



ANNUAL PROGRAM REPORT

College	CLASS
Department	PUAD
Program	MPA
Reporting for Academic Year	2016-17
Last 5-Year Review	2011-12
Next 5-Year Review	2018-19
Department Chair	Jay Umeh
Date Submitted	October 20, 2017

I. SELF-STUDY

A. Five-Year Review Planning Goals

The last five-year review was completed in 2014-15. The planning goals outlined in the five-year review included: 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, and faculty resources.

B. PROGRESS TOWARD FIVE-YEAR REVIEW PLANNING GOALS

Curriculum: In regards to curriculum revision, PUAD completed a major revision in 2012-13, revising options and discontinuing one option as part of the results of program and enrollment assessment. 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. The option revisions and the discontinuance were approved by the required CSUEB entities.

In regard to advising, we continue to offer a student orientation in the Fall and Spring quarters (our admission quarters). We have developed new degree completion roadmaps and a new annual course listing, which was necessary due to the curriculum revision. In addition, on the quarterly schedule, we clearly indicate in which courses students should enroll, based on their admission quarter.

New Course Delivery options: In regards to new course delivery options, PUAD is now offering the majority of its courses in a hybrid mode. Two courses – PUAD 5000 and PUAD 6811 were not approved by the faculty to be offered in hybrid mode, but the rest of the courses were approved.

Regarding accreditation, a number of UC and CSU MPA programs are not NASPAA-accredited and many are not even institutional members of NASPAA. The resources needed to re-establish NASPAA accreditation lead us to question whether the value of accreditation is sufficient to merit the necessary investments, which would include increasing the MPA faculty by three tenure-track faculty, increasing administrative support, and decreasing class sizes. It seems unlikely that this level of increase in programmatic cost will be possible in the foreseeable future.

Admission Requirement Revision: In regards to the admission requirements, we continue to follow the application evaluation process adopted in 2011-12, and update quarterly the specific instructions on the PUAD website regarding the content and format of letters of recommendation and the statements of purpose, as well as application deadlines.

Program Assessment/Improvement: 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 FACT with specific assessment targets, 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 our Department retreat in Summer 13. The PLOs were specified and tied to the University's ILOs.

In regard to monitoring student evaluations, in Winter 13 and Spring 13 PUAD participated in the pilot study where all of the student evaluations were completed online. We will continue to be in the study for its duration.

Faculty Resources: During the 2014-15 AY, the MPA program was granted two tenure-track faculty lines. At the end of that search, we were able to hire one faculty member who joined the department in Fall 2015 as an Assistant Professor.

C. Program Changes and Needs

Overview: The primary changes in the MPA program were the result of the quarter-to-semester conversion, the addition of two faculty hires and constant maintenance of the lecture pool. For now the primary program need is for increased administrative support our two graduate programs.

Curriculum: As was discussed earlier, the MPA curriculum has been completely transformed, with new Program Learning Outcomes (PLOs). The curriculum now consists of 8 4-unit courses, for a total of 32 units.

Students: We have continued to admit in the Fall and Spring terms only. In Fall 16, we received 79 applications and admitted 52 applicants (65.8% admission). In Spring 17, we received 46 applications and admitted 32 applicants (69.5% admission).

Faculty: As discussed earlier on, PUAD was recently awarded two tenure-track faculty lines - one hire in 2015-16 (Nicole Diggs) and the second in 2016-17 (Joyce Keyes Williams). We have sufficient number of lecturers in our part-time lecturer pool to draw from when they are needed.

Staff: PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 350 students and a number of part-time adjunct faculty, but we continue to have inadequate administrative support. We have one 75% 12/12 ASC I position, which means that each program has a 37.5% 12/12 ASC I position. We have repeatedly requested that the 75% position be converted to a 100% position, but these requests have unfortunately been denied by CLASS.

Resources: The primary need continues to be for increased administrative support.

Assessment: We currently have the PLO Synthesis Examination which provides direct assessment. Also, the presentation of the assessment data is reported for each individual PLO.

II. SUMMARY OF ASSESSMENT

A. **Program Learning Outcomes (PLO)**

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. We have 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 Learning Outcome(S) Assessed

We assess all five of the PLOs annually. We have used a variety of different methods to assess SLOs and PLOs, including pre-and post-test and student exit surveys. For the past several years, we have used the capstone experience (PUAD 6901) to assess all five of the PLOs. PUAD 6901 is offered in the last quarter in the program. PUAD 6901 is offered twice a year, in the Fall and Spring, respectively.

C. Summary of Assessment Process

Instrument(s): In 2016-17, we assessed the PLOs as part of PUAD 6901 (Graduate Synthesis) which is the capstone course. It requires the completion of an essay exam that is designed to directly assess the students’ level of competency. 1. As part of the requirements for PUAD 6901, the students responded to 5 essay questions. Each of the five questions was intended to assess one of the PLOs using a grading rubric/assessment rubric that had been developed by faculty. In all, each PLO section has its own grading rubric so data for each PLO is collected.

Sampling Procedure: All students in the program are required to complete PUAD 6901.

Sample Characteristics: All students in the program are required to complete PUAD 6901.

Data Collection: The PLO Essay and the PLO Self-Assessment and Narrative are graded using grading rubrics designed for each assignment.

D. Summary of Assessment Results

Main Findings:

Each PLO/ILO is assessed with the MPA Comprehensive Exam during the final weeks of PUAD 6901 (Graduate Synthesis course) using grading/assessment rubrics that the program faculty developed for each PLO.

All 23 students’ Comp Exams were submitted and assessed on Blackboard in Fall Quarter, 2016. Overall student performance on the learning outcomes was very good. Average scores received on the essays ranged from a high of 90% on PLO 4 (“articulate and apply a public service perspective”) to a low of 71% on PLO 5 (“communicate and interact productively with a diverse and changing workforce and citizenry”). The average total score was 82% correct. Despite the fact that students were informed that their lowest scoring essay out of the 5 essay questions in the Comp Exam would automatically be omitted from their final grade, 18 students achieved total scores in the 90-100% range, which means they performed well across the five areas. Scores reported above include all the essay scores prior to throwing out each student’s lowest scoring essay. The average adjusted final score, with each student’s lowest essay score thrown out, was 92% correct.

Recommendations for Program Improvement: Overall, we seem to be quite pleased with the current trend in the MPA students' performance in the capstone course. We plan to continue to offer the capstone course using the rubrics developed by faculty in the assessment of the PLOs.

Next Step (s) for Closing the Loop: We will continue to share the results of these assessments with all faculty in the MPA program.

Other Reflections: None

D. Assessment Plans for Next Year

In 2017-18, we will continue to assess all of the PLOs in PUAD 6901, the capstone experience. MPA 6901 will be offered in Fall 17 and Spring 18. Students will continue to complete a PLO Synthesis Examination that will directly assess each of the five PLOs separately. The PLO Self- Assessment and Narrative will be used as an indirect assessment of the PLOs.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends: The primary notable trend reflected in the CAPR data is the decrease in the number of MPA students in the program. In 2012, the headcount was 174; in 2016, the headcount was 153 – a decrease of 21 students. That this is the case is not a surprise to the department. During the past three years, there has been a slight drop in the number of students in the program. To be clear, while there great interest in the MPA program and we do receive a lot of inquiries, however, we have not done a good job of following up on these inquiries. This has also resulted in a slight reduction (10 instead of our usual 12 sections) in the number of courses offered each quarter in the program. We are currently tweaking our marketing/follow-up strategies in order to reverse this trend. While the MPA program is not currently run in a strictly cohort model, we would transform into the cohort model in Fall 2018 once we get into the semester mode. Again, we currently offer about 10 courses per quarter, with enrollment roughly ranging between 25 to 30 students.

The data show a slight increase in the percentage of black/African American students in the program from 2014, but over the five years there have been an average of 23.58% black/African American students in the program and 65.4% female students in the program. There is not a lot of deviation from those averages. The percentage of students who are part-time, the average units enrolled, and the average age of students only show very minor differences across the five years. The faculty and course data provided is at the department-level, not program-level. It is thus difficult to use that data to discuss any MPA program-specific trends or trends.

Reflections on Trends and Program Statistics: Other than the decrease in the number of students in the program, there have been very little changes in the student body. As discussed, the decrease in the number of students is not due to a decrease in demand. The decrease is due to the constraints on the number of courses that the program can offer in any given quarter. We currently are restricted to 12 courses per quarter so our admissions are limited to the number where 12 courses will be

sufficient to meet each admission cohort's enrollment requirements. It is difficult to comment on the faculty and course data as it is at the departmental level. Since there are two program within the department, this data would only be informative if it were reported on a program basis.

REQUEST FOR RESOURCES

1. Request for Tenure-Track Hires: None requested at this time.
2. Request for Other Resources: PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 350 students and a number of part-time adjunct faculty, but we continue to have inadequate administrative support. We have one 75% 12/12 ASC I position, which means that each program has a 37.5% 12/12 ASC I position. We have repeatedly requested that the 75% position be converted to a 100% position, but this request has unfortunately been repeatedly denied by CLASS. This is somewhat surprising, given that other departments in CLASS who appear to have a significantly lower number of students have a 100% 12/12 administrative support position.