



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

15-16 CAPR 9 amended
Thursday, February 18, 2016

TO: The Academic Senate

FROM: The Committee on Academic Planning Review (CAPR)

SUBJECT: 15-16 CAPR 9: Five-Year Program [Review](#) for Master in Public Administration

PURPOSE: For Action by the Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Master in Public Administration program in the College of Letters, Arts & Social Sciences at California State University East Bay; and it is recommended the program continues with modification. The date of the next Five-Year review is 2020-2021.

BACKGROUND:

At its meeting on November 5, 2015, CAPR invited Dr. Jay Umeh of the Department of Public Affairs and Administration to orally present the outcome of their five-year review process submitted to CAPR for review in 2014-15 as prescribed in the Academic Program Review Procedures (08-09 CAPR 23 (revised)).

OVERVIEW OF DOCUMENTS SUBMITTED TO CAPR:

The Department of Public Affairs and Administration submitted a self-study, including a review of the previous five year review, progress made on that review, a five year plan based on the AY 2013-2014 review, reviewer comments of the five year review, and an appendix. In addition, additional documents were requested and provided following Dr. Umeh's presentation to CAPR including 2009-2013 Student Learning Outcomes Assessment and a revised copy of the 5 year review that included a 2009 Exit Survey of students.

CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW:

Program

1. Over the period under review the MPA program has decreased the number of options in the program and is now a cohort model. In Spring-2011, the MPA program partnered with the Alameda County Human Resource Services Department (ACHRSD) and the Alameda County Education and Training Center (ACETC). The enrollment for the MPA program for the state-side is 187 students with 29 special sessions students through DCIE.
2. Progress has been made in the last 5 years in the majority of the five areas presented in the last review— curriculum development/redesign, admission and enrollment management, an accelerated MPA program, community partnership development, and internships for pre-service.
 - a. Curriculum development/redesign
 - i. Reduced the number of options
 - ii. Developed an admission-specific degree completion roadmap

- iii. Revised required courses for remaining options
 - iv. Partnered with the Alameda County Human Resource Services Department (ACHRS) and the Alameda County Education and Training Center (ACETC) to help design a workforce development and succession plan for Alameda County public employees.
 - b. Admission and enrollment management
 - i. Lowered GPA requirements to 2.5 (average GPA of admitted students is 2.75 to 3.25)
 - ii. Eliminated the GRE and MAT requirement
 - iii. Implemented a cohort model
 - c. Accelerated MPA program
 - i. Not moving forward
 - 1. Lack of departmental resources
 - 2. According to the department there is no interest in collaboration by other departments
 - d. Internships for pre-service
 - i. Established a relationship with Alameda County
- 3. The program has a diverse student body (2011:17% Black, 19% Asian 16% Hispanic, 22% White, 1% Pacific Islander, 25% Unknown or Multiple), and a diverse faculty including their lecturer pool.
- 4. The external reviewer had some concerns regarding the long-term sustainability of the program which stem from the limited number of faculty and staff, however since the external review 2 tenure track faculty have been hired and an administration line was reinstated. The reviewer did recommend indirect assessment of both current students and alumni and to develop a fundraising plan.
- 5. In 2011 the department developed departmental-identified Student Learning Outcomes for their courses and in 2012-12 the Program Learning Outcomes were adopted to align with the five competency domains of the National Association of Schools of Public Affairs and Administration (NASPAA). A curriculum map that indicates the courses in which the PLOs and ILOs are introduced, practiced, and mastered was included in the review (Appendix E). The program used indirect assessment through an exit survey to measure the graduates' perception of success in the MPA program; however this survey did not access the revised PLO's and the department decided that an assessment not tied to a course would not gain a large student response. Both direct and indirect assessments were then introduced as part of the PUAD 6901 (Graduate Synthesis) course. A comprehensive exam was given to students enrolled in Winter 13 and Spring 13; they report that all students passed the synthesis essay exam with a grade of B or better which the program interpreted to indicate, a strong level of achievement with the PLOs.. The faculty used their annual retreat during summer quarter to "close the loop" and discuss assessment results. Yet the program provides no evidence in their report and materials of discussion of their current results and although the faculty retreat is used to "close the loop" the results of those discussions are not included although it was mentioned that they have "significantly altered their approach to assessing the students' level of achievement with the PLOs for 2014-15". Finally, the program provides no five year assessment plan for the program. In addition, the results of the PLO assessments in the capstone course only consist of grades on the essay but not results of the rubrics used for each PLO. The program provides no evidence of direct assessment of student learning. The lack of results (rubric outcomes, not grades), the lack of discussion of the results and the lack of the 5 year plan indicate to the committee a need to readdress the assessment plan for PUAD-MPA program.
- 6. The next 5 years the focus of the program will be a continued focus on curriculum, networking, program assessment/improvement, fundraising/grant writing, and faculty resources.

Resources

1. The department currently has four tenure-track faculty (2012) but only three are fulltime faculty. Due to this low number of faculty, PUAD has not sought re-accreditation by the Network of Schools of Public

Policy, Affairs and Administration (NASPAA). They recently hired one additional tenure-track faculty member and have one active search. PUAD lost a full-time ASA II position (2009) as well as release time for the MPA Graduate Coordinator. (both have been reinstated). The committee suggests PUAD develop a 5-year hiring plan and to participate in the affinity hiring programs at CSUEB.

2. As identified by the outside reviewer, additional tenure-track faculty are needed to sustain the program and decrease the number of courses taught by lecturers to below the current 67%. The outside reviewer noted the high 2012 SFR of 26.49.

CAPR RECOMMENDATION(S) FOR CONTINUATION OF THE PROGRAM WITH MODIFICATIONS:

CAPR specifically recommends the program accomplish the following:

- Development of a 5 year plan indicating which PLO will be assessed in which year.
- Perform direct assessment in addition to indirect assessment. Assessment results for the specific PLO(s) should also be included in the annual reports.
- Discuss the results and how the department will “close the loop” including specific changes for the following year.

DATE OF THE PROGRAM’S NEXT FIVE-YEAR REVIEW:

AY 2020-2021