Health Services
- Counseling and Psychological Services
- Disability Support Services
- Title IX Office

All faculty advisors are aware of these support mechanism and will direct students to them as

necessary. Students are also able to access all of these resources directly, without faculty intervention. All university resources that are available for graduate students can be found on the University webpage (<https://www.shu.edu/student-services/services-for-graduate-students.html>).

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	31.00	4.00	16.00	19.00	19

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 full-time or part-time students, pre-service vs. in-service students, or other limitations that impede progress towards graduation). (Limit 250 words)

A large number of students (38%) have not completed the program as of of the self-study year. This cohort of students entered just before the start of the COVID pandemic during which time, increased work and family demands, economic conditions, and general disruption of normal activities played a role in a large number of students who stopped registering for classes after Spring and Summer of 2019.

4.3.4

4.3.4 Career counseling and professional development services

Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms

used to determine that a student will be granted a waiver. (Limit 250 words) If available, provide a LINK to these policies on the program's website.

Career counseling and professional development is a focus of all faculty advising sessions. Our goal is to ensure that students consider the proficiencies, skills, and knowledge they will need to develop to succeed in their desired career path each time they register for a class, seek out an internship, conduct a research project, or attend a networking event. In addition to the individual advisement, we hold occasional concentration-specific meetings to build a stronger sense of community among our students and to provide students with an additional forum to discuss issues of importance to them. This also allows an opportunity for informal advising between pre-service and in-service students. Formalizing this informal peer-advising was halted by the pandemic, but we hope to reestablish it again in the future. Additionally, program alumni actively reach out with career openings and opportunities that are shared with our students. Our alumni-student networking events provide an additional opportunity for students, by creating connections that can extend career counseling and professional development advising beyond a single meeting.

The Career Center at SHU works closely with us and has taken the responsibility to learn about and expand its outreach to the nonprofit sector. Career Center assistance includes one-on-one career counseling, career interest and personality type testing, training in such areas as resume writing and interviewing skills, and career fairs. The Career Center has recently adopted the Handshake job search platform, which helps students and recent alumni find jobs, and connect with employers, schools, and other students. Handshake provides personalized job recommendations and provides a matching mechanism for employers to identify students with degrees, skills, and work experience they require. The platform contains more than 750,000 employers, including Fortune 500 companies, startups, and nonprofits. Employers can use Handshake to recruit specifically at Seton Hall University, and recruiters can message students with event invitations, interview requests, and new job opportunities.

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)

We strongly encourage students to take their internship in the fall of their second year of the program but we do not technically have any pre-requisites for students before undertaking an internship.

Internship students are required to

- Complete 300 documented hours of internship work.
- Complete four assignments that are all designed to link their internship directly to their classroom work and the program's mission.
- Meet with their internship faculty advisor at least twice
- Provide an evaluation of their internship.

Students have the option to take either an internship, a practicum or a research seminar to fulfill their capstone requirement. We do not provide "waivers" for work experience and do not allow students to use their existing job as their internship. Consequently, the only "waiver" for the internship available to students is for them to take one of the alternative capstone requirements.

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.)

We had four students placed in internships:
- Gutman Vasiliou, LLP
- Michigan Legal Services
- Highland Park Economic Development Committee (2)

4.3.4a(4)

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

Traditionally, our internship students are mentored by our senior faculty member Professor Naomi Wish. She has over 30 years of experience in the MPA program and in New Jersey nonprofit and public sector community. Professor Wish works closely with other faculty members to gather possible internships and develop ongoing internship relationships with organizations across the region. In most cases, Professor Wish or other faculty members can identify an organization that has asked the program for an intern or has been able to accept interns in the past..

In the year prior to our self-study, Professor Wish retired. In the self-study year, both Professor Hale (Fall 2023) and Professor Mirabella (Spring 2024) served as internship coordinators. The internship coordinator is responsible for the on-going monitoring of the internship. He or she contacts the internship supervisor on a regular basis during the internship. The student and the internship supervisor are required to produce an internship work plan which outlines the scope of work required in the internship at the beginning of the process. The student and internship supervisor prepare mid-internship progress reports and a concluding report as well.

We are generally not able to offer financial assistance for internships for unpaid internships. However, we have and often offer scholarships to students in need that will pay the tuition cost of the internship class. Students who request this assistance provide an explanation of the financial hardship incurred by taking an unpaid internship.

4.3.4a(5)

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

The distribution of internships reflects the mission and structure of the program. Half of the internships were with a local government agency and the other two were with law firms specializing in public service aid, which is reflective of the two dominant public service concentrations within the program. The two internships with the Highland Park Economic Department allowed these students to directly engage with the work of local government on the development of a massive downtown redevelopment plan requiring collaboration between multiple borough committees as well as private businesses and members of the public. The internship with Michigan Legal Services provided our students with work experience on housing issues for low income and marginalized communities, and the internship with Gutman Vasiliou, LLP, allowed our student to work within a private sector law firm that resolves conflicts between families of children with disabilities and local school districts. These internships are a particularly good reflection of the cross-sector and interdisciplinary mandates of our mission.

4.3.4b

Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table

below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

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

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	1
City, county, or other local government in the same country as the program	1
Nonprofit domestic-oriented	9
Nonprofit / NGOs internationally-oriented	1
Private Sector - research/consulting	1
Private sector (not research/consulting)	2
Status Unknown	2
Total Number of Graduates	17

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

Given our University's location in a major metropolitan corridor, neighboring Newark, NJ, our program applicant pool and the resulting student body tend to be more diverse than may be the case for other programs. Many of our students grew up, and many still live, in disadvantaged areas of Newark. Structural DEI issues within our society are not an abstraction for us but a real fact of life for our students. For that reason, we feel a great deal of responsibility to ensure that diversity is taught and practiced within the program, the classroom, and across the University.

As a program we;

- Routinely reach out to the local diverse community surrounding Seton Hall. We do this with informal and formal student service learning projects, internships, the capstone practicum and faculty advising of local community based organizations. Professor Mirabella and Professor Hoffman have led the University's Center for Community Research and Engagement which focuses on partnerships within the neighboring communities of Irvington and Newark. These partnerships provide opportunities for our students to engage in community-based research that address the needs of a diverse community.
- Provide targeted scholarships to students of diversity
- Provide individualized faculty advisement that promotes an understanding and awareness of issues relating to diversity.
- Actively seek and use minority adjunct instructors and guest lectures.
- Encourage students to participate in University DEI training and events

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

As noted throughout this document our student population is incredibly diverse. For example, during our self-study year 60% of our enrolled students were female and 52% were members of a minority. We are a majority-minority school. Much of this stems from our primary student source of northern New Jersey. We also believe that it stems from the fact that we have built a reputation as being a program that values diversity and as such provides students of diversity with a comfortable and safe environment.

In order to ensure that we maintain and improve our diversity, we routinely make outreach efforts to our local community to remind them that Seton Hall is a viable option for students from underrepresented populations. We do this by publicizing our scholarships some of which are awarded to students from underrepresented populations, encouraging community involvement in campus events and reaching out to talented and diverse undergraduates at Seton Hall.

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			3	1	
Asian, non Hispanic/Latino			1	2	
Hispanic / Latino				4	
White, non-Hispanic/Latino			6	6	
Two or more races, non Hispanic/Latino				2	

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

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 determined by its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in the public interest;
- to participate in, and contribute to, the policy process;
- to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
- to articulate, apply, and advance a public service perspective;
- to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

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 programmatic improvement.

In preparing its Self-Study Report 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 upon graduation with respect to the required universal required competencies and/or mission-specific required 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 questions in these three areas will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that the program submit within its Self-Study Report, a written plan or planning template that addresses how it plans to assess each competency, when it will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan should be uploaded as a PDF 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 identifying student learning outcomes, not providing examples of its assessment). Limit 500 words each.

To lead and manage in the public interest

- 1) Seton Hall students will be able to assess the internal and external organizational environment with particular attention focusing on the cultural and political setting of the organization. In addition to being a competency in this domain, this fits with our mission because it emphasizes the need to examine issues from an interdisciplinary and cross-sector perspective.
- 2) Seton Hall students will be able to lead, manage, and serve a diverse workplace and citizenry. This competency is connected to our mission-specific goal of training students to assess issues from across-sector perspective and our mission goal of openness and transparency.
- 3) Seton Hall students will be able to lead and manage people effectively regardless of whether they are volunteers or paid staff. As noted throughout this document our mission requires us to provide students with an understanding and ability to lead and manage both nonprofit and public organizations. As such, this competency is linked directly to that part of our mission.
- 4) Seton Hall students will be able to lead organizations in the process of creative problem solving and application of innovative and alternative perspectives. A central premise of our program's mission is that solving public problems requires leading and managing in non-traditional ways. As such, we strive to show our students "different" ways of leading and managing public organizations.
- 5) Seton Hall students will be able lead organizations in the process of ethical decision making. This is a central mission competency for our program since as a Catholic institution we regard ethical decision making as a key public value.

To participate in, and contribute to, the public policy process

- 1) Seton Hall students will be able to describe the process of policy making and identify points where key actors can influence policy decisions. The second part of this competency is linked to our mission in that we are attempting to empower students to affect policy change as servant leaders.
- 2) Seton Hall students will have experience in methods for assuring that the policy process is open and transparent and methods for providing citizen access to the policy process. This is directly linked to our key public value of openness and transparency. In addition, we conceptualize citizen involvement in the policy process as an ethical imperative.
- 3) Seton Hall students will understand the central role that the media plays in the policy process. Understanding the role of the media in the policy process requires that students examine the policy process from an interdisciplinary and cross-sector approach.
- 4) Seton Hall students will have opportunities to become involved in the policy process at the local level. This is linked to our mission in that we focus our approach within the theory-to-practice construct.

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

- 1) Seton Hall students will understand how to be effective consumers and critics of social science research. This competency is linked to our mission objective of assuring that all decision making is open, transparent and accessible to citizens.
- 2) Seton Hall students will understand how to translate (operationalize) abstract concepts into measurable variables. This competency is connected to our theory-to-practice mission component.
- 3) Seton Hall Students will develop an appreciation for how values and context shape views of public policy choices, and the importance of a diversity of voices in structuring those choices. This competency is directly linked to the cultural diversity portion of our mission.
- 4) Seton Hall Students will actively engage in the process of challenging and thinking critically about the dominant or orthodox approaches to solving public problems. This is directly related to the interdisciplinary and cross-sector approach that is inherent in our mission.
- 5) Seton Hall students will recognize that ethical values are required in the analysis and interpretation of data. This is connected to the ethical framework requirement of our mission.

To articulate, apply, and advance a public service perspective

- 1) Seton Hall students will recognize that analyzing and solving problems with an interdisciplinary and cross-sector approach is a public service value.

- 2) Seton Hall students will recognize that openness and transparency is a core public service value.
- 3) Seton Hall students will recognize that maintaining the highest ethical standards and using ethical decision making processes is a core public service value.

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

- 1) Seton Hall students will be able to work productively in teams and have experience in building collaborative and inclusive work teams. This competency is linked to our public service value of ensuring openness and transparency in all public service activities.
- 2) Seton Hall students will confront and analyze their own ethical, cultural and economic position in society and identify how that perspective influences their decision making. This competency is linked to the ethical decision making public value that is core to our program.
- 3) Seton Hall students will gain experience with new and changing methods of communication and understand how to effectively communicate in these different forms. This competency is connected to the public service value of ensuring openness and transparency in public service.
- 4) Seton Hall students will understand mechanisms for identifying and collaborating with diverse stakeholder groups both electronically and face-to-face. This competency is linked to the public service value of promoting diversity as well and openness and transparency in public service.

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 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 Part A 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)

The program is expected to demonstrate its capacity to offer the concentrations and specializations it advertises to students.

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.

One of the hallmarks of the Seton Hall MPA program is our focus on nonprofit management. In keeping with the interdisciplinary and cross-sector nature of the program we have worked hard to integrate a nonprofit perspective and awareness across our curriculum.

Our primary guide in this process has been the scholarship of Professors Mirabella and Wish, who have largely defined the documented growth of the nonprofit management curriculum in the United States and around the world. More recently Professor Hale has added his voice and research to this effort.

In addition to this research, we have long been involved in the Nonprofit Academic Centers Council or NACC (see <https://www.nonprofit-academic-centers-council.org/>). Professor Wish was a founding NACC member of this organization, both Professor Wish and Professor Hale are former presidents. NACC is best known for creating the Nonprofit Curricular Guidelines (see https://www.nonprofit-academic-centers-council.org/NACC-WP/wp-content/uploads/2019/01/NACC_Curricular_Guidelines_100615.pdf)

The curricular guidelines identify 16 different nonprofit domains. Within each domain there are between 3 and 9 different and specific guidelines. Domain 2.0 is below as an example;

2.0 SCOPE AND SIGNIFICANCE OF THE NONPROFIT SECTOR, VOLUNTARY ACTION AND PHILANTHROPY

- 2.1 Evolving role and function of philanthropic, nonprofit, voluntary and civil society organizations in relation to other sectors including the emergence of new forms of social enterprise
- 2.2 Size, impact of, and global/cultural contextual influences on philanthropy, voluntarism and the nonprofit/ nongovernmental sector
- 2.3 Diversity of types, forms and language that is used to describe voluntary action within society
- 2.4 Diversity of activity undertaken by nonprofit, voluntary and civil society organizations, including both charitable and mutual benefit organizations, as well as those formally and informally structured
- 2.5 Relationship and dynamics among and between the nonprofit, government and for profit sectors including public private partnerships and hybrid forms of structure to achieve social purpose
- 2.6 Comparative global trends distinguishing civic engagement and voluntary action from nonprofit direct service providers and other nonprofit/nongovernmental forms

Our nonprofit courses were largely developed using the original 2003 NACC curricular guidelines which Professor Wish, and through her research Professor Mirabella, were instrumental in developing. NACC updated the guidelines in 2007 and again in 2015. Each time we conducted a remapping exercise to see if the new editions warranted substantive changes. With the release of the fourth edition of the NACC curricular guidelines later this year, we will likely conduct a more expansive remapping to have our curriculum better reflect the state of the art.

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

The four M.P.A. concentration areas are as follow:

- Public Service: Leadership, Governance and Policy - focused on managing complex public policy issues in a global society, and crafting creative solutions to public sector issues.
- Nonprofit Organization Management - focused on understanding management within the nonprofit and philanthropic sector and skill development in areas such as board staff relations, fundraising, volunteer management, financial management, and grantsmanship.
- Health Policy and Management - focused on understanding of healthcare-related administration and healthcare policy issues and in particular the cross-sector relationship between healthcare delivery by the nonprofit and public sectors.

- Data Visualization and Analytics - focused on understanding the ways that interdisciplinary data sciences interact with and influence the public and nonprofit sectors.

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).

Being a small program in a small department, the oversight of all concentrations/specializations is handled by the the MPA Director of Graduate Studies. The director must be elected by a majority of the department faculty after consideration of his or her capacity to administer the program. Since no single faculty member can be expert in each concentration area, decisions that require more detailed knowledge are brought to the faculty as a whole and members with specializations can provide insight and consultation.

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.

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 outcomes;
- 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 cycle of assessment 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(s) for the competency being assessed:

The Seton Hall University MPA Program has adopted a set of 21 student learning outcomes that relate the NASPAA's five universal domains of competencies to our mission and affiliated public service values.

The following five student learning outcomes are related to the third universal domain regarding the ability to "analyze, synthesize, think critically, solve problems, and make decisions".

SLO 3.1. Seton Hall students will understand how to be effective consumers and critics of social science research. This competency is linked to our mission objective of assuring that all decision making is "open, transparent and accessible".

SLO 3.2. Seton Hall students will understand how to translate (operationalize) abstract concepts into measurable variables. This competency is connected to our "theory-to-practice" mission component.

SLO 3.3. Seton Hall Students will develop an appreciation for how values and context shape views

of public policy choices, and the importance of a diversity of voices in structuring those choices. This competency is directly linked to the "cultural diversity" portion of our mission.

SLO 3.4. Seton Hall Students will actively engage in the process of challenging and thinking critically about the dominant or orthodox approaches to solving public problems. This is directly related to the "interdisciplinary and cross-sector" approach that is inherent in our mission.

SLO 3.5. Seton Hall students will recognize that ethical values are required in the analysis and interpretation of data. This competency reflects our mission's requirement of achieving the "highest ethical standards".

2. Evidence of learning that was gathered:

Student learning outcomes were mapped to the following authentic in-class assignments within core courses.

SLO 3.1.: Data Story Assignment from PSMA 6002 Research Methods and Statistical Analysis (Fall 2023)

SLO 3.2.: Journal Reflection from PSMA 6002 Research Methods and Statistical Analysis (Fall 2023)

SLO 3.3: Injustice of Place Assignment from PSMA 6003 Public Policy Process, Analysis, and Evaluation (Fall 2023)

SLO 3.4.: Marketization Project from PSMA 6004 Economic Environment of Public Service Management (Summer 2023)

SLO 3.5.: Ethical Framework Assignment PSMA 7751 Public Service Ethics (Spring 2023)

Student grades for each assignment were collected from the faculty members teaching these courses.

3. How evidence of learning was analyzed:

Our program has set a standard benchmark for evidence of student learning as 75% of the students earning 90% or higher on an assignment. Faculty are permitted to provide an alternative benchmark for their assignment if they feel it is more appropriate. Grade mean and media are calculated along with the benchmark scores. Students who did not submit an assignment are not included in the analysis.

SLO 3.1.: Data Story Assignment from PSMA 6002 Research Methods and Statistical Analysis (Fall 2023)

- Benchmark: 75% should score 17 out of 20 or higher
- Result: 100% (BENCHMARK MET)
- Mean: 17.71
- Median: 18

SLO 3.2.: Journal Reflection from PSMA 6002 Research Methods and Statistical Analysis (Fall 2023)

- Benchmark: 75% should score 3 out of 3
- Result: 89% (BENCHMARK MET)
- Mean: 2.89
- Median: 3

SLO 3.3: Injustice of Place Assignment from PSMA 6003 Public Policy Process, Analysis, and Evaluation (Fall 2023)

- Benchmark: 75% should score 90% or higher
- Result: 86% (BENCHMARK MET)
- Mean: 93.21
- Median: 95

SLO 3.4.: Marketization Project from PSMA 6004 (Summer 2023)

Benchmark: 75% should score 90% or higher

Result: 80% (BENCHMARK MET)

Mean: 91.73

Median: 91

SLO 3.5.: Ethical Framework Assignment PSMA 7751 Public Service Ethics (Spring 2023)

- Benchmark: 75% should score 90 or higher

- Result: 77% (BENCHMARK MET)

- Mean: 91.44

- Median: 95

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

The analysis shows that our students are meeting or exceeding our expectations for the student learning outcomes related to the ability to "analyze, synthesize, think critically, solve problems, and make decisions". We do not feel that there is a need to change any of our curricular materials in this domain. Student learning outcome 3.5. may need some refinement or further instructor support, as only 77% of students met the benchmark. After attending the NASPAA Accreditation Institute, we realized that this is a flaw in our assessment approach in general. Using assignment grades may not provide a fine enough analysis to effectively measure the student learning outcome. As a result, in future assessment rounds we will map to specific assignment rubric scores, rather than overall assignment grades. This will allow us to focus on isolating the rubric component(s) directly linked to the student learning outcome of interest.

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 outcomes, 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 apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.

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

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

There are a number of mechanisms we have developed to ensure that students learn to apply their education. This competency is central to the mission of the MPA program as it speaks to the theory-to-practice component of our mission statement. We believe that the program meets this competency through the following mechanisms.

Professional Focused Faculty

We believe that practitioners can provide students with direct links to the professional practice of public and nonprofit administration. As such, we strive to bring highly qualified professional faculty in to teach in our program. Some recent examples include:

- Jason Gabloff, CFO town of Mendham
- Thomas Russo , Town Manager/CEO, Town of Newton
- Tiffany Williams Brewer, Former Administrative Law Judge and Chair of State Commission of Investigation.
- Matthew Borowick, Associate Vice President University Relations, Seton Hall University

Professional Experience of Academic Faculty

All of our full-time faculty members are primarily academics. However, some of our faculty members have significant professional work experience that they bring to the classroom. Some examples include:

- Matthew Hale was a district director for U.S. Senator Barbara Boxer and professional campaign operative prior to becoming an academic. He currently serves as Borough Councilman in Highland Park, NJ.
- Jeffrey Togman is a professional documentary filmmaker. His documentary films focus on a number of issues but center on areas of social justice, trust and political action.
- Robert Pallitto is an attorney with a great deal of practical experience in civil rights and nonprofit law.
- Roseanne Mirabella was a practicing public administrator in New York City prior to becoming an academic.

Alumni Mentoring Program

We provide all students with the opportunity to be matched with an alumnus for one-on-one mentoring. This is a voluntary program where students and the alumnus are introduced by the program director but specifics of the relationship develop organically over time.

Experiential exercises in the classroom

A number of classes have experiential exercises. Some recent examples include;

- PSMA 7122: City Ordinance exercise. In this exercise students work to introduce a local ordinance (parking, solar roofs, web site transparency, etc.) during the semester. The students are required to develop an ordinance and attempt to get it "passed" during the semester.
- PSMA 6002: Policy Journal exercise. In this exercise students are required to take notes in a journal about a public policy problem that they hear about during the course of the first few weeks of class. The students then work to identify what type of research would inform decision makers concerning the policy issue.
- PSMA 6009: Coaching for Success. In this exercise, students are asked to bring a specific professional focused problem they have or are currently facing. The students then receive colleague and professional coaching on ways of approaching the problem and solving it.
- PSMA 7715: Ethical Dilemma interviews. As part of their final paper, students are encouraged to interview practitioners concerning an ethical dilemma they have faced in the "real world." Students then work through a process of confronting the ethical dilemmas they have learned about through interviews.
- PSMA 7121: Leadership exercises. In this class students are required to find and administer a real world "leadership exercise" to the class. This gives students practical experience in "teaching" co-workers, which is a valuable leadership skill.

Capstone Experiences

Like most programs we have both an internship and practicum option for students to use as a capstone project. This provides students with significant practical and professional experience.

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

Self-Study Instructions:

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

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

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

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

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

NA - Combined within Department Budget

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.

PROGRAM RESOURCE REVIEW

The MPA program currently has a sufficient budget to meet its mission, goals, objectives and aspirations. Our operating (non-personnel) budget has remained relatively steady for the past five years. With the move to the new departmental home in Social Work and Public Administration, this budget will change substantially, as it will be part of a completely different department structure. In addition, the program move was made to secure a more sustainable future which is expected to involve a larger commitment of resources.

The budget process is fairly standard. The faculty and the department chair present new funding requests for the following academic year to the Dean's Office in the spring of the current academic year. The Dean's office reviews these requests and makes determinations between departments within the college. The Dean's office then presents the College budget to the University Provost,

who makes academic budget requests for the entire University to the Board of Regents. The fiscal year starts July 1 of every year. In recent years, the overall financial situation of the University has necessitated very little in terms of new funding for the department's operating budget.

The College and University do provide program funds through other mechanisms. For example, (i) multiple administrative units have speaker series budgets that support department programming, (ii) capital improvements (furniture, technology, etc.) are handled through annual proposals, and (iii) the College often provides support for special programming requests.

**POLITICAL SCIENCE & PUBLIC AFFAIRS
DEPARTMENT BUDGET
(JULY 1, 2023 - JUNE 30, 2024)**

ACCOUNT TITLE FY24 BUDGET

Faculty Salaries - Full Time 961,113.00
Faculty Salaries - Sabbatical 83,459.00
Faculty Summer Salaries - FT 36,000.00
Faculty Salary Overload 4,500.00
Faculty Stipends 1,000.00
Adjunct Faculty Salaries 71,200.00
Adjunct Faculty Summer PT 9,300.00
Admin Salaries PT WO Benefits 12,000.00
Admin Salaries PT W Benefits 7,000.00
Student Salaries - Hourly 10,000.00
Fringe Benefits 453,720.20
Office Supplies 1,000.00
Supplies - Other 500.00
Books, Publications and Catalogs 500.00
Memberships - Association Dues 2,000.00
Memberships - Other 2,500.00
Postage Packaging and Handling 100.00
Internal Charges - Facilities 300.00
Internal Charges - Print Shop 250.00
Internal Charges - Other 400.00
Travel Expenses 14,000.00
Lodging 2,500.00
Conference Registrations 2,000.00
Catering and Special Events 3,000.00
TOTAL BUDGET 1,678,342.20

FACULTY SALARIES

There are very few faculty members in the world who would argue that they are overpaid. The issue of faculty salaries has in the past been quite a contentious one on campus. Seton Hall is in one of the highest cost-of-living areas in America and our faculty salary levels have historically made it difficult for us to attract faculty members and also to retain faculty members.

The University has made a concerted effort to improve the salary issues and has increased starting salaries to aid in recruitment of top-tier faculty. Salary compression issues are more difficult to address given the tuition-driven nature of University revenue and the general conditions of the global economy during the period of this self-study. In 2023-2024, the University completed a long-awaited salary study, which led to salary adjustments across all faculty ranks. The adjustments did not fully address the existing salary issues, but they did make some progress towards this goal. This is the nature of our university, and higher education in general, and it does not interfere with us being able to meet our mission objectives and goals.

The University also provides faculty members with sufficient travel support. Given that one of primary strategic goals is to maintain our national ranking and reputation it is important that our faculty can go to NASPAA, ASPA, ARNOVA, APSA and NACC meetings every year. Our department chair has discretion to prioritize travel funds, for example, to faculty playing a more active role in an intended conference. In addition to the direct department budget the MPA students and faculty have sufficient university support in other areas. These are described below.

ADJUNCT PAY

Adjunct faculty compensation is lower in comparison to other colleges and universities in our local area. Even within the University, adjunct compensation within the College of Arts and Sciences lags behind that in other schools and colleges. As part of the same faculty compensation study mentioned above, adjunct faculty rates were increased last year. However, they still lag those of other units within the University and other local institutions. We have many long-serving and dedicated adjunct faculty members who continue to teach regularly in our program. However, it is becoming more difficult to retain existing and recruit new adjunct faculty given the discrepancy in compensation with competing colleges and universities.

PROGRAM STAFF

Staff support is a resource area that needs attention. As detailed in the program history provided in Standard 1, the MPA program has consistently lost program staff since the merger with Political Science in 2010. At the start of the self-study period, the full-time staff dedicated to the MPA program consisted of a department secretary shared with the Political Science program. In 2019, the department secretary left the University, and was not replaced. Instead, the Department of Political Science and Public Affairs began to share a secretary with the Department of Psychology, which is one of the larger departments in the College of Arts and Sciences. This further reduced program dedicated staff. While the move to Social Work and Public Administration will return some much-needed staff in terms of recruitment personnel, the new department also shares a secretary with another department and this is likely to continue to be an issue.

At the beginning of the self-study period, five students were also assigned to the department. Three of these students are undergraduates who are supported by federal work-study funds, and two were Graduate Assistants dedicated specifically to the MPA program and funded through university funds. One GA served as an outreach and marketing coordinator for the program and the other served as a research assistant for department faculty. In the self-study year, the department still has three undergraduate federal work-study students, but the graduate assistant positions are no longer provided. The loss of the outreach graduate assistant was especially problematic as the person attended graduate fairs and open houses, responded to inquiries from prospective students and tracked them through the application process. These responsibilities were transferred to an already burdened director and faculty. In addition, the graduate assistant was also instrumental in developing our alumni network and produced our department newsletter which was sent to all students and alumni. This work could not be sustained in the absence of a graduate assistant.

CLASS SIZES

The University understands and clearly respects our desire to maintain small class sizes. We cap our graduate courses at 15 students per class and have and have run two sections of the same course when we have exceeded the cap. Prior to the period of this self-study, the program rarely had difficulty running classes with low numbers of students because of budgetary constraints or pressures. However, this has now changed as the College has begun requiring the program to close courses with low enrollments. This is due to multiple factors, that include budgetary limitations, teaching load equity concerns, and the pattern of decreasing enrollments in the MPA program leading to an increase in the frequency of low enrollments. This was one of the primary drivers of the decision to move the program to a new department.

LIBRARY RESOURCES AND SUPPORT

The University Libraries have notable resources, including extensive holdings of more than 2,000,000 print and electronic book volumes and access to full-text articles in over 100,000 print and electronic journals, and provide a vital document delivery and interlibrary loan service. Through active participation in resource sharing consortia- including PALCI (Pennsylvania Academic Library Consortium, Inc.), and VALE (Virtual Academic Library Environment of New Jersey) -the vast majority of interlibrary loan requests for journal articles are delivered through e-mail, often arriving the same day. Last year, these services provided more than 11,000 interlibrary loans to students and faculty.

The Information Commons offers soft chair seating, study tables, and computer workstations. All information resources are catalogued and accessible through SHUSearch, the University Libraries' online discovery system. Walsh Library accommodates students, faculty and visitors in a variety of study facilities, including tables, carrels, a silent study room, group study rooms, scholar study rooms, and a 24/7 After Hours Study Space during fall and spring semesters. The library's third and fourth floors are designated as quiet study floors to accommodate those students who prefer a quiet environment for their research and scholarship. In pre-pandemic years, more than 13,000 students used group study rooms and more than 390,000 people visited the library yearly. A workforce comprised of full-time professional library faculty and administrative support staff focus on offering excellent service to Seton Hall's community of students, faculty, and alumni. The library faculty also provide bibliographic and research services at the reference desk, via telephone, email, chat and through individual research consultations. Library faculty serve as subject bibliographers and liaisons to various academic disciplines for collection development and curriculum support. Technology available in the Information Commons provides users with state-of-the-art Mac and PC computer workstations, printing, scanning, charging stations, and two dedicated accessibility workstations. University Libraries feature wireless connectivity throughout the facilities, with electronic reserve (e-Reserve) system providing students access to faculty-assigned readings from any place with internet access. University Libraries is committed to keeping abreast of trends in technology with the goal of implementing new systems to better serve our students.

The library faculty instruct over 6,000 students including upper level and graduate students in data design, research skills, and information literacy. Services specifically dedicated to graduate students can be found online at <https://library.shu.edu/gradservices/home>. Recently, the University Library has created a Data Services Center that provides research assistance and training for students and faculty in both one-on-one and formats. This assistance and training ranges from basic introductions to research skills and methodologies to advanced use of data analysis and visualization software (STATA, Arc-GIS, Atlas Ti, R-Studio, etc.) Details can be found online at <https://library.shu.edu/data-services>.

The Department of Political Science and Public Affairs has a dedicated resource librarian, who is available to faculty and students for assistance with any research or information literacy needs. The library also hosts a Public Administration resource page, which can be found online at <https://library.shu.edu/pubadmin>. Reference librarians are available both in-person and virtually, which benefits our graduate students. Library resources are outstanding.

TECHNICAL SUPPORT AND RESOURCES

Seton Hall has a long history of being on the cutting edge of technology adoptions. As far back as 1999 the University has been ranked as being one of the 50 "Most Wired" Universities in America by Yahoo. It has received numerous national awards for campus networking and the development of instructional technology. This focus on technology has aided the teaching and learning in the MPA program. First, all full-time faculty members are issued laptop computers, which are upgraded every three years. Laptops are available to adjunct instructors during the semester in which they are teaching. These computers are regularly serviced and upgraded and have all University site-licensed software pre-installed.

Computer training and assistance opportunities are also available to faculty. The Teaching, Learning, and Technology Center (TLTC) provides one-on-one and group training for all university site-licensed software at novice, intermediate, and advanced levels. In addition, the TLTC staff has a program dedicated instructional designers who will assist faculty with course design and introducing digital tools into courses. The TLTC also provides funding opportunities for faculty interested in piloting new uses of digital technology in their courses through Faculty Innovation Grants (FIGs).

The University uses the Canvas platform as the learning management system for both online and face-to-face courses. In addition, the University provides pre-populated Microsoft Teams shells for each course to provide options for video conferencing and chat. In 2022, Seton Hall became the first Adobe Creative Campus in New Jersey. This brings the entire suite of Adobe Creative Cloud products available to all faculty, staff, and students and provides resources and training from Adobe specialists to campus.

Faculty offices and work environments.

Faculty offices are currently adequate. The Department is in one of the newest buildings on campus: Jubilee Hall. Jubilee is a fully wheelchair accessible building. The building also includes Braille signage for those individuals who are blind or visually impaired. Each faculty member has a private office of approximately 150 square feet equipped with a desk, personal and guest chair, bookcases, and a filing cabinet. Faculty offices are located on the same wing in Jubilee Hall.

We currently are not able to provide office space for adjunct faculty. As of now, our adjunct faculty has access to all our common spaces and use the department conference room to prepare for classes. In addition to their personal offices, faculty have access to administrative offices and rooms that contain their personal mailboxes, and a network printer. Finally, the Department has a conference room, which is used for multiple purposes including meeting space, study space for graduate students, and office space for adjunct faculty.

CLASSROOM FACILITIES

The majority of the classrooms assigned to our MPA classes are located in the building that houses our administrative offices, Jubilee Hall. Jubilee Hall has a variety of classroom types and sizes that are well suited to our needs. Rooms range from small seminar rooms that seat 8-10 around a table, to large classrooms with fixed seating that seat approximately 40 students. Jubilee Hall also houses a 350-seat auditorium. While the MPA program does not use this auditorium for individual classes, we have used it for lectures and conferences.

All classrooms across campus allow faculty to connect their laptops to the built-in audio-visual projection system (speakers, projector, and screen) wirelessly. The University used Microsoft Teams during the pandemic pivot to remote instruction. During that time, substantial investments were made to adapt classrooms for synchronous remote instruction through the addition of built-in camera, microphones, video monitors, and speaker systems. This allows for hybrid instruction where classes are a mix of students some of whom are in the classroom and others join remotely through Teams. Students and faculty can see, hear, and speak to each other, as well as anything projected on the screen regardless of location. These classrooms continue to provide flexibility in instruction post-pandemic.

COMMON MEETING AREAS

In addition to the department conference room in Jubilee Hall, the University has bookable meeting spaces across campus, including in the newly renovated University Center, which also contains dedicated common spaces for students.

In conclusion, our office space, classroom and meeting spaces are more than adequate for needs of the department.

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	PSMA 6001 Environment of Public Service Management	More than one semester, session, or quarter per year
Course 2	PSMA 6002 Research Methods and Statistical Analysis	More than one semester, session, or quarter per year
Course 3	PSMA 6004 Economic Environment of Public Service Management	One semester, session, or quarter per year
Course 4	PSMA 6005 Financial Management and Control	Less than once per year
Course 5	PSMA 6009 Managerial Decision Making	Less than once per year
Course 6	PSMA 6010 Managing Human Resources in Public Service Organizations	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
NONPROFIT ORGANIZATION13 MANAGEMENT		4	5	3

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
PUBLIC SERVICE: LEADERSHIP, 5 GOVERNANCE AND POLICY		4	5	3

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

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
HEALTH POLICY AND MANAGEMENT	1	4	0	0

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 Health Policy and Management concentration is a collaboration with the Masters of Health Administration. It was created when the MPA and MHA were located in a single department. After the 2010 merger of that department with the Department of Political Science, the Masters of Health Administration moved to the School of Health and Medical Sciences. The concentration requires students to take four electives selected from a list of 10 courses. All of the elective courses are now being offered by the MHA program.

In 2023-24: MHA offered 10 concentration required courses
 In 2022-23: MHA offered 10 concentration required courses

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 service education data and information by the program 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 Standards 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 service 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.

These and all other data will 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

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. The program is 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.

a) Degree Title	https://www.shu.edu/academics/mpa-public-administration-new.html
b) Organizational Relationship between program and university	https://www.shu.edu/academics/graduate-programs.html
c) Modes of Program Delivery	https://www.shu.edu/academics/mpa-public-administration-new.html
d) Number of Credit Hours	https://www.shu.edu/academics/mpa-public-administration-new.html
e) Length of Degree	https://www.shu.edu/academics/mpa-public-administration-new.html
f) List of Dual Degrees (if applicable)	https://www.shu.edu/academics/mpa-public-administration-new.html
g) List of Specializations (if applicable)	https://www.shu.edu/academics/mpa-public-administration-new.html
h) Fast-track Info	NA
i) Number of Students	https://www.shu.edu/academics/mpa-public-administration-new.html

Mission of the Program (Standard 1)

j) Mission Statement	https://catalogue.shu.edu/graduate/
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Faculty (Standard 3)

k) Number of Faculty Teaching in the Program	https://www.shu.edu/academics/mpa-public-administration-new.html
l) Program Faculty identified including credentials	https://www.shu.edu/academics/mpa-public-administration-new.html

Cost of Degree (Standard 4.1)

m) Tuition Cost (in state and out-of-state)	https://www.shu.edu/bursar/tuition-and-fees.html
n) Description of Financial Aid Availability, including assistantships	https://www.shu.edu/graduate-affairs/financial-aid-and-scholarships-for-graduate-programs-at-seton-hall.html

Admission (Standard 4.2)

o) Admission Criteria

<https://www.shu.edu/academics/mpa-public-administration-new.html>

Career Services (Standard 4.3)

p) Distribution of Placement of Graduates Graduating from the Year Prior to the Data Year (number)

<https://www.shu.edu/academics/mpa-public-administration-new.html>

Current Student (Standard 4.3)

q) Internship Placement List (use list in Standard 4)

<https://www.shu.edu/academics/mpa-public-administration-new.html>

Graduates (Standard 4.3)

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

<https://www.shu.edu/academics/mpa-public-administration-new.html>

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

The MPA program moved to a new department, Social Work and Public Administration, on July 1, 2024. This has required a restructuring of the existing program web content. All required content is now accessible at: <https://www.shu.edu/academics/mpa-public-administration-new.html>. However, the links to the following three items are not yet working:

- distribution of graduates
- internship placement list
- completion rate

A work-ticket to add this data from the current self-study report has been submitted and the information should be available in two to three weeks.

APPENDIX – STANDARD 1

NARRATIVE FOR STANDARD 1.2 AND 1.3

Program Goals, Objectives, and Outcomes

Program Goal 1: Preparation of Public Sector Servant Leaders

The MPA program prepares students for careers in the public, private, and nonprofit sector through the following program learning objectives:

- Connect theory to practice through experiential learning and community-based research
- Develop an appreciation for servant leadership through experiential learning and community-based research.
- Demonstrate the highest ethical standards and professionalism in all program work and interactions.
- Understand the cross-sectoral underpinnings of public administration and display a mastery of the interdisciplinary skills necessary for the successful management of an organization
- Develop an appreciation for creative problem solving and the application of innovative and diverse perspectives

Link Goal 1 to Mission and Public Service Values

Being a Catholic university, our program emphasizes the values-based education that emphasizes concepts of justice and servant leadership. Servant leadership is the concept of leading in service to others and is embedded in the programs public service values. Students are expected to develop the necessary skills to responsibly and ethically manage organizations and the people within them. Required capstone courses such as the internship, practicum, or research seminar provide experiential learning opportunities to bring theory to practice.

Link to Goal 1 to Program Performance Outcomes to Mission and Public Service Value

- Universal Competencies and Student Learning Outcomes: We use the five domains of universal competencies as the starting point for the assessment of student learning within the curriculum. To operationalize these into competencies, the department assessment committee develops specific and measurable student learning outcomes that have clear and relevant connections to our mission and public service values. As detailed in Standard 5, we have a minimum of three competencies within each universal domain (one corresponding to each of the three public service values). In some cases, we have more than three to capture additional aspects of the program mission.
Assessment Process Employed: Evaluation of student performance on in-class assignments mapped to a specific student learning outcome. (See Standard 5 for more details)
- Experiential Learning: The inclusion of experiential learning is a critical mission-driven aspect of our program. Students in the capstone have the option of taking an internship, a practicum, or a community-based research seminar. Each option revolves around experiential learning. The requirement for experiential learning is tied directly to our focus on connecting theory to practice.
Assessment Process Employed: Evaluation of capstone projects in terms of connection of experiential learning to specific student learning outcome. (See Standard 5 for more details)
- Curriculum Review and Development: The process of reviewing our curriculum and identifying areas that need to be redeveloped is a critical part of maintaining high-quality certificate and degree programs as required in our mission. We are particularly focused on ensuring that our curriculum

provides instruction that focuses on ethical standards, interdisciplinary approaches, and cross-sector relations.

Assessment Process Employed: The department assessment committee reviews feedback from student advising meetings, student surveys, alumni surveys, annual student learning assessment reports, student focus groups, and alumni focus groups as they become available.

Program Goal 2: Connect Faculty Excellence with Student Experience

Our program requires faculty who are actively engaged in advancing the field of public administration through practice, research, and service. Students learn best in classrooms where faculty incorporate these elements into the curriculum.

- Active scholarship that results in grant funding and peer-reviewed publications in public administration and related fields
- Taking on leadership roles in academic and professional associations in public administration and related fields
- Demonstrating teaching excellence and a dedication to student learning through continued faculty development and curriculum development
- Engaging in the practice of public service within the local community

Link Goal 2 to Mission and Public Service Values

Active faculty are the lifeblood of the program. It is unreasonable to expect every faculty member to excel in all three areas, but it is vital that all faculty demonstrate excellence in multiple areas that strengthen the department and benefit the students. Our faculty is comprised of internationally recognized scholars, elected officials, and award-winning teachers. It is important to have a good mix of faculty and a program environment that encourages, and rewards faculty excellence measured across multiple dimensions. Active faculty are exemplars of public service and enrich the learning experience by providing diverse insights and expanding student understanding of the theory and practice of public administration.

Link Goal 2 to Program Performance Outcomes to Mission and Public Service Value

- Teaching Quality: Teaching quality is essential to recruiting and retaining high performing and diverse students. It is also critical to maintaining high-quality certificate and degree programs.
Assessment Process Employed: The primary tool for assessment is course evaluations and student advising feedback. The department also considers participation in faculty development training and certification programming related to innovative and improved instruction. Faculty development data is collected for the department annual report, which is compiled by the Department Chair and then reviewed by the faculty of the department at our annual retreat.
- Research Productivity: The creation of knowledge and advancement of the field is the cornerstone of academia. Providing cutting edge knowledge that is changing our understanding of the field is critical to preparing students who are prepared to step into management positions in the private, public, and nonprofit sectors.
Assessment Process Employed: Grants and publications are collected for the departmental annual report, which is compiled by the Department Chair and then reviewed by the faculty of the department at our annual retreat.
- Public Service Activity: Faculty engagement in public service through involvement with the management of a nonprofit organization, serving as an elected official, and taking on a leadership

role in an academic or professional association all bring theory to practice which is critical to meeting our mission.

Assessment Process Employed: Public service activities are collected for the departmental annual report, which is compiled by the Department Chair and then reviewed by the faculty of the department at our annual retreat.

- Connecting to the Classroom: To gain the full benefits of faculty research and service it is essential for faculty to incorporate these elements into the classroom. This is a way of having students connect theory with practice and to engage with cutting edge knowledge.

Assessment Process Employed: Course syllabi are collected every semester and reviewed by the Department Chair and the Program Director.

Program Goal 3: Ensure a Sustainable Program

Our program requires appropriate resources and effective governance to be able to sustain the provision of high-quality certificate and degree programs:

- Recruiting and retaining a high-quality and diverse cohort of students is paramount to the success of the program.
- A diverse and highly productive faculty will improve student recruitment and retention.
- When faculty are delegated increasing administrative responsibilities, it impairs their ability to pursue faculty excellence to the long-term detriment of the faculty, students, and program.
- A high-quality program will graduate students within 2 to 3 years of admission to the program and will see graduates placed into public service jobs in the private, public, and nonprofit sectors.

Link Goal 3 to Mission and Public Service Values

As detailed in Standard 1.1.2., the MPA program has a long history of structural change and relocation in response to external economic crises impacting the University. Each of these imposed changes has resulted in a loss of resources for the program, primarily in the form of reduced staff. The program responsibilities of those staff members are transferred to the program director and faculty. This in turn reduces the amount time that can be spent on the traditional professional responsibilities of teaching, scholarship, and service (beyond service administering the program), and will eventually lead to stagnant research and/or teaching. Attracting high-quality students into this type of program becomes harder and creates pressure to lower admission standards to maintain enrollment numbers. These are indicators of an unsustainable program and is antithetical to our program mission of “providing a high-quality certificate and degree programs”. As responsible and ethical managers we feel it is a primary program goal to find a way to ensure our program not only remains sustainable but has the opportunity for growth and development.

Link Goal 3 to Program Performance Outcomes to Mission and Public Service Value

- Quality and Diversity in Admissions: Our mission requires the program to be a culturally diverse setting. Recruiting students who represent different ethnicities, genders, sexual orientations, religions, socioeconomic classes, and educational backgrounds creates a more vibrant learning environment. This improves classroom discussion, peer-to-peer learning, and drives students to consider alternative perspectives and interdisciplinary concepts. The student body must also be able to do the work and succeed in the program.

Assessment Process: The department admissions committee reviews applications which contain a cover letter, transcripts, undergraduate GPA, three letters of recommendation, a personal essay,

and in some cases standardized test scores and/or a statement of intent. Admitted students should possess a GPA above 3.0 and have outstanding supporting materials.

- Graduation Rates: Graduation rates provide both the percentage of students who complete the program, but also the time it takes them to do so. Careful processing in the admission process should guarantee that students can complete the requirements for graduation. Motivated students should be able to graduate in 2-3 years. Graduating within the expected time frame embraces the public service values of openness, transparency, and ethical professionalism within the program. It is also a sign of a high-quality degree program.

Assessment Process Employed: The program tracks graduation rates for each student cohort.

Job Placement: Our mission is to produce servant leaders who are prepared to manage organizations in the private, public, and nonprofit sectors. Job placement data informs the program of its effectiveness in meeting that goal. Regardless of the sector, graduates of the program should be able to find employment in a public service focused position.

Assessment Process Employed: The program uses alumni surveys and LinkedIn to track students career paths after graduation.

Linking Program Goals to Students, Employers, and Professionals the Program Intends to Serve

The three program goals concentrate on producing highly qualified managers who are ready to lead in service to others across all sectors of society. By attracting a diverse and capable student body, the program creates a rich learning environment where students benefit from exposure to alternative perspectives and creative problem solving can be explored. Faculty can challenge students in the classroom and ensure a deeper understanding of the entire curriculum. The curriculum with its focus on values, justice, and servant leadership benefits employers by providing graduates with the interdisciplinary skills necessary for success, with commitment to the highest ethical standards while working for the public good. A focus on experiential learning through internships and community-based research benefits student by providing them with the confidence of having put their skills to work, and benefits employers by ensuring that the graduate understands the demands of professional responsibility. Professionals in the field of public administration benefit from a faculty who excel in the production of cutting research, are in service to the professional and academic associations that advance public service, and who effectively teach the next generation of servant leaders. All these benefits are dependent upon a sustainable program that allows for the flourishing of faculty and students.

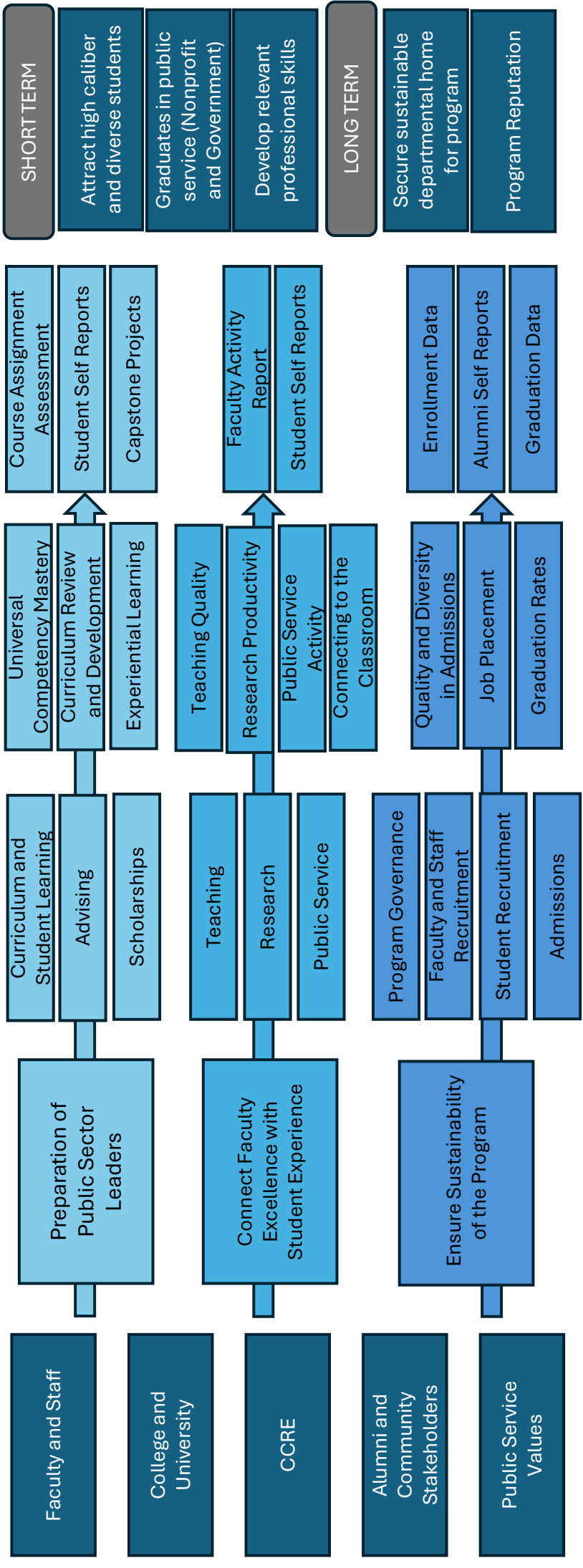
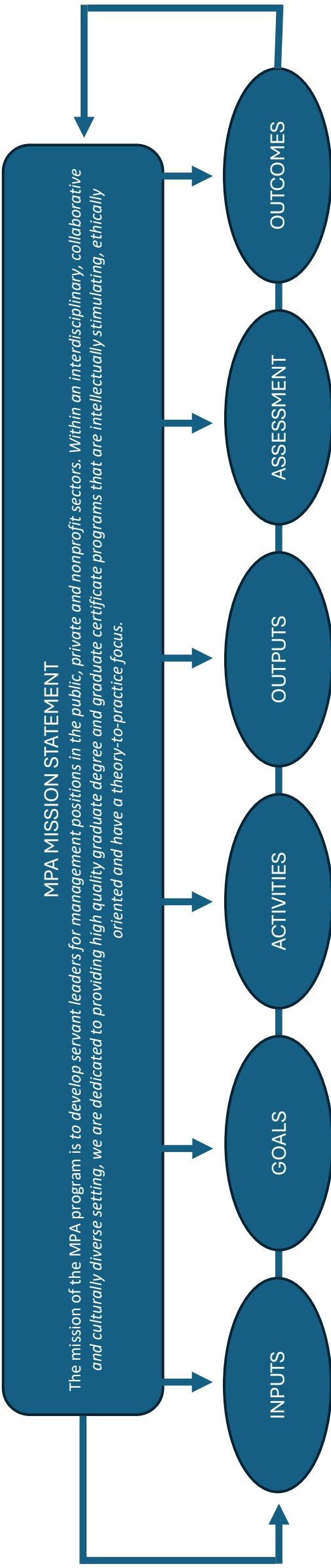
Linking Program Goals to Advancement of Knowledge, Research, and Practice of Public Affairs and Administration.

Our program goals express the importance of faculty excellence in terms of knowledge generation through scholarship and engagement in public service. Faculty who brings these aspects of their work into the classroom provide a model for what it means to be in public service and provide students with insights into the diversity of approaches that are available for them to promote the public good. The incorporation of the faculty's public service experiences and scholarship also embraces our mission's emphasis on connecting theory to practice.

Example of How Assessments are Incorporated for Improvement

Feedback from student focus groups identified a student desire to have a see more connecting of theory to practice across the curriculum. Faculty discussions and syllabi reviews revealed that many of experiential learning elements (guest lecturers, simulations, hands-on active learning assignment, etc.) had been dropped during the pandemic to accommodate online instruction and social distancing practices. In many of these courses, these elements have yet to be reinstated. Once this was identified as an issue in the curriculum, it was easy for faculty to begin to reintroduce these elements. This was that had been removed from the course during the pandemic, have not been reinstated. To add even more urgency to taking this corrective action, the alumni focus group identified hands-on learning as one of the strongest, most impactful elements of the curriculum.

PROGRAM GOALS LOGIC MODEL ON NEXT PAGE



Diversity, Equity, and Inclusion Plan

The mission of the MPA program includes the promotion of “an interdisciplinary, collaborative, and culturally diverse setting.” We believe that students will learn more effectively and be better prepared for public service careers if they are educated in an environment that demonstrates diversity in ethnic background, professional interest, and gender among all our stakeholders.

Improving diversity, equity and inclusion has become a strategic priority at both the University and College levels, as evidenced by Goal 4 of the University’s 2021 strategic plan, “Harvest Our Treasures”:

Goal 4: Further cultivate and nurture a trusting and collaborative Seton Hall community that educates and empowers all its members to advance equity, inclusion and social justice on campus and in the wider world. Goal 4 seeks to establish partnerships, transparency and equity as grounding principles. It will: (i) create and/or cultivate cross-divisional partnerships (ii) improve communication across campus (iii) help Seton Hall strive to be a more equitable, inclusive and just community.

The Department of Political Science and Public Affairs supports this broader University mission and extends these efforts to the program level. Our MPA program is dedicated to increasing diversity within all stakeholder groups, especially as it relates to underrepresented populations.

Student Diversity

1. We will expand the marketing of the program beyond the traditional media to include outlets that target underrepresented populations
2. We will specifically target academic fairs and recruiting events that attract and serve underrepresented populations.
3. We will network with external stakeholder groups (e.g., community partners, alumni) to authentically promote our program within underrepresented populations.
4. We will prioritize fundraising to expand scholarships to support students from underrepresented populations.

Staff and Faculty Diversity

1. We will ensure that all faculty serving on search committees have completed the hiring training provided through the Human Resources department.
2. We will meet with the Title IX office in advance of any search to ensure that our advertisement language and search plan promote our goal of diversifying faculty and staff, as well as to comply with all university policies.

Appendix – Standard 3 Diversity, Equity, and Inclusion Plan

3. We will post job advertisements to online job databases that target underrepresented populations, such as:
 - a. Diversity in Higher Education (<https://www.diversityinhighereducation.com/>)
 - b. Academic Diversity Search (<https://www.academicdiversitysearch.com>)
 - c. Diverse Jobs Network (<https://diversejobs.net/>)
 - d. Insight into Diversity (<https://careers.insightintodiversity.com/>)
 - e. Women in Higher Education (<https://www.wihe.com/>)
 - f. Hispanic Outlook in Higher Education (<https://hispanicoutlookjobs.com/>)
 - g. Journal of Blacks in Higher Education (<https://jbhe.com/jobs/>)
 - h. LGBTQ in Higher Education (<https://www.lgbtinhighered.com/>)
 - i. Association of Black Women in Higher Education (<https://www.abwhe.org/>)
 - j. Asians in Higher Education (<https://www.asiansinhighered.com/>)
 - k. Hispanics in Higher Education (<https://www.hispanicsinhighered.com/>)
 - l. Blacks in Higher Education (<https://www.blacksinhighered.com/>)

4. We will proactively network with academic organizations in the field to ensure our job advertisement reaches a diverse pool of candidates. Some of these groups include:
 - a. National Association of HBCU Students & Alumni (<https://www.hbcua.com/highered>)
 - b. Association of Hispanic Serving Institution Educators (<https://ahsie.org/careers>)
 - c. APSA Asian Pacific American Caucus (<http://www.apa-politics.org/>)
 - d. APSA Latino Caucus (<https://www.apsalatinocaucus.com/>)
 - e. APSA Women’s Caucus (<https://womenscaucusforpoliticalscience.org/>)
 - f. APSA LGBTQ Caucus (<https://connect.apsanet.org/lgbtq-caucus/>)

Caveats and Concerns

Diversity, equity, and inclusion statements and plans are useful tools for publicly accepting the responsibility to address both implicit and explicit bias within institutions. However, we feel it is important to acknowledge, within this statement, that while necessary, they are not sufficient to achieve the goals they set.

This plan identifies actions that we must make at the institutional, department, and individual levels to ensure the structural change that is pre-requisite to fostering the type of inclusion that benefits all individuals. Higher education has a much lower employment turnover rate than that found in other industries. This makes each hire critically important in achieving diversity, and it also means that improving the diversity of faculty and staff (particularly faculty) can be a frustratingly slow process.

We will not hire our way out of the lack of diversity in higher education. Our program is committed to working, with the faculty, staff, and students we currently have, to steadily improve the University environment, so when we successfully recruit faculty, staff, and students, they find an inclusive and welcoming environment in which to work and learn. This aid in our efforts to not only recruit from underrepresented populations, but more importantly, to retain those individuals who join our program.

Actions at the Institutional, Department, and Individual Levels

We believe it is imperative for our existing faculty to actively engage in the work necessary to make our University, Department, and Program the type of environment where faculty, staff, and students not only feel welcome and included, but also provides the opportunity to flourish both professionally and personally.

This will require action be taken at the macro-level (University and College), meso-level (Department and Program), and micro-level (Individual) levels.

- At the macro-level, our faculty must engage in the governance structures within the College and University to build coalitions and advocate for the institutional changes required to overcome structural biases that limit the success of any DEI efforts.
- At the meso-level, our faculty must recognize that our curriculum choices control the boundaries of knowledge by defining and enforcing the topics, methods, and sources of knowledge that are considered to have academic legitimacy. As such, it is our responsibility to challenge ourselves to faithfully review and diversify our curriculum.
- At the micro-level, our faculty must confront our own implicit and explicit biases and take proactive actions to prepare to be better mentors and teachers to a diverse student body and better colleagues within a diverse faculty. We have a professional responsibility to take advantage of the multitude of DEI-related faculty development opportunities that are provided both within and outside of the University.

MPA ASSESSMENT PLAN AND REPORT

JULY 2024

INTRODUCTION

The MPA program has developed 21 student learning outcomes that connect our mission and public service values to the five universal competency domains. These student learning outcomes have been assessed, discussed, and updated to ensure continuing alignment with the mission and public service values of our program. The current set of student learning outcomes have been in place since 2014. As the program is moving to a new departmental home, it is likely that there will be significant changes that reflect the culture, expertise, and perspectives of the new department.

Our assessment plan includes a wide range of instruments that provide multi-dimensional insights into student learning. Qualitative, self-reported instruments such as student and alumni surveys, student and alumni focus groups, course evaluations, and review of capstone project foci and methodologies all provide useful information. However, we were missing an effective direct instrument for student knowledge assessment. In the Fall of 2021 and Spring of 2022, the department made major changes to our assessment process to address this weakness. Prior to this time, we mapped student learning outcomes to course content across the entire curriculum of our five concentrations. The mapping linked syllabi content (assignments, course outcomes, lectures, readings, etc.) to the student learning outcomes. This was useful to ensure that the competencies were adequately captured across the curriculum, however, it did not provide any basis for measuring student learning tied to those competencies.

Our restructuring of the assessment process began with an evaluation and remapping of the student learning outcomes to course materials. This was done for Universal Competency Domains 3 and 5 in Fall 2021 and for Domains 1, 2, and 4 in Spring of 2022. To ensure that all students, regardless of concentration were included, we focused the mapping on core requirements (PSMA 6001, PSMA 6002, PSMA 6004, PSMA 6005, PSMA 6009, PSMA 6010) and the two courses (PSMA 6003 and PSMA 7715) that are concentration requirements within both the Nonprofit Organization Management and Public Service: Leadership, Governance, and Policy concentrations. The rationale for their inclusion is that more than 95% of MPA students are in these two concentrations.

Table 1 shows the distribution of course assignments, used for assessment, across the five Universal Competency Domains. There is one required core course (PSMA 6005 Financial Management and Control) that is not included within the assessment plan. It was initially left out of the remapping, because it is the only core course not taught by a full-time faculty member. However, now that the new assessment process has been successfully adopted, it will be important to bring that course into the plan in the future.

SETON HALL UNIVERSITY – MPA PROGRAM ASSESSMENT PLAN (AY 2023-2024)

Table 1: Current Distribution of Course Assignments Across Universal Competency Domains

CORE COURSES	DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	DOMAIN 5	TOTAL COUNT
PSMA 6001: Environment of Public Service Management	1	2	0	1	1	5
PSMA 6002: Research Methods and Statistical Analysis	0	0	2	0	1	3
PSMA 6004: Economic Environment of Public Service Management	1	0	1	0	1	3
PSMA 6005: Financial Management and Control	0	0	0	0	0	0
PSMA 6009 Managerial Decision Making	1	0	0	0	1	2
PSMA 6010: Managing Human Resources in Public Service Organizations	1	0	0	1	0	2
CONCENTRATION CORE COURSES						
PSMA 6003: Public Policy, Analysis, and Evaluation	0	2	1	1	0	4
PSMA 7751: Public Service Ethics	1	0	1	0	0	2

NOTE: After attending the NASPAA Accreditation Institute and completing the latest assessment cycles for all the Universal Competency Domains, it is apparent that we will need to refine our assessment process across the board. The use of assignment grades alone does not provide a fine enough measure to ensure that we are isolating the SLO of interest. We will need to score individual elements of the rubrics that are directly related to the SLO, or we will need to rely on assignments that are narrowly focused on the SLO of interest (e.g., quizzes, individual test questions, etc.). This is a consistent finding in the analyses below.

ASSESSMENT CYCLE RESULTS FOR UNIVERSAL COMPETENCY DOMAINS

This section presents our student learning outcomes for each of the universal competency domains. In addition, we summarize the results of the assessment cycles that have been completed and discuss actions taken to close the loop. A full assessment cycle has been completed for all universal competency domains during the self-study period. Domains 3 and 5 have been through two cycles during this period.

Our assessment process uses student performance on authentic, in-class assignments as a basis for measuring student learning. The program has set the following benchmark for evidence of successful student learning: *75% of the students should earn 90% or higher on an assignment.*

The rationale for this benchmark is that 90% is the lowest grade in the MPA program that can be considered above average. Our courses are regularly capped at 15, so the 75% threshold would mean that more than 11 of those students score above a 90 on the selected assignment. This is the default benchmark applied in the assessment of student learning outcomes in the program. However, faculty can set their own alternative benchmarks if they feel that it is more appropriate to capture successful student learning on their assignment. Grades are collected and the mean and

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median are calculated along with the benchmark scores. Students who did not submit an assignment are noted but are not included in the analysis.

ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR UNIVERSAL COMPETENCY DOMAIN 1

The initial remapping of the student learning outcomes for Universal Competency Domain 1 was conducted in Spring 2022. Assessment data was collected in four semesters (Fall 2022, Spring 2023, Summer 2023, and Fall 2023). The first full assessment cycle was completed in Spring of 2024. There are five student learning outcomes that correspond to Universal Competency Domain 1. They are provided in the table below, along with the course, assignment, and semester of collection.

UNIVERSAL COMPETENCY DOMAIN 1: LEAD AND MANAGE IN PUBLIC GOVERNANCE				
Student Learning Outcome	Where SLO is Measured	How SLO is Measured	How it is Assessed	Last Assessment
<i>SLO 1.1: Seton Hall students will be able to assess the internal and external organizational environment with particular attention focusing on the cultural and political setting of the organization.</i>	PSMA 6001	Connect the Dots Assignment	Assignment Grade	Fall 2022
<i>SLO 1.2: Seton Hall students will be able to lead, manage, and serve a diverse workplace and citizenry.</i>	PSMA 6009	Leadership Project	Assignment Grade	Fall 2023
<i>SLO 1.3: Seton Hall students will be able to lead and manage people effectively regardless of whether they are volunteers or paid staff.</i>	PSMA 7715	Ethical Volunteer Management Assignment	Assignment Grade	Spring 2023
<i>SLO 1.4: Seton Hall students will be able to lead organizations in the process of creative problem solving and application of innovative and alternative perspectives.</i>	PSMA 6004	Making Decisions Based on Economic Costs Exercise	Assignment Grade	Summer 2023
<i>SLO 1.5: Seton Hall students will be able to lead organizations in the process of ethical decision making.</i>	PSMA 6010	HR Case Simulation	Assignment Grade	Spring 2023

Benchmark Analysis

SLO 1.1: Connect the Dots Assignment from PSMA 6001 (Fall 2022)

Benchmark: 75% should score 90 or higher

Result: 58.33% (Benchmark NOT MET)

Mean: 91.25

Median: 91

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SLO 1.2: Leadership Project from PSMA 6009 (Fall 2023)

Benchmark: 75% should score 90% or higher

Result: 88.24% (Benchmark MET)

Mean: 91.69

Median: 96.25

SLO 1.3: Ethical Volunteer Management Assignment from PSMA 7715 (Spring 2023)

Benchmark: 75% should score 90% or higher

Result: 75% (Benchmark MET)

Mean: 91.375

Median: 91

SLO 1.4: Making Decisions Based on Economic Costs from PSMA 6004 (Summer 2023)

Benchmark: 75% should score a 3 out of 3

Result: 93% (Benchmark Met)

Mean: 2.93

Median: 3

SLO 1.5: HR Case Simulation from PSMA 6010 (Spring 2023)

Benchmark: 75% should score 90% or higher

Result: 100% (Benchmark MET)

Mean: 97

Median: 97

Review and Closing the Loop

The analysis shows that our students are meeting or exceeding our expectations for the student learning outcomes related to the ability to "lead and manage in public governance". Only SLO 1.1., failed to meet the standard benchmark. Closer examination of the grade distribution does show that a few of the students scored just below the 90% threshold. However, this assignment is too broad in scope, and it is hard to determine if the underperformance is attributable to the student learning outcome of concern. Through review and discussion, we realize that all assignments will need to be more directly focused on the relevant SLOs they are meant to measure; instructors will need to create/provide robust rubrics so that elements attributable to the SLO can be isolated.

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ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR UNIVERSAL COMPETENCY DOMAIN 2

The initial remapping of the student learning outcomes for Universal Competency Domain 2 was conducted in Spring 2022. Assessment data was collected in two semesters (Fall 2022 and Fall 2023). The first full assessment cycle was completed in Spring of 2024. There are four student learning outcomes that correspond to Universal Competency Domain 2. They are provided in the table below, along with the course, assignment, and semester when it was collected.

UNIVERSAL COMPETENCY DOMAIN 2: PARTICIPATE IN AND CONTRIBUTE TO THE POLICY PROCESS				
Student Learning Outcome	Course Used	Assignment Used	Assessment	Last Collected
<i>SLO2.1: Seton Hall students will be able to describe the process of policy making and identify points where key actors can influence policy decisions.</i>	PSMA 6003	8-Fold Path Assignment	Assignment Grade	Fall 2022
<i>SLO2.2: Seton Hall students will have experience in methods for assuring that the policy process is open and transparent and methods for providing citizen access to the policy process.</i>	PSMA 6003	Advocacy Coalition Framework	Assignment Grade	Fall 2022
<i>SLO2.3: Seton Hall students will understand the central role that the media plays in the policy process.</i>	PSMA 6001	Tweet to Press Release	Assignment Grade	Fall 2022
<i>SLO2.4: Seton Hall students will have opportunities to become involved in the policy process at the local level.</i>	PSMA 6001	Experiential Opportunity	Assignment Grade	Fall 2023

Benchmark Analysis

SLO 2.1: 8-Fold Path Assignment from PSMA 6003 (Fall 2022)

Benchmark: 75% should score 90% or higher

Result: 33.33% (Benchmark NOT MET)

Mean: 89.33

Median: 85

SLO 2.2: Advocacy Coalition Framework from PSMA 6003 (Fall 2022)

Benchmark: 75% should score 90% or higher

Result: 46.15% (Benchmark NOT MET)

Mean: 90.07

Median: 91

SLO 2.3: Tweet to Press Release Assignment from PSMA 6001 (Fall 2022)

Benchmark: 75% should score 90% or higher

Result: 83.33% (Benchmark MET)

Mean: 92.17

Median: 91

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SLO 2.4: Experiential Opportunity from PSMA 6001 (Fall 2023)

Benchmark: 75% should score a 90% or higher

Result: 80% (Benchmark MET)

Mean: 92.6

Median: 91

Review and Closing the Loop

The analysis flags some issues that need to be addressed with SLOs related to the ability to "participate in and contribute to the policy process". The SLOs 2.1 and 2.2, failed to meet the standard benchmark by a large margin. The assignments used were both drawn from the same class in the same semester. Therefore, there may be some correlation to the students, or the course design, in this class. However, discussions about student performance on the 8-Fold Path Assignment revealed a need to devote more class time to discussion of methods of policy analysis, prior to the assignment. Students seem to need more clarity on the selection of policy analysis criteria. The advocacy coalition framework assignment is likely too broad to be able to confidently assert that the assignment grade can measure SLO 2.2 accurately. All assignments will need to be more directly focused on the relevant SLOs they are meant to measure; instructors will need to create/provide a rubric where the elements attributable to the SLO are better isolated.

ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR UNIVERSAL COMPETENCY DOMAIN 3

The initial remapping of the student learning outcomes for Universal Competency Domain 3 was conducted in Spring 2022. There are five student learning outcomes that correspond to this domain. They are provided in the table below along with the course, assignment, and semester data that was collected for the most recent assessment cycle.

The first full assessment cycle had data collected across two semesters (Spring 2022 and Summer 2022), Review and closing the loop occurred in Fall 2022. A second assessment cycle began, and data was collected over three semesters (Spring 2023, Summer 2023, and Fall 2023). The second full assessment cycle was completed in Spring 2024. The results of the first assessment cycle are summarized below and then the results of the second assessment cycle are discussed in more detail.

Actions From Previous Assessment Cycle

The first assessment cycle showed that student learning exceeded program expectations. The committee decided to replace the assignment being used to assess SLO 3.3. The previous assignment was the "Collaborative Exercise" used in PSMA 6002. It was replaced with the "Injustice of Place Assignment" used in PSMA 6003. The new assignment is a better fit with the SLO, and it also reduced the use of the "Collaborative Exercise" twice in the assessment plan. It is still used for SLO 5.1.

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UNIVERSAL COMPETENCY DOMAIN 3: ANALYZE, SYNTHESIZE, THINK CRITICALLY, SOLVE PROBLEMS, AND MAKE DECISIONS				
Student Learning Outcome	Course Used	Assignment Used	Assessment	Last Collected
<i>SLO 3.1: Seton Hall students will understand how to be effective consumers and critics of social science research.</i>	PSMA 6002	Data Story Assignment	Assignment Grade	Fall 2023
<i>SLO 3.2: Seton Hall students will understand how to translate (operationalize) abstract concepts into measurable variables.</i>	PSMA 6002	Journal Reflection	Assignment Grade	Fall 2023
<i>SLO 3.3: Seton Hall Students will develop an appreciation for how values and context shape views of public policy choices, and the importance of a diversity of voices in structuring those choices.</i>	PSMA 6003	Injustice of Place Assignment	Assignment Grade	Fall 2023
<i>SLO 3.4: Seton Hall Students will actively engage in the process of challenging and thinking critically about the dominant or orthodox approaches to solving public problems.</i>	PSMA 6004	Marketization Project	Assignment Grade	Summer 2023
<i>SLO 3.5: Seton Hall students will recognize that ethical values are required in the analysis and interpretation of data.</i>	PSMA 7715	Ethical Framework Assignment	Assignment Grade	Spring 2023

Benchmark Analysis

SLO 3.1.: Data Story Assignment from PSMA 6002 (Fall 2023)

Benchmark: 75% should score 17 out of 20 or higher

Result: 100% (BENCHMARK MET)

Mean: 17.71

Median: 18

SLO 3.2.: Journal Reflection from PSMA 6002 (Fall 2023)

Benchmark: 75% should score a 3 out of 3

Result: 89% (BENCHMARK MET)

Mean: 2.89

Median: 3

SLO 3.3: Injustice of Place Assignment from PSMA 6003 (Fall 2023)

Benchmark: 75% should score 90% or higher

Result: 86% (BENCHMARK MET)

Mean: 93.21

Median: 95

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SLO 3.4.: Marketization Project from PSMA 6004 (Summer 2023)

Benchmark: 75% should score 90% or higher

Result: 80% (BENCHMARK MET)

Mean: 91.73

Median: 91

SLO 3.5.: Ethical Framework Assignment from PSMA 7751 (Spring 2023)

Benchmark: 75% should score 90% or higher

Result: 77% (BENCHMARK MET)

Mean: 91.44

Median: 95

Review and Closing the Loop

The analysis shows that our students are meeting or exceeding our expectations for the student learning outcomes related to the ability to "analyze, synthesize, think critically, solve problems, and make decisions". We do not feel that there is a need to change any of our curricular materials in this domain. Student learning outcome 3.5. may need some refinement or further instructor support, as only 77% of students met the benchmark. All assignments will need to be more directly focused on the relevant SLOs they are meant to measure; instructors will need to create/provide a rubric where the elements attributable to the SLO are better isolated.

ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR UNIVERSAL COMPETENCY DOMAIN 4

The initial remapping of the student learning outcomes for Universal Competency Domain 4 was conducted in Spring 2022. Assessment data was collected in three semesters (Fall 2022, Spring 2023, Fall 2023). The first full assessment cycle was completed in Spring of 2024. There are three student learning outcomes that correspond to Universal Competency Domain 4. They are provided in the table below, along with the course, assignment, and semester when it was collected.

UNIVERSAL COMPETENCY DOMAIN 4: ARTICULATE AND APPLY A PUBLIC SERVICE PERSPECTIVE				
Student Learning Outcome	Course Used	Assignment Used	Assessment	Last Collected
SLO 4.1: <i>Seton Hall students will recognize that analyzing and solving problems with an interdisciplinary and cross-sector approach is a public service value.</i>	PSMA 6003	Policy Memo Part #2 (Local)	Assignment Grade	Fall 2023
SLO 4.2: <i>Seton Hall students will recognize that openness and transparency is a core public service value.</i>	PSMA 6010	Local Gov HR Policy Review Assignment	Assignment Grade	Spring 2023
SLO 4.3: <i>Seton Hall students will recognize that maintaining the highest ethical standards and using ethical decision-making processes is a core public service value.</i>	PSMA 6001	Pundit of the Week Assignment	Assignment Grade	Fall 2022

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Benchmark Analysis

SLO 4.1.: Policy Memo Part #2 from PSMA 6003 (Fall 2023)

Benchmark: 75% should score 17 out of 20 or higher

Result: 87.5% (BENCHMARK MET)

Mean: 18.57

Median: 19

SLO 4.2.: Local Government HR Policy Review Assignment from PSMA 6010 (Spring 2023)

Benchmark: 75% should score 14 out of 15 or higher

Result: 100% (BENCHMARK MET)

Mean: 15

Median: 15

SLO 4.3: Pundit of the Week Assignment PSMA 6001 (Fall 2022)

Benchmark: 75% should score 90 or higher

Result: 75% (BENCHMARK MET)

Mean: 84.92

Median: 91

Review and Closing the Loop

The analysis shows that our students are meeting or exceeding our expectations for the student learning outcomes related to the ability to "articulate and apply a public service perspective". All the student learning outcomes met the benchmarks. We do not feel that there is a need to change any of our curricular materials in this domain. In future assessment rounds we will evaluate and map to specific assignment rubric scores, rather than overall assignment grades. This will allow us to focus on isolating the rubric component(s) directly linked to the student learning outcome of interest. Special attention will be given to the "Pundit of the Week" assignment (SLO 4.3) and scoring, as the mean was at the benchmark threshold.

ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR UNIVERSAL COMPETENCY DOMAIN 5

The initial remapping of the student learning outcomes for Universal Competency Domain 5 was conducted in Spring 2022. There are five student learning outcomes that correspond to this domain. They are provided in the table below along with the course, assignment, and semester data was collected for the most recent assessment cycle.

The first full assessment cycle had data collected across three semesters (Spring 2022, Summer 2022, and Fall 2022). Review and closing the loop occurred in Spring 2023. A second assessment cycle began, and data was collected over two semesters (Summer 2023 and Fall 2023). A second full assessment cycle was completed in Spring 2024. The results of the first assessment cycle are summarized below and then the results from the second assessment cycle are discussed in more detail.

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Actions From Previous Assessment Cycle

The first assessment cycle showed that student learning exceeded program expectations. The assignments used in the first assessment cycle were identical to the current cycle, except for SLO 5.3. The previous assignment was the “Policy and Voice Thread Assignment” used in PSMA 6001. Although students performed well on that assignment, we felt that the “PA Topic Leadership Part #3 Assignment” was more closely aligned with the SLO.

UNIVERSAL COMPETENCY DOMAIN 5: COMMUNICATE & INTERACT PRODUCTIVELY WITH A DIVERSE AND CHANGING WORKFORCE AND CITIZENRY				
Student Learning Outcome	Course Used	Assignment Used	Assessment	Last Collected
<i>SLO 5.1: Seton Hall students will be able to work productively in teams and have experience in building collaborative and inclusive work teams.</i>	PSMA 6002	Collaborative Exercise	Assignment Grade	Fall 2023
<i>SLO 5.2: Seton Hall students will confront and analyze their own ethical, cultural and economic position in society and identify how that perspective influences their decision making.</i>	PSMA 6004	Thinking Like an Economist Exercise	Assignment Grade	Summer 2023
<i>SLO 5.3: Seton Hall students will gain experience with new and changing methods of communication and understand how to effectively communicate in these different forms.</i>	PSMA 6001	PA Topic Leadership Project Part #3	Assignment Grade	Fall 2023
<i>SLO 5.4: Seton Hall students will understand mechanisms for identifying and collaborating with diverse stakeholder groups both electronically and face-to-face.</i>	PSMA 6009	Decision Making Simulation	Assignment Grade	Fall 2023

Benchmark Analysis

SLO 5.1: Collaborative Exercise from PSMA 6002 (Fall 2023)

Benchmark: 75% should score 3 out of 3

Result: 88.9% (BENCHMARK MET)

Mean: 2.7

Median: 3

SLO 5.2.: Thinking Like an Economist from PSMA 6004 (Summer 2023)

Benchmark: 75% should score 3 out of 3

Result: 86.67% (BENCHMARK MET)

Mean: 2.8

Median: 3

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SLO 5.3: PA Topic Leadership Project #3 from PSMA 6001 (Fall 2023)

Benchmark: 75% should score 90 or higher

Result: 100% (BENCHMARK MET)

Mean: 93.4

Median: 91

SLO 5.4.: Decision Making Simulation from PSMA 6009 (Fall 2023)

Benchmark: 75% should 9 or higher

Result: 82.35% (BENCHMARK MET)

Mean: 9.35

Median: 10

Review and Closing the Loop

The analysis shows that our students are meeting or exceeding our expectations for the student learning outcomes related to the ability to " communicate and interact productively with a diverse and changing workforce and citizenry ". All the student learning outcomes met the benchmarks. We do not feel that there is a need to make any substantive changes to our curricular design in this domain.