**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Public Administration (MPA)** | **Michael Moon** | **Toni Fogarty** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Within public administration education, there has been a movement towards competency-based education. The National Association of Schools of Public Affairs and Administration (NASPAA), which is the membership association of graduate programs in public administration, public policy, and public affairs, has identified five competency domains that graduates from public administration programs should be able to demonstrate. This year, we significantly revised the PLOs and adopted the five NASPAA-identified domains with modification for the MPA PLOs. PLO 1. Students who graduate with a MPA will be able to lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry.PLO 1 supports the CSUEB ILOs of “act responsibly and sustainably at local, national, and global levels” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”PLO 2. Students who graduate with a MPA will be able to participate in and contribute to the policy process.PLO 2 supports the CSUEB ILOs of “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities” and “work collaboratively and respectfully as members and leaders of diverse teams and communities” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”PLO 3. Students who graduate with a MPA will be able to analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies.PLO 3 supports the CSUEB ILOs of “think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”PLO 4. Students who graduate with a MPA will be able to articulate and apply a public service perspective.PLO 4 supports the CSUEB ILOs of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “act responsibly and sustainably at local, national, and global levels.”PLO5. Students who graduate with a MPA will be able to communicate and interact productively with a diverse and changing workforce and citizenry.PLO 5 supports the CSUEB ILOs of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “work collaboratively and respectfully as members and leaders of diverse teams and communities.” Curriculum maps attached at end of document. |

**B. Program Student Learning Outcome(s) Assessed**

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| We assess all five of the PLOs annually.  |

**C. Summary of Assessment Process**

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| We assess PLOs annually. Per our 5-year review and previous annual reports, we continue to administer the MPA Exit Survey, a 21-item survey that indirectly measures our graduates’ perception of success with the MPA PLOs. PUAD 6901 (Graduate Synthesis) is the MPA capstone course and requires the completion of an essay exam, which is designed to directly assess the students’ level of competency.  |

**D. Summary of Assessment Results**

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| In the MPA Exit Survey, the majority of the respondents indicated that they “strongly agree” or “agree” with the survey statements. All respondents either “strongly agree” or “agree” with the following statements: “I am confident that I will be a more effective practitioner as a result of my coursework in the MPA program,” “I am able to analyze organizations and conduct organizational problem solving with multiple theoretical perspectives,” and “I am please I received my MPA at CSUEB.” PUAD 6901 was offered in Winter 13 and Spring 13. Students enrolled in Winter 13 all passed the synthesis essay exam with a grade of B or better. The grades from Spring 13 are not yet known. The MPA Exit Survey, however, assesses student competency with the older PLOs, not the new ones adopted this academic year. This assessment tool needs to be completely revamped and changed to a rubric. For PUAD 6901, we have been using the overall grade from the essay exams as the indicator. We plan to develop a rubric for PUAD 6901 where the level of competency in each new PLO can be assessed. This will be more informative than the overall course grade. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| Opportunity for cross-fertilization of ‘feedback loop’ ideas by faculty visiting each others’ faculty discussion meetings about accommodating what has been learned from assessments into future program/curriculum enhancements.  |

Thank you for your hard work for the past year, and have a Great Summer!

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| **Curriculum Map for Program Learning Outcomes Assessment, CSU East Bay** |
| **Degree:** | **MPA, Public Management and Policy Analysis option** | **Dept:** |  | **PUAD** |
| **Levels:** | **I**=Introduced; **P**=Practiced; **M**=Mastered  |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  **Serial #** | **Course Prefix** |  **Course #** |  **PLO1** |  **PLO2** |  **PLO3** |  **PLO4** |  **PLO5** |  **PLO6** |  |  **ILO1** |  **ILO2** |  **ILO3** |  **ILO4** |  **ILO5** |  **ILO6** |  Note |
| 01 | PUAD | 6801 |   | I | I | I | I |   |   | I | I | I | I | I | I |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 02 | PUAD | 6811 | I |   | P | P | I |   |   | P | P | I | I |   | I |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 03 | PUAD | 6812 | P | P | I |   | P |   |   | P | P | P | P |   | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 04 | PUAD | 6815 | P | P | P | P | P |   |   | P | P | P | P | P | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 05 | PUAD | 6831 |   |   | P |   |   |   |   | P |   |   |   |   | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 06 | PUAD | 6832 |   |   | P |   |   |   |   | P |   |   |   |   | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 07 | PUAD | 6842 |   |   | P |   |   |   |   | P |   |   | P | P | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 08 | PUAD | 6850 | P |   | P |   | P |   |   | P | P | P | P |   | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 09 | PUAD | 6864 | P | P | P | P |   |   |   | P | P | P | P | P | P |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10 | PUAD | 6901 | M | M | M | M | M |   |   | M | M | M | M | M | M |   |
|   | Indicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |