# Program Fact Sheet

## Self Study Year
2013-2014

## Title of degree
Defense-Focused Master of Business Administration

## Geographic Arrangement Program Delivery
Main Campus

### Overarching Program Emphasis: Check all that apply
- Public Administration
- Public Policy
- Public Affairs
- Public Management

### Program Student Population Emphasis: Use pull down menu
- In-Service

### Program Placement Emphasis
- National or central government in the same country as the program

## Specialization List
- Budgeting/Finance
- Information Technology
- Other (Please specify)

### Specialization List Other
Acquisition Management, Logistics Management. Each of our specialization areas has one or more "subspecialty" curricula. For example, the Acquisition Management area includes both the Acquisition and Contract Management curriculum and the Systems Acquisition Management curriculum.

## Mission Statement
The mission of the Defense-focused MBA degree program is to prepare graduates for public service in management and leadership roles in the Defense establishment of the United States or allied nations. The program prepares graduates to manage organizations, resources, people, and programs in complex environments.

### Name the one universal competency your program chose for 5.1 C (to illustrate one full cycle).
999 (deleted in 2014 self-study instructions)

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

## Other Academic Calendar Year
Quarterly: Fall, Winter, Spring, Summer

## Number of Students in Degree Program
261

## Number of Semester Credit Hours Required to Complete the Program
39

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Divide the total number of FTE Faculty by the total number of FTE Students, using enrollment and faculty data from Fall of the Self Study year. The FTW of faculty is calculated by summing the total number of full-time faculty and adding one-third of the total number of part-time faculty, consistent with the data the program has reported in 3.3.1. The number of FTE
Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

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

3. Primary Focus

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

4. Course of Study

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

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

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

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

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

If Yes,

Provide name of accreditor. Western Association of Schools and Colleges

List year of most recent recognition. 2011

If no,

When was the degree program established? 2002

If the program is located outside the United States:

Since your last review, are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain. No

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

Public Values

If so, please explain. Provide links if relevant. No

Primary Focus

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

999 (deleted in 2014 self-study instructions)

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

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public...
Does this program offer Executive Education as defined in the NASPAA Standards special conditions? No

Is the entire degree devoted to executive education? No

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

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission. Not applicable

Remote Sites and Locations

Please describe any other unique delivery modalities the program employs, consortia, etc. Not applicable

Standard 1. Managing the Program Strategically

Standard 1.1 Mission Statement: the Program will have a statement of mission that guides performance expectations and their evaluation, including:

- its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy
- the population of students, employers, and professionals the Program intends to serve, and
- the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

Self-Study Instructions:

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Comments on Program History:

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

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

999 (deleted from 2014 self-study instructions)
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)

To prepare graduates for public service in management and leadership roles in the Defense establishment of the United States or allied nations. The program prepares graduates to manage organizations, resources, people, and programs in complex environments.

(Originally adopted in 2007. On 31 January 2014, the faculty voted to approve adding the words "for public service.")

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

See 1.1.4 narrative attached.

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

See 1.1.5 narrative attached.

1.1.6 Describe Program Use of Stakeholders in Mission Development

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

<table>
<thead>
<tr>
<th>Frequency of Involvement</th>
<th>Type of Involvement (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>never</td>
</tr>
<tr>
<td>Alumni or Alumni Board</td>
<td>never</td>
</tr>
<tr>
<td>Advisory Board</td>
<td>never</td>
</tr>
</tbody>
</table>
| Employers                | every 2-3 years                          | Able to initiate a mission review and development
<p>|                          |                                          | Advisory in early stages of mission review and development |</p>
<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>FREQUENCY</th>
<th>Mission Review Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Administration</td>
<td>every 2-3 years</td>
<td>Advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approval of mission</td>
</tr>
<tr>
<td>Faculty</td>
<td>Semi-annually or more often</td>
<td>Advisory in early stages of mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisory in latter stages of mission review and development</td>
</tr>
<tr>
<td>Members from other University</td>
<td>never</td>
<td>Approval of mission</td>
</tr>
<tr>
<td>Colleges/Schools</td>
<td></td>
<td>Able to initiate a mission review and development</td>
</tr>
<tr>
<td>Other</td>
<td>every 2-3 years</td>
<td>Advisory in early stages of mission review and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisory in latter stages of mission review and development</td>
</tr>
</tbody>
</table>

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

The major stakeholders involved in the direct development and revision of the MBA mission have been the GSBPP faculty and the NPS administration. While there is no formal means for involvement of alumni and students, our experience with them inevitably colors and shapes our own perspectives on the mission. The senior Department of Defense (DOD) and Department of the Navy (DON) officials who serve as sponsors for each of our specialty curricula as well as employers for our graduates, provide direct input on the content of their respective curricula, and hence indirect input on the mission.

Regarding "Other" in Table 1.1.6 above, higher-level DOD/DON officials are the approval authorities for the NPS institutional mission. Any changes to the NPS mission may influence GSBPP's mission and the degree program mission. While such a change has not occurred in at least the last twenty years, the possibility exists that these external stakeholders may have significant influence on the mission.

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

Self-Study Instructions:

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

Please link your program goals:

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

See 1.2 narrative attached

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

See 1.2 narrative attached

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

See 1.2 narrative attached

Standard 1.3

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

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

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

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

1.3.1 Please link your program performance outcomes

- to your mission’s Purpose and Public Service Values.
- to your mission’s Population of students, employers, and professionals the program intends to serve.
- to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.
1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

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

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

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

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

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

Organizational Relationship of the Program to the Institution

In a Standalone School (inactive)

Mode of Program Delivery

Classroom only

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

Overview - The Defense-focused MBA degree program is delivered only in face-to-face instruction to resident full-time students at NPS. Along with the resident Master of Science in Management (MSM) degree program from which it derived, it is the foundation and "flagship" of our educational product line.

Program Components - As stated in the MBA mission, the program exists to prepare military officers and defense civilians for public service in defense management and policy positions. It accomplishes this mission through three main program components:

1. A common core of courses intended to provide a broad, multidisciplinary foundation of subjects that underlie effective management in public organizations. These include communication skills, ethics, information technology, economics, budgeting and financial management, human resources and organizational behavior, management policy, public policy processes and analytical methods.

2. A curricular specialization in a particular functional area of defense management. Students are
assigned to NPS to pursue the MBA degree in the particular specializations in which they will most likely be assigned upon graduation. Each student is enrolled in a designated curriculum specialization program of courses designed to prepare them for management responsibilities in that area. Thus, in addition to earning the MBA degree, students also earn professional qualifications to serve in these specialty areas.

(3) A thesis or capstone MBA project. All students are required to prepare masters theses or applications projects designed to demonstrate their abilities to analyze issues and problems pertinent to their academic programs and their professional careers.

Curricular Specializations - The list of MBA specialty curricula is as follows (each is designated with a 3-digit identifier):

Logistics Management
• Transportation Management (814)
• Supply Chain Management (819)
• Material Logistics Support Management (827)

Acquisition Management
• Acquisition and Contract Management (815)
• Systems Acquisitions Management (816)

Financial Management
• Financial Management (837)
• Financial Management - Energy (838)

Defense Management
• Defense Systems Management - International (818)
• Resource Planning and Management for Int'l Defense (820)
• Defense Business Management (809)

Information Management
• Information Systems Management (870)

MBA Program Competencies - The MBA program has six core competencies supported by its core courses (listed in the attachment). Additionally, each specialty curriculum has a unique competency:

Core Competencies - Our graduates will be:
1. Effective defense managers
2. Effective participants in DoD policy processes.
3. Effective problem solvers.
4. Responsible public servants
5. Able to interact effectively with a diverse defense work force.
6. Effective overseers of industry participation in defense (Mission Required)

Curriculum specialty competencies (Mission Elective) (not applicable for 809, 818, 820) - Our graduates will be:
• 814/819/827 [Logistics]: Able to apply state-of-the-art logistics concepts to achieve cost-effective operational readiness.
• 815 [Acquisition and Contract Management]: Effective contract managers.
• 816 [Systems Acquisition Management]: Able to apply state-of-the-art acquisition concepts to acquisition scenarios.
• 837/838 [Financial Management]: Able to apply state-of-the-art financial management concepts to military management problems.
• 870 [Information Systems Management]: Able to effectively manage information resources

Program length and degree requirements - The length of the MBA degree program for each of the curricular specializations is 6 academic quarters (18 months), and typically, students who pursue the MBA are assigned to NPS for roughly that period of time. Students begin either in the Winter Quarter (January) or the Summer Quarter (July). Upon arrival at NPS, students are enrolled in the standard set of core and specialization courses required for their respective curricula. It is incumbent upon GSBPP to deliver the
necessary courses in order to allow students the opportunity to complete their degree requirements within the nominal 6-quarter program duration.

MBA degree requirements are as follows (credit hours are given in quarter hours):
1. Completion of all required courses in the defense management core.
2. Completion of an approved sequence of courses in a concentration area with a minimum of 24 graduate-level credit hours.
3. Completion (excluding by validation) of a minimum of 58 credit hours of graduate-level courses, at least 22 of which are at the 4000 level.
4. Completion of an acceptable application project or thesis.

Delivery Details - In general, an MBA student's program of study begins with core courses in the first 3-4 quarters, with specialty courses delivered in the later quarters, and the capstone project or thesis being written in the last two quarters. They take their core courses in cohorts and sections of approximately 24-28 students; these are designed to ensure some degree of diversity (e.g., service (e.g., Navy, Army), curriculum specialty).

Curriculum Governance - The GSBPP faculty as a whole has authority and responsibility for the core component of each degree program. The specialization component of each degree program is the responsibility of the faculty members in each respective specialty area, with input provided by curriculum sponsors via the biennial curriculum review process.
(1) Each numbered specialty curriculum has a designated faculty member who serves as its Academic Associate (AA). The AA manages the curriculum's delivery, serves as the principal academic advisor for students in the curriculum, and serves as the primary liaison with the curriculum sponsor. The AA ensures alignment of specialty courses to satisfy degree requirements and educational skill requirements as agreed upon with the sponsor.
(2) Each course has a designated Course Coordinator, who works to ensure consistent and effective delivery of courses to satisfy curriculum requirements.
(3) The Faculty Instruction Committee (FIC) is a standing GSBPP committee that exercises faculty governance in instructional matters. The FIC reviews changes to programs and courses; reviews and makes recommendations on new programs and courses; approves/resolves minor changes/issues; and frames major changes/issues for decision and resolution for the faculty as a whole.

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

While the GSBPP nucleus faculty as a group makes all policy and program decisions, the school's operations are managed by the GSBPP administration. The GSBPP administrative positions include: Dean, Associate Deans (4), Area Chairs (5), and Academic Associates (4). The Dean is a full time administrative position, though Deans typically remain research active. The academic Associate Deans (ADs), instruction, research, and new ventures, are half time administrative positions; ADs remain active in both teaching and research. They oversee school activities in their area of responsibility.

The Military Associate Dean (MAD) is a full-time active duty Navy Captain assigned to oversee the military faculty and students within GSBPP and provide connections to the operational Navy. The MAD is supported by a full-time active duty Program Officer. These administrative positions are directly related to our Naval and defense-focused orientation.

Area Chairs (ACs) oversee the faculty in GSBPP's five discipline areas, though the Dean remains the direct supervisor for all faculty members. ACs receive 25% teaching release time. Academic Associates (AAs) oversee the academic concentrations within GSBPP, both students and the academic content. Every MBA concentration area is assigned an AA. AAs receive 25% teaching release time.

AD, AC, and AA duties are generally assigned to tenured GSBPP faculty members on a rotating basis; however, these positions may be filled by senior non-tenure-track faculty members. Administrative duties
can be rewarded by a temporary pay step increase, though most administrative faculty have already reached the federal pay cap.

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.

GSBPP is well served by our administrative structure. The academic administrative structure is adequate to manage the school's faculty, staff and programs. More directly related to the mission of our defense-focused MBA is maintaining a close relationship with the flag-level curriculum sponsors and the broader Naval and DOD communities. This relationship is maintained through the unique elements of our administrative structure, the AAs, Program Officer, and MAD.

The AAs work with curriculum concentration sponsors to define pertinent curriculum-specific educational competencies and objectives, and they consult with GSBPP faculty to propose useful course and curricula changes. Proposed changes consider the evolving body of public administration knowledge and the changing naval/defense mission. Courses and curricula are reviewed and updated during the sponsor's biennial curriculum reviews. The Academic Associate ensures Navy requirements are linked to GSBPP's academic competencies.

The Program Officer is a unique position at NPS. The Program Officer is an active duty military officer (typically at the Commander/LT Colonel rank) with administrative responsibilities for GSBPP's curricula. The Program Officer oversees student administration and the school's formal biennial curriculum review process. The Program Officer acts as a liaison between program sponsors and AAs in overseeing the school's resident curricula.

The MAD is the senior military officer in the school (typically at the Captain/Colonel rank). The MAD oversees military officers in the school and acts as a liaison with external military commands. The MAD provides an important link to both our program sponsors and the broader Navy/DoD community. (Organizational chart attached.)

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

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

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

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

**ALL FACULTY DATA will be entered under Standard 3, in the "Add a Faculty Member" tab. PLEASE REMEMBER to indicate when prompted in that tab which faculty are considered part of the faculty nucleus. Thank you!**
2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year.

65.00

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

2.2.2.a

While GSBPP relies on an administrative structure involving the Dean, Associate Deans, Area Chairs, Academic Associates, and the Program Officer to oversee the school's daily operations, GSBPP's policies, programs, planning, recruitment, promotion, and student assessment are all governed by the nucleus faculty. Over the last few years, GSBPP has been codifying most of these norms in formal policy documents. Each policy document is developed by committee of the faculty, appointed by the Dean, presented to all nucleus faculty for discussion and comment, revised as appropriate, then approved by a vote of the nucleus faculty. At the conclusion of this process the policies are support virtually unanimously. Several aspects of faculty governance will be described in detail.

New Program Approval: The current GSBPP strategy establishes the criteria for considering new academic programs. Those criteria include:

• Customer Need: The program meets a well defined stakeholder need
• Core Expertise: The program should be an extension of, and related to, GSBPP's vision and core mission of Defense Business Management graduate degree education and research
• Comparative Advantage: GSBPP should possess an identifiable comparative advantage in providing the program over existing providers or competitors
• Faculty Capability: GSBPP faculty should have the capability (both expertise and capacity) to deliver the program
• Control: GSBPP should be assured sufficient control to maintain academic quality and standards and influence admissions criteria
• Financial Viability: The program pricing must be expected to at least breakeven on all costs (direct and indirect)
• Leveraged Benefit / Risk: New programs have consequences that extend beyond the program itself. Mere recovery of costs does not warrant developing or offering a new program. GSBPP should benefit from the program in other ways such as additional financial resources to support GSBPP activities, significant recognition within the defense community for developing and/or offering the program, academic/professional development of faculty, or establishing valuable relationships within academic or professional communities. New programs shouldn't put existing programs at risk, although risks of other sorts are relevant to consider also.

New program proposals are developed by a faculty committee, appointed by the Dean, then presented to the nucleus faculty for discussion, revision, and eventual approval or disapproval. Once approved, all new programs go through an additional NPS approval process, including review by the NPS leadership from all academic and support organization and the NPS academic council.

Program/Course Modification: Significant modifications to approved programs and courses follow a similar review and approval by GSBPP nucleus faculty, though the approval process differs somewhat for core courses ("owned" by all GSBPP faculty) and curriculum concentration courses ("owned" by the
subset of faculty in the concentration area). This process is governed by GSBPP Policy Statement 2013-008: Changes to Curricula and Courses (see attachment). Briefly stated, proposed program or course changes involving the curricula core are coordinated by the Academic Associate for the core and the relevant core faculty members; proposed program or course changes involving the curricula concentrations are coordinated by the curriculum Academic Associate, in conjunction with the program sponsor. These changes are presented to the GSBPP Faculty Instruction Committee (charter attached), chaired by the Associate Dean for Instruction for discussion, revision and approval or disapproval. Depending on the significance of the change, it may be further submitted to the entire GSBPP nucleus faculty, and the NPS Academic Council, as required.

Curricula Review: GSBPP conducts periodic reviews of the core courses (one such review is currently in process). These reviews are conducted by a committee of the core faculty, appointed by the Dean and chaired by the Academic Associate for the core. Recommendations for modification are submitted to the Faculty Instruction Committee and the general faculty for discussion, revision, and eventual approval or disapproval.

The curricula Academic Associates (AAs) coordinate modifications to the curricula concentrations, in conjunction with the program sponsors through our biennial curriculum review process. To describe this process briefly, the content of each curriculum is assessed and revised every two years through a structured sequence of events culminating in a formal curriculum review with the curriculum sponsor. The purpose of the review is to validate the relevance of the curriculum competencies (called Educational Skill Requirements in this process) and propose new competencies if required; validate any joint stakeholder requirements; review degree requirements that may be independent of the competencies; and assess the design and execution of the curriculum (including a review of faculty and student research). The formal curriculum review instruction is included in the attachment. Planned events in the review cycle leading up to the formal review include the following:

- Twelve months prior: the AA begins coordinating with sponsors on issues for the next curricular review, assisted in the logistics by the Program Officer.
- Eleven months prior: program sponsors conduct a review. This process is mostly external to NPS, allowing the program sponsor to review the competencies required for students within a given specialty area. The AA begins collecting internal data, such as exit interviews, survey results, and course content for analysis.
- Seven months prior: the GSBPP Dean or AA chairs an internal curriculum review. Participants include the NPS Director of Programs, the Academic Associate for the curriculum, the GSBPP Program Officer, and the Associate Dean for Instruction. The objective is to assess the curriculum's quality and relevancy. The internal review generates a set of curriculum issues to be discussed with the program sponsor in the formal review.
- Two months prior: the AA consults with the sponsors on the status of the review and gathers a set of expected issues. Action plans are drafted for the expected issues.
- One-month prior: the AA pre-briefs the NPS President, Provost, Associate Provost for Academic Affairs, and the Director of Programs. The pre-brief reviews the issues and the proposed presentation to the sponsor. Issues are clearly defined and coordinated with the sponsor.
- Formal Curriculum Review: joint review of the curriculum by NPS and the program sponsor. The review focuses on ESRs, curriculum content and resources necessary to support the curriculum. Actions necessary to change and improve the curriculum are identified and agreed upon. While the sponsor is on campus, he/she meets with students to get direct feedback on the curriculum.

Faculty Recruiting: Recruiting processes are governed by formal GSBPP policies for all faculty appointments (tenure track, non-tenure track, and intermittent). GSBPP Policy Statement 2013-003, Recruiting and Appointment of Tenure Track Faculty, is attached for reference. The policy statements for non-tenure track and intermittent faculty are available on request. In all cases, the Area Chair (AC) for the academic discipline involved coordinates faculty recruiting. The AC appoints a recruiting committee from the area faculty. The committee advertises the position according to the norms for the
discipline involved, and consistent with federal human resources requirements, collects resumes and conducts preliminary (phone) interviews. The committee presents their results and recommendations to all area faculty members who vote on the candidates to invite for a campus visit. The Dean approves the candidate slate. Campus visits include interviews with a cross-section of the entire GSBPP faculty, the Dean, and Associate Deans. All faculty members are invited to the candidate's research presentation, and all nucleus faculty members vote whether to approve a candidate. The Dean approves extending an offer to a candidate, based on the faculty feedback and the AC's recommendation.

Faculty Promotion and Tenure: The faculty promotion and tenure process in GSBPP is governed by GSBPP Policy Statement 2013-10, Promotion and Tenure Related Processes for Tenure-Track and Tenured Faculty Members (attached). This policy describes a robust mentoring and review process for all tenure track faculty members from the time they are hired until the start of the tenure review process (a six-year clock in total, starting the first July 1 after the faculty appointment). All tenure track faculty members have a mentor, of their choice, to support them through this process and ensure their teaching and service assignments are appropriate for an untenured faculty member. The mentor also guides the candidate through a series of collegial reviews by the tenured faculty, including an 18 month "get to know you" review, a formal third year review, annual reviews thereafter as needed, and the pre-tenure review prior to advancing to candidacy. Candidates successfully completing these reviews proceed to the tenure process.

Tenured Associate Professors are mentored by a Professor within GSBPP. They are reviewed by the school's tenured Professors every three to four years and advised on their progress toward promotion to Professor.

When a faculty member is recommended for promotion or award of tenure on the Naval Postgraduate School faculty, the candidate enters the NPS promotion and tenure process. This process is governed by guidance from the Provost, which is published annually (the AY2014 guidance is included in the attachment).

The process begins with a review of the candidate's professional qualifications by a School Evaluation Committee (SEC), appointed by the Dean for this purpose. The SEC consists of at least three faculty members who are senior to the candidate's current position; one member must be from outside of GSBPP. The SEC solicits external reviews of the candidate's case, and reviews the candidates record in instruction (classroom teaching and student advising) and service (to GSBPP, NPS, DoN/DoD, and the academic community). Based on this data, the SEC provides a written review of the case and a recommendation regarding the case's merits.

The SEC submits its report to the School Faculty Promotion Council (GSBPP's tenured faculty, or tenured Professors for promotion to Professor). The School Faculty Promotion Council considers each candidate within its purview and makes a recommendation on each case by secret ballot. The secret ballot results are advisory to the Dean and are included (along with comments from the faculty discussion of the case) in the Dean's recommendation on each individual case. The Dean makes a recommendation to the Provost. This recommendation is supported by documentation as specified by the Provost, including the SEC's written report.

During the winter quarter, the NPS Faculty Promotion Council (FPC) considers all tenure and promotion recommendations. The FPC is chaired by the Provost and includes all department chairs; the school Deans attend to hear the discussion and provide information when asked, but do not vote. GSBPP has two senior faculty members appointed to this committee. The Chairman of the Professional Practices Committee of the NPS Faculty Council is an ex-officio member. The FPC members all receive copies of the SEC and Dean's recommendations, as well as all other documentation for all candidates. Each department chairman presents his/her cases and answers any
questions about the candidate's qualifications. After full discussion, the chairs vote on every candidate by secret ballot. This vote is advisory to the Deans and Provost.

The Provost chairs the Deans Promotion Council (DPC) for further considerations. The school Deans discuss all cases and provide the Provost their recommendations. The NPS President is invited to be present at these meetings. Finally, the recommendations of the Provost are presented to the President, who is the final decision authority. It is rare that the vote within GSBPP would be reversed at a later stage of the process, unless the GSBPP vote is close to evenly split.

Student Advising and Evaluation: Student evaluation involves assessing classroom performance and approving the capstone MBA project or student thesis. Course grades are the sole responsibility of the course instructor; MBA project or thesis approval is the responsibility of the project/thesis advisors. Each project/thesis must include two advisors from the GSBPP faculty, at least one of whom has a terminal degree. An advisor may come from outside the GSBPP faculty by waiver.

Academic counseling and evaluation is the responsibility of the Academic Associates, Program Officers, and the individual faculty members. The student counseling program is designed to encourage students to seek assistance when advice is desired or the first indications of academic difficulties develop. The Academic Associate (AA) is a Graduate School of Business and Public Policy faculty member who is assigned to a particular specialization curriculum. The AA is responsible for maintaining academic standards for the program. The Program Officer and staff support the school's mission and objectives by providing administrative support to accomplish Navy needs and academic requirements.

The Academic Associate reviews the records of all students assigned to the curricula under their purview and, in consultation with each student and based on academic background, develops a program of study within the framework of the established standard curricula. Student academic progress is monitored via the AA/Program Office team and program changes or inter-curricular transfer are made, when deemed necessary.

Both the AA and Program Office are responsible for supporting a student's progress. It is incumbent upon both members of the team to counsel all students in the curricula under their purview. The Academic Associate has primary responsibility for academic counseling; the Program Officer performs requisite administrative duties pertaining to the officer students, evaluates their military-related performance and counsels them on pertinent military matters.

Traditional career guidance is not relevant for NPS students, because all students already have well-established careers. They remain in contact with their military career counselors while attending NPS, and receive informal counseling from the active duty officers serving as faculty or staff in GSBPP and NPS, including GSBPP's Military Associate Dean, and from the retired military faculty in GSBPP.

2.2.2b

The GSBPP Dean is assigned overall responsibility for the Graduate School of Business and Public Policy and its programs. The Dean is appointed by the Provost, with the President's approval, typically for a three to five year term, with possible renewals. When a Dean is to be appointed or reappointed, the NPS Provost appoints a faculty committee to poll the GSBPP faculty, and other NPS administrators, regarding reappointment or the need to conduct a search for a new Dean. A Dean search may include both inside and outside candidates. The NPS President and Provost appoint the Dean, though the School faculty has great influence on the Dean selection.

As described above, the GSBPP Dean has final responsibility for all GSBPP policies and procedures, program approvals and modifications, faculty recruiting, faculty promotion and tenure, staff
management, and student affairs, much of the operational authority is delegated to other GSBPP administrative positions, including: Associate Deans (responsible for overall instructional, research, program development, and military-related activities), Area Chairs (responsible for faculty recruiting, mentoring and scheduling in their discipline area), Academic Associates (responsible for academic programs and students), Course Coordinators (responsible for individual course content and consistency across instructors), and the Program Officer (responsible for student and program military issues).

2.2.3

Operationally, all major decisions for which the Dean is responsible are made on the advice of the GSBPP administrative team and the nucleus faculty. The Dean's position receives full-time compensation; ADs receive half-time compensation; ACs and AAs receive a 25% reduction in their teaching duties. The Dean, the GSBPP administrative team, and the nucleus faculty have complete control over the school's programs, policies, and procedures within NPS' guidelines, policies, and procedures.

Standard 3 Matching Operations with the Mission: Faculty Performance

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

Self-Study Instructions:

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

3.1.2

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

A formal process to determine academic and/or professional qualification has been in place for five years. The policy was revised during the past year to more accurately align to our mission. That policy is attached.

Practitioners are an integral part of the programs in GSBPP. In fact, GSBPP and NPS consciously employ practitioners on a full-time basis to enhance the relevancy of the academic programs. The full-time practitioners include military instructors and retired senior military officers who serve in various capacities. All full-time practitioners have master's degrees in their respective areas and have been recognized as accomplished professionals in their fields. The military officers generally are assigned to NPS for a three-year tour. Currently, five military officers are on the faculty. Their assignments while in GSBPP include teaching courses, advising student projects or theses, and working with civilian faculty on various projects. Military faculty members are scheduled to teach courses for which they are academically and professionally qualified to teach.
Military faculty members are evaluated on teaching performance just as are civilian faculty. Former senior military personnel also play an important role in the delivery of our programs. At this time, seventeen of the non-tenure-track faculty members among the nucleus faculty are retired military. Practitioners participate in numerous phases of the programs in GSBPP including program development, teaching, student advising and assessment. In addition to the functions mentioned above, all curricula rely on practitioners as guest speakers to bring relevance to the content areas. Guest speakers range from analyst-type personnel to high ranking senior officers and civilians. GSBPP uses few part-time faculty because of the requirement for high-quality, relevant content. Our experience has been that few part-timers possess the required level of disciplinary expertise, DoD expertise and an ability to teach to mid-level career officers. During the most recent review of faculty members' status as academically and/or professionally qualified, three tenured faculty members were classified as Practicing Academics, indicating a large body of their work is currently falling into applied work rather than in scholarly publications. This is a factor of our mission, and is responsive to our stakeholders --- Department of Defense sponsors. Their research work is directly related to Department of Defense topics and projects, but not readily transferable to scholarly publications. One non-tenure-track faculty member who holds a research PhD demonstrates a lack of recent scholarly work. In consultation with the Dean, this faculty member planned to retire from the faculty. Because we are currently under austere hiring constraints, we requested this faculty member to remain with us on a temporary part-time basis. Current teaching load for this non-tenure-track faculty member is at less than 50% normal load, and is expected to reduce to zero within the year.

### 3.1.3

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

### 3.1.4

Provide the percentage of courses in each category that are taught by nucleus and full-time faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate.* The total across all rows and columns will not add to 100%.

<table>
<thead>
<tr>
<th>3.1.4</th>
<th>N =</th>
<th>Nucleus Faculty</th>
<th>Full Time Faculty</th>
<th>Academically Qualified</th>
<th>Professionally Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td>174</td>
<td>159</td>
<td>159</td>
<td>68%%</td>
<td>32%</td>
</tr>
<tr>
<td>Required Courses</td>
<td>172</td>
<td>159</td>
<td>159</td>
<td>67%</td>
<td>33%</td>
</tr>
</tbody>
</table>

### 3.1.5

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

Our very unique defense-focused mission, particularly our specialty courses in contracting, defense system program management, and defense budgeting practice, require a higher percentage of professionally qualified faculty than one might find in more generally focused public management programs. Furthermore, our percentage of academically qualified faculty has decreased over the last three years (from 76%% in 2012 to 71%% in 2013 and 68% in 2014) largely due to an on-going hiring freeze across NPS. The hiring freeze, coupled with anticipated faculty retirements and two unanticipated faculty departures, has lead us to temporarily rely more heavily on academically
qualified faculty available within NPS. We are beginning to find relief from the hiring freeze, having received hiring waivers for five tenure track faculty (three have joined the faculty this quarter, one has accepted our offer, and we are conducting a recruiting processes for the fifth). We expect further relief from the hiring freeze in the near future. When this occurs, we expect our ratios of academically and professionally qualified faculty to return to their pre-freeze levels. In the standard annual workload model for tenure-track faculty, faculty members teach for two quarters and receive salary for three quarters. This "3rd quarter" provides opportunity for faculty to conduct research and service to stay current in their fields. Tenure track faculty members are expected to secure funding for their fourth quarter, either from external sponsors or from internal GSBPP/NPS research programs.

Non-tenure track faculty members do not receive the NPS-funded research quarter, but are encouraged to seek external or internal research/consulting funding. They typically teach for three or four quarters per year.

The robust internal research programs available through NPS and GSBPP (e.g., OPNAV studies; Acquisition Research Program) provide funding to support faculty research, and they emphasize questions of relevance to the operational military forces and to defense policy-makers (including defense personnel analysis and defense systems analysis). Thus, these opportunities represent service to our sponsors, they provide topics for our students' capstone projects and classroom exercises, and they connect our students and faculty to practitioners throughout the defense community.

The standard teaching workload is two courses per quarter (courses typically meet three to four hours per week over eleven weeks, plus a one week finals period). GSBPP expects all faculty members to bear a fair-share student project or thesis advising load and provide service to GSBPP/NPS, the professional community, and/or the academic community. This teaching load also provides at least some time for scholarly or professional research/consulting, especially when faculty members connect their own research to student theses/projects via advisement.

This workload model is consistent with our mission as a research-oriented defense-focused institution. It provides sufficient opportunity for service and research productivity in both academic and professional activities.

Additionally, GSBPP typically has some limited mission funding to support faculty conference travel, if reimbursable funding is not available.

### Standard 3.2

**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.

**Specify**

GSBPP is regulated by and complies with Department of Navy diversity and hiring policies and
procedures. Our efforts regarding advertising, interviewing hiring are coordinated with the University's Human Resources Office. The HR Office reviews advertisements to ensure compliance with Equal Opportunity standards; provides training and follow-on guidance regarding effective and appropriate conduct in welcoming applications from a diverse population, reviewing the applications, and providing appropriate responses. Faculty search committees are diverse and inclusive of minority and female members.

In 2013, a faculty committee drafted policies regarding hiring of tenure-track, non-tenure-track and adjunct faculty to formalize our approach to giving fair and equitable consideration to all applicants. The policy related to tenure-track search and hiring is attached here as an example. New faculty members are assigned to a "host" immediately upon accepting an offer of employment. Because of our Department of Defense affiliation, our environment is unlike academic environments with which the new faculty member may be familiar. The host is assigned to guide the new hire in myriad administrative and cultural processes and activities. The host is responsible for assisting in a smooth transition into the GSBPP environment and culture, including introductions to various administrative and academic offices across campus and a general orientation to Naval Postgraduate School. Following a six-month relationship with the host, the new faculty member is expected to have selected a formal mentor, normally from the faculty member's academic discipline. This process allows a natural inclination toward a mentor-mentee relationship that will most fully benefit the new hire. GSBPP conducts various informational sessions, primarily targeted to new faculty to assist in assimilating them into the unusual administrative and cultural environment of a Department of Defense University. Informal weekly discussion forums are scheduled on topics such as: differences in military and academic cultures; promotion and tenure process; teaching effectiveness best practices; research opportunities; etc.

The Dean holds informal and private discussion sessions targeted to specific groups to encourage an open flow of communication. Most recently, he conducted separate sessions with non-tenure-track faculty, untenured tenure-track, and female faculty members. All new faculty are introduced to the Naval Postgraduate School Director of Faculty Development and encouraged to work individually or in group sessions with her to enhance their teaching effectiveness. All new faculty are introduced to a Naval Postgraduate School librarian specifically tasked to support GSBPP faculty.

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

<table>
<thead>
<tr>
<th>Use of part time instructors</th>
<th>Use of guest lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other, Please Specify</td>
<td>Specify 'other'</td>
</tr>
</tbody>
</table>

The faculty is comprised of academics with terminal degrees, highly experienced practitioners with significant Department of Defense experience, and active duty military officers with current and real-world experience in the subjects being taught in the classroom. This range of experience and relationship to the academic subjects provides the students diverse thinking, approach, and discussion of the academic area.

---

**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 |

---
### 3.2.3a Faculty Diversity

<table>
<thead>
<tr>
<th>Race or Ethnicity</th>
<th>full time male</th>
<th>full time female</th>
<th>part time male</th>
<th>part time female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>American Indian or Alaska Native, non-Hispanic/Latino</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Asian, non Hispanic/Latino</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>White, non-Hispanic/Latino</td>
<td>38</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Race or Ethnicity Unknown</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>18</td>
<td>11</td>
<td>5</td>
<td>86</td>
</tr>
</tbody>
</table>

### 3.2.3c

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

GSBPP does not set targets or numerical goals, but we nonetheless have a serious commitment to achieving and maintaining a high level of faculty diversity. We actively strive to provide a supportive and positive atmosphere where diversity among the faculty and staff can thrive and grow. We have a shared philosophy among the School's leadership that guides our efforts in the area of diversity management. This philosophy requires and involves equitable recognition and reward for one's contributions, openness to individual difficulties (with students, programs, etc.) and sensitivity to challenges that might affect one's feeling of effectiveness in their jobs and professional lives. We believe this is a continuing accomplishment in the School. We have no "second class citizens". Faculty members are recognized, treated and valued as faculty; not as "Adjunct" or "military" or "tenure Track"; not as "junior" or "senior"; and, certainly, not as "minorities", "women" or "handicapped".

In terms of faculty recruitment and our efforts to support faculty diversity, we often find that the uniqueness
of our academic mission, the specializations represented in our academic fields, and our focus on defense-relevance, all work against us. In many instances, the types of experience and military-relevant perspective we seek in a faculty member dramatically restrict the total pool of applicants, and the possibility of finding a well-qualified diversity hire. For example, we have an almost constant recruiting effort in the Acquisition area. The necessity of a relevant experiential background in the area often means that plausible candidates will come principally from retired military officers or senior defense civilian employees. There are few minorities, women, and almost no handicapped candidates in these fields. While there has been an increasing number of women and minorities among the officer corps of the military, their percentages do not mirror the general public. There are somewhat analogous limitations when seeking faculty candidates in the Transportation and Logistics area, the Manpower area and the Defense Financial Management area. Nonetheless, we encourage all "diversity candidates" in these specialized fields, using our current faculty member's contacts and taking advantage of the fact that the communities from which qualified candidates derive are small and usually well-known to our senior faculty in these fields.

Because of the curricular and discipline diversity in the School, major responsibility for the development, implementation and monitoring of our diversity efforts remains vested in the Dean, with the assistance of the Associate Deans and the five faculty members acting as Area Chairs. Faculty recruitment efforts are largely carried out by the faculty group involved, with the designated Area Chair as the lead person. This group of faculty leadership determines hiring needs, monitors the recruiting process and candidate hiring recommendations. In the past year, a GSBPP faculty committee (chaired by a minority female) drafted formal policies detailing our commitment to fair hiring and delineating specific steps required of the various search committees, Chairs, and the Dean, to ensure appropriate and equitable consideration is given to potential candidates (see appendix to Standard Six). The policies specifically identify an objective to achieve full compliance with Federal, Department of Defense and Naval Postgraduate School policies for hiring practices including diversity and equal opportunity.

The Naval Postgraduate School's administration is actively supportive of the EEO/Affirmative Action efforts of all schools and departments. When GSBPP begins faculty recruitment, the Area Chairs who will lead each search coordinate with the Dean to plan search activities. EEO factors are discussed so that all advertisements and notices bear the proper invitation for attracting a diverse pool of applicants. When applications are received, we ensure that women, minorities, or identifiable handicapped individuals are objectively considered. A report is compiled for each search that outlines the pool of applicants in terms of diversity characteristics and that report is included with the hiring requests forwarded to the Dean and Provost for action.

While we have had some difficulties in those fields with small or constrained candidate pools, we have been successful in hiring and retaining diversity faculty in areas where the related candidate pool is large and mature enough to provide many competitive applicants.

STUDENT DIVERSITY
Mission and Student Admissions: The mission of GSBPP is derived from the mission of NPS, as stated by Congress. The mission of GSBPP/NPS is to serve the Nation by educating military officers and DoD civilians in defense-focused business and public policy, by conducting scholarly research in defense management and public policy and by providing intellectual resources for leaders and organizations concerned with national defense management practice and policies.

With a focus on preparing military officers and government civilians for professional positions, NPS and GSBPP, in conjunction with sponsoring agencies, determine admission standards and processes. Admissions standards and processes reflect two dimensions: Academic and Professional. GSBPP/NPS set academic standards for admissions. The Navy, and other sponsoring agencies, select students - who have met the academic standards - for admission based on professional and career considerations. Thus
admission to GSBPP/NPS is accomplished through the joint efforts of the School and students' sponsors.

During the earlier years of their career, all Navy officers are initially screened for graduate study, based on their undergraduate academic performance (officer transcripts may be reviewed by the NPS Admissions Office). In addition to the academic admissions standards, U.S. Navy officers are reviewed for selection to graduate school based on their professional performance and promotion potential. Selection boards and Senior Officer Reviews occur annually to select eligible officers. The selection board evaluates both the officer's professional performance in the Navy and his/her prior academic record. Officers selected for graduate study are then offered the opportunity to attend a specific graduate curriculum. No one is ordered to graduate school against his/her will. Similar selection procedures are employed by the other U.S. services and by federal agencies wishing to nominate civilian employees for graduate study.

Diversity in the U.S. Navy: Diversity among GSBPP students will be significantly influenced by diversity policies within the larger Navy, and the population of officers from which students will come. Diversity is recognized as a strategic goal of the Navy and expressed as Navy policy: The Department of the Navy Diversity Policy Statement, and The Chief of Naval Operations Diversity Policy.

Student Demographics: As indicated above, selection of individual students for admission originates with the sponsoring military service or agency, not with NPS. Hence, GSBPP/NPS does not have direct influence on the diversity characteristics of students. Student diversity will depend significantly on the diversity characteristics of the wider Navy and Defense community.

One way in which the student population in GSBPP will, by design, differ from the officer population in the wider U.S. defense community is through the recruitment and enrollment of international students. Through an admissions and selection process roughly analogous to that used for U.S. students, allied nations may select and send officer students to NPS. Through various programs, NPS actively seeks enrollment of international officers, and values the range of backgrounds and experiences they bring to the academic experience. Student representation for specific countries varies over time, as does the proportion of GSBPP students from other countries. GSBPP enrolls students from approximately 50 different nations; currently 11 international countries are represented, with international students comprising about 14% of the resident student population.

DIVERSITY OF VIEWPOINTS AND INSTITUTIONAL CULTURE
Given our mission and regulatory admissions and recruiting constraints, we have little control over student ethnic, age, or gender diversity. Our sponsoring agencies nominate students for our programs, and we accept all those who meet the academic qualification standards for admission to NPS and our programs. Our focus regarding student diversity is to expose students to a variety of viewpoints and cultural differences. We achieve this in a number of ways that reflect our unique student demographic:
--- Standard military protocol and custom would require junior officers to defer to the opinions and viewpoints of senior officers. Our policy is to allow, and even encourage, military students to wear civilian clothing in the academic environment to stimulate robust discussion and foster an exchange of differing viewpoints regardless of military rank.
--- Our international students are fully engaged in academic discussion and provide insight into military and social culture that creates a sensitivity and flexibility in a global context.
--- A recent initiative has been to capitalize on various institutional cultures within our student population. We combined two EMBA programs; one comprised solely of Navy military officers, and one comprised solely of Navy civilian employees. The demographic distinction was simply a matter of sponsoring agencies and funding streams. Whereas the academic curriculum was virtually identical between the two programs, we hypothesized that the educational experience would be significantly increased by fostering discussion and teamwork between students of these considerably different institutional cultures. In the coming year, this student body will also expand to include civilian employees of various other government institutions, each with its own culture. The expected outcome is increased student exposure to differing
viewpoints and opinions.
--- Similarly, nuances even within and between the institutional cultures and norms of the various U.S. services, allow the students an opportunity to broaden their outlook. These differences may seem slight to non-military observers, yet to Navy, Marine Corp, Air Force and Army students who have trained and been inculcated into a specific service culture, the differences are often significant.

3.2.4 Current Faculty Diversity Efforts

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

Several years ago we found that, while our recruiting efforts in many cases were sufficient in attracting minority hires, our retention of those minority hires suffered. Given that our new PhD hires rarely have significant experience with the Department of Defense or the culture of our (largely) male military student population, we have instituted several programs (formal and informal) over the past five years to mitigate these challenges. As a result, our retention of minority hires has dramatically improved.

Faculty composition: GSBPP has hired 14 full-time PhD faculty members over the past five years. Nine of these represent minority hires; six are female. Perhaps more importantly, in contrast to our hiring efforts of several years ago, these minority hires are experiencing professional and emotional success in our environment. We attribute the change to recruiting efforts sensitive to minority markets, inclusion of minority faculty members on the search teams, and an active mentoring program.

Two of the five assigned military faculty members are minorities; both are female; one is African American; one has a PhD. Both of these military faculty members are actively engaged in advising and counseling students regarding academics, career progression, and personal issues.

Section 3.2.3c includes specific diversity hiring/retention efforts.

In addition to the improved representation of diversity in our classrooms, these successful retention efforts have resulted, logically, in great representation of minority faculty members in our leadership roles. As these faculty members gain experience, and tenure, they are increasingly accepting greater roles in policy making, mentoring, and service.

Leadership positions are assigned based on skills and interest, and reflect our commitment to equal opportunity:
--Of the five Area Chairs, three are minorities (two are female).
--The Dean's Operating Committee (DOC) is the primary decision-making faculty group; of the ten members, five are minorities (three are female).
--The Dean's Executive Assistant has signature authority and decision authority in virtually all administrative areas, and is minority (female).

3.3 Research, Scholarship, and Service

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

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member one exemplary activity that has occurred in the last three academic years (this could be research, scholarship, community service or some other contribution to the field).
Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1
The mission and public service relevance of promotion and tenure (P&T) criteria at NPS and GSBPP is reflected in the criteria's emphasis on defense-focused education, research, and service. The following narrative is extracted from NPS and GSBPP P&T policy documents.

Faculty members at NPS are judged in two general categories for P&T: 1) internal service to NPS and 2) external visibility which demonstrably enhances NPS's reputation in either the academic community or DOD (or both).

Tenure-track faculty members at NPS are expected to be strong contributors to high quality, relevant instruction and to be active in their profession and service to DOD. Adequate performance in these areas does not automatically qualify an individual for promotion or tenure. For example, doing an adequate, even exemplary, job of teaching courses and making only a minimal impact on the world outside NPS should not qualify a faculty member for advancement. Impact on the outside world can be achieved in any area of faculty performance, including instruction. The quality and quantity of performance above acceptable will determine the rate at which an individual progresses through the academic ranks. Promotion to Professor additionally requires that the person demonstrates consistent leadership in at least one area of faculty activity and has meritorious performance in both internal and external service.

Judging an individual's qualifications for advancement should be on the basis of his/her meritorious performance. This means performance in both internal and external service that are worthy of note. Listed below are some typical examples of internal and external activities that indicate such meritorious performance.

Internal Activities:
• Demonstration of quality and flexibility in instructing graduate-level and applications-oriented courses
• Introduction of new material in curricula and development of new courses, particularly special topics courses with DoD relevance
• Development or implementation of creative teaching methods (such as computer-aided instructional materials) to improve upon student learning efficiency
• Development of extensive instructional material
• Leadership in developing and/or refining curricula
• Development of instructional laboratories, including specifying equipment and designing experiments
• Service as academic associate, associate chairman, chairman of a school-wide committee, etc.
• Contributions to interdisciplinary research projects
• Direction of high-quality research efforts by thesis students
• Direction of DoN-relevant theses
• Tutoring students who need remedial work
• Teaching capstone courses in applied areas
• Teaching in operations oriented curricula

External Activities
• Creation of products of direct use to Navy operations, both shore and sea-based
• Publication of research results in refereed archival journals and conference proceedings at a regular rate
• Service in a professional society through elected offices, committee work, conference planning, editorial work, peer/proposal review, etc.
• Participation in fleet exercises
• Participation in a Navy, multi-laboratory research project
• Publication of a textbook that receives acceptance external to NPS
• Offering on-campus and off-campus short courses to DoD personnel
• Creation of instructional material that receives significant use outside NPS, (e.g., textbooks, course notes, teaching methodologies, etc.)
• Acting as a consultant for operational commands and other DoD organizations
• Service in high-level position in DoD
• Publication of technical reports, either unclassified or classified, from a DoD or non-DoD research program (For this work to be a significant factor in promotion and tenure actions, timely external peer review is essential.)
• Contributing chapters in research monographs
• Presentation of research results to operational commands and other DoN organizations
• Participation in research with operational units, laboratories, systems commands, and headquarters of the Navy and Marine Corps
• Service to DoD by participation in workshops, on panels, advisory boards, and liaison with laboratories

Materials that support a P&T review and decision include:
1. The candidate supplies several items of information:
   • CV (exhaustive)
   • Research statement explaining the relevance and importance of the candidate's primary research themes, a discussion of how various research articles fit within these themes, the research methodologies used, and the candidate's plan for future research
   • Tabulated data indicating the quality and impact of the candidate's research publications (e.g., impact factor, H-index, ranking, acceptance rates, citation counts (from Social Science Citations Index, Google Scholar, etc.)) for candidate's research publications.
   • Teaching statement explaining the candidate's teaching approach, use of teaching technology, teaching innovations, etc.
   • Service statement explaining service contributions to GSBPP, NPS, the DOD, and the profession
2. The School Evaluation Committee (SEC) provides a comprehensive report on the information above, and it also includes consideration of additional important items of information:
   • Letters of evaluations by external evaluators
   • Official student teaching evaluation scores
   • Observations of the in-class teaching performance of the candidate
   • Interviews with current/former students current students who the candidate has taught or has
   • Input from colleagues pertaining to the collegiality of the candidate

Summary of Process:
1. The GSBPP Faculty Promotion Council (which consists of all faculty members who have rank higher than that of the candidate for promotion (and who are tenured, in the case of a tenure candidate)) convenes to consider and discuss each case, and it makes a recommendation to the Dean by secret ballot.
2. Each candidate's case is reviewed and discussed by the NPS-wide Faculty Promotion Council, which makes a recommendation to the Provost. The Provost convenes a Dean's Advisory Council to seek a consensus recommendation on each candidate. The Provost then makes a recommendation to the President, who has decision authority in P&T matters.

For new untenured tenure-track faculty members, several means exist to provide assessments and feedback of progress toward tenure. These include:
1. Assignment of Host and Mentor: The main objectives of this process are to enable a new faculty member to acculturate as quickly as possible to the unique GSBPP/NPS culture, and to provide career support to the faculty member so as to dampen some of the anxiety inherent in the promotion and tenure processes. The "host" is assigned immediately after the new faculty accepts the offer, and the "mentor" is chosen within six months of employment by the new faculty member.
2. Eighteen-Month Review: The main objectives of this process are to allow the tenured faculty members of the school to get to know the new faculty member and become familiar with his/her research and
teaching interests and accomplishments, and to give feedback and suggestions to the new faculty member regarding the research and teaching-related activities he/she should undertake. As the name indicates, this process is carried out after about 18 months of employment by the candidate.

3. Third-Year Review: The main objectives of this process are to review the research, teaching, and service performance of the candidate; to give feedback regarding the performance assessment and recommendations regarding the activities the candidate should undertake to prepare a viable case for promotion and tenure in due time; and to make a recommendation to the dean about the renewal of the candidate's employment contract.

GSBPP has had eight candidates for tenure and/or promotion among its faculty in the last three years; all have been successful.

3.3.2

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

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

3.3.3

List some significant outcomes related to these exemplary efforts

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

The contributions made by six GSBPP faculty members are summarized along with brief descriptions of the impact of the contributions.

Associate Professor Aruna Apte conducts research in Humanitarian Logistics and Disaster Relief (HADR), and teaches an elective course in HADR. More than half the readings used in this elective are research articles authored by her. One of her students, a Navy Lieutenant, was on a ship sent to the Philippines during the response to Typhoon Haiyan in 2013. This is his experience in his own words, shortened for brevity...

"We got to the camp and they had a parade deck that would be perfect for helicopter operations. I set up a staging process using my Transportation and Logistics knowledge from NPS to figure out the process on how we would receive and distribute the aid to maximize throughput and minimize bottlenecks. We continued doing this to provide critical supplies for three days. When we tallied up the total relief delivered, we ending up with these Statistics: 22 villages, 16,000 people, 77,000 lbs of aid provided. 50,000 lbs of international food aid, 5,000 of supplies and 22,000 lbs of fresh water. This accounts for nearly 50% of aid transported by the U.S. Navy to all of the Philippine Islands! I think that is pretty incredible.

I am grateful for my experiences at NPS, and my Transportation and Logistics professors, especially Aruna Apte, Keenan Yoho for their lessons on HADR, Supply Chain Management. All the lessons played a big role in A- why I was chosen to lead this operation by my CO, and B- why it was so successful. If I never use these skills again, the lessons I learned at NPS and all the hard work to get my MBA made it worth it to save 16,000 lives."
Senior Lecturer E. Cory Yoder provided subject matter expert (SME) testimony at the request of the Congressional Commission on Wartime Contracting in Iraq and Afghanistan (CWCLIA) twice and consulted additional times throughout 2009 through 2011. His recommendations were instrumental in shaping the CWCLA recommendations related to advanced planning and development of comprehensive acquisition and contracting plans in the Joint Operational Planning and Execution System and subsequently the Adaptive Planning and Execution Systems.

Assistant Professor Dina Shatnawi worked on a study investigating the relationship between female representation within an occupation and gender differences in retention among Navy officers. The findings suggest that the proportion of females in an occupation has a statistically significant effect on retention for both males and females in most of the broad occupational categories examined. The discovery of this "retention threshold" has important policy implications as jobs previously closed to women open up.

Aboard the USS Nimitz (2014) Associate Professor Edward H. Powley helped identify levels of organizational resilience, general mood states, and crew rest (sleep) data. The study team provided preliminary recommendations about what the crew can do to improve sleep schedules as well as improve leadership and resilience at the unit level. The anticipated outcomes aim to decrease suicide ideation and sexual assault, and increase general health and wellbeing of our sailors.

Senior Lecturer Phil Candreva, currently studying law for his J.D. degree, provides pro-bono legal services to the community. He serves as a volunteer community mediator with the Mandell-Gisnet Center (MGC) for Conflict Resolution. He has mediated for the Neighbor project aimed at resolving disputes between community members, for cases referred by the Monterey Superior Court to avoid a civil trial, and for cases at the Small Claims Court and Unlawful Detainer Court. This year alone, he has logged over 90 hours mediating 24 cases. He has also put in 45 hours as a volunteer at the MGC's Small Claims Workshop advising community members on the court process.

Associate Professor Rene Rendon conducts research on assessing performance of agency public procurement processes. He has developed a Contract Management Maturity Model (CMMM) for assessing an agency’s use of best practices in contracting processes and identifying opportunities for process improvement. Rene has conducted his CMMM research in support of several US and international agencies/organizations including the Army, Navy, Air Force, Los Angeles Unified School District, and the UN Peacekeeping Operations. Articles based on the results of this research have been published in research and professional journals. In addition to teaching contract management courses at the school, Rene also mentors NPS students preparing for professional certification exams in contract management, supply management, and project management. Rene's efforts have resulted in approximately 20 students successfully passing the examinations and earning professional certifications in addition to their MBA degrees.

Hide

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

Student admissions reflect both academic and professional criteria. Our mission, set by Congress, is to prepare military officers and government civilians for public sector management positions, so GSBPP/NPS works with our sponsoring agencies in the admissions process. GSBPP/NPS set academic admissions standards. The sponsoring agencies select students, meeting the academic standards, for admission based on professional and career considerations. Thus, GSBPP/NPS and students' sponsors jointly address recruitment and student admission.

The number of students selected for the GSBPP resident curricula each year is determined by the military services. In the Navy, a board convenes to establish a quota for students who will be sent for fully-funded education at the Naval Postgraduate School. Navy quotas are based on a complex system designed to balance the Navy's billets (job positions) requiring advanced education in the various subspecialties with the number of officers, at the appropriate rank, possessing that subspecialty education. This determines the number of officers that will be selected to attend GSBPP programs. The Navy then identifies officers interested in a GSBPP degree meeting our admission requirements. This student selection and admission process clearly reflects our program's mission and our close relationship with our program sponsors.

4.1.2a Program Recruitment

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

<table>
<thead>
<tr>
<th>4.1.2 Applicant type</th>
<th>Self study year minus 1</th>
<th>Self study year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4.1.2b Program Recruitment

<table>
<thead>
<tr>
<th>4.1.2 Applicant type</th>
<th>Self study year minus 1</th>
<th>Self study year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4.1.3 Applicant Pool and Mission

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

999 not required

Standard 4.2 Student Admissions
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 mission is to prepare military officers and government civilians for public sector management positions, so GSBPP/NPS works with our sponsoring agencies in the admissions process. Student admissions reflect both academic and professional criteria.

GSBPP/NPS sets academic admissions standards. All students enrolled at NPS are assigned an Academic Profile Code (APC) by the NPS registrar's office. This three-digit code summarizes a student's prior college performance. Each curriculum has a minimum APC requirement. The APC standard for all curricula in the MBA program requires a minimum of a baccalaureate degree with a 2.20 grade-point average; one calculus course for business/social sciences with a C or better, one lower level calculus course with at least a C-, or two pre-calculus courses with a B+ or better; and no science course requirement. The sponsoring agencies and military career managers then select students meeting the academic standards, based on professional and career considerations. Candidates selected for graduate study are offered the opportunity to attend a specific graduate curriculum, but can choose to decline.

In the case of students from allied nations, the appropriate Academic Associate reviews all individual transcripts and recommends acceptance or rejection; this recommendation is normally the determining factor in the admission decision. International candidates from non-English speaking countries are also required to validate their fluency in English through the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score required is 83 IBT (Internet Based Test) and 560 Written Test.

<table>
<thead>
<tr>
<th>Bachelor's Degree</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Recommendation</td>
<td>N/A</td>
</tr>
<tr>
<td>Resume</td>
<td>N/A</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE</td>
<td>No</td>
</tr>
<tr>
<td>GMAT</td>
<td>No</td>
</tr>
<tr>
<td>LSAT</td>
<td>No</td>
</tr>
<tr>
<td>TOEFL</td>
<td>No</td>
</tr>
<tr>
<td>GPA</td>
<td>N/A</td>
</tr>
<tr>
<td>Statement of Intent</td>
<td>N/A</td>
</tr>
<tr>
<td>Essay/Additional Writing Sample</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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)

There is a waiver process for students showing outstanding professional performance and promotion potential but failing to meet the required APC code, or the required TOEFL score for international students. Waivers requests are reviewed and approved/disapproved by GSBPP (the curriculum Academic Associate). In some instances, students failing to meet the APC code may be required to complete specified college or graduate level courses prior to admission (typically to meet the math admission requirement). International students failing to meet the TOEFL requirement may be asked to attend the TOEFL Preparatory Academic Writing Course at the Defense Language Institute in San Antonio, Texas.

Accepting a student to GSBPP's resident MBA program requires the sponsoring agency to pay moving expenses for the admitted student. As such, there are no "conditional" or "probationary" admissions. All students are admitted with the same standing, whether or not they received an admission waiver. We carefully monitor the performance of all students, including those admitted with a waiver, to identify academic concerns as quickly as possible. Considering the expense the government, U.S. or international, bears for students attending NPS, we make every effort to ensure all students successfully complete their graduate degree.

There are no alternate admissions paths for GSBPP/NPS students.

<table>
<thead>
<tr>
<th>4.2.2a Admission Numbers</th>
<th>Admits Self-Study Year Minus 1</th>
<th>Admits Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Admission of Full Time Students</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of Full Time Students</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Full Admission of Part Time Students</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Conditional Admission of Part Time Students</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>114</td>
</tr>
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### 4.2.2a Admission Numbers

<table>
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<tr>
<th>Admission Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Full Admission of In-Service Students</td>
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</tr>
<tr>
<td>Conditional Admission of In-Service Students</td>
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</tr>
<tr>
<td>Full Admissions of Pre-Service Students</td>
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<td>0</td>
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<tr>
<td>Conditional Admission of Pre-Service Students</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
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<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td><strong>114</strong></td>
</tr>
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</table>

### 4.2.2b(1)

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

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Enrolled Students Self Study Year Minus 1</th>
<th>Enrolled Students Self Study Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Enrollment of Full Time Students</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of Full Time Students</td>
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<td>0</td>
</tr>
<tr>
<td>Full Enrollment of Part Time Students</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of Part Time Students</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td><strong>114</strong></td>
</tr>
</tbody>
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### 4.2.2b(2)

<table>
<thead>
<tr>
<th>Enrollment Category</th>
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<th>Enrolled Students Self Study Year</th>
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</thead>
<tbody>
<tr>
<td>Full Enrollment of In-Service Students</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of In-Service Students</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Full Enrollment of Pre-Service Students</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Conditional Enrollment of Pre-Service Students</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

### 4.2.3
4.2.3 Admitted/Enrolled Students and Mission

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

In order to satisfy specific personnel quotas in various defense career fields, our sponsoring agencies and military career managers select students who meet the MBA academic standards to enroll in the program, with the view that they will fill those quotas after graduation. Students are placed on orders assigning them to NPS in order to pursue the MBA. Thus, the MBA's mission is to educate the students whom the Navy and our other sponsors select and assign to pursue the degree.

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)

Several mechanisms exist to communicate and enforce continuance and degree completion standards for the MBA. First, several publications (e.g., the NPS catalog; NPS/GSBPP web sites) describe the MBA degree requirements, the nominal program length for full-time students, and the courses in the typical program of study. Grading policies and conditions for being placed on academic probation and disenrollment are presented in the NPS Student Handbook. Procedures for requesting approval to extend the degree completion date (e.g., to finish an incomplete thesis) are described in the student handbook and the NPS Academic Policy Manual. These are all introduced and reinforced in initial orientation briefings with NPS and GSBPP advisors.

One of the most effective means to promote degree completion standards is that, upon arrival at NPS, each student is assigned a standard program of study which automatically populates the required courses in his/her program of study in our computer-based curriculum management tool (PYTHON). Any variation from this pre-programmed set of courses must be approved by the student's advisor. This helps ensure that students take required courses in the proper quarter so that they graduate within the nominal program duration.

GSBPP advisors receive immediate notification when a student receives a less than satisfactory or "incomplete" grade for a course. Students with grade point averages that fall below minimum standards are automatically placed on academic probation, thus triggering counselling opportunities for advisors.

Beginning in their 3rd-4th quarters, students receive briefings on requirements for their thesis or professional research projects. Students must prepare a thesis/project proposal for their advisors' approval. The plan includes a milestone schedule to help ensure successful completion by their
scheduled graduation date.

Finally, GSBPP has a minimum quarterly workload policy for students to help ensure students stay on track for degree completion, as well as to promote good stewardship of taxpayer dollars. MBA students must take a minimum of 12 credit hours or enroll in at least four courses per quarter.

### 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 academic advisors for GSBPP students are the Programs Officer (a Navy officer with the rank of Commander) and the Academic Associates designated each curriculum. These advisors have principal responsibilities assisting students in completing their programs. Individual instructors are of course responsible for counselling students as required in their respective courses, and similarly, thesis/project advisors provide counselling to help students toward successful completion of that particular degree requirement.

Advisors receive immediate notification when a student receives a less than satisfactory or "incomplete" grade for a course. Students with grade point averages that fall below minimum standards are automatically placed on academic probation, thus triggering counselling opportunities for advisors.

The NPS Graduate Writing Center provides resources for students who need instruction and assistance in meeting GSBPP curriculum writing requirements (e.g., thesis).

For exceptional cases (e.g., a student who requires a lengthy medical leave for major illness or surgery), NPS and GSBPP work closely with the Navy/service sponsor to find an appropriate solution; frequently, such students receive an extension to their assignments at NPS to complete courses in their programs of study.

In the event that a student is unable to complete his/her thesis by the scheduled graduation date, procedures for requesting approval to extend the degree completion date are described in the student handbook and the NPS Academic Policy Manual.

### 4.3.3

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

<table>
<thead>
<tr>
<th></th>
<th>Initially Enrolled</th>
<th>Graduated 100% of Degree Program Length</th>
<th>Graduated in 150% of Degree Program Length</th>
<th>Graduated in 200% of Degree Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Full-Time Students in the SSY-5 Cohort</td>
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<td>110.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Students in the SSY-5 Cohort</td>
<td>110.00</td>
<td>110.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.3.3b Completion Rate additional information / explain**

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that
impede progress towards graduation). (Limit 250 words)

High degree completion rates are due to the factors in 4.3.1 above.

4.3.4 Career counseling and professional development services

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

While GSBPP students generally have well-established career paths upon their assignment to NPS and have no need of job search or placement resources, NPS has several services that contribute to students' professional development. First, there are numerous senior active-duty military personnel assigned to NPS who serve as mentors and advisors. Second, we have several senior retired military officers as faculty members who provide insight and perspective on students' careers. Finally, there are also several associations on campus and in the local Monterey area which students may join and which represent various communities of interest in the military profession (e.g., Surface Warfare Association; Supply Corps Association; Project Management Institute).

4.3.4a(a) 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)

999 THE MBA HAS NO INTERNSHIPS

4.3.4a(2) Internship Participation

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

<table>
<thead>
<tr>
<th>4.3.4a(2) Internship Participation</th>
<th>Self-Study Year Minus 1 Pre Service</th>
<th>Self-Study Year Minus 1 In Service</th>
<th>Self-Study Year Pre-Service</th>
<th>Self-Study Year In-Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4.3.4a(3)

4.3.4a(4)a

4.3.4b Employment Statistics

Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

<table>
<thead>
<tr>
<th>4.3.4b Employment Statistics</th>
<th>Self-Study Year Minus 2 Pre-Service</th>
<th>Self-Study Year Minus 2 In-Service</th>
<th>Self-Study Year Minus 1 Pre-Service</th>
<th>Self Study Year Minus 1 In-Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>National or central government in the same country as the program</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign government (all levels) or international quasi-</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

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

4.4.1 Ongoing 'Diversity' Activities

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

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

(Limit 250 words)

Diversity training and workshops is a function of the Department of Navy. The Chief of Navy's Diversity policy is attached. Formal diversity training is not required of students, faculty and staff, but GSBPP follows Navy's lead in promoting a climate of inclusiveness through student activities across the campus, including activities celebrating Black History Month, Hispanic Heritage Month, Women's History Month, and others. Particularly popular and well-attended events are the international student events celebrating distinct cultures of the international students enrolled in our programs.

Inclusion of foreign military officers in our programs is a significant contribution to our diverse culture. These officers are fully-engaged in courses, study groups, presentations, and social events. The association with students across the globe is consistently referred to by students as one of the highlights of their educational experience, and in many cases, the professional and personal relationship last well-beyond graduation.

"Diversity" is embedded in our program competencies. For instance, our competency, "We expect students to be able to interact effectively with a diverse defense workplace"; a specific course objective in GB3012, Communication for Managers, is for the students to demonstrate ability to construct written and oral persuasive messages for diverse internal and external audiences.

4.4.2 Program Recruitment Diversity Actions

4.4.2 Program Recruitment Diversity Activities

Selection of individual students for admission originates with the sponsoring military service or agency, not with NPS. Hence, GSBPP/NPS does not recruit students, nor do we have direct influence on the diversity characteristics of students. Student diversity will depend significantly on the diversity characteristics of the wider Navy and Defense community.

Legal and institutional context of program precludes collection of any “diversity” data. No
4.4.3a Ethnic Diversity - Enrolling Students

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

US-Based Program - Complete the following table for all students enrolling in the program in the year indicated (if you did not check the "precludes" box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

<table>
<thead>
<tr>
<th></th>
<th>Self-Study Year Minus 1 Male</th>
<th>Self-Study Year Minus 1 Female</th>
<th>Self-Study Year Male</th>
<th>Self-Study Year Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>American Indian or Alaska Native, non Hispanic/Latino</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Asian, non Hispanic/Latino</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non Hispanic / Latino</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>White, non-Hispanic/Latino</td>
<td>44</td>
<td>12</td>
<td>78</td>
<td>5</td>
<td>139</td>
</tr>
<tr>
<td>Two or more races, non Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>10</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Race or Ethnicity Unknown</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>15</td>
<td>108</td>
<td>11</td>
<td>210</td>
</tr>
</tbody>
</table>

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

One of the distinctive features that sets NPS apart from nearly all other institutions is that officers of all U.S. armed services and the armed services of many other countries come together in NPS classrooms and laboratories. The student body reflects the diversity of the military populations from which they are drawn. Graduates of NPS report that diversity in service, culture and ethnicity greatly enhanced their educational experience.

**Does the legal and institutional context of the program preclude collection of diversity data?** Yes
5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

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

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

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

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

Self-Study Instructions:

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

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

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

The program’s answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf at the bottom of the online web form. The plan should be connected to the program’s overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program’s mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

Our graduates will be effective defense managers.
[This competency reflects the program mission with the expectation that students will become well-grounded in fundamental areas of management as they relate to defense, including accounting, financial management (including budgeting), operations, economics, acquisition, strategy, communications, organizational management, and information technology. Objectives in most of the MBA core courses support attainment of this competency.]

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

Our graduates will be effective participants in DoD policy processes.

The program mission anticipates that graduates will understand and be able to operate effectively within the economic, political, governmental, defense, and organizational policy environments that influence their decisions and their organizations. This includes the ability to recognize ethical implications of policies and decisions. Core courses that contribute to this competency include: GB3070 (Economics of the Global Defense Environment); GB4053 (Defense Budget and FM Policy); and GB4071 (Economic Analysis & Defense Resource Allocation).

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

Our graduates will be effective problem solvers.

This competency supports the mission by giving students the knowledge and ability to apply analytical and problem-solving techniques to enhance decision making in defense policy and management, as well as to think in a critical, creative, integrative, and strategic manner. Core courses that support this competency include: GB3040 (Managerial Statistics); GB3042 (Operations Management); and GB4043 (Business Modeling and Analysis).

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

Our graduates will be responsible public servants.

The mission calls for students to possess specialized knowledge, skills and abilities to serve in positions of significant responsibility within defense management with professional competence, thereby promoting accountability, responsibility, and trust in the institutions of national defense. Through this competency, graduates will realize the role of public service and public management/leadership, and learn the values of transparency, diversity, and equality in defense public administration and policy making. Core courses that support this competency include: GB3014 (Ethics for Public Managers); GB3051 (Cost Management); and GB4053 (Defense Budget and FM Policy).

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

Our graduates will be able to interact effectively with a diverse defense work force.

In anticipating our graduates' roles in defense management and policy-making, the mission requires graduates to recognize that public/defense environment consists of a diverse workforce (policy makers, civilians, and military) that works together as a team. This competency envisions that graduates will promote transparency and accountability, leverage the contributions achieved through diversity, and apply ethical principles in the workplace environment.
If your program offers any mission-specific competencies required of all students (beyond those competencies entered in 5.1 on universal competencies), then for each one offered please describe how it supports the program mission and state least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state "none".

The MBA program has one mission-specific required competency:
Our graduates will be effective overseers of industry participation in defense management.

[The mission requires our graduates to be effective managers and policy-makers in an environment that includes significant involvement of defense contractor firms and their employees. The public interest is served when our graduates can effectively oversee the operations of contractor firms with an understanding of and appreciation for their business practices, as well as knowledge of the regulatory environment of defense contracting. An example of a student learning outcome in this competency is from GB4052 (Managerial Finance): "Evaluate projects by utilizing tools used in private "for profit" industries such as capital budgeting and assessing pricing tools."]

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

Does your program have any mission-specific competency? Yes

If your program offers any mission-specific elective competency (such as a track, concentration, option, or specialization), then for at least 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 elective competency. If none, please state "none."

The specialty curricula listed in 2.1.1 each have one mission-specific elective competency. These reflect the particular areas of specialization in which our students study and in which they will likely be assigned to work following graduation. Students in each of these specialty curricula must take a sequence of concentration courses which totals at least 24 credit hours. These concentration courses provide the necessary knowledge and skills for our graduates to serve effectively in their designated specialty areas.

Acquisition and Contract Management(815) - Our graduates will be effective contract managers.

Systems Acquisition Management(816) - Our graduates will be able to apply state-of-the-art acquisition concepts to acquisition scenarios.

Financial Management (837) and Financial Management (Energy)(838) - Our graduates will be able to apply state-of-the-art financial management concepts to military management problems.

Logistics [includes Transportation Management(814); Supply Chain Management(819); Material Logistics
Support (827) - Our graduates will be able to apply state-of-the-art logistics concepts to achieve cost-effective operational readiness.

Information Systems Management(870) - Our graduates will be able to effectively manage information resources.

Standard 5.1-5.3 Part B

PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

Competencies -- Stage of Assessment

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

<table>
<thead>
<tr>
<th>Competency:</th>
<th>Learning outcome has been defined</th>
<th>Evidence of learning has been gathered</th>
<th>Evidence of learning has been analyzed</th>
<th>Any evidence used to make programatic decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To lead and manage in public governance</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2. To participate in and contribute to the public policy process</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. To analyze, synthesize, think critically, solve problems and make decisions</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. To articulate and apply a public service perspective</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. To communicate and interact productively with a diverse and changing workforce and citizenry.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Competency 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Effective defense managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB3020: Fundamentals of Information Technology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB3040: Managerial Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB3050: Financial Reporting and Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB3070: Economics of the Global Defense Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB4014: Strategic Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB4053: Defense Budget and FM Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MN3301: Systems Acquisition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Effective participants in DoD policy processes</td>
</tr>
<tr>
<td>GB3050: Financial Reporting and Analysis</td>
</tr>
<tr>
<td>GB3051: Cost Management</td>
</tr>
<tr>
<td>GB3070: Economics of the Global Defense Environment</td>
</tr>
<tr>
<td>GB4043: Business Modeling and Analysis</td>
</tr>
<tr>
<td>GB4052: Managerial Finance</td>
</tr>
<tr>
<td>GB4053: Defense Budget and FM Policy</td>
</tr>
<tr>
<td>GB4071: Economic Analysis &amp; Defense Resource Allocation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Effective problem solvers</td>
</tr>
<tr>
<td>GB3010: Managing for Organizational Effectiveness</td>
</tr>
<tr>
<td>GB3014: Ethics for Public Managers</td>
</tr>
<tr>
<td>GB3020: Fundamentals of Information Technology</td>
</tr>
<tr>
<td>GB3040: Managerial Statistics</td>
</tr>
<tr>
<td>GB3042: Operations Management</td>
</tr>
<tr>
<td>GB3050: Financial Reporting and Analysis</td>
</tr>
<tr>
<td>GB3051: Cost Management</td>
</tr>
<tr>
<td>GB4043: Business Modeling and Analysis</td>
</tr>
<tr>
<td>GB4052: Managerial Finance</td>
</tr>
<tr>
<td>GB4053: Defense Budget and FM Policy</td>
</tr>
</tbody>
</table>

For each of the listed competencies, please list all relevant required courses. Programs should list the full title of the course, not just Course Number (for Example PUAD 606 Research Methods):
4. Responsible public servants
   GB3014: Ethics for Public Managers
   GB3051: Cost Management
   GB3070: Economics of the Global Defense Environment
   GB4052: Managerial Finance
   GB4053: Defense Budget and FM Policy

5. Able to interact effectively with a diverse defense work force.
   GB3012: Communication for Managers
   GB3020: Fundamentals of Information Technology.
   GB4053: Defense Budget and FM Policy

MISSION SPECIFIC REQUIRED: Effective overseers of industry participation in defense management
   GB3014: Ethics for Public Managers
   GB3042: Operations Management
   GB3050: Financial Reporting and Analysis
   GB3051: Cost Management
   GB4052: Managerial Finance
   MN3301: Systems Acquisition

MISSION SPECIFIC ELECTIVE: [Logistics]: Able to apply state-of-the-art logistics concepts to achieve cost-effective operational readiness.
   GB4410: Logistics Engineering
   GB4430: Defense Transportation Systems
   GB4450: Logistics Strategy
   GB4460: Logistics Risk Assessment and Control
   GB4480: Supply Chain Management
   GB4403: Business Modeling and Analysis
   GB4490: Special Topics in Supply Chain Networks
   MN3301: Systems Acquisitions

MISSION SPECIFIC ELECTIVE: [Acquisition and Contract Management]: Effective contract managers.
   MN3303: Principles of Acquisition and Contract Mgmt
   MN3312: Government Contracts Law
   MN3315: Acquisition Management and Contract Administration
   MN3318: Contingency Contracting
   MN3320: Contract Cost and Price Analysis
   MN3321: Federal Contract Negotiations
   MN4304: Defense Systems Contracting
   MN4311: Contracting for Services
   MN4371: Acquisition and Contracting Policy

MISSION SPECIFIC ELECTIVE: [Systems Acquisition Management]: Able to apply state-of-the-art acquisition concepts to acquisition scenarios.
   MN3384: Principles of Acquisition Production and Quality Management
   MN4470: Strategic Planning and Policy for the Logistics Manager
   MN3309: Acquisition of Embedded Weapon Systems Software
   MN4602: Test and Evaluation Management
Competency 9

MISSION SPECIFIC ELECTIVE: [Financial Management]: Able to apply state-of-the-art financial management concepts to military management problems.

GB3510: Defense Financial Management Practice
GB4510: Strategic Resource Management
GB4520: Internal Control and Audit
GB4530: Management Control Systems
GB4540: Financial Management Seminar
MN4157: Seminar in Management Accounting
GB4560: Defense Financial Management
GB4550: Advanced Financial Reporting

MISSION SPECIFIC ELECTIVE: [Information Systems Management]: Able to effectively manage information resources

IS3502: Network Operations
GB4021: Strategic Management of IT
IS4300: Software Engineering/Project Mgmt.
IS3200: Enterprise Systems Analysis and Design
IS3201: Enterprise Database Management Systems
IS4220: Technology Enabled Process Improvement
CS3600: Information Assurance
IS4182: Enterprise Information Systems Strategy and Policy
IS3301: Decision Support Systems

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

Universal Required Competencies: One Assessment Cycle

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

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

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

Competency Assessed - 1. Our graduates will be effective defense managers.

This competency was assessed in the course MN3301 (Acquisition of Defense Systems) for the learning objective: "Students will demonstrate knowledge of the basic policies and managerial procedures for acquiring major defense systems." An assessment on this objective was performed initially in Spring quarter 2010 and again in Spring quarter 2013.

2. Evidence of learning that was gathered:

Assessment Event: During the course, each student was required to perform research and submit a written report on key aspects of an on-going major defense acquisition program. Students prepared individual presentations that summarized these reports; these were presented orally to the class during the final week of the course.
3. How evidence of learning was analyzed:

Each student's written report was analyzed by the instructor according to a predetermined rubric. Each student's report was judged as "high", "adequate", or "inadequate" in the following three measures:
1. Demonstrated knowledge of the program's capabilities, operational requirements, significant technical characteristics, and how these are documented for the program.
2. Demonstrated knowledge of the major elements of and proper relationship among the elements of the program's acquisition strategy.
3. Demonstrated knowledge of the program's budgeted financial resources and the proper relationship of those resources to program activities.

The instructor summarized the results for the entire class.

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

Results from the 2010 assessment were discussed among the instructors who teach this course as well as the Acquisition Area Chair. It was also determined that access to data on acquisition programs varied widely depending on the program, resulting in uneven and inconsistent demonstrated learning among students. It was decided that GSBPP should request that students be granted access to a Dept of Defense database of information on all major programs, and that this database should be a principal resource for projects in subsequent course offerings. (Arrangements have since been made with DOD staff for GSBPP to request access for students in all subsequent offerings, and student access has been regularly approved.) Discussion also resulted in improvements in the assignment (e.g., clarification of instructions for the project; provision to students of the performance rubrics for the assessed measures).

Discussion of results from a follow-on assessment (using the same assignment and rubric) during spring 2013 revealed that the DOD database no longer included a key piece of information required in the report; this requirement has been deleted. Otherwise, the results indicated a high degree of student learning on the three measures, and no further changes were recommended.

The assessment has led to an overall benefit for the MBA program which is broader than that realized only in the acquisition course. Because the DOD database referred to above contains a rich variety of programmatic information (e.g., budgetary information; contract data; logistics data), students across all curricula may now obtain access to the DOD database for analysis in their courses and on their capstone projects/theses. The database is also now easily accessible by faculty, who can use (and have used) it for their own research projects, thereby enriching and adding relevance to the program.

Standard 5.2 Part C

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

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

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

Competency Assessed: Our graduates will be effective overseers of industry participation in defense management

This competency was assessed in GB4052 (Managerial Finance) in Spring 2014 for the learning objective: "Evaluate projects by utilizing analytical/quantitative tools such as capital budgeting and asset pricing tools (stock, financial options, etc...), used in private 'for profit' industries."

2. Evidence of learning that was gathered:
Evidence of learning was gathered through analysis and compilation of student results in a quantitative problem exam (midterm).

3. How evidence of learning was analyzed:

Results from each student's exam were analyzed by the instructor according to a predetermined rubric for measuring traits/behaviors. The results for the section were compiled, and the instructor shared and reviewed the analysis with the department Area Chair.

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

Assessment results indicated that desired students' performance was above the average when compared to previous courses. Recommendations to achieve 'above average' class results considered the use of Excel in the course in order to improve analysis and development of solutions of long exercises by reducing the number of errors. This should be implemented in the next (Fall AY2015) offering.

In order to help some students who presented some difficulties in remembering math concepts, it was also suggested that greater emphasis on algebra in the math refresher (GB1000) at the beginning of the MBA program would further reinforce the skills needed in completing assignments that demonstrate proficiency in this competency. This is being incorporated in subsequent (Summer AY2014) delivery of the math refresher.

This assessment generally confirms prior indirect assessments related to students' quantitative abilities (in particular, their undergraduate backgrounds and the number of years since their undergraduate studies), how those may be improved, and in which courses. Regular "how's it going meetings" with new students, faculty feedback, exit surveys, and sponsor feedback have contributed to on-going discussions within GSBPP on this important issue. As a result, several actions are underway:

1. GSBPP has experimented with various "math refresher" options, including making self-paced software packages available to new students and use of on-line video courses. Our latest tactic, implemented in Winter quarter AY14, is a mandatory 1-unit resident math refresher class. We continue to monitor students' progress and satisfaction and to solicit instructor assessments of how well this is working.

2. GSBPP is also considering the most effective use, content, and delivery of the core statistics course, GB3040. The course coordinators for GB3040 and those courses that have GB3040 as a prerequisite are working to ensure first, common understanding of its role in the program, and second, consistent delivery among the instructors who teach it.

Our decisions and actions in these two areas will, we anticipate, have a positive influence on student learning in GB4052 and other quantitatively-oriented courses.

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

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective competency) was implemented.

Competency Assessed: 815 [Acquisition and Contract Management]: Our graduates will be effective contract managers.
This competency was assessed in MN4371 (Acquisition and Contract Policy) for the learning objective: "Analyze government contracting policies"

5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning

In Fall 2010 assessment, evidence of learning was gathered through oral presentation summarizing a current federal government contracting policy. The students analyzed, synthesized, and evaluated the contracting policy in terms of inputs, outputs, outcomes, and impacts on procurement integrity, accountability, and transparency. Students also assessed the contracting policy in terms of policy implementation (policy versus practice), attainment of policy goals, and adequacy of policy goals. Finally, students provided specific recommendations for policy changes or improvement to policy implementation and practice.

In the successive Fall 2014 assessment, evidence of learning was gathered using the same assignment. However, an additional event was also introduced such as the discussion of the contracting policy in terms of the specific policy-making process, using the stagist model and related policy-making process steps (issue definition, agenda setting, formulation, decision-making, implementation, and evaluation). This competency was assessed through student presentation and a specific item in the course final exam. The competency was evaluated using an assessment rubric.

5.3.3 Describe the program’s policies for ensuring the capacity and the qualifications of faculty

Results from the students' embedded exams were analyzed by the instructor, who also covers the roles of Course Coordinator and of Academic Associate, on both occasions. He reviewed the results finalizing and implementing the changes necessary to improve student learning and taking notes on possible course/curriculum modifications to advance further improvements. He also discussed the results with the other faculty in the contracting group, including the other instructor who teaches the source.

The results of the assessments completed in course MN4371: Acquisition and Contracting Policy in Fall and Spring 2010 indicated the student's sufficient mastery of the assigned contracting policy in terms of inputs, outputs, outcomes, and impacts on procurement integrity, accountability, and transparency, as portrayed in the Framework for Public Procurement Policy. Students also properly assessed the assigned contracting policies in terms of policy implementation (policy versus practice), attainment of policy goals, and adequacy of policy goals. The students also sufficiently provided specific recommendations for policy changes or improvement to policy implementation and practice. However, one area that was not covered in depth in the course lecture, and as a result, not addressed in depth in the student's presentation, was the specific phases of the contracting policy-making process, as portrayed in the Framework for Public Procurement Policy. The instructor determined that an adequate understanding of the policy-making process is critical for the student's analysis of government contracting policy. Therefore, the next offering of this course would have included a lecture on the specific contracting policy-making process, using the stagist model and related policy-making process steps (issue definition, agenda setting, formulation, decision-making, implementation, and evaluation (Lasswell, 1956)). The contracting policy-making process was made a required student discussion topic also included in the Student Presentation Evaluation sheet.

In Fall 2014, results of the assessment for MN4371: Acquisition and Contracting Policy, indicated student's sufficient mastery of the assigned contracting policy in terms of inputs, outputs, outcomes, and impacts on procurement integrity, accountability, and transparency, as portrayed in the Framework for Public Procurement Policy. Students also properly assessed the assigned contracting policies in terms of policy implementation (policy versus practice), attainment of policy goals, and adequacy of policy goals and provided specific recommendations for policy changes or improvement to policy implementation and practice. The assessments of the final exam item reflect that the majority of students identified and addressed all of the policy-making processes as applied to a major federal government contracting policy. Using the assessment rubric, the majority of student assessments were in the "Very Good" and "Good" range. However, 3 students were in the "Unsatisfactory" range reflecting that these student did not identify or address any of the policy-making process, or they provided an insufficient analysis of the policy-making.
process as applied to a selected federal government contracting policy. Based on these results, no further changes to the course materials or teaching approach was proposed.

### Standard 5.4 Professional Competence

**Section 5.4 Professional Competence**

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

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

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

### Standard 6.1 Matching resources with the Mission

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

**Self-Study Instructions:**

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

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

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

**6.1a Resource Adequacy: Budget:**

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).
If available, please provide the budget of the degree seeking accreditation $8,023K

<table>
<thead>
<tr>
<th>6.1a Overall budget for program</th>
<th>Stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries for Full Time</td>
<td>Stable</td>
</tr>
<tr>
<td>Faculty Salaries for Professional Adjuncts and Part Time Instructors</td>
<td>Stable</td>
</tr>
<tr>
<td>Faculty Travel</td>
<td>Stable</td>
</tr>
<tr>
<td>Assistantships and Other Forms of Student Support</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

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

Deleted

### 6.1b Resource Adequacy: Program Administrator

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

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

- **Teaching release time is provided to program administrator(s)** — Yes
- Additional compensation is provided to program administrator(s) — No
- Designated GA support is provided to program administrator(s) — No
- Designated staff support is provided to program administrator(s) — No
- Program administrative duties are assigned to a tenured faculty member — No
- **Other (describe)** — Deleted

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

GSBPP does not plan, budget, or account for funds separately for the "MBA Program" or "MSM Program." GSBPP does, however, plan, budget and account separately for the "resident instruction" program. The resident instruction program consists of 1) MBA program courses and 2) MSM program courses (and a few service courses provided to other NPS degree programs outside of GSBPP). The delivery of the MBA and MSM resident programs are highly integrated with the large majority of courses attended by both MBA and MSM students and thus these courses support both programs. The budget number most directly applicable to the resident program totaled $8,023K in AY2014, compared to $7,319K in AY2013 and $7,858K in AY2012; we expect a similar budget in AY2015, but the AY2016 budget is more uncertain.
Overall the funding levels have been adequate to support the School's mission and objectives, with funding levels following changes in full time equivalent faculty. The standard faculty workload model for tenure track faculty includes two courses per quarter (courses typically meet three to four hours per week over eleven weeks, plus a one week finals period). GSBPP uses course sections as the workload metric, but expects all faculty members to bear a fair-share student project or thesis advising load and provide service to GSBPP/NPS, the professional community, and/or the academic community. This teaching load also provides at least some time for scholarly or professional research/consulting.

Tenure track faculty members teaching for two quarters, receive salary for three quarters (providing additional NPS-funded research opportunities). Tenure track faculty members are expected to secure funding for their fourth quarter, either from external sponsors or from internal GSBPP/NPS research programs. Tenure-track faculty without fourth-quarter funding may request additional teaching. Non-tenure track faculty members do not receive the NPS-funded research quarter, but are encouraged to seek external or internal research/consulting funding. They typically teach for three or four quarters per year. Faculty members serving in GSBPP administrative positions may have reduce teaching loads. (The appendix provides details.)

This workload model is consistent with our mission as a research-oriented defense-focused MBA and MSM programs. It provides sufficient opportunity for service and research productivity in both academic and professional activities. The internal funding programs available through NPS and GSBPP emphasize questions of relevance to the operational military forces (including defense personnel analysis and defense systems analysis). Thus, these opportunities represent service to our sponsors, and provide topics for our capstone projects and classroom exercises.

GSBPP attempts to limit student enrollment per class to 25 - 30 students at a maximum. GSBPP feels this is the optimal size for student learning, and also considers faculty workload requirements; GSBPP has no teaching assistants so the course instructor is responsible for all grading and student assistance. Average class size in GSBPP has remained relatively stable over the last three years at approximately 22 students per class. The common core classes are generally slightly larger than this average, and the curriculum concentration courses are slightly smaller.

Our non-labor budget, included in the above totals, has been sufficient to cover equipment, supplies, and some faculty travel. Reimbursable research funding covers most faculty equipment and travel; GSBPP centrally funds equipment and travel for faculty members who have limited research support. There is still a positive balance in the GSBPP travel budget for FY 2014. Travel has been constrained more due to Department of Defense (DOD) policies increasing the level of approvals required for travel, particularly travel to non-DOD conferences.

The GSBPP budget has been sufficient to cover our MBA/MSM teaching requirements plus the tenure-track release quarter and adequate faculty equipment and travel.

The GSBPP administration includes several administrative functions: Dean, Associate Deans (4), Area Chairs (5), and Academic Associates (7). The Dean is a full time administrative position, though Dean's typically remain research active while serving in their administrative role. The academic Associate Deans (ADs) are half time administrative positions; ADs remain active in both teaching and research during their service as ADs. The Military Associate Dean (MAD) is a full-time active duty Navy Captain assigned to oversee the military faculty and students within GSBPP and provide connections to the operational Navy. The MAD is supported by a full-time active duty Program Officer.

Area Chairs (ACs) oversee the faculty in GSBPP's five discipline areas, though the Dean remains the direct supervisor for all faculty members. ACs receive a 25% teaching release time. Academic Associates (AAs) oversee the academic concentrations within GSBPP, both students and the academic content. Every MBA concentration is assigned an AA. AAs receive a 25% teaching release time. AD, AC, and AA
duties are assigned to GSBPP nucleus faculty members on a rotating basis. The GSBPP budget has been sufficient to cover the school's administrative requirements through faculty release time.

Clerical and administrative support is shared across the GSBPP faculty and administration. The Dean's secretary is the only dedicated staff member, though that position provides collateral duties supporting the entire school. At the moment, GSBPP is short three support staff members, but that is not due to budget constraints. GSBPP has been unable to fill these positions because an NPS-wide hiring freeze. We have received a waiver to fill the most critical staff vacancy, and hope to be able to fill the remaining two in the near future. The general level of staff support is adequate to continuously improve our programs, particularly when all positions are filled.

All NPS and GSBPP students are employed by various government agencies (U.S. and foreign) prior to admission, remain in a full-pay status while attending NPS, and return to full-time government service upon graduation. Because they have federal government experience before arriving at NPS, and are in a full-pay status while attending, there is no need for student financial aid, funding for teaching/research assistants, internships, or job placement support. Therefore the only program resources required to support students within GSBPP involve academic oversight and advice.

Academic oversight is provided by the AAs, who advise students on academic matters concerning their core and concentration courses, and general matrix of classes. The Program Officer is a unique position at NPS. The Program Officer is an active duty military officer (typically at the Commander/LT Colonel rank) with administrative responsibilities for GSBPP's curricula. The Program Officer acts as a liaison between program sponsors and AAs in overseeing the school's resident curricula, and provides the direct military supervision for GSBPP military students. Further military and career advice is provided by the MAD, the five active duty officers assigned to the GSBPP teaching faculty, and the several retired military officers who have returned to the GSBPP teaching faculty to cover the more operational courses in our curricula. Finally, the GSBPP staff includes and Education Technician who supports the faculty and students with the logistics of class scheduling. GSBPP's resources are adequate to support our students' needs.

Dudley Knox Library (DKL) supports GSBPP with a wide variety of facilities, resources and services, 7 days a week. GSBPP students frequently use the library's wireless access and numerous computers, individual study and collaborative work areas. We aggressively focus on providing materials electronically for access anytime/anywhere 24/7. In 2014 ~35% of our $5.3 million budget was used to purchase/license print and electronic content.

DKL provides numerous relevant current and retrospective databases, ejournals and ebooks to support GSBPP researchers. These are easily discoverable on the library's website (http://www.nps.edu/library) through a variety of means including our catalog, database listings and topical "research guides." Our digital archive provides discovery and access to NPS theses, technical reports, and faculty publications. We also provide discovery tools and easy access to materials from other collections. Using a "patron driven" model, we purchase print materials when students and faculty request them. Patrons can quickly request and obtain print and electronic materials that the library does not have in print or electronically through our efficient Interlibrary Loan service.

An experienced subject librarian supports GSBPP, and another specializes in political science, government documents, and other areas relevant to public policy research. They select materials, provide customized instruction, and create and maintain guides supporting classes and assignments. The GSBPP librarian provides orientations to new faculty, guidance on resources for tenure and promotion purposes, faculty and student research consultations, and other services as requested.

More information is available in DKL's Annual Report (http://libguides.nps.edu/annualreport2013).

Information Technology support for the GSBPP is provided by both a central IT support organization and
an internal group dedicated to the unique IT requirements of GSBPP. The central IT support organization, called Information Technology and Communications Services (ITACS), provides support for the majority of IT requirements across campus and is responsible for maintaining the network infrastructure, faculty and staff office computers, classroom podium equipment and the common use computer labs.

GSBPP is responsible for the budgeting and lifecycle replacement of faculty office machines and has been successful at keeping all faculty systems up to date. GSBPP is also responsible for equipping and maintaining four smart classrooms that have laptop computers installed at every student seat. These classrooms hold approximately 32 students each. Another classroom worth of computers are kept in mobile cabinets that can be deployed to any regular classroom as required. GSBPP also maintains its own software application server that delivers virtual access of high cost software over the Internet. Most of the software applications GSBPP uses are installed on the classroom laptops and computer lab computers. The combination of IT support provided by both the central IT organization (ITACS) and the GSBPP internal group is considered satisfactory.

Most of GSBPP's classes are held in a newly completed building that includes six classrooms (three with laptops at every student seat) and two break-out meeting rooms. There is additional classroom space in Ingersoll Hall, the building housing the GSBPP faculty offices. All classrooms have a podium computer, document camera, video capability, and a projection system. Some classrooms have VTC capability. GSBPP has a large and a small conference room in Ingersoll, with VTC capability in the large conference room. GSBPP's classroom and conference room resources are adequate to support our NASPAA accredited programs and mission.

In sum, the NPS/GBPP budget and physical resources are sufficient to meet our mission requirements. We are further supported by the active duty officers assigned to GSBPP (MAD, Program Officer, and military faculty members).

### 6.1c. Resource Adequacy: Supporting Personnel

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

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

<table>
<thead>
<tr>
<th>Clerical Support</th>
<th>Allows for continuous program improvement</th>
</tr>
</thead>
</table>

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

Deleted

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

<table>
<thead>
<tr>
<th>Clerical Support</th>
<th>more than 1 FTE of clerical support for the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Coordinator</td>
<td>program relies on college or university recruitment efforts</td>
</tr>
<tr>
<td>Internship Coordinator</td>
<td>not applicable/no internship program</td>
</tr>
<tr>
<td>Placement Director</td>
<td>program relies on college or university alumni services</td>
</tr>
<tr>
<td></td>
<td>program relies on college or university alumni</td>
</tr>
</tbody>
</table>
6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

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

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

Deleted (workload policies attached)

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

Deleted.

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

<table>
<thead>
<tr>
<th>Required Course (list them by course catalogue name and number)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1 GB3010 Managing for Organizational Effectiveness</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 2 GB3012 Communications for Managers</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 3 GB3014 Ethics for MBAs</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 4 GB3020 Fundamentals of Information Technology</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 5 GB3040 Managerial Statistics</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 6 GB3042 Operations Management</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 7 GB3050 Financial Reporting and Analysis</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 8 GB3051 Cost Management</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 9 GB3070 Economics for the Global Defense Environment</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 10 GB4014 Strategic Management</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 11 GB4043 Business Modeling and Analysis</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>Course 12 GB4052 Managerial Finance</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
</tbody>
</table>
### Course Details

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>GB4053 Defense Budget and Financial Management Policy</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>14</td>
<td>GB4071 Economic Analysis and Defense Resource Allocation</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
<tr>
<td>15</td>
<td>MN3301 Acquisition of Defense Systems</td>
<td>More than one semester, session, or quarter per year</td>
</tr>
</tbody>
</table>

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

#### 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)

NPS scheduling is demand driven. Students are assigned to NPS for the finite time required to complete their degrees (18 months for MBA degrees). There is little flexibility in these assignments because students receive full pay and benefits while attending NPS. Students enter as a cohort and graduate 18 months later with the same cohort. NPS course offerings are scheduled to ensure that all students complete their curriculum requirements and graduate on-time. As such, we ensure all courses are offered as required by our students, typically twice a year for programs admitting students twice a year.

#### 6.1e

**6.1e. Resource Adequacy: Information Technology**

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

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

(deleted)

#### 6.1f

**6.1f. Resource Adequacy: Library**

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

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

Deleted

#### 6.1g

**6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces**
The SSR should explain how the program's classroom and other learning spaces, as well as physical and online facilities for students, faculty, and staff, are appropriate to the method of program delivery.

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

**More than Adequate**

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

**Deleted**

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

**More than Adequate**

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

**Deleted**

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**Standard 7. Matching Communications with the Mission**

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

**Self-Study Instructions**

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard has been requested in previous sections of the self-study; this standard addresses how and where the key elements of the data are made publicly accessible.**

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. **Some** of that data will be made public by NASPAA to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the "Information to be made public by NASPAA" section found at the bottom of this page.

Other data will have to be posted by the program on its website (or be made public in some other way). **That data is to be included by the program in the form below.** A program that does not provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example). Further programs are asked to upload any relevant documents which are not online using the "Upload Relevant Documents" field found found at the bottom of this form. Please place all relevant documents into a single .pdf file and upload in this box.

---

**Data and Information Requirements - Provide URL's**

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

**General Information about the Degree - From Eligibility Section**

**Degree Title**

[http://www.nps.edu/Academics/Schools/GSBPP/Academics/MBA.html](http://www.nps.edu/Academics/Schools/GSBPP/Academics/MBA.html)
| Organizational Relationship between Program and University | http://www.nps.edu/Academics/Schools/GSBPP/index.html |
| Modes of Program Delivery | http://www.nps.edu/Academics/Schools/GSBPP/Academics/MBA.html |
| Number of Credit Hours | http://www.nps.edu/Academics/GeneralCatalog/Layout.html |
| Length of Degree | http://www.nps.edu/Academics/Schools/GSBPP/Academics/MBA.html |
| List of Specializations | http://www.nps.edu/Academics/Schools/GSBPP/Academics/index.html |
| Number of Students | http://www.nps.edu/Academics/Schools/GSBPP/docs/NPSGSBPPBookletOctober_2013.pdf |

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.

URLs for these data items are not provided:
- Dual degrees - no dual degrees
- Fast-track information - not applicable
- Tuition and financial aid - not applicable (The Navy and other sponsoring DOD agencies pay educational costs.)
- Internships - no internships
- Completion rate - This information is reviewed with curriculum sponsors during the biennial curriculum review.

Documents at http://www.nps.edu/Academics/Schools/GSBPP/News/information.html provide additional information on GSBPP programs, courses of study, curriculum numbers, as well as facts on GSBPP faculty members and student body. General information on NPS admissions procedures, as well as specific information on GSBPP degree programs, may be found at http://www.nps.edu/Academics/GeneralCatalog/Layout.html.
Furthermore, NASPAA requests 4 different mission-triggered data surveys. Please pay attention to the following:

NASPAA plans to provide four data surveys for programs with missions that trigger additional data reporting. If any of the following conditions is indicated in the Self-Study Report, you have additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

<table>
<thead>
<tr>
<th>If your mission includes:</th>
<th>Your program should participate in this data survey:</th>
<th>Where your data will appear:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking a national or international applicant pool and a national/international scope of policy/management influence</td>
<td>NASPAA Alumni survey (when it becomes available, est.'d 2012-13). Until then or alternatively, the program may present its own alumni survey results, at its option.</td>
<td>Gopublicservice.org and NASPAA and APPAM website locations for prospective students.</td>
</tr>
<tr>
<td>Significant selectivity in admissions</td>
<td>NASPAA/APPAM Foundation Data Survey (every Fall, starting 2012).</td>
<td>NASPAA website and potential media partners.</td>
</tr>
<tr>
<td>International public affairs education</td>
<td>The NASPAA international public affairs data survey. Alternatively, the program could present its own data related to international mission, at its option.</td>
<td>Globalmpa.net and searchable international program database.</td>
</tr>
<tr>
<td>Midcareer, executive, or leadership</td>
<td>The additional questions on Executive MPA programs included in the NASPAA/APPAM Foundation Data Survey. Alternatively, the program can release comparable data elsewhere in the public domain.</td>
<td>NASPAA’s Executive MPA Center data board.</td>
</tr>
</tbody>
</table>

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.
Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs and administration.

<table>
<thead>
<tr>
<th><strong>Enrollment - From Standard 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Number of enrolled students</td>
</tr>
<tr>
<td>● Enrollment - Gender Diversity</td>
</tr>
<tr>
<td>● Enrollment - Ethnic Diversity</td>
</tr>
<tr>
<td>● Enrollment - International Diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty - From Standard 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Faculty Diversity (percentage of teaching faculty by ethnicity)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cost of Degree - From Standard 4.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Tuition cost (in-state/out-of-state)</td>
</tr>
<tr>
<td>● Description of Financial Aid Availability, including assistantships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Services - From Standard 4.3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Distribution of placement of Graduates (number)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty - From Standard 3.3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Faculty Publication Titles (1 per faculty member) that best exemplify program mission</td>
</tr>
<tr>
<td>● Faculty contributions (1 per faculty member) to public policy and administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Graduates - From Standard 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc...)</td>
</tr>
</tbody>
</table>

**Warning:**

When you have completed your Self Study Report you should click the Submit and Lock button below. This certifies that you have finished the report and wish to submit it to COPRA for review. After you have clicked the Submit and Lock button you will no longer be able to edit your data in the Self Study Report (though you will be able to view it). If you have mistakenly clicked the submit and lock button please contact Stacy Drudy at drudy@naspaa.org.

**Submit and Lock (!)** Yes