



COMMITTEE ON ACADEMIC PLANNING AND REVIEW RUBRIC FOR ANNUAL PROGRAM REPORT REVIEW

History: 08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

Read the Annual Report submitted by the program by visiting the Five-year Reviews and Annual Reports by Department page on the Academic Senate website; find the CAPR document that pertains to the last five year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2015-16

PROGRAM: Master of Public Administration (MPA)

LAST FIVE-YEAR REVIEW: 2014-15

NEXT FIVE-YEAR REVIEW: 2018-19

CAPR REVIEW AND RECOMMENDATION DOCUMENT:

(i.e. 13-14 CAPR 22 on Five-year Reviews and Annual Reports by Department webpage)

1.

Does the Annual Report have a self-study (one page)?

Yes [x] No []

1a.

Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals?

Yes [x] No []

5 goals were identified from the 5 year review:

1. curriculum revision
PUAD significantly revised the Health Care Administration option and the Public Management and Policy Analysis options, respectively. The Human Resources and Organizational Change option was discontinued.
2. implementing new course delivery options
PUAD is now offering the majority of its courses in hybrid mode
3. admission requirement revision
they follow the application evaluation process adopted in 2011-12
4. improved advising
a student orientation in the Fall and Spring quarters (our admission quarters). We have developed new degree completion roadmaps a new annual course listing, which was necessary due to the curriculum revision
5. increased assessment of student learning outcomes (SLOs)
In 2012-13, the MPA Graduate Coordinator examined all of the syllabi from Fall 11 and later in order to capture the SLOs. These SLOs were reviewed at their Department retreat in Summer The PLOs were specified and tied to the University’s ILOs

6. monitoring of the student evaluation process
all student evaluations are now on-line
7. improved enrollment management
Not directly addressed
8. faculty resources
One faculty hire: Fall 2015 as an Assistant Professor

1b.

Does the Annual Report provide information on the program's assessment processes? – does it provide information indicating the results of the program's assessment efforts and/or efforts to further develop its assessment efforts?

Yes No

1c.

Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc?

Yes No

- Professor Frank Scott ended his participation in the FERP program in Fall 2014.
- Administrative support remains low – there is administrative position, and that is a 75% 10/12 position.

2.

Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?

Yes No

Please identify whether the following information is identifiable:

Which student learning outcome was assessed:

Yes No

What assessment instrument(s) were used to measure this SLO:

Yes No

What participants were sampled to assess this SLO:

Yes No

What assessment results were obtained, highlighting important findings from the data collected:

Yes No

How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed:

Yes No

2a.

Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study?

Yes No

Key points:

They state that they will have an indirect (exit survey) assessment and direct assessment (comprehensive exam) yearly. The exam assesses all PLOs.

Grading/assessment rubrics that the program faculty developed for each PLO were used but it is not clear if multiple faculty assessed each exam.

The results were discussed in detail and there was a reference to Appendix A which was not included.

There was no discussion on "closing the loop" or reviewing and analyzing the results as a faculty.

2b.

Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months?

Yes No

Key points: see above

3.

Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes No

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes No

3b. Student level of majors?

Yes No

3.c Faculty and academic allocation?

Yes No

3.d Course data?

Yes No

3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)?

Yes No

(see 4. below for details if Yes).

4.

In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested?

Yes No

Comments: