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<th>Program Name(s)</th>
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[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

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.”

B. Program Student Learning Outcome(s) Assessed

We assess all five of the PLOs annually.

C. Summary of Assessment Process

We assess PLOs annually. 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

All of the PLOs/ILOs are now directly assessed in PUAD 6901, which is the Graduate Synthesis Comprehensive Exam, using rubrics that we have developing or all developing for each PLO. The new PL outcome approach described above was implemented for the first time in this year’s (2014-15) PLO assessments. Only 17 of 29 students’ scored rubrics could be accessed in Blackboard, although total overall scores on the exam were available for all 29 students. This meant that individual PLOs could be assessed for only these 17 students. Missing rubrics do not appear to correlate with overall score since they are distributed across the point spread.
Overall student performance on the learning outcomes was excellent; the lowest scores received was 88% and the class average was 93%. In the 17 students’ exams for which we have complete scored rubrics, learning scores were consistently high across the PLO criteria, mostly at the “mastery” level with a few scoring at the lower “proficient” level on isolated criteria.

In the future, more reliable access to all students’ rubric scores for each assessment criterion will be a goal. Presumably this will be automatic when using the Blackboard Assessment feature. We intend to implement this feature for the upcoming annual PLO assessments.

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

| N/A |

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