

**Department of Public Affairs and Administration (PUAD)**  
**2011-12 Annual Report to CAPR**  
**MPA Program**

**1. Brief Self-Study**

This brief self-study provides information on the MPA program's progress toward the objectives outlined in the previous five-year program review, barriers to meeting those objectives, and reevaluation of some objectives. Good progress has been made in a number of the objectives outlined in the five-year review, including curriculum revision, implementing new course delivery options, admission requirement revision, improved advising, increased assessment of student learning outcomes (SLOs), monitoring of the student evaluation process, and improved enrollment management.

In regards to curriculum revision, in 2010-11 the MPA Curriculum Committee (Committee) voted to submit option modification, option discontinuance, and course discontinuance paperwork to the CLASS Curriculum Committee in Fall 11. Due to the budget situation, we chose not to move forward with the curriculum revision. The Committee revisited the curriculum revision in Winter 12 and Spring 12 and voted to continue both the Public Management and Policy Analysis and Health Care Administration options, with modifications. In addition, some of the courses that were originally planned to be discontinued will be banked. Instead of discontinuing the Human Resources and Organizational Change option, the option will be temporarily suspended to give the Committee time to evaluate the option structure, faculty and other resources, enrollment issues, and expected student demand if the option was significantly modified. The paperwork necessary to implement the curriculum changes will be prepared over Summer 12 for submission CLASS Curriculum Committee in Fall 12.

In regards to assessment of student learning outcomes (SLOs), we are continuing to develop SLOs for each of the courses, are participating in the CLASS Assessment Program with specific assessment targets, and have developed a curriculum map for the health care administration option. Excluding the courses for the health care option, beginning Fall 11, course syllabi in PUAD are required to have course-level outcomes developed by the individual instructor. In 2012-13, the MPA Graduate Coordinator will examine all of the syllabi from Fall 11 and later in order to capture the SLOs in order for the Committee to discuss and identify "official" course-level SLOs. For the health care administration option courses, we have developed course-specific SLOs that are assessed through a pre-test/post-test design. At the beginning of each course, a 15-question test is administered (pre-test) and the same test is administered (post-test) at the end of the course. The tests are then compared to assess the change in student learning.

In regards to new course delivery options, PUAD is now offering the majority of its courses in hybrid mode and PUAD has developed departmental guidelines regarding hybrid courses. As part of the guidelines, faculty must participate in Blackboard training before they may offer a hybrid course and each hybrid course must have a variety of instructional materials for the online sessions. In addition, PUAD has partnered with the Alameda County Human Resource Services Department (ACHRS) and the Alameda County Education and Training Center (ACETC) to design a workforce development and succession plan for Alameda County public employees. PUAD has been designated by ACHRS and ACETC as the "educational provider of choice" and we are currently offering the MPA program to multiple cohorts of Alameda County public employees at off-campus sites.

In regards to the admission requirements, we have revised the process by which applications are evaluated and have provided specific instructions on the PUAD website regarding the content and format of letters of recommendation and the statements of purpose. In regard to advising, we now

offer a student orientation in the Fall and Spring quarters (our admission quarters), have developed degree completion roadmaps, and have created an annual course listing.

In regards to enrollment management, we require permission numbers for all of our 6000-level courses and before a permission number is issued, the student's record is checked for completion of foundation and pre-requisite courses with an adequate grade (B or better for the foundation courses). According to data provided by the CLASS Dean's Office, the PUAD graduate lecture SFR in Fall 2011 was 30.97; the undergraduate SFR was 29.2. In Winter 2012, both the PUAD graduate and undergraduate lecture SFRs were higher than the CLASS average, 31.0 compared to 25.4 for graduate and 30.9 compared to 29.3 for undergraduate. However, since PUAD houses two graduate programs and the data are department-based, the actual SFR for the MPA program is not known.

Regarding accreditation from the National Association of Public Affairs and Administration (NASPAA), we have determined that many public administration programs do not find NASPAA accreditation a compelling goal. Unlike degrees from some other professional graduate programs that require accreditation for access to licensure, the lack of program accreditation does not provide a barrier to entry or success in the field of public administration. Within California, a number of UC and CSU MPA programs are not NASPAA-accredited and many are not institutional members of NASPAA. In addition, a research study published in the *Journal of Business and Public Affairs* found that the overall rate of accreditation is low, accreditation is generally found only in large MPA programs with high levels of programmatic resources, and MPA programs with an applied focus generally do not have accreditation. The resources needed to re-establish NASPAA accreditation leads us to question whether the value is sufficient to merit the necessary investments, which would include increasing the MPA faculty by two tenure-track faculty, adding administrative support, increasing release time for the Graduate Coordinator, and decreasing class sizes. It seems unlikely that this level of increase in programmatic cost will be possible in the foreseeable future.

## **2. Summary of Assessment Results**

Course - Quarter	Pre-Test	Post-Test	Difference
HCA 6240 – Winter 07	13.3	83.6	70.3
HCA 6240 – Winter 08	0.0	86.9	86.9
HCA 6260 – Spring 07	46.7	90.4	43.7
HCA 6260 – Spring 08	53.3	92.8	39.5
HCA 6260 – Spring 09	80.2	89.3	9.1
HCA 6280 – Fall 07	75.8	92.6	16.8
HCA 6280 – Fall 08	73.7	90.8	17.1
HCA 6280 – Fall 09	80.2	95.4	15.2
HCA 6270 – Winter 12	59.2	87.3	28.1
HCA 6275 – Winter 12	47.9	81.5	33.6
HCA 6280 – Spring 12	78.5	Not avail	Not avail

### 3. Planning and Institutional Research

California State University, East Bay					
APR Summary Data					
Fall 2006 - 2010					
Public Affairs & Administration					
Fall Quarter					
	2006	2007	2008	2009	2010
<b>A. Students Headcount</b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	260	303	298	289	223
	260	303	298	289	223
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
1. Undergraduate	0	0	0	0	0
2. Graduate	107	106	111	124	119
3. Total	107	106	111	124	119
<b>Fall Quarter</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	6	7	7	7	4
2. Part-Time	1	1	1	1	0
3a. Total Tenure Track	7	8	8	8	4
3b. % Tenure Track	41.2%	47.1%	44.4%	44.4%	40.0%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	10	9	10	10	6
6a. Total Non-Tenure Track	10	9	10	10	6
6b. % Non-Tenure Track	58.8%	52.9%	55.6%	55.6%	60.0%
7. Grand Total All Faculty	17	17	18	18	10
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	5.7	7.0	6.8	6.7	3.5
9. Lecturer FTEF	3.2	9.0	1.9	0.8	1.9
10. Total Instructional FTEF	8.9	16.0	8.7	7.5	5.4
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	77.1	98.9	90.9	125.9	64.0
11b. % of FTES Taught by Tenure/Track	52.0%	59.2%	56.3%	87.2%	51.9%
12a. FTES Taught by Lecturer	71.2	68.3	70.7	18.4	59.2
12b. % of FTES Taught by Lecturer	48.0%	40.8%	43.7%	12.8%	48.1%
13. Total FTES taught	148.3	167.2	161.6	144.3	123.2
14. Total SCU taught	2224.0	2508.0	2424.0	2164.0	1848.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	12.8	13.6	14.1	13.3	18.9
2. Lecturer	22.6	22.3	7.6	37.8	23.0
3. SFR By Level (All Faculty)	15.6	16.7	10.5	18.6	19.3

4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	26.3	26.8	15.9	28.5	31.8
6. Graduate	13.1	13.6	9.0	15.1	15.9
<b>E. Section Size</b>					
1. Number of Sections Offered	28.0	30.0	32.0	25.0	19.0
2. Average Section Size	22.3	23.5	20.5	24.9	29.0
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	30.1	32.7	34.1	38.2	34.4
5. Average Section Size for GD	19.1	20.8	16.2	20.8	26.3
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	3	5	3	5	2
8. GD Section taught by Tenured/Track	13	14	18	17	10
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	4	1	4	0	3
11. GD Section taught by Lecturer	8	10	7	3	4
Source and definitions available at:	<a href="http://www.csueastbay.edu/ira/apr/summary/definitions.pdf">http://www.csueastbay.edu/ira/apr/summary/definitions.pdf</a>				
	<b>Fall Quarter</b>				
<b>Headcount Enrollment</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Public Administration</b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	185	206	236	198	138
4. Total Number of Majors	185	206	236	198	138
	<b>College Years</b>				
<b>Degrees Awarded</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
<b>Public Administration</b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	85	81	83	92	79
3. Total Number of Majors	85	81	83	92	79