California State University, East Bay
Department of Public Affairs and Administration
Report on
Five Year Program Review and Plan
2008-2009

Revised March, 2010
California State University, East Bay
Department of Public Affairs and Administration
Report on
Five Year Program Review and Plan
2008 – 2009

Revised March, 2010
Memorandum

Date: March 14, 2010

To: Members of the Committee on Academic Planning and Review (CAPR)

From: Toni E. Fogarty, PhD, MPH
Chair, Department of Public Affairs and Administration (PUAD)

Subject: Revised 5-Year Review - Master of Public Administration (MPA) Program

Please accept this document as the revised five-year review document for the Master of Public Administration (MPA) program. We in PUAD greatly appreciate CAPR’s decision to allow us to revisit the document and to make the revisions we believed were necessary, especially in light of our belief that we were not given sufficient opportunity to participate in and comment on the document previously submitted by Interim Chair Jon Jung. We believe that the revised document is a better representation of what has transpired in the MPA program over the last five years, and also better reflects the work that PUAD has undertaken to improve the quality of the MPA program.

Those signing below attest that each was given the opportunity to study the original document and to make recommendations for revision. Each also attest that they approve the document in its present form.

Lisa Faulkner
Toni Fogarty
George Goerl
Kenneth Kyle
Michael Moon
Frank Scott
Jay Umeh
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1. SUMMARY

The Department of Public Affairs and Administration offers a Master in Public Administration (MPA) and Master of Science in Health Care Administration (MS-HCA). The five-year review of the MS-HCA program was submitted to CAPR in February 2006. Thus this report mainly addresses the five-year review of the MPA program.

During the past five years, the Department has experienced a number of significant changes. There has been a general turnover in faculty, with senior faculty retiring and junior faculty replacing them. At present, only one faculty member has the rank of full Professor. Three have the rank of Associate Professor and three have the rank of Assistant Professor. The Department has also experienced some unexpected turnover in the Department Chair position. Since 2003, there have been three individuals in the position of Chair or Interim Chair. In Summer 2008, Chair Umeh was forced to resign from his Chair position, and an external Interim Chair was appointed without consultation with the Department faculty, which destabilized the Department and demoralized several of the faculty.

The Department has also experienced rapid turnover in two critical administration positions - the CLASS Dean and the Provost position. Since 2003 there have been four individuals in the position of Dean or Interim Dean. Dean Diedre Badejo, the current CLASS Dean, joined CLASS in 2008. There have also been four individuals in the position of Provost or Interim Provost.

In spite of these changes and the challenges they presented, the faculty members in the Department have achieved significant professional accomplishments. Selected accomplishments include: Assistant Professor Michael Moon published two peer-reviewed articles; Assistant Professor Ken Kyle published two peer-reviewed articles, one book chapter, and his first book; Assistant Lisa Faulkner published two peer-reviewed articles; Associate Professor Frank Scott published three peer-reviewed articles and two book reviews; Associate Professor Toni Fogarty published one peer-reviewed article and three books; and Professor Jay Umeh published two peer-reviewed articles, two book chapters, and one book review.

Since the Department was undergoing review for re-accreditation between 2007 and 2008, Department Chair Umeh planned to submit the accreditation self-study report to CAPR, assuming that the MPA would be reaccredited by the National Association of Public Affairs and Administration (NASPAA). In 2007, however, the Commission on Peer Review and Accreditation (COPRA) at NASPAA reviewed the CSU-East Bay Self-study Report and asked the Department to resolve within one academic year specific non-conformities with the NASPAA Standards for accreditation. The major non-conformities raised by the Commission included 1) the lack of a more formalized system of assessment linked to the mission statement and objectives; 2) insufficient attention in
the curriculum to information management; 3) low admission standards; 4) the lack of student advising; and 5) the lack of evidence of faculty efforts to improve the instructional program (including teaching methods, course content, and innovative curricula development). Most of the non-conformities stemmed from the Department’s focus on increasing admissions, which was compelled by the perceived University-wide pressure to increase admissions as part of the University’s strategy to “grow itself” out of its budget shortfall. The program was accorded one year to provide evidence that these concerns were being addressed.

During 2007 and 2008, the Department began to work on an action plan to address the issues raised by COPRA. However, the release time for the Graduate Coordinators in the Department was unexpectedly cut, which affected work on the action plan and worsened the availability of student advising. After a series of joint meetings with the Associate Dean Okutsu, Interim Dean Bowser, AVP APGS Bellone, and Provost Mahoney, the Department developed an extensive action plan that was based on the Department’s understanding that requested resources would be shortly forthcoming. The action plan was submitted to COPRA and it was well-received. Before that plan could be fully implemented, however, the Department was unexpectedly informed that the requested resources would not be forthcoming. The Department submitted its progress report to COPRA in Spring 2008, and COPRA deemed the response insufficient for obtaining re-accreditation.

This report follows the CAPR guidelines for academic program review without external accreditation. The Department is in the process of re-examination of its mission and goals, and developing a plan and timeline for proceeding to apply for re-accreditation by NASPAA. To a large extent, this five-year review report is to demonstrate the faculty’s effort to improving the MPA program by carefully addressing the concerns expressed in the accreditation site-visit team in the Spring quarter, 2008.

2. Self-Study

2.1. Summary of Previous Review and Plan

At the time of the last program review, the Department of Public Affairs and Administration maintained accreditation from the National Association of Schools of Public Affairs and Administration (NASPAA). The self-study written for accreditation in 1998 was accepted for campus program review. As NASPAA did not require a five-year plan, none was developed. Hence, there is no discussion of the plan or the program’s progress in implementing the plan.

Expanded Locations

Since the last NASPAA program review report in 1998, the Department has expanded the locations where it offered the MPA program. These include the recruitment of MPA student cohorts at San Mateo (no longer active) and at the Concord Campus (still active). In Fall 2001, in collaboration with the Department of Human Resources at San
Mateo County, the Department launched the MPA program offering the public management option for the first cohort, and the second cohort started in Fall 2002. However, due to the lack of faculty resources, the program was discontinued in Spring 2006. The Department has been offering the MPA program with the public management at the Concord Campus since its beginning. In Fall 2006, the Department introduced the cohort model at the Concord Campus, and there have been three cohorts of roughly 20 to 25 students each.

International Reputation

For the past five years, the Department has enjoyed a considerable reputation internationally. For example, in the Summer of 2003, the Chancellor's Office selected our Department to train 18 young Chinese scholars for three months to help them learn how to teach the important topics in public administration. These scholars were selected from fourteen major universities in China by the Scholarship Committee at the Ministry of Education in Beijing. When they returned to China after their training, they became the pioneers in starting the MPA programs in their universities. In 2003, the Chinese Central government officially launched MPA programs at the major universities in China. Thus we are proud to say that CSU East Bay had played the major role in planting the seeds for developing the public administration enterprise in China. Furthermore, between 2004 and 2006, the Department also trained three groups of Chinese officials from two prosperous cities near Shanghai for two to three weeks to learn about the management of the US local governments. In December 2008, the Department of Political Science at Keio University, which is a well-respected private university in Japan, approached the Department to develop a short-term program for teaching a group of graduate students in political science to learn the English version of the Social Science Statistical Package programs. The Beijing Administrative College has also approached us to train a group of senior local executives for three weeks. For this project, the Department will work closely with the Center for International Education and Development.

Department Mission Statement

The mission statement of the Department is closely related to that of the University. The University mission statement is:

“To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.”

The major ideas of the university mission are reflected in the goals of the MPA program, its student learning outcomes, and curriculum design. The MPA program believes that the challenges of the 21st century are best met by humanizing governments, by strengthening their capacities for intelligent policy analysis and effective action on behalf of the public good, and by encouraging public administrators to embrace learning, creativity, innovation, and the ideals of public service.
The process of developing the Department mission statement is and has been on-going since the inception of the program. The mission statement serves as a dialogic tool for maintaining the vitality of the program and integrating changes in demographics, public service needs, faculty, and theory with the underlying integrity and ethics of the program. In Fall 2008, the faculty adopted the following statement for the MPA degree program:

"The mission of the MPA program at California State University, East Bay, is to prepare [students to become] well educated public employees to effectively engage in organizational governance and collaborative problem solving in governmental, non-profit, and community organizations. The philosophy of the MPA program is grounded in normative theory. The faculty places great emphasis on promoting democratic values, effective and transparent government, ethical responsibility, critical thinking and praxis, and effective implementation of public policy."

At its founding, the CSUEB MPA program was based on a number of assumptions, and some of them are unique in the public administration community:

1. Public agencies should be people-oriented, encouraging personal contributions, growth, and improvements in the quality of working life.

2. Public agencies should nurture and support critical awareness by public administrators, enabling them to challenge and change administrative practice and to innovatively meet the needs of providing quality services in times of resource scarcity.

3. Students should be sensitive to a wide variety of human, social, and organizational realities which assist public organizations in formulating and achieving responsible social and organizational change.

4. Faculty should meaningfully address the body of social knowledge and experience through inspiring with interpretation, re-interpretation, and creative insight.

5. Faculty should accept the responsibility for helping to create standards of excellence and conduct for the profession of public administration both nationally and internationally.

6. The MPA program should be especially concerned with knowledge that promotes a responsible praxis of thought and action in the classroom, in the work environment, and in the society within which they co-exist.

The Department strives to exemplify the ideal of public service as an example to the Profession and to our students and as a means to our continued personal development.
as faculty; and to provide leadership, technical support, and mentoring in a manner which recognizes social interdependence, democratic ideals and the needs of social justice.

Dialogue around the mission statement formally involves the faculty and the university faculty governance network during the planning and budgeting process; the Board of Advisors during the annual meeting; and students through the MPA Society around the time of major curriculum revision. In summary, the mission statement is developed through the collaborative process among the faculty, students, and the Board of Advisors.

Faculty Accomplishments

As discussed previously, the Department faculty members have achieved a number of significant professional accomplishments since the last review period.

Assistant Professor Lisa Faulkner

- Publication: California’s Experience Implementing a Pilot Newborn Supplemental Screening Program Using Tandem Mass Spectrometry; Pediatrics; 117; S261-S269.

Assistant Professor Ken Kyle

- In terms of his other scholarly and service-related work, he served as Special Topics Editor for The Social Issues Collection: A Routledge/University Readers Custom Library for Teaching made available September 2008 (Topic: Critical Approaches to Social Theory). In 2005 he began a three year term as editor of Social Problems Forum: The SSSP Newsletter (http://www.sssp1.org/index.cfm/m/1) and was asked to serve another three year term in 2008. In addition, he has served as a member of the Society for the Study of Social Problems’ Board of Directors and Editorial and Publications
Committee since 2005. Finally, he was a contributor to and pro-bono editorial consultant on the College of Alameda's successful, American Association of Community College Horizons Service Learning Project Grant, Fall 2007.

**Assistant Professor Michael Moon**

- Awarded a 2006-2007 Faculty Support Grant for $1,396 and one-month summer fellowship: “Visually Representing Organizational Theory”
- Received a Faculty Fellows Award, College of Letters, Arts, and Social Sciences: “Employee-Initiated Organizational Change”
- Co-facilitated public stakeholder dialogue forums to understand community concerns for the Contra Costa County Board of Supervisors
- Publication: “Bottom-Up Instigated Organization Change Through Constructivist Conversation” in the *Journal of Knowledge Management Practice*
- Publication: “Making Sense of Common Sense for Change Management Buy-In” in *Management Decision*
- Peer reviewer: The Foundation Review
- Consultant: Consulting with new Director of Cal Performances on leadership and culture change (ongoing)

**Associate Professor Toni Fogarty**

- Consultant, *Business Continuity Planning Project*, Pilot study with the Nonprofit Risk Management Center, funded by the David and Lucile Packard Foundation to develop an on-line training course, in-person workshop, and workbook for business continuity planning, geared to nonprofit organizations.

**Associate Professor Frank Scott**

- Scott, F. E. (2009). “Toward unprincipled public service: Critical ideology, the


Professor Jay Umeh

- O. J. Umeh and Michael Moon: Program Facilitators: Building Community Forums: The Future of East Contra Costa County, CA coordinated through the office of Mr. Federal Glover, Supervisor of District V. Facilitated and organized community-wide forums where key stakeholders of East County residents participated and identified problems brought on with the area’s rapid growth and then helped define what kind of community they wished to become. Findings of these forums were presented to the Contra Costa County Board of Supervisors. They were also aired on CCTV on Wednesday, May 23 at 8:00 p.m., and on Friday, May 25 at 10:00 AM on CCTV Comcast Channel 27. The proceedings of these forums can also be viewed by visiting CCTV’s website at www.contracostatv.org (http://www.contracostatv.org/) (February-August, 2007)
2.2. Curriculum and Student Learning

Student Learning Outcomes Assessment

The Department has relied on a number of sources of information to assess student performance and the accomplishment of the program's mission and objectives. First, the program conducts an exit survey toward the end of PUAD 6901, Graduate Synthesis, which is the capstone experience in the MPA program (See Appendix 4). Students are asked to evaluate the program's effectiveness in terms of their learning outcomes. Students are also asked to provide open-ended comments on what they liked best about the program and whether they have any suggestions to improve the program. Another method of assessment that directly involves students is the open discussions held in each PUAD 6901 class between the instructor and students. Of course, this kind of dialogue occurs in every class as the instructor consciously tries to improve teaching strategies reflecting on class-room feedback.

In addition to the assessment methods just described, the program also seeks the opinion of members of the MPA Advisory Board in assessing its program. The Advisory Board consists of some local city managers, department heads, and MPA alumni. The Board meets once a year usually sometime in the Spring quarter. Through this interaction between faculty, employers, and former MPA graduates, the Department gains information about the skills that are needed in organization and the performance of those who have graduated from the program. Their suggestions are often reflected in the process of curriculum revision. Employers who have hired MPA students for internships must fill out a brief evaluation form which provides an assessment of each student intern. This information gathering is important in assessing the performance of the Department in meeting its mission and objectives.

A third method of assessment is the performance of students in classes. Through an understanding of how well students are engaging course material and how well they write essays, the faculty gains valuable information on the extent to which program goals are being achieved. The MPA program is also assessed, in part, by the performance of its students on the MPA Comprehensive Exam that is taken in the final quarter of the program. While the failure rate on the exam is very low, there is variation in the level of quality of response among students who pass, and that variation can help to inform us as the effectiveness of the program. Students who fail the comprehensive exam are permitted to retake the exam the following quarter. If a student fails the exam twice, he/she is removed from the program. Another important source of information for assessment of the program is the formal course evaluation that must be completed by each student at the end of each class. These evaluations provide important data on the quality of instruction in the program.

A variety of additional, but less formal indicators of quality are also used to assess program outcomes:

- For those students who opt to write the departmental or university thesis, their
learning is assessed in terms of conceptual ability, research methods, content, and writing

- Periodic interviews with the alumni are conducted
- Review of courses and teaching styles are often discussed at faculty meetings

Some of the assessment methods are informal and on-going, based largely on student evaluations of courses and general feedback to the faculty from students throughout the program. Because some courses are more theoretically and philosophically oriented than courses that focus on technical and quantitative analysis, their outcomes are not readily assessed quantitatively. Our best measure is the satisfaction of students and alumni which is clearly exhibited in the results of the survey of recent graduates (See Appendix 4).

Beginning in the Fall quarter of 2008, the Department introduced a three-step tracking and evaluation of student progress which will be largely evaluated by the faculty, staff, Graduate Coordinator, and the Chair. This includes: 1) evaluation at the entry; 2) evaluation upon the completion of the foundation courses; and 3) the final assessment in the capstone class.

Assessment at entry: At the time of admission, each student is assessed in terms of undergraduate GPA, statement of purpose, letters of recommendation, and resume (See Appendix 1). In addition to assessing some basic entrance data, the Admissions Committee tries to assess the writing ability of an applicant by reading the statement of purpose. When some of the foundation courses have been taken prior to the admission, the grades earned in those courses are also evaluated.

Assessment after the completion of the foundation courses: The Department monitors student’s progress in the foundation courses (See Appendix 2). When he or she receives grades of B- or below, the student is not allowed to take 6000-level courses. The chair sends a formal letter to the student either not to enroll in graduate courses or retake the course in order to earn a B or better grade.

Assessment at the end of Graduate Synthesis course: In PUAD 6901, the faculty who teach the class administer four formal evaluations: 1) evaluation of the comprehensive examination; 2) student’s exit essay relating to his or her learning experience; 3) exit survey questionnaire, and 4) student’s evaluation of the instructor (Appendices 3 and 4). Faculty who assess the student’s performance on the comprehensive examination all use the same criteria – the student’s demonstrated ability to:

1. To analyze organizations and conduct organizational problem solving from multiple theoretical perspectives;

2. To effectively engage in governmental, non-profit, and community organizations through oral and written communication, and as innovative change agents;
3. To promote democratic values, effective and transparent government, and ethical responsibility;

4. To effectively engage in collaborative problem solving, with critical thinking, as well as qualitative and quantitative analytical and research skills;

5. To participate in and contribute to the process of policy-formulation and implementation; and

6. To effectively engage in organizational governance and promote citizen participation.

The above objectives include core knowledge and skills that we expect students to learn. They are reflected in various courses in the MPA curriculum which will be pointed out in the section on curriculum.

At the present time, the MPA program is in the process of developing additional student learning outcomes (SLOs) related to the mission statement, specifying assessment measures, planning for collection and analysis of assessment data, and developing a process for using evidence of student learning for program improvement. SLOs for some of the courses in the health care administration option have already been developed. 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. For example, the SLOs for HCA 6220 (Development of Healthy Organizations and Communities) include:

- Define the terms of health, community, community health, population health, and community health
- List and discuss the factors that affect a community’s health
- Discuss the roles played by governmental health agencies, nongovernmental health agencies, and quasi-governmental health organizations in community health
- Calculate and interpret standardized measurements of health status, prevalence rates, and incidence rates
- List the steps for a generalized model for community organizing and building
- Identify some of the sociodemographic and socioeconomic characteristics of minority groups in the US
- Trace the history of mental health care in US, specifically changes that occurred after World War II
- Discuss how human activities affect the environment through the production of wastes, residues, and pollutants

Examples of questions from the pre-test and post-test for HCA 6220 include:
1. ________ Which of the following statements is true?
   a. The focus in community building is on the assets and strengths of a community.
   b. One of the first steps in creating a health promotion program is to understand the community and engage the target population.
   c. When community organization is initiated by members outside of the community, the organizational effort is described as top down or outside in.
   d. All of the above
   e. None of the above

2. ________ Which of the following statements is true?
   a. The Youth Risk-Behavior Surveillance System (YRBSS) tracks the health risk behaviors of college students.
   b. The major causes of mortality for adolescents include motor vehicle crashes, suicide, homicide, and unintentional injuries.
   c. Adolescents are individuals who fall into the 1 - 15 age range.
   d. All of the above
   e. None of the above

3. ________ Which of the following statements is true?
   a. The Center for Substance Abuse Treatment (CSAT) is a part of the Substance Abuse and Mental Health Services Administration (SAMHSA.)
   b. The Substance Abuse and Mental health Services Administration (SAMHSA) is a part of the National Institute of Mental Health (NIMH).
   c. The primary function of the National Institute of Health (NIH) is to conduct research on the causes and treatment of mental disorders.
   d. All of the above
   e. None of the above

4. ________ Which of the following statements is true?
   a. A carrier is the cause of a disease or health problem.
   b. An agent is an individual who has a communicable disease is a potential source of infection even though the agent does not exhibit any discernible clinical disease.
   c. Communicable and infectious diseases are diseases that can be transmitted from an infected person to another person.
   d. All of the above
   e. None of the above
5. Which of the following statements is true?

a. Malaria, tuberculosis, and the human immunodeficiency virus (HIV) are all examples of chemical hazards.
b. Water pollution includes and physical or chemical change in water that can harm living organisms or make it unfit for other uses.
c. Acid rain is rain that contains pollutants such as nitrogen oxides, hydrocarbons, ozone, and peroxycyl nitrates.
d. All of the above.
e. None of the above.

The course-specific SLOs for additional courses in the health care option can be seen in Appendix 7.

Curriculum

Since its inception in 1967, the MPA program has prepared students for career positions in a variety of organizations in the public and non-profit sectors to realize their commitment to public service, to undertake effective public problem solving, and to promote the public good. The program is designed to help students learn the meaning of becoming a responsible public administrator. Students have an opportunity to realize what it means to be an effective administrator when they engage in dialogue and discourse on the issues of organization, management, people, and public policy. The issues of the administrative and personal responsibilities of public administrators are confronted in a variety of courses, particularly in the foundation courses, core courses, and our capstone course.

The Department strives to expand the role of public administration and public services in government and non-profit organizations. The main objective is to develop our graduates' sensitivities to a wide variety of human, social, and organizational realities in order to assist public organizations in formulating and implementing their goals and striving toward responsible social and organizational change.

The current MPA curriculum has incrementally evolved over the past forty years, although there was no serious attempt to revise the curriculum in the past five years. Last year the accreditation site-visit team pointed out the need for evidence of ongoing efforts to improve the instructional program (including teaching methods, course content, and innovative curricula development) in order to meet the basic standards set by NASPAA. It was not that our curriculum is outdated in its content. On the contrary, the academic contents and range of courses offered in our curriculum are diverse and still very innovative as compared to other MPA programs. Most program representatives in the U.S. would say that the CSUEB MPA program has always been different from other programs because of its normative, interpretive, and critical approaches to the study of public administration. Furthermore, the faculty consciously attempts to maintain an adequate integration between theory and practice in educating
our students by teaching some practical courses in the curriculum, such as policy analysis, budgeting and finance, and research methods.

**Curriculum Revision**

The Department developed proposals for curriculum revision, which were submitted in February 2009, and approved by the University. The revised curriculum will be implemented in Fall 2010, decreasing the number of program options and strengthening program offerings in information management.

Major Change #1. We have reduced the number of options from five to three, starting next academic year. Since this change was recommended by NASPAA, the Department developed the necessary curriculum proposals. Given the size of the faculty and limited resources, this change is necessary in order to maximize the existing resources and implement efficient scheduling.

The existing options include: 1) public management, 2) public policy development, 3) organizational change, 4) public human resources management, and 5) health care administration.

New option areas: 1) public management and policy analysis, 2) management of human resources and change, 3) health care administration.

As a result of consolidating the four courses required for the current option in organizational change into three courses, the following changes were proposed:

a) Course modification: PUAD 6762 Group Procedures and Facilitation (4)
   Focus on becoming a lifelong learner and change manager by developing self-awareness and critical reflection skills. Explore learning styles, managing oneself, interpersonal skills, systems and integrative thinking, group processes, and managing change. Includes discussion, group activities, and case problems.

b) New course request: PUAD 6766 Organizational Intervention and Engagement (4)
   Models and methods of managing organizational change, data collection and interpretation, and stakeholder engagement; ethical practices. Course participants carry out an organizational diagnosis and intervention.

c) Keeping the existing course: PUAD 6765 Organizational Diagnosis and Assessment (4)
   Intervention strategies (e.g., systems-based, appreciative inquiry, dialogue conferences, action learning), O.D. methods, interview techniques, observation, surveys, and discussion. Course participants carry out an organizational diagnosis and assessment.

d) Course discontinuance:
   PUAD 6763 Advanced Group Process for Organizational Change;
Major Change #2) Strengthening the requirements of information management: This change is necessary in order to meet one of the standards included in the accreditation guidelines.

a) New course: PUAD 4840 Fundamentals of Information Management in the Public Sector (4)
   Course description: Fundamentals of information technology, information policy, and management in the public and nonprofit sectors; concepts of descriptive and inferential statistics; computerized applications for the collection, analysis, and presentation of information; research using online databases.

b) Course modification: PUAD 6830 Advanced Information Management in Public Organizations (4)
   Course description: Critical examination of the use of information management; e-government; implications of using analytical techniques for public policy analysis, budgeting, decision making, knowledge management, and improvement of client services.

Major Change #3) We have changed the required courses for the current option in health care administration. This change is necessary because we have requested three new courses for the MS HCA program. These new courses better reflect the objectives of the health care option.

a) New course: HCA 6200 US Health Care System (4)
   Course description: Introduces and critically analyzes the different financing, payment, organization, regulation, and behavior mechanisms of the US health care system. Evaluates performance and outcome goals such as cost, quality & access and health status, satisfaction & risk protection.

b) New course: HCA 6250 Strategic Management of Health Care Organizations (4)
   Course description: Explores the application of strategic management principles to health care organizations. Topics include analyzing the external and internal environments, responding to change, developing mission and goal statements, strategy formulation, evaluation of strategic alternatives, and implementation.

c) New course: HCA 6270 Health Care Management (4)
   Course description: Develops manager’s role in developing and maintaining an effective system for providing health care services. Provide students with tools and skills to manage resources to effectively obtain effort from employees and achieve successful results in your organization.

The major Student Learning Outcome concepts and skills are introduced, practiced, and demonstrated throughout the curriculum as shown in the following curriculum map (See Table 1). All students take the Foundation, Core, and Capstone courses in sequence.
While students have many opportunities to demonstrate their beginning and evolving learning on various outcomes in various courses through formative assessment (indicated by an X), the capstone course PUAD 6901 affords a unique opportunity to assess summative student learning on all of the outcomes.

Table 1: MPA Curriculum Map

<table>
<thead>
<tr>
<th>Foundation: PUAD 4800</th>
<th>Student learning Objective #1</th>
<th>Student learning Objective #2</th>
<th>Student learning Objective #3</th>
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Course descriptions:

a) PUAD 4800 Public Administration and Society (4)
The historical and political context of public administration; politics and economics of public bureaucracy; managing governmental organizations; public finance and national economy; values, ethics, and public interest; interface between professional administrators and citizens.

b) PUAD 4830 Organization Theory and Behavior (4)
Classical and emerging theoretical perspectives on human organizations; organizational design and tomorrow’s organizations; self and organization; environment and planned change; participatory goal-setting and organizational effectiveness.

c) PUAD 5000 Philosophy of Public Administration (4)
Critical analysis of emerging domestic and global ideas and issues shaping and being shaped by the public sector. Theoretical perspectives on understanding values, ethics, citizenship, public good, and search for democratic administration.
d) PUAD 6801 Public Policy Formulation (4)
Critical analysis of public policy-making processes; interrelationships among policy formulation, implementation, evaluation, and revision; alternative models of the policy process.

e) PUAD 6811 Human Organizations and Social Realities (4)
Post-modernist approaches to the understanding of organizational realities, including phenomenological, critical, feminist, and other interpretive approaches; subjective, inter-subjective, contextual, historical influences; organizational socialization and personality growth, personal and organizational value development and human effectiveness.

f) PUAD 6812 Changing Human Organizations (4)
Application of interpretive, critical, and postmodern theories to changing organizations; use of meaning-centered, experientially grounded theories for understanding organizational cultures; personal praxis in changing organizations.

g) PUAD 6901 Graduate Synthesis (4)
A synthesis of public administration theories and concepts through a critique of major readings in the field. Prerequisite for Comprehensive Examination.

Comparison: Other MPA Programs

The CSUEB MPA program undertook a comparison of its MPA with those of other programs in the CSU (See Table 2). While there are some 16 MPA programs among the 23 campuses, 12 are accredited. For our comparison, we chose to focus on the three CSU campuses, CSU-San Diego, CSU-Long Beach, and CSU-Los Angeles, considering the program size and community settings. The CSUEB admission standards are similar to that of CSU-San Diego and Los Angeles.

The total number of total units required (pre-requisite, core, and elective) for graduation at CSU-EB compared to other CSU programs, is higher than other CSU programs. Over the years, the faculty has increased the required units in the foundation part (prerequisites) of the program in order to increase the preparation of entry students before enrolling in graduate-level courses. Another reason for the increase in required units is to provide some basic preparation for students with a wide range of undergraduate backgrounds.

Type of culminating experience(s) offered at other CSUs compared to CSUEB showed that our program is quite similar to the MPA program at San Diego. Faculty will continue to discuss ways of improving the quality of the capstone class, PUAD 6901 Graduate Synthesis.

The Department was unable to obtain comparative data on MPA student graduation rates at other CSU programs. Based on this brief comparison, we can conclude that the CSU-EB program is managing its curriculum and admissions as adequate as other
programs.

Table 2: Comparing CSUEB MPA Program with other CSU-MPA programs

<table>
<thead>
<tr>
<th></th>
<th>Admission Criteria</th>
<th>Core Required Units</th>
<th>Required Units for Graduation</th>
<th>Culminating Experiences</th>
<th>Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU-EB</td>
<td>2.8 above; GPA between 2.5 and 2.79 requires GRE or MAT text</td>
<td>20 quarter units (five required courses)</td>
<td>48 quarter units; before taking 6000-level Courses, 20 units of prerequisites are required.</td>
<td>4 units; Graduate Synthesis and comprehensive examination</td>
<td>No data available</td>
</tr>
<tr>
<td>CSU-San Diego</td>
<td>GPA of 2.85 or above; GRE combined score of 950 or above</td>
<td>15 semester units (5 required courses) Required of pre-service students: PA 796 - Internship in Public Administration (3-12 units)</td>
<td>36 semester units</td>
<td>3 units; 1) a thesis or thesis project, or 2) the comprehensive examination in order to complete the program.</td>
<td>No data available</td>
</tr>
<tr>
<td>CSU-Long Beach</td>
<td>GPA of 3.0 or above</td>
<td>21 semester units (7 required courses)</td>
<td>36 semester units</td>
<td>3 units; PPA 697 Case Studies or Capstone Project, a) a traditional research paper; b) a substantive document of immediate utility to the agency for which the student works; or c) five case studies, one for each core</td>
<td>No data available</td>
</tr>
<tr>
<td>CSU-Los Angeles</td>
<td>Minimum GPA of 2.75 in the last 90 units of undergraduate work*</td>
<td>36 quarter units (9 required courses)</td>
<td>48 quarter units; 2 required prerequisite courses</td>
<td>4 units; POLS 590 Philosophy of Public Service</td>
<td>No data available</td>
</tr>
</tbody>
</table>

Note: Based on the review of the self-study reports done by CSU-San Diego and CSU-Long Beach, data on graduation rates are not provided.

* Students who meet most of the MSPA admission requirements, but whose GPA in the last 90 units falls below the 2.75, but above the University-required 2.50, may be admitted on a conditional basis if the applicant shows strong potential for success in the program as evidenced by work experience, favorable letters of recommendation, and a compelling statement of purpose/interest. The completion of two or more 400-level prerequisite courses with a grade of B or better is used as the final criterion for advancement to regular graduate status and admission to 500-level courses.

Alternative Course Delivery Options

The Department seeks to continually develop changes in the program and the institutional environment which will better serve the needs of our students. Because of the growing popularity of the use of various kinds of technological applications in teaching, our faculty has also been open to exploring other course delivery options. These include the use of the University Blackboard system to make course materials more available to students. In addition, several courses in the Health Care option have been pilot-tested for hybrid course delivery – meaning that roughly half of the sessions are delivered in-person and the remaining are delivered fully on-line. The pilot testing has been very successful and we are considering using the hybrid delivery method for additional courses.

2.3. Students and Faculty

The Department has been able to sustain student enrollments for the past 20 years. The faculty thought the loss of the accreditation might have some negative effect on future enrollments. However, new applications for the Spring quarter, 2009 seem to indicate that the accreditation issue might have caused little to no damage to the program’s ability to attract qualified students.

The following tables are based on data provided by the Office of Planning and Instructional Research. The statistics seem to indicate that the Department has been doing a lot with limited resources.

The number of MPA majors (See Table 3) has increased over the past five years from 201 students in 2004 to 236 students in 2008.
Table 3: Number of MPA Majors:

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of MPA Majors</td>
<td>201</td>
<td>176</td>
<td>185</td>
<td>206</td>
<td>236</td>
</tr>
</tbody>
</table>

The number of MPA degrees awarded has also increased, jumping from 72 degrees in 2003-04 to consistently more than 80 degrees in each of the succeeding years (See Table 4). The MPA student body appears to be quite diverse, with African Americans as the largest group (about 25%), and smaller groups of Asian/Pacific Islanders, whites, and Hispanics (See Table 5). International students make up only about 3% of the students, while "Other" is about 20%.

Table 4: MPA degrees conferred:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Graduates</td>
<td>72</td>
<td>83</td>
<td>85</td>
<td>81</td>
<td>83</td>
</tr>
</tbody>
</table>

Table 5: Ethnicity of MPA Majors:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2004</th>
<th>%</th>
<th>Fall 2005</th>
<th>%</th>
<th>Fall 2006</th>
<th>%</th>
<th>Fall 2007</th>
<th>%</th>
<th>Fall 2008</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>57</td>
<td>28.36</td>
<td>48</td>
<td>27.27</td>
<td>53</td>
<td>28.65</td>
<td>57</td>
<td>27.67</td>
<td>59</td>
<td>25.00</td>
</tr>
<tr>
<td>Asian / Pacific</td>
<td>26</td>
<td>12.94</td>
<td>16</td>
<td>9.09</td>
<td>25</td>
<td>13.51</td>
<td>41</td>
<td>19.90</td>
<td>52</td>
<td>22.03</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>13.43</td>
<td>23</td>
<td>13.07</td>
<td>26</td>
<td>14.05</td>
<td>23</td>
<td>11.17</td>
<td>28</td>
<td>11.86</td>
</tr>
<tr>
<td>White</td>
<td>59</td>
<td>29.35</td>
<td>47</td>
<td>26.70</td>
<td>39</td>
<td>21.08</td>
<td>38</td>
<td>18.45</td>
<td>44</td>
<td>18.64</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>1.49</td>
<td>2</td>
<td>1.14</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
<td>11.94</td>
<td>34</td>
<td>19.32</td>
<td>37</td>
<td>20.00</td>
<td>42</td>
<td>20.39</td>
<td>45</td>
<td>19.07</td>
</tr>
<tr>
<td>International</td>
<td>5</td>
<td>2.49</td>
<td>6</td>
<td>3.41</td>
<td>5</td>
<td>2.70</td>
<td>5</td>
<td>2.43</td>
<td>8</td>
<td>3.39</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
<td>100.00</td>
<td>176</td>
<td>100.00</td>
<td>185</td>
<td>100.00</td>
<td>206</td>
<td>100.00</td>
<td>236</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Note: Comparable data on student ethnicity in other CSU MPA programs are not available.

While the NASPAA site visit report expressed some concerns about increasing course enrollments, it appears from Table 6 that average sections sizes have remained about the same.
Table 6: Number of courses, sections taught and average section size:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Courses</th>
<th>Sections Taught</th>
<th>Average Section Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 4</td>
<td>17</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>2004 1</td>
<td>18</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>2004 2</td>
<td>17</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>2004 3</td>
<td>11</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>2004 4</td>
<td>18</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>2005 1</td>
<td>22</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>2005 2</td>
<td>23</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>2005 3</td>
<td>13</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>2005 4</td>
<td>20</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>2006 1</td>
<td>19</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>2006 2</td>
<td>19</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>2006 3</td>
<td>15</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>2006 4</td>
<td>18</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>2007 1</td>
<td>21</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>2007 2</td>
<td>20</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>2007 3</td>
<td>15</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>2007 4</td>
<td>20</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>2008 1</td>
<td>21</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>2008 2</td>
<td>21</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>2008 3</td>
<td>11</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

Key: 1=Winter 2=Spring 3=Summer 4=Fall

It can be seen in Table 7 that the tenured/tenure-track allocation of the Department has been hovering about 4.3 to 4.8 FTEF, with an increase in Fall 2007 to 5.2. The utilization of lecturers (part-time faculty) increased from 4.3 FTEF to 8.5 FTEF (although it may be that this last number is in error). Consequently, the FTES generated by tenured/tenure-track faculty has fluctuated noticeably between Fall 2003 and Fall 2007, but the FTES generated by lecturer faculty has nearly doubled from 33.3 to 60.5 over the same time period. More students are being taught by lecturer faculty compared to T/TT faculty. The S/FR for lecturer faculty has been higher than that for T/TT faculty (except for Fall 2007, which again may be in error). When the average section size is around 20 students (Table 7, above), S/FR data should be closer to that number.

---

1 This problem was also raised by other Department chairs at the CLASS Council meeting in January 2009.
Table 7: FTES, FTEF, and SFR

<table>
<thead>
<tr>
<th></th>
<th>Term FTES</th>
<th>Term FTEF</th>
<th>Term SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 03</td>
<td>Fall 04</td>
<td>Fall 05</td>
</tr>
<tr>
<td>Lowe</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Upper</td>
<td>30.93</td>
<td>36.00</td>
<td>33.87</td>
</tr>
<tr>
<td>UG</td>
<td>30.93</td>
<td>36.00</td>
<td>33.87</td>
</tr>
<tr>
<td>Grad</td>
<td>75.07</td>
<td>89.07</td>
<td>77.87</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.33</td>
<td>59.73</td>
<td>52.00</td>
</tr>
<tr>
<td>T/TT</td>
<td>72.67</td>
<td>65.33</td>
<td>59.73</td>
</tr>
<tr>
<td>Total</td>
<td>106.00</td>
<td>125.00</td>
<td>111.70</td>
</tr>
</tbody>
</table>

The ethnicity of the tenured and tenure-track MPA faculty is also diverse (See Table 8), as is the ethnicity of the lecturer (part-time) faculty (See Table 9). In comparison to the 3 other CSU campuses that we reviewed, our faculty are more diverse than CSU Long Beach. We are similar to CSU Los Angeles and San Diego State University in faculty diversity.

Table 8: Ethnicity of PUAD Faculty:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 9: Ethnicity of lecturers:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 10: Percentage of Courses Taught by Regular Faculty vs. Lecturers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Courses</th>
<th>Regular Faculty Courses</th>
<th>Faculty Percentage of Total Courses Taught</th>
<th>Lecturers Courses</th>
<th>Lecturer Percentage of Total Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03 - Sum 04</td>
<td>72</td>
<td>38</td>
<td>52.78%</td>
<td>34</td>
<td>47.22%</td>
</tr>
<tr>
<td>Fall 04 - Sum 05</td>
<td>73</td>
<td>39</td>
<td>53.42%</td>
<td>34</td>
<td>46.58%</td>
</tr>
<tr>
<td>Fall 05 - Sum 06</td>
<td>82</td>
<td>43</td>
<td>52.44%</td>
<td>39</td>
<td>47.56%</td>
</tr>
<tr>
<td>Fall 06 - Sum 07</td>
<td>91</td>
<td>40</td>
<td>43.96%</td>
<td>51</td>
<td>56.04%</td>
</tr>
<tr>
<td>Fall 07 - Sum 08</td>
<td>101</td>
<td>50</td>
<td>49.50%</td>
<td>51</td>
<td>50.50%</td>
</tr>
</tbody>
</table>

The accreditation site-visit team pointed out the need for improving student advising. Since the MPA program has over 230 majors with eight faculty members, and most students have full or part-time jobs, satisfying their advising needs has always been a challenge to the faculty.

The nature of students' dissatisfaction with advising is difficult to identify precisely. Although the Graduate Coordinator and Department Chair take care of most program advising for new and continuing students, each faculty also provides additional services in relation to specific courses, thesis, and the option areas they are involved in.

It seems that one of the main sources of student dissatisfaction with advising has been when students find they have not sufficiently planned their course schedule and therefore fall into trouble in fulfilling requirements. In Fall 2008, the faculty initiated the following solutions:

- Build in brief one-hour sessions on the program in a couple of required courses, such as PUAD 4800 and 6811, to provide advising information and self-help tools (e.g., program plan).
- General advising is given by Graduate Coordinator and Department Chair in order to avoid potential confusion given by other faculty including lecturers.
- The Department gives general orientation meetings in the beginning of the Fall and Spring quarters to new students.
- The Department developed the list of frequently asked questions and answers and posted on the Department web site (See Appendix 5).
The consolidation of five option areas into three may also alleviate some advising issues.

Everyone in the Department, including the two staff who are very knowledgeable about general issues, are already engaged in e-mail ("virtual") advising above and beyond their office hours, including weekends.

One particular problematic area of advising has been the Concord Campus MPA cohort. For the next five years, the Department plans to serve three cohorts of 20-30 people each. In Winter 09, the MPA Graduate Coordinator held office hours on Thursday for two hours for advising Concord students. In addition to general advising hours, each faculty who teaches at Concord spends an hour of advising before evening class. If we are able to hire a new faculty in the near future, the Department plans to assign that person to be responsible for holding more office hours at the Concord campus.

2.4. Faculty

Since 2003, the Department has been successful in recruiting four new faculty members: Professors Toni Fogarty (Fall 2003), Lisa Faulkner and Michael Moon (Fall 2005), and Ken Kyle (Fall 2006). Professors Fogarty and Faulkner were recruited to teach in both the MPA Option in Health Care and in the MS-HCA program. Professor Fogarty, who received two years credit at hire, was awarded tenure and promoted to Associate Professor in Fall 2006. Professor Fogarty has served as the Graduate Coordinator for the MS-HCA program since Fall 2004. Professors Faulkner, Moon, and Kyle are in their probationary period, and have been reappointed every year.

The appointment of the external Interim Department Chair for Fall 2008 was a one-year appointment, so a new Department Chair was needed for Fall 2009. Although there were two Department faculty members who were qualified and willing to serve as Department Chair, the Department was not allowed by the CLASS Dean to recommend members of the Department for the position of Department Chair. Instead, the Department was allowed to conduct an external search for a Department Chair position (See Appendix 6). A total of fifteen applicants applied for the position. The Search Committee recommended six people for the telephone interviews and three individuals for on-campus interviews. After the three on-campus interviews, the Department was very enthusiastic about one of the candidates and recommended that he be appointed to the position. Unfortunately, the CLASS Dean aborted the search. The only specific reason given for this action was that the recommendation letter of the Search Committee did not contain multiple recommendations.

2.5. Resources

The Department does not require any additional or unusual services from any of the campus sort units.
2.6. Requirements

Compared to other MPA degree programs, the CSUEB required number of units for degree completion does not exceed what is typical.

3. Plan

3.1 Curriculum

NASPAA Re-Accreditation

During the academic years of 2009-2011, the faculty plans to redesign the requirement of core courses in order to comply with the standards established by NASPAA. Curricular changes for the next five years are likely to be influenced by changes in the NASPAA accreditation standards as well as the faculty’s desire to innovate new courses to reflect development of new knowledge in social sciences and public administration. The Department will try to improve the process of curriculum revision by inviting more inputs from the Board of Advisors, Alumni, and students. We will modify the program to better reflect the demands of our students.

As can be seen in Table 11, we will continue to develop SLOs, perform analysis of the data, and make appropriate changes in curriculum driven by the SLOs.

Table 11: Student Learning Outcome Assessment Schedule

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Time frame</th>
<th>Faculty role</th>
<th>Analysis and applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning objective #1</td>
<td>Winter &amp; Spring, 2009</td>
<td>Collect data from PUAD 6901</td>
<td>Summer 2009 and discuss evidence at faculty meetings; explore ways of improving teaching and curriculum content</td>
</tr>
<tr>
<td>Student learning objective #2</td>
<td>Fall, Winter, Spring 2009-2010</td>
<td>Collect data from PUAD 6812 &amp; 6901</td>
<td>Summer 2010 and discuss evidence at faculty meetings; improving teaching and curriculum</td>
</tr>
<tr>
<td>Student learning objective #3</td>
<td>Fall, Winter, Spring 2010-2011</td>
<td>Collect data from PUAD 6801 and 6901</td>
<td>Summer 2011 and discuss evidence; explore its applications</td>
</tr>
<tr>
<td>Student learning objective #4</td>
<td>Fall, Winter, Spring 2011-2012</td>
<td>Collect data from PUAD 6831, 6832, and 6901</td>
<td>Summer 2012 and discuss evidence; explore its applications</td>
</tr>
<tr>
<td>Student learning objective #5</td>
<td>Fall, Winter, Spring 2012-2013</td>
<td>Collect data from PUAD 6801 and 6901</td>
<td>Summer 2013 and discuss evidence; explore its applications</td>
</tr>
<tr>
<td>Student learning objective #6</td>
<td>Fall, Winter, Spring 2013-2014</td>
<td>Collect data from PUAD 6801 and 6901</td>
<td>Summer 2014 and discuss evidence; explore its applications</td>
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</table>

However, the Department’s vigorous and sustained push to regain NASPAA
accreditation is limited by constraints that preclude attaining NASPAA accreditation standards. We are concerned that these constraints may render such an outcome unlikely if a Self-Study Report (SSR) is submitted in 2010, as we had originally planned.

PROGRESS:

In the NASPAA 2007 Accreditation Review Memorandum, NASPAA raised several issues that the department will be expected to address in a subsequent attempt to regain accreditation. These issues are described below (with corresponding old and new accreditation standards). Following each of these points is a report of department faculty actions to address each issue and the status on resolution.

• **Issue 1. Formalize “Feedback Loop” (old standards 2.2, 2.3; new standard 5).** Need for "a more formalized system of assessment and decision-making [that should] articulate the development of clear linkages from the mission and objectives, to the coursework, to the outcomes measured, and back to program improvement (the "feedback loop")."

**How we are addressing the issue:** The Department has made significant progress on developing this feedback loop (what NASPAA calls an 'assessment cycle'). We hired an outside consultant to conduct an offsite training session (11/7/09) and identified specific competencies on which to complete assessment cycles. Test data on extent of student learning have been collected. The next step is to assess student learning and to make a decision as a faculty on whether curriculum or other adjustments are necessary. In some courses, individual faculty members are already implementing student learning pre-test and post-test assessments. Several faculty have expertise in outcome measurements (Professors Fogarty and Faulkner) and one faculty member serving as Accreditation Coordinator has researched and developed working proficiency on student learning outcome measurement (Professor Moon). **Status: 75% complete.**

• **Issue 2. Further Develop Admissions Standards (old standard 6.3; new standard 4.2.1).** Provide update on Site Visit Team’s (SVT’s) concerns that "the program’s admission standards appear low, with denials of admission rare."

**How we are addressing the issue:** Admissions standards raised, and we are considering raising them again to a 3.0 GPA. **Status: Completed.**

• **Issue 3. Demonstrate Strong and Continuous Student Advisement (old standard 7.1; new standard 4.3).** Provide evidence that "strong and continuous program advisement is available for students" because "[t]he site visit team found that '21 percent of students responding to the exit survey disagreed that 'Academic advising in the program met my needs,' and 16 percent did not find the faculty accessible for advising."

**How we are addressing the issue:** Professor Moon, in his capacity as Accreditation
Coordinator, has planned quarterly Town Hall meetings to allow students to voice their concerns and for the department (including students) to build consensus on appropriate solutions. This will hopefully preclude the need to address issues, such as on advisement, with the SVT. All students have been assigned to individual faculty for advisement. Lack of a Graduate Coordinator is a structural issue. **Status: 40% complete, with constraints (see below).**

- Issue 4. Justify/Adjust Numerous Course Preps and Large Class Sizes (old standard 5.4; new standard 6.1d). Provide evidence that "the quality of instruction is appropriate for the size and structure of the program" because "[t]he self study and site visit report indicated a high number of course preparations for instructors and large class sizes."

**How we are addressing the issue:** We are attempting to schedule courses that will likely reach enrollment requirements and assigning faculty who have taught the course before. Large class sizes are a structural issue. **Status: Ongoing, as courses are scheduled each quarter, with constraints (see below).**

The remaining areas of the SSR are in progress and mainly involve relatively straightforward descriptive reporting.

**CONSTRAINTS:**

- **Constraint 1. Removal of Graduate Coordinator (new standards 4.3, 6.1b).** At the time of the last accreditation site visit and review, the MPA program had a Graduate Coordinator with one course release each quarter. That release time has been withdrawn and many of the Graduate Coordinator advising responsibilities have been distributed among the MPA program faculty. **This development puts the MPA program's conformance to accreditation standard 4.3 on support of students (Issue 3) and standard 6.1b on support resources for program administration at risk.**

- **Constraint 2. CLASS Cancellation Policy of Courses with Enrollments Less than 80% of Caps (new standard 6.1d).** This policy has led to cancellations of required courses and to numerous student requests for required course substitutions to maintain progress on their course schedule and graduation plans. Moreover, cancellation of courses has resulted in significantly larger class sizes. In addition, the cancellation of courses has increased the number of new course preparations for some faculty. **This development puts the Program's conformance to accreditation standard 6.1d on frequency of class offerings (Issue 4) at risk.**

- **Constraint 3. Student Admissions Cancelled for Duration of One Calendar Year (Winter through Fall 2010, inclusive) (precondition for accreditation review, new standards 2.2, 4.3, 6.1d).** Student admissions have been cancelled for Winter and Spring 2010 quarters, and we were
recently informed that the MPA program admissions cap for Fall 2010 is 5 (five) students (effectively a 'no admissions' policy). Since the program duration for most students is 2 years, the repercussions of no newly entering students for an entire year will have a devastating impact on course offerings and scheduling. The cascading effect of this development could include: repeated cancellations and substitution of required and option courses and continued decreasing support of students. These and other impacts leading to severely compromised program operation will coincide with a potential SVT visit if we go up for accreditation this year. This development puts the MPA program’s conformance to accreditation preconditions for review (program operational eligibility), standard 2.2 on adequate faculty nucleus, standard 4.3 on support of students (Issue 3), and standard 6.1d on frequency of class offerings (Issue 4) at risk.

Constraints 2 and 3 may have an added implication: Any new instructional delivery initiatives launched in CLASS may require program and curriculum revisions in the midst of the accreditation process if we submit a SSR in 2010.

With all indications that the current budgetary crisis will continue next year, it will be difficult for the Program to meet accreditation standards on resource-dependent issues – such as Issues 3 and 4, above – even at levels demonstrated for the 2007 NASPAA COPRA Review. We will continue to work with the CLASS Dean and Associate Deans to address some of the constraints.

Accelerated MPA Program

Although we realize that the current University strategy is to limit the number of students admitted, we are hoping that the budget constraints will lessen sometime within the next five years. We are thus considering developing an accelerated program leading to the award of both a bachelor’s degree and the MPA in five years of study. The proposal follows from the NASPAA accreditation standard 4.3, regarding the minimum requirements for the MPA:

Students with little or no educational background or professional experience in the common and additional curriculum components are expected to devote the equivalent of two academic years of full-time study to complete the professional master’s degree program. Where students have had strong undergraduate preparation in the common curriculum requirements or have been engaged in significant managerial activities, some of the subject matter requirements might be appropriately waived or reduced. Even in such cases, students ordinarily must spend the equivalent of a calendar year of full-time study in formal academic work, exclusive of an internship, to obtain the professional masters degree.

The MPA program at CSUEB currently requires the completion of four PUAD courses prior to commencement of graduate work (PUAD 4800, 4830, 4840, and 5000). The
proposal is to offer three additional undergraduate PUAD courses and approximately two related courses taken in other departments, to constitute a minor (whether formal or informal) in public administration. The minor would constitute 36 quarter hours of study, and would be used to satisfy the NASPAA standard for “strong undergraduate preparation.” The program would not replace the existing two-year MPA program, but would in essence permit students to complete a good deal of the core MPA curriculum at the undergraduate level.

Among the advantages of offering an accelerated BA/MPA program might be:

- Establishing CSEUB as a “destination” for freshmen seeking public service careers.
- Offering an opportunity to promote interdisciplinary cooperation.
- Building competitive advantage in relation to other Bay Area MPA programs.
- Establishing an undergraduate presence in public administration and thereby making a contribution to CSUEB’s mission in undergraduate education.

3.2. Students

Number of Students

Although we continue to have high demand for admission to the MPA program, we anticipate that the number of students in the program will be reduced. We have been informed that we should reduce admissions by at least 50% and admissions were suspended for most of 2008-2009. We are developing a cohort model of admission to better manage enrollment and the scarce resources the Department has. We have been told that the MPA program is under consideration for program elimination, which is — of course — something the Department does not support.

Internship Program:

Largely because of the lack of faculty resources, the Department has never been able to develop an active internship program for pre-service students. Although many of our students do not need internship experience because they already work for public or non-profit organizations, providing internship experience for students is perhaps the most important way of facilitating the transition from academic study to a professional career. The internship is an opportunity to transfer and apply the knowledge and theory gained in the classroom to an actual agency setting. The best way to learn to function as a public administrator is to work as a professional in the field. In this setting, the student can practice skills, apply knowledge, and test theories and concepts under the guidance and supervision of experienced administrators. There are many other reasons for developing a good internship program for MPA students. Currently, students try to find an internship opportunity through their own contacts. When the Department receives the announcement for recruiting interns from government agencies, the staff and faculty solicit students who may be interested in such positions. We would like to move forward with developing more community partnerships to build
the MPA internship program.

3.3. Faculty

In the immediate future, the Department needs another faculty member who can teach the courses in information management in the public sector and other courses in the public management option, such as budgeting, finance, and program evaluation. The course in information management is a NASPAA-required course, but we currently do not have in-house expertise in this area. Without a new tenure position, the Department will have to rely on more part-time lectures. In addition, this new faculty can be more responsible for monitoring the Concord MPA Program, by providing more hours for student advising and take responsibility of course scheduling for three different cohorts in a given year. Our target is to sustain about 70-80 MPA students annually. Working with the administrators at the Concord Campus, we will have an MPA Open House in every Spring quarter for the purpose of recruiting new students who work in the Contra Costa County.

3.4. Resources

As a result of continuing worsening budget situation, the Department has been under strict budget constraints. One issue has been the difficulty in obtaining course release time for the two Graduate Coordinators in the MPA and MS-HCA programs. Whenever the University faces severe budget constraints, this release time is subject to being cut. It is very difficult to manage and provide adequate services to 300 graduate students who require more individual advising than undergraduate students. Also, at times the Department has been allowed to use a Student Assistant to help in processing the large number of applications. However, this support has not been consistent.
EXTERNAL REVIEWER'S REPORT
MPA PROGRAM

DEPARTMENT OF PUBLIC AFFAIRS AND ADMINISTRATION
CALIFORNIA STATE UNIVERSITY EAST BAY

Submitted by

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MARCH, 2009
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PREFACE

I would like to thank the Department of Public Affairs and Administration, the College of Letters, Arts, and Sciences, and the Division of Academic Affairs for the invitation to serve as the external reviewer for the Masters in Public Administration program at CSUEB. As a matter of full disclosure, I am a graduate of this MPA program (1978) and it was excellent preparation for my subsequent doctoral studies. I would very much like to see the MPA program supported in its revitalization and endeavors to pursue, attain, and maintain accreditation from the National Association of Schools of Public Policy and Administration (NASPAA).

My review was guided by the CAPR document #05-06 CAPR 9; the MPA program's self-study for CAPR; and the program's self-study written in 2005-2006 for NASPAA, including the subsequent responses from NASPAA. Using these documents, combined with observations from the campus visit, I offer the following comments as an external reviewer. In my concern to be as impartial and objective as possible, I fear I may have been too harsh and I may have overlooked some of the MPA program's strengths and enduring qualities. I welcome corrections of any statements in this review that are in error and I will be happy to respond to requests for clarification of any of the issues I have raised.

One item of information I can provide, since I am on the NASPAA Standards Revision Committee, is that the standards for accreditation have been completely revised. The new standards are based almost entirely on an outcomes model. That is, while the program must demonstrate the sufficiency of some input measures, such as the number of faculty, access to technology, and adequate resources, the majority of the standards look for evidence of continuous program improvement in areas such as definition of the mission, specification of student learning outcomes, measures and processes of assessment of student learning, and the use of evidence for program change. Should the MPA program wish to apply for reconsideration of accreditation, it is likely these new standards will be in effect and the program will need to satisfy these new standards (not the prior ones).

I would like to make it clear that although the MPA program may have reached a low point in the past, the current faculty, staff, and students are working hard to improve the MPA and restore it to its former solid reputation for producing quality graduates. Throughout the self-study, there are numerous examples of how faculty have been responding to critiques they received from NASPAA so as to improve the MPA program. These efforts are not aimed solely at regaining accreditation, but represent a real change on the part of the department, with a renewed commitment to adopting new curricula, new practices in teaching learning, new approaches to assessment of student learning, and new a sustained dedication to continuous quality improvement. Thus the MPA program will be well-situated to meet the new standards for accreditation by NASPAA.

In closing, I would also like to thank the many individuals who gave unstintingly of their time, provided frank and honest comments, and supplied all the information at their disposal. The overwhelming impression is that there are many talented and hard-working people--both on and off the CSUEB campus--who are committed to improving the MPA program and sustaining it at a high level of excellence.

1 Of the list of required documents, I did not receive a copy of the "Principles Regarding Faculty Participation in Tenure-Track Allocation Procedures," the most recent five-year Academic Performance Review Statistics from Institutional Research, or the [prior] Academic Plan.
PART I: THE SELF-STUDY

A. PREVIOUS FIVE YEAR REVIEW

A brief chronology is provided to clarify why the previous five-year plan is not available.

1997-1998: The Department of Public Affairs and Administration (PUAD) wrote a self-study for consideration of accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA). That self-study was subsequently was accepted review by CAPR. However, it appears that no five-year plan was developed at that time.

2005-2006: PUAD wrote a new self-study for NASPAA.

2006-2007: NASPAA alerted the CSUEB MPA program in June 2007 that it was out of compliance with several accreditation standards and allowed a one year period for response. The major areas of non-compliance were:
1) lack of evidence of assessment of student learning and lack of a plan for or evidence of systematic integration of information about program performance into directing and revising program objectives, strategies, and operations;
2) lack of integration of knowledge and skills related to information management into the core curriculum;
3) lack of evidence of faculty efforts to improve the instructional program, including student advisement, teaching methods, course content, and innovative curricula development; and
4) lack of strong and continuous program advisement, career guidance, and progress appraisal for all students from the point of admission to graduation.

2007-2008: Due to the short turnaround time for a response, PUAD provided a brief summary of proposed changes to NASPAA. However, progress in the four areas was deemed insufficient and accreditation was denied in August 2008.

2008-2009: An interim Chair (former, retired faculty member) was appointed to PUAD and a new self-study was written for CAPR.

From a reading of the most recent self-study prepared for NASPAA as well as of the new self-study prepared for CAPR, it appears that the MPA program has not been following any previous plan that refers to directions being taken by the field of public affairs, administration, and policy as a whole. This is not consistent with the evolution of the 11 programs accredited by NASPAA at other CSU campuses, or other programs accredited at California Universities outside the CSU.\(^2\) CAPR needs to ensure that all program reviews—whether of accredited programs or not—culminate in five-year plans that are followed up by periodic progress reports.

B. REQUESTS FOR NEW FACULTY

The PUAD self-study (p.33) requests a new faculty member to teach in the area of information management (as well as to provide support to students enrolled at the Concord campus). This request is directly related to one of the areas of non-compliance cited as a reason for discontinuance of accreditation by NASPAA: "The common

\(^2\) Accredited CSU programs include Bakersfield, Chico, Dominguez Hills, Fullerton, Long Beach, Los Angeles, Pomona, San Bernardino, San Diego, San Jose, and Stanislaus; other accredited California programs are at the Naval Postgraduate School, USC and University of La Verne. In the CSU, only East Bay, Northridge and Sacramento have non-accredited programs.
curriculum components shall...include information management, technology applications and [information] policy."

Were the PUAD program to request re-evaluation for accreditation in the coming year, this would be a reasonable request for new faculty. However, given that there were four major areas of non-compliance, it is doubtful that the program will be able to request re-evaluation before fall 2010. By that time, NASPAA will have adopted new standards, which do not contain the specification regarding information management, technology, and policy. Since this area is not identified as part of the MPA program mission by PUAD, it would probably make more sense for the program to reconsider its hiring needs after completing the other tasks that lie before it to remedy the other areas of non-compliance. The remaining areas will still form an important part of the new standards, especially the assessment of student learning and the use of evidence for program improvement, as well as student appraisal and advisement.

| C. OUTCOMES ASSESSMENT | SCORE=1 | PAGE: 6, 10, 12-14 |

Lack of specific student learning outcomes and lack of a plan for assessment of student learning were cited by NASPAA as major reasons for non-accreditation in 2008. Several factors may have been involved. There was a high degree of turnover in University administration, from the Provost to the College Dean and Associate Deans, and the Department of Public Affairs and Administration was in some respects neglected over the years since the last program review. The previous program review (nearly 10 years ago) by CAPR apparently did not require a program plan or assessment plan, and none was subsequently produced. There was also turnover in faculty composition as some of the founding faculty retired, as well as in department leadership in PUAD, and an interim Chair was appointed for 2008-2009, while a search is conducted for an outside chair. It would not be surprising if the lack of understanding of the requirement for an assessment plan went unnoticed during this time period.

Outcomes assessment involves a process of specification of expected student learning outcomes (SLOs) at the program level; the mapping of SLOs to the curriculum; the adoption of teaching and learning strategies that will facilitate student attainment of the outcomes; administration of suitable assessment measures based on samples of student work; analysis of evidence of student learning; and use of evidence for program improvement. The following discussion covers each of these aspects in turn.

The self-study written for CAPR expressed many possible student learning outcomes for the degree program. The program has a long and rich history of providing a mix of theoretical and practical instruction, which has generally been expressed in the form of program goals. However, the MPA faculty quickly responded to the need to address all the elements of outcomes assessment in the self-study for CAPR, holding a workshop in November 2008 for that purpose. Six student learning outcomes were specified that, while related to overall program goals, are distinct and assessable (Self-Study p.6). The relationship of the current curriculum to the SLOs was diagrammed in a curriculum map (p.11). Assessment measures are described (p. 12-13) and a timetable for assessment of all six SLOs was developed (p.14) that includes analysis of evidence and use of evidence for program improvement.

The part of the plan needing improvement involves the specification of assessment measures. Most of the approaches used to date involve only indirect evidence of student learning, e.g., course grades, class discussions, a graduating student exit survey, an annual meeting of the Advisory Board, periodic alumni surveys, and satisfaction surveys. The MPA program needs to adopt more direct techniques of assessment that examine actual products of student learning, that involve more than the instructor of record and more than course grades, and that can provide evidence that is useful for program improvement. The supervisor’s evaluation of student interns is such a measure. Examination of student comprehensive examinations (or the rare thesis) could be another direct measure. Faculty can devise a scoring rubric in advance, and then, as a group, rate student performance on the
comps (or thesis) according to the rubric. The same methodology can be applied to student papers, journals, case studies, simulations, individual or group presentations, teamwork, service learning projects, and so on.

During the campus visit, the department expressed to the external reviewer their appreciation of the necessity of formulating clear goals for student learning and indicated a willingness to take on the responsibility of developing and implementing a plan for assessment of student learning. Both the College and Division of Academic Affairs need to support these motivated faculty, adjuncts, alumni, staff, and students in these endeavors.

### D. PROGRAM STATISTICS

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As noted above, the external reviewer did not receive a copy of the most recent five-year Academic Performance Review Statistics from Institutional Research. Nevertheless, drawing on the MPA self-study written for CAPR as well as the one written for NASPAA, and the external reviewer’s expertise, some comments can be made here.

The MPA program at CSUEB serves a very diverse student body (Table 6, p.15). The number of Black and Asian students is particularly high, compared to other MPA programs. The number of international students is characteristically low and mostly concentrated in the MS-HCA program, according to the department. The number of students classified as “other” has grown from 12% to 19%, so it would be important to note whether this category includes students who decline to provide data on ethnicity or really students of “other” ethnicities.

Both T/TT and lecturer faculty in PUAD are ethnically diverse compared to many other MPA programs in California (Table 9 and Table 10, pp.18-19). However, it is not clear which faculty, either T/TT or lecturers teach in the MPA program as opposed to the MS-HCA program.

The self-study written for NASPAA reported a very large number (from 176 to 256) of students as being admitted to the Department each fall (NASPAA, p.43). However, it appears that these are not the number of new students admitted but rather the total number of new and continuing students enrolled in the department each fall (NASPAA, p.44). Nor is it clear whether these are students admitted only to the MPA program, or all graduate students admitted to the department (including admissions to the MS-HCA).

The number of MPA degrees awarded each year (Table 5, p.15) is high, compared to other programs in the CSU. Comparing the number of degrees awarded to the number of majors enrolled (Table 4, p.15) can provide a very rough estimate of the percentage of enrolled students who graduate each year, from 35% to 45%. However, since the number of new MPA students admitted each year is not known, it is not possible to determine a retention and/or graduation rate for the MPA program, nor an estimate of average time to degree.

Similarly, data provided in the self-study for NASPAA (NASPAA, p.45) indicates that very few students drop out of the program. It is not clear from the table how long the students identified as inactive had been in the MPA program before dropping out. Also, more than half (53.75%) of the inactive students were minority females, and another 20% were minority males, so that nearly three-quarters of the dropouts were minority students. While the department stated that it does not keep data on student attrition, such information should be made readily available from university sources; it should also identify drop-outs from the “other” or missing ethnic categories.

The amount of FTES generated by graduate level courses appears to be increasing (Table 8, p.17), from 75.07 in fall 2003 to 95.47 in fall 2007; undergraduate FTES is also increasing. However, it is not known how much of the FTES is generated by graduate students in the MPA program as opposed to graduate students in the MS-HCA program which is also delivered by the department. A breakdown of FTES generated by student degree program would be

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3 Note that a comprehensive exam is a high stakes type of evaluation (not assessment), since students could pass all their courses but still fail the exam. The program may wish to eventually move to another type of summative evaluation of student learning, such as a portfolio or other type of culminating class.
helpful in determining the amount due to the MPA program only. Also, there is no breakdown of FTES generated by MPA students at the Concord or Oakland campuses, in comparison to the Hayward campus.

While the Student/Faculty Ratio (Table 8, p.17) appears acceptable, there are some problems with these figures. The number of tenured or tenure-track faculty in the department appears to have increased from 6 to 8 over the last five years (NASPAA, p.29). However, one (Yanow) has been on leave since fall 2005; another is a half-time appointment shared with the Department of Philosophy; and three others had reduced loads due to administrative assignments (Chair, MPA Advising, HCA Advising). Two of the T/TT faculty also teach in the MS-HCA program, further reducing the number of full-time faculty equivalents. Thus the actual S/FR derived from MPA student equivalents (FTES) and MPA faculty equivalents (FTEF) is not known.

The self-study provided to NASPAA showed a number of course sections being taught with 30-39, 40-49, or even more than 50 students (NASPAA, p.39). NASPAA noted the presence of large class sizes as a possible compromise of the quality of instruction in the program. The self-study for CAPR shows the number of sections taught each quarter and the average class size, which ranged in no case exceeded 26 students (Table 7, p.16). These discrepancies need to be reconciled. It would be much more informative to separate courses taught at the graduate level only from those taught at the undergraduate level (whether pre-requisites or electives) when calculating average class size; also courses such as the internship, comprehensive exam, and thesis should be excluded or treated separately. An accurate measure of S/FR is important for program quality as well as for resource allocation purposes.

In general, CSUEB may wish to consult with some of the offices of institutional research on other CSU campuses to gather insights into the type of useful information that is being provided to academic programs. Some innovative strategies involve ‘pushing’ data to departments that is crucial for effective course scheduling; making program data available ‘on demand’ through an easy report-generating interface; and displaying electronic ‘dashboards’ that monitor program performance. These services provide ample evidence for decision-making purposes.

E. PROGRAM REQUIREMENTS

The self-study written for CAPR provided comparisons between the CSUEB MPA program and the other, equally large MPA programs in the CSU on four dimensions: admission criteria; core units required; total units required; and culminating experiences (Table 1, p.9). While these other large MPA programs provide some useful comparisons, the CSUEB program may also consider comparing itself to MPA programs at other CSUs with a total student body enrollment closer to that of CSUEB. The MPA degree program at CSUEB has established entry requirements; pre-requisites that most students complete; core (required) courses that all students complete; electives grouped into five option areas; total units required for the degree; and a culminating experience. The CSUEB MPA program is, in general, fairly comparable to the other large MPA programs in the CSU on these dimensions. However, the CSUEB program may wish in the future to consider increasing the admission requirements (due to grade inflation at the undergraduate level); increasing the number of required as opposed to elective courses (to provide more balance between theoretical and ‘practical’ instruction); and offering additional culminating experiences besides the comprehensive examination (case studies, portfolios, etc.).

F. FACULTY ACHIEVEMENTS

No information on faculty achievements was provided in the self-study written for CAPR.
G. STUDENT ACHIEVEMENTS  
SCORE=UNABLE TO DETERMINE.

No information on student achievements was provided in the self-study written for CAPR.

PART II: THE ACADEMIC PLAN

H. PLANNED CURRICULAR CHANGES  
SCORE=2

The academic plan proposed two new initiatives, a five-year accelerated BA/MPA program, and the transfer of the MS-HCA program to another college. It was not clear what the impetus was for the BA/MPA, and neither program had been described as recently as the self-study written for accreditation by NASPAA in 2005-2006.

At the time of the visit of the external reviewer, the MPA program was proposing a set of curriculum changes in response to the NASPAA review, specifically, to reduce the number of MPA options from five to three. These proposed curricular changes are described in the initial section of the MPA self-study (pp.7-9). Although it was not necessary to adopt these changes immediately, especially in the face of much larger program revisions that may be pending, PUAD wanted to show responsiveness to the need for curricular revision. The MPA program was advised by the external reviewer to delay proposing other changes until the program has hired the outside chair and has more fully developed all of its planned curriculum revision, assessment, and continuous improvement activities. In addition, it will be important to take the new NASPAA standards into account in all of these activities.

I. STUDENT GROWTH  
SCORE=3

The MPA program did not provide any information on student growth. Based on national data, it is the opinion of the external reviewer that the number of majors should increase slightly in this field over the next five years; there should also be growth in the demand for the MS-HCA degree and consequently for the MPA option in Health Care.

J. STUDENT PREPARATION FOR JOBS IN THE FIELD  
SCORE=2

The self-study for CAPR did not provide any information on student preparation for jobs in the field. Some students in the MPA program are already employed when they are accepted to the program, while others seek employment after graduation. The self-study for NASPAA included some information on the employment of graduates (NASPAA, p.46). The largest percentage of MPA graduates from CSUEB work in city government, followed by county government, for a combined total of about 44%. The next two largest employers are education (12.6%) and non-profits (11.2%). The federal government and the private sector each employed about 7% of CSUEB graduates. The remainder was distributed among state government, consulting, and other categories. However, these data only reflect the employment of about 70 respondents to a survey of MPA graduates conducted by PUAD in 2006 (about a 20% response rate).

Some graduates of the MPA program at CSUEB have either continued in their current employment after completing the program, or gained new employment after graduation. However, it is difficult to judge whether future graduates will be prepared for changes in the job market, because culminating student work reviewed by the NASPAA site visit team was judged to be of poor quality. The MPA curriculum will need to be revised now and more constantly updated in the future to keep pace with the accelerated rate of changes in employment opportunities in the public and non-profit sector.
K. RESOURCES

The self-study did not identify any needs for resources. These needs will become more apparent after the MPA program hires a new chair and participates as a faculty in further refining plans for curriculum revision, assessment of student learning, and use of evidence for program improvement. In addition, the program should consider the resources necessary to fulfill the plans for additional cohorts at the Concord campus and to continue offering courses at the Oakland campus. Should changes occur in the estimate of the number of students admitted to the program or the number of students attending courses at the Concord or Oakland campuses, in the need for adoption of instructional technology, or in the demand for CSUEB graduates, the program can revise its request for resources.

L. OVERALL EVALUATION

The MPA program has been in flux. After the loss of accreditation, current MPA faculty have moved swiftly and decisively to take steps to ameliorate identified deficiencies. In addition, a new PUAD department chair is expected to join the faculty in fall 2009. The academic plan presented in the MPA self-study has done much to clarify program goals and student learning outcomes, specify assessment measures, and provide a timetable for continuous improvement actions. Both the Division of Academic Affairs and the College will need to assist PUAD by providing both technical and resource assistance, to assure the likelihood of success of this academic plan.

PART III: CURRICULUM AND PROGRAM

M. PROGRAM REQUIREMENTS

Do requirements for the MPA degree meet program goals? Given the program goals elaborated in the self study and given the reported destination of CSUEB MPA graduates (see section J above), how well does the MPA program at CSUEB prepare students for employment in these areas? The following discussion will focus on three aspects: admission requirements, degree requirements, and curricular content.

ADMISSION REQUIREMENTS

The self-study for NASPAA reported the minimum GPA for applicants as a 3.0, but it was not clear whether this was in the last 60 semester (or 90 quarter) units, or the overall GPA for the undergraduate degree (NASPAA, pp.42-43). In conversations with PUAD faculty, it appears the minimum GPA has varied from a low of 2.5 to a high of 2.7 over time (not 3.0). Students who do not meet the minimum GPA but who take the undergraduate pre-requisite courses and earn a 3.0 GPA may be considered for admission.

NASPAA found the MPA admission policies and practices at CSUEB to be problematic. First, the criteria for admission are lower than for most other MPA programs. Second, almost no student is ever awarded a grade lower than A-/B+ in either the pre-requisite undergraduate courses, or in most of the graduate level courses, meaning that instructors do not enforce high standards. Third, students with low GPAs are practically guaranteed entry into the program after completing the undergraduate pre-requisites because they will assuredly earn grades of B or higher. One could gain the impression that admission criteria are kept low in order to meet enrollment targets; however, this would not be an indicator of program quality.

During the campus visit, several students, alumni, and instructors voiced concerns about low standards. Some instructors appear to trade high grades for high student evaluations of teaching. Other instructors face student
complaints if they enforce standards appropriate to graduate education. Students were concerned that they are wasting their time in courses where they are not sufficiently challenged. These concerns also emerged under curriculum (section U below).

**DEGREE REQUIREMENTS**

The MPA program has a requirement of 48 quarter units, and most students also complete an additional 16 units of undergraduate pre-requisites. This overall unit requirement is in alignment with most other MPA programs in the CSU.

There are 20 units of core (required), exclusively graduate (6000 level) courses. These core course requirements are rarely waived, which is a program strength. By agreeing on the knowledge and skills taught in the required courses, the program can be confident of what each MPA graduate will know and be able to do.

There are 24 units of electives which must be taken in courses at the 3000 level or above. Electives can be taken in one of the five options offered by the MPA program, or in other departments, or in some other combination approved by the MPA advisor. Given the large number of MPA students, the program should move to require that all electives be taken at the graduate-only level to improve program quality.

An analysis of the number of courses offered, their sequencing, and the pre-requisite requirements, indicates that it may be difficult for students to get needed courses each quarter, and thus they may not be able to graduate in a timely fashion. According to the NASPAA self-study, at least two courses in the Public Management Option are scheduled each quarter; one course in the Organizational Change option; and one course in the Health Care Option (NASPAA, pp.21-25). It is therefore possible that electives in the other two options will be offered only every three years.

The department does not keep track of how many students are pursuing each of the five options, and so scheduling of option courses may not be as effective as possible, i.e., courses with low enrollment are cancelled, so more students need waivers of required courses to graduate, which defeats the purpose of the options. Reducing the number of options from five to three, and systematically tracking the number of students pursuing each option, should result in more effective course scheduling, especially if courses associated with discontinued options are also dropped. This should also reduce the number of different course preparations (sometimes as high as 7 per year) for each faculty member, which was cited as an indication of poor quality by the NASPAA site visit team.

For the final 4 units, students are required to take either a graduate synthesis course (PUAD 6901) plus a comprehensive examination, or a University or Departmental thesis. PUAD faculty undertake both thesis and comprehensive exam duties without unit load reduction, and tend to discourage students from pursuing the thesis option. In addition, it is difficult to imagine that a graduate level thesis could be completed in one quarter, so the allocation of only 4 units toward the degree for the thesis option also serves to discourage most students from this option. During the campus visit, one MPA student expressed disappointment at not being able to secure a faculty supervisor for either a departmental thesis (requires 1 faculty) or a university thesis (requires 2 faculty).

An internship may be available to students with no previous public sector experience for a maximum of 4 units of credit toward the degree by registering in PUAD 6893. Actual internships have varied from 3 to 9 months and from 20 to 30 hours per week. However, NASPAA standards require an internship to be a minimum of 300 hours. The department responded that it would change its program materials to reflect this requirement, but no curricular

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4 A detailed analysis is available upon request.
The survey identified A...e.g., 93.5% agreed or disagreed with about a 20% response rate (n=70). Students gave positive ratings (on a scale of 1 to 4) to many questions, e.g., 28% disagreed that the program provided a good mix of theoretical and practical courses; 37.6% of graduates did not know whether the MPA program at CSUEB had a strong reputation in the professional community; and 47.6% of those responding (omitting 'don't know' and 'not relevant' answers) disagreed that the department has a good internship program.

A simple content analysis conducted by the external reviewer of responses to the three open-ended questions on the survey identified several areas of program strength, as well as of potential concern. The 72 responses to the question of what graduates liked most about the MPA program at CSUEB included:

- Specific faculty or instructors (n=11);
the cohort model (n=10), although apparently the MPA is no longer delivered in that fashion;
- the convenience of evening and weekend classes (n=12);
- the theoretical (n=7) and the practical aspects of the program (n=7)
- the quality, diversity, and professional backgrounds of other students in the program;
- accommodations for working students; and
- networking opportunities.

Sixty-three suggestions were provided for improving the MPA program. The greatest number of suggestions concerned the need for more practical applications and/or less theory, faculty with more practical experience, and/or more guest speakers from the public sector (n=22). Certainly the CSUEB program would want to examine these concerns further, perhaps holding focus groups with students, to determine the underlying reasons.

- Are the program's promotional materials not clear about the mix of theory and practice?
- Are there specific courses where no practical applications are offered?
- Are the types of teaching and learning strategies employed and the types of assignments required of students conducive to attainment of both theoretical and practical concepts and skills?

Questions such as these could certainly be relevant to the program's specification of expected student learning outcomes, mapping of the outcomes onto the required curriculum, and review of the teaching and learning styles and types of student work employed in specific courses, as it develops its assessment plan.

Another group of suggestions concerned the quality of the program, the entrance requirements, and the grading standards. Respondents asked for more instructional technology, such as hybrid courses that mix in-class and online sessions.

- Some specific topics for new or additional courses were suggested, such as local government, leadership, policy, mentoring, public speaking, and international perspectives.

Finally, some comments were concerned with faculty advising and office hours; students at the Concord campus were especially concerned with faculty availability.

- The adoption of some simple technology could make "virtual" advising hours available to students at other campuses.
- The PUAD web page could be substantially revamped to provide more information, answers to frequently asked questions, downloadable copies of frequently used forms, and other valuable information.
- This can also reduce the demands on administrative staff by telephone calls and e-mails from students.

The final question, inviting respondents to provide any additional comments, resulted in 30 comments. Most of these echoed the themes already identified above, with about one half being positive and the other half suggesting improvements.

The University, College, and Office of Institutional Research could assist the MPA program to undertake a more thorough analysis of the results of the 2006 survey and to augment it with either focus groups and/or web-based surveys of current students.

<table>
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<tr>
<th>N. PROGRAM BREADTH</th>
<th>SCORE=2</th>
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<tr>
<td>The breadth of the program may be revised when the MPA faculty undertake a thorough analysis of the curriculum in light of newly developed student learning outcomes and program goals. As indicated in section M (above),</td>
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5 A signed letter was received by the external reviewer via e-mail from one MPA student expressing similar concerns about program quality.
Some options should be condensed and some courses should be dropped from the catalog. Responding to the concerns of program graduates, additional 'practical' content could be required, such as budgeting and financial management, program evaluation, and the continuous improvement processes used by local government.

O. PROGRAM DEPTH | SCORE=2

The depth of the program may be revised when the MPA faculty undertake a thorough analysis of the curriculum in light of newly developed student learning outcomes and program goals. As indicated in section M (above), some options should be condensed and some courses should be dropped from the catalog.

PART 4: ADDITIONAL CONSIDERATIONS

P. TENURE TRACK FACULTY AND PROGRAM GOALS | SCORE=PENDING

While there was some discussion of faculty adequacy in the self-study (pp.21-22), the adequacy of the current number of tenured and tenure-track faculty for the program's goals can be better evaluated after the MPA program, under the direction of a new Chair, completes a five-year plan.

Q. TENURE TRACK FACULTY AND PROGRAM SIZE | SCORE=3

It appears that the number of T/TT faculty is consistent with similar programs; however, it would be easier to evaluate if the number of students (FTES), faculty (FTEF), and student/faculty ratio (S/FR) were available separately for each of the two graduate programs (MPA and the MS-HCA). It would also be necessary to note whether non-majors often take the undergraduate pre-requisite courses, or whether these are reserved for future MPA students only.

R. ADEQUACY OF FACILITIES | SCORE=3

The adequacy of the current facilities differs for space, equipment, and technology. The space provided for the chair and administrative staff appears to be adequate. However, some T/TT faculty share offices, either with other full-time instructors or with part-time instructors, making confidential student advising problematic. Certainly full-time tenured/tenure-track faculty should have private offices; part-time faculty can share offices on a rotating basis. The technology provided to the chair, the administrative staff, and to full-time faculty appears adequate.

The MPA faculty at CSUEB appear to lag behind the other MPA programs in the CSU in terms of the adoption of computers and other instructional technology. Not all MPA faculty take advantage of the learning management system available at CSUEB. Several students reported that some faculty either do not have access to computers at home, or do not respond to e-mails from students unless they are on campus during office hours. This may be at the root of some student complaints regarding advising, as the expectations of today's students are quite different from those of previous generations.

Some MPA faculty at CSUEB appear to have negative attitudes toward on-line courses, but there are many types of instructional technology and many ways to integrate technology into teaching other than via completely on-line courses or degree programs. The University and College should consider providing some resources for faculty development in this area.
S. COMPARABLE FACILITIES  

The external reviewer was not able to answer this question because the alternatives offered by the scoring plan did not seem to be related to the question being asked. Also, it was not clear how the additional considerations concerning fund-raising were related to the question.

PART 5: SITE VISIT

T. LIBRARY HOLDINGS  

There was no information in the self-study for CAPR, but the self-study for NASPAA praised the library as well as the availability of print and electronic materials (NASPAA, p.48). A telephone interview with the librarian at the Concord campus also confirmed the adequacy of library holdings.

U. STUDENT COMMENTS  

In evaluating this criterion, the external reviewer took into account both the results of the 2006 student survey (described above) of graduates administered before the change in accreditation status as well as the comments of current MPA students obtained after the change in accreditation. Both sources indicated that there is room for improvement in student satisfaction with the MPA program at CSUEB.

Much of the criticism from current students concerns the loss of program accreditation by NASPAA and its possible implications for the value of their degree. While the interim chair and a higher level administrator did provide an open forum for students, the absence of most MPA program faculty at the open forum exacerbated students’ concerns. The loss of accreditation and its meaning for students will need to be addressed by MPA program faculty at some point.

Other student concerns revolved around the apparent lack of interest of some department faculty in the program and in students, as manifested in a lack of responsiveness to student enquiries, requests to complete a thesis, requests for letters of recommendation, etc. Students have the impression that some faculty will not perform any functions other than teaching unless they receive additional compensation. For example, students believe that faculty do not come to campus to undertake routine responsibilities such as reviewing student applications before the quarter begins. Such impressions deserve to be corrected.

V. LECTURERS  

The lecturer or adjunct faculty who met with the external reviewer were positive about the program and expressed a desire for more involvement. They were concerned about the loss of accreditation and wanted to be involved in the effort to secure re-accreditation. The MPA program should find ways to harness the energy of these highly motivated instructors.
W. ALUMNI  

As in the case of lecturers, the alumni who met with the external reviewer were positive about the program and expressed a desire for more involvement. They were concerned about the loss of accreditation and wanted to be involved in the effort to secure re-accreditation. The MPA program should find ways to harness the energy of these highly motivated alumni.

X. PROGRAM STAFF  

The MPA program benefits from the dedicated efforts of the .75 Administrative Services Coordinator and the full-time Administrative Services Assistant, as well as from occasional work-study students. Program staff were clearly knowledgeable about the program and cared about the students and faculty. They face seasonal challenges in processing more than 200 student applications each summer by hand, and ongoing challenges in issuing hundreds of student registration permits by hand each quarter. It is expected that these demands on staff will be somewhat reduced by the full implementation of the PeopleSoft system.

PART 6: SYNTHESIS

Y. CONTINUOUS IMPROVEMENT  

As mentioned above, two of NASPAA’s major concerns included the lack of a coherent and systematic plan for assessment of student learning and the lack of linkage between assessment and program evaluation, planning, and implementation activities. The Division of Academic Affairs and the College should help the MPA program to solidify a collegial faculty structure as the foundation for the development of such systems.

Z. OPPORTUNITIES  

Public administration, as a discipline, has traditionally been interdisciplinary. As can be seen by the educational backgrounds of the PUAD faculty, widely varied disciplines are often involved in this field. Certainly there should be opportunities for collaboration between the MPA program and other units on campus. In addition, should some distance learning technology become available that is compatible with the underlying pedagogical foundations of the MPA program, it appears there would be opportunities for delivery to additional populations not presently served by CSUEB or other universities.

TOTAL SCORE  

Sum of Scores out of a possible 100: This was not calculated due to various impediments that precluded assigning a score to some elements of the rubric.

AVERAGE OF SCORES  

This was not calculated due to various impediments that precluded assigning a score to some elements of the rubric.
5. Program's Response

We would like to thank Dr. Michelle Saint-Germain for her evaluation of the five-year review report and of operational activities of the Department. During her visit to the campus for two days, she also gave us a number of suggestions to improve the quality of the MPA program as well as to prepare for the next NASPAA self-study report based on the new standards for accreditation. We appreciate her acknowledgement of “her fear” that she “may have been too harsh and...overlooked some of the MPA program’s strengths” as well as her acknowledgement that “the current faculty, staff, and students are working hard to improve the MPA.”

In the following, we briefly respond to some of her major concerns and recommendations. However, there is one item that we would like to address in some depth. On page 6 of Dr. Saint-Germain’s evaluation, she states “Some instructors appear to trade high grades for high student evaluations of teaching.” Of all of the statements in the evaluation we found this one to be the most disconcerting and once we were aware of it, we conducted an immediate investigation.

The Department treats the collection of student evaluations very seriously. A responsible student is chosen from the class to administer the evaluation and the instructor is not in the room during the administration of the evaluations. The student who administers the evaluations is responsible for returning the completed evaluations to the Department Office; the instructor cannot have possession of the evaluations at anytime during or after the administration of the evaluations. During a Department meeting when faculty were told about the student comment, all faculty members confirmed that they adhered to the Department protocols for administering the evaluations and were disturbed by the allegation. None had heard anything from students or other sources about the “trading” suggestion.

The current Department Chair has met individually with approximately thirty students – both MPA and MS-HCA students – and none of those students has had any experience of instructors appearing to offer to trade high grades for high student evaluations nor had any of the students ever heard about any instructors doing this from other students. All of the students confirmed that the Department protocols for administering the evaluations had been followed for every evaluation in which they had participated.

When one of our faculty members followed up with Dr. Saint-Germain about the comment, she had no recollection of who mentioned it. According to the reviewer, the comment was made in the context of a general discussion about the MPA program, where some individual students voiced sentiments that admissions and grading standards seemed low. However, the reviewer did not recollect any allegations about specific faculty or practices regarding this idea. The meeting with the students occurred shortly after the announcement regarding the loss of NASPAA accreditation, and many of the students were very upset by the loss of accreditation. In an earlier meeting with the Department Chair and some of the MPA faculty regarding the loss of accreditation, some of the students attending had angrily made unsubstantiated negative comments.
We suspect that the comment regarding “trading” was a result of student frustration and anger as we have found no evidence that substantiates it.

Although we found no evidence to support the student’s statement, we will certainly continue to monitor the situation and plan to have a Town Hall meeting in the Spring quarter with the students to further discuss the issue.

Request for New Faculty position (See page 1 of the external reviewer’s report)

Anticipating the continuation of budget constraints in the near future, the Department proposes to consolidate many of the part-time faculty positions into one tenure-track position. This new faculty would be responsible for teaching various courses in the public management option, such as information management, budgeting, finance, and program evaluation. Although Dr. Saint-Germain may have thought that we were primarily requesting a new faculty line to teach in the area of information management, the requested faculty member would also teach other topics in the public management option. Since approximately 60% of the MPA students are in this option, we are in great need of another faculty to cover the teaching needs at our three locations – the Hayward Campus, the Oakland Center, and the Concord Campus.

Outcomes Assessment (See page 2)

The Department believes that the development of outcomes assessments is progressing well, although continuous improvements should be made. Starting in Winter 2009, the Department began to collect data related to the assessment of student learning object #1; that is to assess the ability of students to analyze organizations and conduct organizational problem solving from multiple theoretical perspectives. As mentioned by Dr. Saint-Germain, we collect several different types of indirect evidence of student learning, and we are building our direct measures. Most of the health care option courses now have course-specific student learning outcomes that are measured via pre and post-testing. We are planning to develop course-specific student learning outcomes and direct learning assessments for all of the courses in the MPA program.

Program Statistics (See page 3)

We concur with Dr. Saint-Germain’s recommendation that CSUEB might benefit from consulting with some of the offices of institutional research on other CSU campuses to gather insights into the type of data that is being collected for and provided to academic programs. We also agree that some of the data that the Department receives is not as useful as it could be since the data is not stratified by program (MPA and MS-HCA). We would very much like to have information on the number of applications admitted or denied, retention rate, FTES generated at the graduate level vs. the foundation level, and FTES generated at each of the three locations (Hayward, Concord, Oakland). We are currently working on designing a SQL database that would house relevant Department data, but don’t yet know how we could implement the data collection, data entry, and database management with our limited Department resources.
Program Requirements (See page 4)

As Dr. Saint-Germain pointed out, the unit requirement for the MPA degree program at CSUEB is comparable to other CSU MPA programs in regards to the entry requirement, pre-requisites, required courses, electives, total units required for the degree, and the culminating experience. We agree with her recommendation to increasing the admission requirements due to grade inflation at the undergraduate level. We have already increased the required GPA, and are planning to raise the required GPA to 3.00. Since the number of students that will be admitted to the program will be sharply reduced, the de facto GPA requirement will rise to at least 3.00. We would prefer to maintain stricter admission requirements, but did not do so during the period under review. We were responding to perceived University pressure to admit as many students as possible as a way of “growing itself” out of the budget shortfall.

As discussed in the five-year plan, the faculty will continue to examine the need for curriculum revision in relation to the accreditation requirements and development of new knowledge in the field of public administration.

Faculty Achievements (See page 4)

Although the five-year review contained the CVs for the Department faculty, we do not understand why Dr. Saint-Germain thought that no information of faculty achievements was provided in the self-study. As shown in the faculty CVs, the Department faculty is dedicated to teaching and research, and the faculty has achieved a significant number of professional accomplishments.

Student Growth (See page 5)

Student enrollments have grown considerably since the last review period, and we concur with Dr. Saint-Germain’s assertion that demand for the MPA will grow, especially in the health care option. However, the budget crisis is forcing us to shrink the MPA program and limit the number of admissions. We will not be able to meet the demand for the MPA program.

Student Preparation of Jobs in the Field (See page 5)

In order to provide better job opportunities for pre-service students, the Department proposes to develop a viable internship program in the near future. The difficulty in developing an internship program is directly related to the issue of faculty resources.

Student Comments (See page 11)

We agree with Dr. Saint-Germain that much of the criticism from current students regards the loss of program accreditation, and that it has affected student satisfaction with the program. As we stated earlier, we are well aware that students are both angry
and frustrated by the loss of accreditation. However, we do disagree with the assertion that faculty do not perform functions other than teaching “unless they receive additional compensation.” Faculty perform many functions without receiving compensation: advising, writing letters of recommendation, independent studies, internship supervision, program recruitment, and mentoring are just a few of the functions that Department faculty perform as part of their regular duties. However, it is true that the Department faculty is stretched very thin. It is difficult to meet the demands of over 250 students when there is no Graduate Coordinator. There are only so many letters of recommendation that a faculty member can write in a given quarter, only so many independent studies, and only so many mentoring sessions. We continue to “do more with less” but we have reached the limit in some areas.

In conclusion, the Department is committed to improving the quality of the MPS program by continuously examining the content of its curriculum and creating additional direct ways of assessing student learning outcomes. The five-year review has given us the opportunity to examine professional work as well as the operations of the Department in a constructive way.
This brief self-study report provides information on progress with departmental planning, review, assessment processes, and programmatic needs. It was excerpted from the PUAD's National Association of Schools of Public Affairs and Administration (NASPAA) ongoing Accreditation submission.

**Executive Summary**

*In recent years, the Department of Public Affairs and Administration has functioned in an environment characterized by both severe resource constraints and strong pressure from University administration to maintain and even increase its enrollments. Although its early responses to this environment included such steps as permitting larger class sizes and the relaxing of admission standards, there is now a consensus within the Department that these steps themselves are largely responsible for qualitative issues recently identified by the NASPAA's Committee on Peer Review and Accreditation (COPRA). We take the NASPAA Accreditation Review as providing much-needed support for the need to reassess the status of our program and to pursue a range of qualitative improvements.*

In order to assess its current situation and plan for its future, the Department has over the last several months been engaged in its own strategic planning process. Many of the concerns identified by COPRA—including those related to student performance assessment, class size, teaching loads, admission standards, and program advisement—have also been identified through this process. The COPRA assessment has provided not only an authoritative confirmation of these Departmental concerns, but also a credible outside review that will offer much support to the Department in bringing these concerns to the University administration.

The Department has identified several broad goals for addressing these concerns. These center largely on the need to bring the size and scope of the MPA program back into line with the reasonable limits set by available resources. They include a focus on core competencies, the development of higher admission standards, improved student assessment procedures and utilization of feedback, streamlining of the option areas, and achieving a higher faculty advisor to student ratio.

The Department’s strategic process has identified a number of strategies for pursuing its goals. Because several of these strategies are relevant to more than one of the Commission’s concerns, we list them here rather than as a part of response to specific standards:

I. *Reevaluation of Departmental Programs and Options:* The department currently offers two programs, the MPA and the MS-HCA. During AY 2006-07, we began
exploring the possibility of eliminating the MS-HCA program. The MPA program already offers a health care option, and eliminating the MS-HCA program would strengthen the MPA health care option and free up faculty resources to be used in the MPA program. At the department level, we have made the decision to eliminate the MS-HCA, and will begin the process of formally closing the program in AY 2007-08, having received the go ahead from the University administration to proceed with it. During AY 2006-07, we also evaluated three of the currently under-enrolled MPA options—policy, human resources, and organizational change—to determine if we should eliminate the option, combine options, or take other action. At this point, we are considering eliminating the policy option and joining the human resources and organizational change options as a single option. There are a number of competitors in our market area that have strong MPA programs with policy options, but few with a strong human resource/organization change option.

II. Revision of Admission Policies: It has been the longstanding policy of the Department to consider only those students with last 90 units GPA of 3.0 or above eligible for admission to the MPA program. Exceptions to this policy have been common, however. Prior to the current academic year, the department followed a policy under which applicants presenting with last 90 units GPA below 3.0 were routinely encouraged to complete the foundation courses (PUAD 4800, 4830, 5000), and were considered eligible for admission to the MPA upon completion of all three courses with a grade of B or better.

In response to changes in CSU system policy regarding funding of graduate students, and at the behest of the administration, the current academic year policy has been to consider those students with last 90 units GPA of 2.5 or better but below 3.0 eligible for conditional admission. The condition was that they subsequently complete the foundation courses with a grade of B or better.

In the belief that existing admission standards have been a major contributing factor in such problem areas as student writing performance, class sizes, and program attrition, the Department will be implementing the following changes:

a. The policy of conditional admission to the MPA program will be eliminated.

b. Applicants with last 90 units GPA of at least 2.5 but less than 2.8 will be considered for admission only upon presentation of Graduate Record Examination (GRE) or Miller Analogies Test (MAT) results that meet standards to be established by the Department.

c. Applicants with last 90 units GPA of 2.8 and above will be considered for admission without a GRE/MAT requirement.

d. Students with last 90 units GPA below 2.5 will not be considered for admission.
The Department has also identified a problem associated with its current policy of admitting MPA students four times per year—Fall, Winter, Spring, and Summer quarters. Especially when coupled with pressure from the University administration to maximize admissions, this policy has made it unusually difficult for the Department both to establish annualized admission targets and to limit admissions to the most qualified set of students within those targets. In the belief that the current policy is significantly contributing to problems of over-enrollment, the Department has now revised its policy to admit students only twice per year, in the Fall and Spring quarters.

III. Curriculum Mapping: The Department is now developing a curriculum map which will link learning objectives and outcomes to specific courses in the program, and identify the methods used to measure student success. Using the accreditation guidelines from NASPAA, our own field experience, and input from former students and community employers, we are developing a list of the skill sets, knowledge base, tools, and techniques that are necessary to be a successful practitioner in the field of public administration. From that list, we are developing a curriculum map that will clearly identify the courses in which specific skill sets, knowledge base, tools, and techniques will be developed. For each course identified, we will be able to answer the following questions:

- How is this course tied to the MPA mission?
- What is the purpose of including this course in the curriculum?
- What is the relationship of this course to the other courses in the curriculum?
- What will a successful student be able to do at the completion of this course; what are the desired student learning outcomes?
- How will the learning outcomes be assessed?
- What skill sets, knowledge, tools, and techniques should the student have as a prerequisite for this course?

The Graduate Coordinators, MPA Curriculum Committee, and MPA Assessment Committee will continue work on the curriculum map in AY 2007-08. We have requested our Dean to reinstate the release time for the Graduate Coordinators in order for us to accomplish this work, and this request has been granted.

IV. Degree Completion Plans: In order to make better use of its resources, the Department is now developing degree completion plans and schedules for all of the options. The degree completion plan will be a roadmap that a student can use to finish his/her degree in a timely manner. Students may, of course, choose not to follow the standard degree completion plan, but the scheduling of courses, the assignment of faculty to courses, and the number of sections offered for courses will be tied to the degree completion plan. This will allow us to develop an annualized schedule in advance and to have it posted on the department website.

There are a number of advantages from having an annualized schedule. We have made a decision to limit the number of students in a graduate course to 25. We have
1. **A Brief Self-Study**

This self-study report provides information on PUAD's progress toward departmental goals, problems reaching our goals, revision of goals, and initiatives. In recent years, the Department of Public Affairs and Administration has functioned in an environment characterized by both severe resource constraints and strong pressure from University administration to maintain and even increase its enrolments. Although its early responses to this environment included such steps as permitting larger class sizes and the relaxing of admission standards, there is now a consensus within the Department that these steps themselves are largely responsible for qualitative issues recently identified by the NASPAA's Committee on Peer Review and Accreditation (COPRA). We take the NASPAA Accreditation Review as providing much-needed support for the need to reassess the status of our program and to pursue a range of qualitative improvements.

In order to assess its current situation and plan for its future, the Department has over the last several months been engaged in its own strategic planning process. Many of the concerns identified by COPRA—including those related to student performance assessment, class size, teaching loads, admission standards, and program advisement—have also been identified through this process. The COPRA assessment has provided not only an authoritative confirmation of these Departmental concerns, but also a credible outside review that will offer much support to the Department in bringing these concerns to the University administration.

The Department has identified several broad goals for addressing these concerns. These center largely on the need to bring the size and scope of the MPA program back into line with the reasonable limits set by available resources. They include a focus on core competencies, the development of higher admission standards, improved student assessment procedures and utilization of feedback, streamlining of the option areas, and achieving a higher faculty advisor to student ratio.

The Department's strategic process has identified a number of strategies for pursuing its goals. Because several of these strategies are relevant to more than one of the Commission's concerns, we list them here rather than as a part of response to specific standards:

I. Re-evaluation of Departmental Programs

II. Revision of Admission Policies

III. Curriculum

IV. Degree Completion Plans
2. **Summary of Assessment Results**

Mission objectives are evaluated in the following ways:
1. Students learning is evaluated through the Comprehensive Exam taken at the end of PUAD 6901, Graduate Synthesis, which is a test of their ability to integrate what they have learned professionally and personally in the program.

2. An alternative to the Comprehensive Exam is the departmental or university thesis which a few students opt to complete. Theses projects are analyses of practical problems generally using qualitative research methodologies.

3. Program performance is evaluated in the following ways:
   a. Exit surveys with graduating students.
   b. Periodic interviews with alumni are conducted.
   c. Faculty engage in periodic review of courses and teaching styles.
   d. Student teaching evaluations and peer reviews of teaching.
   e. Interviews and surveys of internship employers.
   f. Annual review by the Board of Advisors.

Assessment has been informal and on-going, based largely on student evaluations of courses and general feedback to the faculty from students throughout the program. Because the program is theoretically and philosophically-oriented, it is difficult to develop meaningful quantitative measures for program outcomes. Our best measure is the satisfaction of students and alumni which is clearly exhibited in the survey of recent graduates.

From time to time the department would identify outcomes measures that should be the subject of faculty review and action for improvement. One major way in which outcomes assessment has improved was for the program faculty to develop clear linkages from the mission and objectives, to the coursework, to the outcomes measures, and back to program improvement (the “feedback loop”). One case in point was in the Organization Change Option where restrictions have actually been removed allowing students to take courses more freely. All this happened as a result of outcomes measurement. This is a clear evidence of our programs effectiveness.

*When the NASPAA Accreditation Site Visit Team (SVT) visited CSUEB in January 2007, they met and asked very critical questions of a group of students who were enrolled in the MPA capstone course. One of such questions was, “What do you think the faculty wants you to gain from this program?” Students’ answers included ethics, good writing, the ability to make a sound logical argument, the ability to look at the world through different lenses and to select the best one for solving the problem at hand, and a devotion to serving the public interest. The SVT concluded that the faculty does a good job of communicating program goals to students.*

<table>
<thead>
<tr>
<th>Programmatic Improvement</th>
<th>Evidence for Need for Improvement</th>
<th>Demonstration of Educational Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removed sequential prerequisite requirements for first three courses of the Organizational Change option, PUAD 6762, 6763, 6764. Students now take these courses in any order they wish.</td>
<td>Organizational Change option has historically had low enrollment. Student feedback suggested easing the restrictive sequential course requirement for the option.</td>
<td>Student enrollment 50% higher in first quarter after this improvement implemented. There have been higher enrollments as students accommodate improvement in their course schedules.</td>
</tr>
</tbody>
</table>
3. *Statistics obtained from Institutional Research through the Associate Dean*

**CAPR Table 1**

California State University, East Bay

**OVERALL ENROLLMENT PROFILE BY MAJOR**

*College Years 2002-03 through 2007-08*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>195</td>
<td>201</td>
<td>176</td>
<td>185</td>
<td>206</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>195</td>
<td>201</td>
<td>176</td>
<td>185</td>
<td>206</td>
<td></td>
</tr>
</tbody>
</table>

Source: CSU ERSS Statistical Extract

College Year: Summer, Fall, Winter and Spring.

Document: *Cal State East Bay Fact Book*

Produced by SAS 9.1 on Tuesday, 04DEC2007, jzhang

**CAPR Table 2**

California State University, East Bay

**OVERALL DEGREES CONFERRED PROFILE BY MAJOR**

*College Years 2002-03 through 2007-08*

<table>
<thead>
<tr>
<th>College Years</th>
<th>CY02-03</th>
<th>CY03-04</th>
<th>CY04-05</th>
<th>CY05-06</th>
<th>CY06-07</th>
<th>CY07-08 YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>76</td>
<td>72</td>
<td>83</td>
<td>85</td>
<td>81</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>76</td>
<td>72</td>
<td>83</td>
<td>85</td>
<td>81</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: CSU ERSD Statistical Extract

College Year: Summer, Fall, Winter and Spring.

Document: *Cal State East Bay Fact Book*

Produced by SAS 9.1 on Tuesday, 04DEC2007, jzhang
<table>
<thead>
<tr>
<th>Student Application Review / Assessment At Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: __________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Yes</strong></th>
<th><strong>Cond./Yes</strong></th>
<th><strong>Denied</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof. G. Goerl</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of Purpose:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Writing Ability: Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Letters of Recommendation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter #1 Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Letter #2 Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
</tbody>
</table>

| **Prof. M. Moon** | | | |
| Statement of Purpose: | | | |
| Content: Very good | Good | Fair | Poor | | |
| Writing Ability: Very good | Good | Fair | Poor | | |
| Letters of Recommendation: | | | |
| Letter #1 Very good | Good | Fair | Poor | | |
| Letter #2 Very good | Good | Fair | Poor | | |

| **Prof. Ken Kyle** | | | |
| Statement of Purpose: | | | |
| Content: Very good | Good | Fair | Poor | | |
| Writing Ability: Very good | Good | Fair | Poor | | |
| Letters of Recommendation: | | | |
| Letter #1 Very good | Good | Fair | Poor | | |
| Letter #2 Very good | Good | Fair | Poor | | |

| **FINAL APPROVAL/DENIAL** | | | **Comments** |
|---------------------------|---------------|------------|
| **Yes** | **Cond./Yes** | **Denied** | |
| John Jun Dept. Chair | | | |
| Log In Book | | | |
| Holding File Checked | | | |
| Quarter of Application | | | |
| Test Scores GRE/MAT (If Required) | | | |
| GRADUATED GPA WST | 4800 | 4830 | 5000 | STAT |

Appendix 1
II. **MPA STUDENT ASSESSMENT – COMPLETION OF FOUNDATION COURSES**

Reviewed by: Chair: ______________ or Grad. Coordinator: ______________

Student Name: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAD 4800 – Public Administration and Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAD 4830 – Organization Theory and Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAD 4840 – Managing Information in the Public Sector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAD 5000 – Philosophy of Public Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics Requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Is student ready for Core courses? Yes ____ No ____

If not, any advice for student?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### MPA Student Assessment – PUAD 6901 – Graduate Synthesis

Evaluated by: Professor _______________________

Student Name: ________________________________

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Very Good</th>
<th>Good</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to understand the problem of defining public problems and values</td>
<td>Very good understanding of social construction of reality, problems, values, and issue of public interest</td>
<td>Fairly good comprehension of the problem of constructing reality, problems, and values</td>
<td>Inadequate understanding of the concepts of reality, problems, values</td>
</tr>
<tr>
<td>2. Limits to public management</td>
<td>Able to understand limits to bureaucracy; trade-offs between efficiency and effectiveness; lack of citizen-concerns</td>
<td>Able to illustrate general issues; fairly good analysis of problems, but not sufficient critical analysis</td>
<td>Unable to present significant issues; dependence on common-sensical view of issues</td>
</tr>
<tr>
<td>3. Theoretical knowledge:</td>
<td>Very good understanding of multiple perspectives, functionalist, interpretive, critical approaches; ways of improving knowledge and action.</td>
<td>Fairly good job of reviewing concepts but cannot provide critiques</td>
<td>Very superficial appreciation of concepts; insufficient use of one's ideas</td>
</tr>
</tbody>
</table>

Appendix 3
<table>
<thead>
<tr>
<th>4. Ethical responsibility and accountability:</th>
<th>Very good presentation of ethical issues; objective and subjective dimensions of ethical responsibility; critical analysis of organizational accountability of an administrator; ways of improving ethics and accountability</th>
<th>Fairly good understanding of issues of ethics and organizational accountability; few sufficient critiques and suggestions</th>
<th>Common-sensical discussion of ethics and organizational accountability; lack of clear understanding of fundamental concepts and problem issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Civic engagement &amp; participatory public problem solving: social</td>
<td>Very good presentation of issues of citizen participation; concept and application of social design for public problem solving and governance issues</td>
<td>Good presentation of concepts of citizen involvement and applications; problem of problem solving applications; problem of citizen involvement</td>
<td>Limited understanding of concept of citizen involvement and application of social design design for public problem solving</td>
</tr>
<tr>
<td>6. Writing skills:</td>
<td>No grammatical errors; overall contents of essays are very logical and clear; presentation of problems, concepts, arguments, and applications are very solid</td>
<td>Overall contents of essays are fine but needs more logical presentation of ideas</td>
<td>Contents of essays are fragmented; ideas are disjointed; too many grammatical errors</td>
</tr>
</tbody>
</table>

Appendix 3
7. Oral communications: 

- Very articulate and systematic in communicating ideas; very able to respond to ideas of others  
- Fairly good ability in presenting arguments, thoughts, and ideas; somewhat able to respond to others’ theories and ideas  
- Hard to follow arguments; not persuasive in expressing ideas; limited relevancy to class discussions

8. Participatory skills: 

- Active participation; listening to others and capable of responding meaningfully.  
- Fairly good participation; need improvement in listening and responding  
- Silent most of time; lack of focus and understanding.

9. Comprehensive exam: 

- Grade:  
- Grade: 
- Grade:

10. Overall assessment: 

- Very good  
- Good  
- Unsatisfactory

Comments on comprehensive exam:

Reader 1: Professor ________________________________ (needs only one signature when student passes the exam)

Reader 2: (the second reader is needed to read marginal exams.)

Professor ________________________________
RESULTS - MPA EXIT SURVEY 2005 – 2006
(93 respondents)

Please answer the following questions by checking one of the following responses:

1. SA: Strongly Agree
2. AG: Agree
3. DA: Disagree
4. SD: Strongly Disagree
5. DK: Don’t Know
6. NR: Not Relevant

Learning Outcomes: Assessment of Program’s Level of Effectiveness

1. I am confident that the MPA program helped me gain theory-based knowledge concerning organizations and management that has been or promises to be useful in my work.
   SA  AG  DA  SD  DK  NR
   47.3% 49.5% 1% 0 2.2% 0

2. I am confident that I gained insights into interpersonal behavior that have been or promise to be useful in my career.
   SA  AG  DA  SD  DK  NR
   47.3% 50.5% 1% 0 1% 0

3. I am confident that I gained insights into interpersonal behavior that have been or promise to be useful in my non-work life.
   SA  AG  DA  SD  DK  NR
   36.6% 47.3% 5.4% 1% 6.5% 2.2%

4. I am confident that I gained an understanding of the public policy process that has helped or promises to help me in my work.
   SA  AG  DA  SD  DK  NR
   33.3% 54.8% 4.3% 0 5.4% 0

5. I am confident that I gained an appreciation for the public policy process that has helped or promises to help me in my work.
   SA  AG  DA  SD  DK  NR
   36.6% 49.5% 7.5% 0 5.4% 0

6. I am confident that I gained quantitative research knowledge that has helped or promises to help me in my work.
   SA  AG  DA  SD  DK  NR
   20.4% 50.5% 20.4% 2.2% 3.2% 2.2%

7. I am confident that I gained interpretive-qualitative research knowledge that has helped or promise to help me in my work.
   SA  AG  DA  SD  DK  NR
   41.9% 47.3% 7.5% 0 4.3% 1%

8. I am confident that I will be a more effective practitioner as a result of my coursework in the MPA program.
   SA  AG  DA  SD  DK  NR
   55.9% 39.8% 3.2% 0 0 0

Appendix 4
Program Evaluation: Students' Expectation of the MPA Program

1. The MPA helped me grow intellectually. 
   
<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.8%</td>
<td>31.2%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. The MPA program helped me grow as an individual.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.6%</td>
<td>34.4%</td>
<td>2.2%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Overall, I am satisfied by the range of courses taken in the MPA program.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.9%</td>
<td>58.1%</td>
<td>10.8%</td>
<td>1%</td>
<td>1%</td>
<td>0</td>
</tr>
</tbody>
</table>

4. Earning the MPA degree has helped me get a better job or a promotion.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.5%</td>
<td>18.3%</td>
<td>11.8%</td>
<td>2.2%</td>
<td>29%</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

5. Academic advising in the program met my needs.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.9%</td>
<td>43%</td>
<td>12.9%</td>
<td>8.6%</td>
<td>5.4%</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

6. I found the faculty accessible for advising.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>44.1%</td>
<td>11.8%</td>
<td>4.3%</td>
<td>6.5%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

7. The MPA Program had a good mix of theoretical and practical courses.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.5%</td>
<td>50.5%</td>
<td>22.6%</td>
<td>5.4%</td>
<td>C</td>
<td>0</td>
</tr>
</tbody>
</table>

8. The quality of the faculty was high.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.6%</td>
<td>58.1%</td>
<td>3.2%</td>
<td>0</td>
<td>1%</td>
<td>0</td>
</tr>
</tbody>
</table>

9. I found the Department to be helpful when I had a problem

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.3%</td>
<td>44.1%</td>
<td>7.5%</td>
<td>2.2%</td>
<td>4.3%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

10. The CSUEB MPA program has a strong reputation in the professional community.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
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</thead>
<tbody>
<tr>
<td>25.8%</td>
<td>30.1%</td>
<td>3.2%</td>
<td>0</td>
<td>37.6%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

11. The Department has a good internship program.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4%</td>
<td>6.5%</td>
<td>6.5%</td>
<td>4.3%</td>
<td>48.4%</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

12. I am pleased I received my MPA at CSUEB.

<table>
<thead>
<tr>
<th>SA</th>
<th>AG</th>
<th>DA</th>
<th>SD</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.5%</td>
<td>43%</td>
<td>2.2%</td>
<td>0</td>
<td>4.3%</td>
<td>0</td>
</tr>
</tbody>
</table>
13. What did you like best about the MPA program?

- The practical courses that I could use in my real-life job (HR/Quantitative Research/Work Organization of the Future, etc.) and the practitioners that taught them.
- Location on this side of bay for classes – quality of teaching staff.
- Our cohort was phenomenal.
- I liked the strong bond or camaraderie built with my classmates.
- It was accessible as the opportunity presented itself. It was one of those circumstances that I would have kicked myself for not enrolling. The cohort concept kept me in the program and now I have not only gained new friends, but peers that I can count on as a resource in the future.
- Association with members of my cohort. I strongly suggest CSUEB nurture relationships with San Mateo County and other counties in the future.
- Cohort based program. Fellow students helped in many ways.
- The cohesiveness of the cohort. The discussions and networking were and continue to be invaluable.
- I enjoyed the most was the learning that took place in the class from discussion with other students. The San Mateo cohort had professionals from all levels and it was extremely helpful applying the concepts we were learning to their experiences. Some of the instructors understood the demands of going to school while working and raising a family and made accommodations for that. These instructors didn’t compromise the quality of the class but recognized that having a sick child might cause a paper to be a day late and didn’t penalize for that.
- Knowledgeable staff and interactive student relationships.
- Creativity during the projects and assignments. Professors in the MPA program are very intelligent and professional. MPA program integrates well theoretical and practical knowledge.
- Anne Gartner helped me immensely. She answered all my questions and then some.
- Ease of selecting courses.
- Professors Goerl, Paskowitz, Umeh are the finest examples of leadership in the field. Anne Gartner was instrumental in my completion of this course of instruction. It was through her dedication to duty and unmatched understanding of program requirements and student needs that I was able to stay on track and maneuver through the intricate mine fields of completions that are present in any large institution. Well done and thanks to them all!
- Strong and different approaches to PA was the best part of the program.
- Theoretical classes.
- To look inward and be able to be self reflective.
- It made me think in different ways. Improved my research, critical thinking skills and writing skills.
- The courses – breadth and width.
- Cohort experience.
- The willingness to accommodate working individuals both by offering classes in the evening and off-campus.
- Specific professors: Jun, Scott. Time and location convenience (San Mateo cohort.)
- High quality of students in the program. Practitioners as teachers.
- Networking opportunities. Change to have theory borne out by classmates who are dealing with some of these issues.
- Its focus on theory. As a practitioner, I was initially skeptical of its slant towards theory. However, I have determined that in practicing PA you learn the practical but none of the theory. It is an outstanding program and every instructor I had was excellent.
- The interaction among students in the program.
- Meeting the professors and students to share ideas and experience.
- I enjoyed working with other students from diverse backgrounds and learning about the field of PA.
- What I liked best about the MPA program is the evening classes and different locations. The program is geared towards working professionals in PA.
- I liked the availability of classes at night and the opportunity to take classes with practical applications.
- The faculty and emphasis on sociology/human behaviors.

Appendix 4
• Diverse student population. Students work in the public sector. Interesting classes.
• Being part of a cohort and the relevance of course work to my job.
• Theory based on relationships between people.
• The convenience of meeting at Redwood Shores. This was the only real way I could still work and get my degree without having to take time off early to commute.
• The concept of ethical administration. Interesting readings.
• I was most pleased with the class schedules and classes. They worked well with my time. I found one of the faculty and one lecturer to have been very helpful.
• The professors were all highly competent and provided real-life experience to apply to the theory learned in class. In particular professors Fraser, Moon, Scott, Hom and Umeh were excellent professors.
• The opportunity to finish my degree. I feel I am walking away with a very important skill.
• Blend of theory and practice both are equally important. Ability to select option areas. Dvora Yanow and Emery Roe were the best, most practical and useful classes.
• Theoretical framework and applicability to real life situations. The org change emphasis was particularly useful.
• The professors: Moon, Umeh, Eagan, Fraser, Scott were very inspirational in my learning in the MPA program. I have been able to incorporate all learning at my current workplace.
• The interaction and collaboration between students and faculty. The diversity of people and experiences and background. Putting learning into practice.
• Faculty members were great!
• Evening and weekend classes designed for those who work full-time.
• Getting to know the faculty and students.
• Some of the teachers were excellent. I liked the focus on theory. Night time classes fit my schedule.
• The faculty and courses. Helpful office staff.
• Meeting a diverse range of people from different fields and walks of life. Information learned. Evening and weekend classes – conducive to working folks. Professors and Umeh.
• The Graduate Synthesis course summed up the entire MPA education. Dr. Umeh was great!
• Org change class is what helped me become a better practitioner.
• Time of classes in the evening. Yanow and Eagan were great.
• I’m pleased with the courses that I took in the past three years to boost my knowledge about public sphere. I know now more on how to serve the public better and understanding the work culture as well.
• I enjoyed the course discussions and the practicality brought to the classroom with regard to using the information from the courses in my organization. Program also works well with working adults’ schedules.
• Edlund, Jun, Umeh and Yanow were excellent. Too heavy on theory. Anne Gartner was extremely helpful. Overall – thank you
• The opportunity to share opinions and debate. I enjoyed the open mindfulness of some professors such as Umeh, Roe, Yanow and Scott. The faculty allowed for thoughts and opinions to be expressed in a non-judgmental environment.
• The fact that I could chose a variety of electives and the courses offered were awesome.
• Democratic-oriented program.
• Professors Umeh, Yanow and Roe.
• The well rounded approach to a multitude of aspects of PA.
• I liked that it was possible to earn the MPA degree within 2 years and that all the courses were offered from 6:30 pm to 10:00 pm. The professors are very knowledgeable. The program needs to provide more practical course work versus theoretical.
• Variety of classes like the grant writing class.
• For the most part, I found the faculty to be knowledgeable and receptive to questions.
• In general the professors were great especially Moon, Yanow, Leong, Eagan. I would like more practical interaction with PA concepts...internship/mentorship. Also would like some more options for quantitative work. The qualitative/interpretive research was excellent! Great program. Glad I chose CSUEB!
• The instructors are intelligent; it's a good program overall. The MPA program should be more practical. Use case studies more often.
• Faculty and Anne Gartner.
• The other students were a wealth of information and experience which led to a more overall body of knowledge.
• Emery Roe's class on policy implementation was a great class. It was almost a synthesis class by itself.
• The people.
• The range of classes. Although there were a few that were not offered that I would have liked to take. Faculty – Yanow, Moon, Umeh. The 2 classes I took with Prof. Yanow were the best I had in the program.
• Based in theory.
• I found that Prof. Umeh was helpful but the other faculty weren't with advice about the program.

14. What suggestions do you have for improving the MPA program?

• I thought the four hour final to be a bit too intensive, having to type for a straight 4 hours. I know the exam used to be a take-home in a blue book with the availability of reference materials available. This should still be an option in my opinion.
• More practical coursework or lecturers/instructors with more practical experience.
• When teaching to mainly practitioners, it is very important to practice what you preach and make sure communication between Hayward and the outlying cohorts remains clear and professional. Also, balance more practical courses with theory.
• I know that Hayward prides itself on theory and philosophical underpinnings associated with PA as a practitioner, might I suggest how the reflective philosophical underpinnings can be linked with practice. If I may: praxis with practice.
• Review the course on budget. We were asked to teach the class. I do/did not have any experience in government budget so I did not learn anything new.
• More practitioner instructors and class work.
• As the program is so theory-based, it would be very helpful for students who are practitioners to have guest speakers that contribute to the reality of the practice by providing examples such as MPA programs at Santa Clara University and SFSU.
• I feel the classes were too focused on theory and not enough on practice. The theory provides a great foundation but as a person working in the field I wanted more about how to do things. I also believe there should be an effort to recruit professors/instructors who have worked. Dr. Scott was able to provide us with examples from his work experience to bring to life the concepts we were learning. Other professors who were purely academic were unable to give this understanding which as a practitioner I needed.
• Way too much theory – more classes should be taught by instructors who have actually worked in the field – not just teach theory – hard facts and actual hands on would be good.
• To concentrate on personal ideologies and behavior instead of the bosses.
• I had some great professors. I would like to acknowledge their vast knowledge in the field and their teaching methods. Profs. Jun, Leong, Eagan, Matsuda.
• Assist in job placement – especially for those with no experience since most of the jobs forwarded to students are for students with experience but it should be considered that some students haven't obtained experience due to their commitment to complete their educational studies with no interruption.
• Stay the course. You have a great program!
• I would like to see the program include 2 more perspectives in the program: 1) international perspective and 2) more technical work such as computers.
• Less timidity.
• For those that have writing problems, there should be different exit exams that better test students who have special disabilities.
• A few more practitioner teachers i.e. People who work for government agencies, not professors.
• Group cohorts according to work relevancy.
• Have better real estate option.
• Use only professors who either have a very good reputation as a practitioner or academician.
• Guest speakers, more practical info.
• More practical courses. There is too much emphasis on theory. Need to have more courses that reflect real-life issues and are more hands-on.
• Several instructors (3 come to mind) were either sloppy, ambivalent or both. I’m not sure how this can be rectified but this resulted in a lot of disappointment and wasted time.
• The only thing I thought was missing was something on leadership and the importance of attitude, work ethic, interpersonal skills (emotional intelligence.)
• Less theory – more practice.
• Less theory and more practicality.
• Much more emphasis on practical and real life applications.
• There should be more practical applications used in MPA courses that reflect government in today’s society.
• More seminar style classes would be nice. Also, having someone else teach PUAD 5000.
• Incorporate more organizational change courses in the base curriculum. Keeping the Hayward name as it is world known for the MPA.
• Grading needs to be more stringent. More classes on leadership.
• There seemed to be a lot of repetition in the courses – seems like program could be condensed.
• Make it 16 units shorter.
• More interactive class lessons/sharing.
• The culture is not strong. More recruitment by advisors of the students they are to advise. More modeling of facilitation instead of teaching to the group.
• I would like to see more full time faculty on staff.
• Offer more hybrid courses. Having a mix of online and in-class sessions made it helpful for those of us that work 50+ hours per week.
• As far as human behavior goes, to utilize teachable moments to address negative behavior that does not meet the MPA standards.
• Higher standards for admission into program. Too many people expressed disinterest and that they were there only to get a raise. Very frustrating for students wanting to learn.
• A stronger student culture and connections to CSUB alumni.
• More online concepts and presentations incorporated in classrooms. Also some past students from program that come back and give overview of how program helped their career growth and impacted them on a personal level.
• The instructors in the pre-req classes were not as strong as the rest.
• More practical/technical knowledge. Encourage students to write thesis rather than discouraging them from doing so.
• Have classes that are practical in nature.
• There should be more practical activities on studying.
• Office hours on Fridays.
• More support in the beginning phases.
• More student involvement with regards to networking which was weak in culture.
• Not so much lecture and reading PowerPoint to class – more interaction.
• More course selection.
• I recommend making PUAD 6762 mandatory as a key part of working with organizations is working with groups, being self-reflective, addressing human needs, understanding culture and involving key stakeholders. Make public budget course mandatory.
• Better finance courses and budget classes.
• Improving the number of finance-related courses and hands one exercises on policy analysis and development.
• There should be a public speaking course offered as well as a course in local government.
• More courses that are practical.
Add mentoring, public speaking, local government courses.

More available HR courses.

Some of the foundation courses were very boring and I still do not understand the relevancy to PA – for example, Philosophy of PA.

More policy-related material, a little less theory and a little more on practical “real-life.” A grant writing course would be great.

There was no grant writing course. One of the special topic courses was grant writing but the class topics are not publicized.

The quality of the lectures. I was not happy with Edlund and some others I felt were just okay such as Wilson. I tried to take classes with full time faculty if possible because I felt like I was getting a higher quality class. We pay a lot of money so classes that don’t really teach you much are frustrating.

Theory was great but more classes based in practice and non-profit world would have been helpful.

15. Please provide any additional comments you might have.

- The level of teaching was so different in each course; some very easy, some very hard (Philosophy of PA). It would be nice to have some consistency. I guess I realized at the end now that I really enjoyed the more practical courses which I could use in my job vs. theory and the guest speakers who graced us with the presence and experience.
- I go away with a strong sense of accomplishment and a sincere gratitude to the faculty and staff. Thank you to Dvora Yanow for her support and of course to Anne Gartner who in so many ways demonstrates the essence of public administration with substance and style.
- Overall the program was good. I felt more needed to be done to accommodate working students. The seminars and work shops were always held at times that necessitated taking off time from work. Some instructors need to use the available technology. Being far from campus it was good to have BB and email for communications regarding the task. Only a few professors used the technology. Those who did made it easier to track the class, get feedback or advice. I believe all professors should use these tools they really made the logistic stuff much easier to track.
- Very important class (6901). However, I feel that my expectations were not met – especially in light of 6901’s importance in the program. I also believe there has to be balance during final testing as there can be questions asked about the questions asked. In other words, just say what you’re looking for instead of us having to hunt for it and run the risk of answering the question wrong.
- Thank you!
- I had to change my option because the class rotation had changed midway. This was a disappointment because I came to this school and specifically this program because of the option of organizational change. However, the classes were changed so that they were out of sequence. Also the classes were offered at an inconvenient time of all day Friday classes. Needless to say this was very disappointing.
- Many of the courses seem to be repetitive. I suggest professors meet prior to preparing their course outline to ensure different themes and ideas are being presented.
- I am a truly better PA and more enlightened person for having studied at CSUEB.
- Having been a professional prior to completing this program I am somewhat disappointed in the caliber of some of the graduates of this program.
- It was a wonderful experience – thank you!
- This course made me understand what is important to me.
- A great experience!
- I don’t see the relevance in having students memorize the concepts and theories for the comprehensive exam when we enter the work force they are given.
- It was a solid program.

Appendix 4
• More stringent screening and grading of participants in the program would add value to the degree.
• Please keep the Hayward MPA program whole.
• Good solid program and overall great faculty.
• The synthesis course is quite painful.
• I would like to keep abreast of the department course readings, latest books, etc.
• The comprehensive exam process is time consuming and not very effective. I would recommend a presentation that relates theories learned to practical work applications.
• This program was awesome and I’m glad to have received my degree.
• You were all awesome and I am forever grateful! (Umeh, Fraser, Moon and Eagan – you were all a blessing!)
• It’s been a long but enjoyable ride.
• Goerl is a terrible tenured professor. He uses material that is 15 years old. He is unprepared and disrespects various points of view.
• It is not very practical. It is too theoretical.
• Excellent program – I would recommend.
• I enjoyed the program and I am grateful of the experience and opportunity to become a more well-rounded professional and person.
• Limit books to 3 per class. More realistic. This program is for working adults, make it more accessible and doable.
• Overall a good experience and I can’t believe it’s over!
• Overall, I’m happy with my program and would recommend it to others. Thanks!
MPA SURVIVAL TIPS!

• **DO** ask questions when you're not sure about something! The Department is here to help. Go to: [http://class.csueastbay.edu/publicadmin/Contact.php](http://class.csueastbay.edu/publicadmin/Contact.php) for contact information and hours. Email is a great way to contact us!

• **DO** check your University Horizon email account frequently! This is the only way the University and the Department has of contacting you by email. All important notices and announcements are sent to your University email account. **You must remember to clear out this account on a regular basis or you will miss important emails!**

• **DO** use BlackBoard to check for news about your classes and general MPA program information. All MPA majors are automatically enrolled in the “Public Administration Majors” group under “My Organizations.” The Department posts announcements, internships, job opportunities, etc. here.

• **DO** take all of the Foundation courses, PUAD 4800, 4830, 5000 and Statistics, **first** before taking any 6000 level courses. The only exception is that PUAD 6801 may be taken with 5000. **You must be admitted to the MPA program before you will be allowed to take 6000 level courses.**

• **DO** complete all of the University requirements to satisfy the Writing Skills Test (if required) **before** enrolling in any 6000 level courses. Contact the University Testing Office at [www.testing.csueastbay.edu/home.php](http://www.testing.csueastbay.edu/home.php) for more information. **In addition, you will not be able to file for graduation until this requirement has been met.**

• **DO** review all the required prerequisites for the courses that you want to take **before** contacting the Department for permission numbers. These prereqs can be found in the online catalog at: [www.csueastbay.edu/ecat/index.html](http://www.csueastbay.edu/ecat/index.html). If you have not taken the required prerequisite(s), you will not be allowed to take the course. Also, you cannot take a prerequisite for a course at the same time you want to take the course.

• **DO** remember that taking 2 courses (8 units) per quarter is considered “full-time” for a grad student. You are only allowed to take 3 classes in one quarter twice during your entire MPA program.

• **DO** consult with the Graduate Coordinator if you have any questions about which option area is right for you or other MPA program questions. Of course, all of the faculty are available to assist you as well.

• **DO** watch the University web site for **important dates and deadlines** for paying fees, adding or dropping courses, withdrawals, filing for graduation, etc. Many of these deadlines are not negotiable with the University.

Appendix 5
DEPARTMENT OF PUBLIC AFFAIRS AND ADMINISTRATION

DEPARTMENT CHAIR POSITION

California State University, East Bay, Department of Public Affairs and Administration invites applications for the open rank position of Department Chair. As a 12-month faculty position, the chair is responsible for administering two master’s degree programs and all related duties including those involving faculty, scheduling, student advising and program admissions, budget, curriculum and committees. The teaching assignment is three courses per year.

Applicants must have a Ph.D. in public administration or doctor of public administration and specialization in one or more program option areas. The ideal candidate to head the department has a demonstrated background of scholarship and requisite knowledge, skills and abilities and evidence of past performance of effective leadership.

The Department offers a Master in Public Administration (M.P.A.) and Master of Science in Health Care Administration (M.S. HCA): M.P.A. degree options in Public Management, Organizational Change, Public Human Resources Management, Public Policy Development, and Health Care Administration with over 200 majors; M.S. HCA degree options in health care management and administration of healthy communities with approximately 100 majors. Department has nine permanent faculty and ten lecturers. For details, see http://class.csueastbay.edu/publicadmin/.

Review of applications begins January 5, 2009; position is considered open until filled. Please submit a letter of application describing background, experience, scholarly interest, and teaching areas in relation to the Department curriculum; current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Jong S. Jun, Interim Chair  
Department of Public Affairs and Administration  
California State University, East Bay  
25800 Carlos Bee Blvd.  
Hayward, CA 94542  
Phone: 510-885-2761  
Fax: 510-885-3726  
E-mail address: jong.jun@csueastbay.edu

Centrally located in the San Francisco Bay Area, CSUEB is known for award-winning programs, expert instruction, small classes, a highly personalized learning environment, and over 100 career-focused fields of study. There are two scenic campuses plus a professional center in downtown Oakland. For additional information about CSUEB, please see www.csueastbay.edu. CSUEB is an equal opportunity employer.
Course-Specific SLOs

HCA 4200 (Social Construction of Health Care)

- Provide a critique of the current U.S. healthcare system, including its historical development
- Propose and evaluate alternative healthcare system designs
- Discuss the social meanings of health and illness
- Identify and discuss the primary underlying principles of insurance
- Describe the Medicare and Medicaid programs in terms of costs, benefits, & financing
- Identify the major traditional and non-traditional providers of health care in terms of their characteristics, supply and demand, and their roles in the health service system
- Discuss the role of health insurance as a factor contributing to growth in national health care expenditures

HCA 6240 (Health Care Finance and Budgeting)

- Construct and interpret the four basic financial statements
- Calculate and interpret liquidity ratios, profitability ratios, activity ratios, and capital structure ratios
- Define and utilize the concepts future value and present value
- Describe and utilize financial techniques to analyze capital investment decisions
- Develop effective internal control systems
- Construct and analyze the four major budgets (statistics, operating, cash, and capital)
- Perform cost variance analysis
- Discuss the legislative requirements of SOX and their financial management implications

HCA 6260 (Health Care Policy)

- Analyze alternative public insurance mechanisms that have been proposed or have been enacted
• Describe the activities in each stage of the policymaking process - policy formulation, policy implementation, and policy modification

• Strategically utilize governmental relations and lobbying to influence health care policy

• Outline the interplay among the demanders and suppliers of health care policy in the political marketplace

• Understand the managerial challenges of policy implementation

• Analyze and influence public policy environments

• Define the roles of the three branches of government in making policies

• Discuss the evolution of health care policy in the U.S., including selected federal laws pertaining to health

• Describe the prevalent issues in current health policy, including the opposing views

• Apply the public policymaking model to the case of health care reform and the Obama administration

• Identify the primary issues in health care reform

HCA 6280 (Legal and Ethical Aspects of Health Care)

• Provide a critical analysis the legal and medical issues associated with the delivery of quality patient care

• Identify and discuss different philosophies and principles of ethics

• Prevent, identify, or resolve ethical problems in the health care organization

• Identify the different sources of law (common, statutory, and administrative)

• Compare and contrast the three basic categories of tort law

• Describe the procedural aspects of criminal law

• Discuss the different types of contracts and their elements

• Identify the procedures leading up to and following a trial

• Identify areas of corporate liability

• Discuss the responsibilities and the legal risks of physicians, nurses, and other health professionals
### Comparison of Pre-Test and Post-Test Scores

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</tbody>
</table>
JENNIFER L. EAGAN

Associate Professor
Departments of Philosophy & Public Affairs and Administration
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
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EDUCATIONAL BACKGROUND:
Duquesne University
Pittsburgh, Pennsylvania
Teaching Assistant, Fall 1991-Fall 1994
Ph.D. in Philosophy, May 1999

Mary Washington College
Fredericksburg, Virginia
Bachelor of Arts, May 1991
Honors in Philosophy
Summa cum Laude

ACADEMIC HONORS:
Phi Beta Kappa, member of Kappa of Virginia at Mary Washington College,
inducted April 21, 1991

Mortar Board, member of Cap and Gown Chapter of Mary Washington College,
inducted April 10, 1990

PROFESSIONAL ASSOCIATIONS:
American Philosophical Association
International Association for Philosophy and Literature
Feminist Ethics and Social Theory
Public Administration Theory Network
Radical Philosophy Association
Society for Phenomenology and Existential Philosophy
Society for Women in Philosophy
PROFESSIONAL EXPERIENCE:

Publications:


“Enforced Homogeneity or Mutual Difference?: Luce Irigaray, the War on Terrorism, and International Peace”, in Philosophical Perspectives on the War on Terror, Rodopi Press, 2007. 35-46.


Book Review (solicited), Feminist Interpretations of Martin Heidegger, Edited by Nancy J. Holland and Patricia Huntington, Philosophy in Review, Volume 22, Number 5, October 2002.

Conference Presentations:


“Surfacing: A Feminist Desire for a Primordial Place” – presented at the conference “Empire and Imperial Culture”, California State University, Stanislaus, February 2004.

“Enforced Homogeneity or Mutual Difference: Luce Irigaray, the War on Terrorism, and International Peace”— presented at the meeting of Concerned Philosophers for Peace, Pacific University, October 2003.


“Social Justice and Personal Freedom” – presented at California State University, Hayward’s


Co-organizer of California State University, Hayward’s conference “Toward a Philosophy of Public Administration” in honor of Professor Jun’s retirement, May 12, 2000. Respondent to Professor Kelly’s paper at this conference.

“Kant and the Sense-Time of Fiction” – presented at the Tenth Annual Philosophy, Interpretation, Culture Conference at Binghamton University, April 2000.


“Irigaray’s Sensible Transcendental and the Sense of Wonder” -- presented at the Ninth International Philosophical Seminar on the topic of Luce Irigaray’s An Ethics of Sexual Difference, Alto Adige, Italy, June-July 1999 (by invitation only, Ph.D. required).

“In and Out of the System: Between Lyotard’s Fables and Haraway’s Science Fiction” -- presented at the International Association for Philosophy and Literature Conference at Trinity College, May 1999.

“Fictioning: Between Ethics and Aesthetics” -- presented at the Ninth Annual Philosophy, Interpretation, Culture Conference at Binghamton University, April 1999.


"Lyotard's Critique of Political Reason" -- presented at the Eighth Annual Philosophy, Interpretation, Culture Conference at Binghamton University, April 1998.
"Irigaray's Ethics: A Continuation of the Copernican Revolution?" – presented at the International Association for Philosophy and Literature Conference at the University of South Alabama, May 1997.

"Irigaray's Ethics: Invading the Master's House" -- presented at the Seventh Annual Philosophy, Interpretation, Culture Conference, Binghamton University, April 1997.

"Philosophers and the Holocaust: Mediating Public Disputes" -- presented at the Sixth Annual Philosophy, Interpretation, Culture Conference at Binghamton University, April 1996.

"The Disappearance of Woman in Plato and Derrida" -- presented at the International Association for Philosophy and Literature Conference at Villanova University, May 1995.

"Justice and the Problem of Community: Adorno's Reading of Kant's Ethics" -- presented at the Fifth Annual Philosophy, Interpretation, Culture Conference at Binghamton University, April 1995.

TEACHING EXPERIENCE:

Courses taught at California State University, East Bay (Fall 1999-present)

- PHIL 1000 Clear Thinking
- PHIL 1101 Social and Ethical Issues [Freshman GE Cluster, Gender in the Arts, Literature, and Society]
- PHIL 3010 Critical Legal Reasoning
- PHIL 3100 Ethics
- PHIL 3150 Contemporary Ethics
- PHIL 3305 Self, Nature, God
- PHIL 3503 Philosophy of Law
- PHIL 3510 Human Rights and Social Justice
- PHIL 3511 Philosophy of Human Rights and Global Justice
- PHIL 3151 Environmental Ethics
- PHIL 3601 Ancient and Medieval Philosophy
- PHIL 3602 Rationalism and Empiricism
- PHIL 3604 Roots of Contemporary Philosophy
- PHIL 3701 Philosophy of Education
- PHIL 3720 Feminist Philosophy
- PHIL 4606 Seminar in Philosophy: Postmodernism
- PHIL 4606 Seminar in Philosophy: Michel Foucault
- PUAD 5000 Philosophy of Public Administration
- PUAD 6815 Ethics and Administrative Responsibility

PROFESSIONAL SERVICE:


Forum Organizer and Participant, “Faculty and Students Speak About Human Rights”, sponsored by the Philosophy Department and the Philosophy Society of California State University Hayward, November 2003.


Co-organizer of Conference Panel “Sport”, for the Twelfth Annual Philosophy, Interpretation, Culture Conference, Binghamton University, April 2002.


Co-organizer of Conference Panel “Alternative Temporalities”, for the Tenth Annual Philosophy, Interpretation, Culture Conference, Binghamton University, April 2000.

Conference Co-organizer, “Toward a Philosophy of Public Administration” honoring Dr. Jong S. Jun on the occasion of his retirement, California State University Hayward, May 2000.


Co-Presenter, “Presentation Panel – Research by New Faculty” for the CSUH Office of Faculty Development, November 15, 2000.


Co-presenter, “Evaluating Student Writing in the General Education Clusters” for the CSUH Office of Faculty Development, April 17 2000.

**Seminars Attended:**


“Preventive Psychology: Wellness and Resiliency for Diverse Communities”, sponsored by the Monterey Bay Psychological Association, October 14, 2006, Santa Cruz, CA.

CSU GE Assessment Conference 2003, sponsored by the CSU Institute for Teaching and Learning, March 13-14, Fullerton California.

“How to Write a Proposal for Internal Funds”, hosted by the Office of Faculty Development, March 12, 2002


“Faculty Governance and You”, hosted by the Office for Faculty Development, January 12, 2001

“Working With Underprepared Students”, hosted by Keiko Tanaka, Office of Faculty Development CSUH, November 16, 1999

**AREAS OF SPECIALIZATION:**

Twentieth-Century Continental Philosophy, Feminism, Ethics, Political Philosophy, Kant, Critical Theory, Foucault and Butler

**AREAS OF COMPETENCE:**

History of Philosophy, Existentialism, Plato, Metaphysics, Modern Philosophy,
Philosophy and Ethics in Public Administration
Lisa A. Faulkner, Phd
California State University, East Bay
25800 Carlos Bee Boulevard, MI 4001
Hayward, CA 94542-3040
Phone: 510-885-2546
Fax: 510-885-3726
Email: lisa.faulkner@csueastbay.edu

CURRENT POSITION
Assistant Professor, California State University, East Bay, Hayward, CA
Department of Public Affairs and Administration, Health Care Administration Program, 9/2005 - present

Courses Taught
HCA 4200: Social Construction of Health Care, Fall 2005, Spring 2007, Fall 2007 & Fall 2008
This course provides a broad and critical analysis of the U.S. healthcare system in social, economic and political terms, including an examination of the major operational and programmatic system components.

This course focuses on providing vision for healthcare organizations focusing on a strengths based approach.

This course provides an overview of public and community health, surveys determinants of health and introduces basic epidemiology.

This course provides students with both in class and field experience with interview and observation skills.

PUAD 6878: Transforming Health Care, Fall 2005 & Fall 2006
This course introduces students to concepts of health economics and decision making.

PUAD 6879: Managed Care and Market Reform, Winter 2007
This course examines alternative approaches to structuring and reforming health systems.

This course assists students with analyzing health care organizations within complex and uncertain environments and focuses on strategic decision making.

HCA 6999: Social and Behavioral Determinants of Health, Fall 2007
This seminar course discusses major social and behavior determinants of health including: income, socioeconomic status, personal behavior & lifestyle choices, coping skills, and social support.

HCA 6999: Health Care Management, Fall 2006 & Fall 2008
Health care management skills are taught using a case-based approach.

EDUCATION
Post-doctoral fellowship in economic evaluation w/ Bernie J. O'Brien, McMaster University, Clinical Epidemiology & Biostatistics and Centre for Evaluation of Medicines, St Joseph's Hospital, Hamilton, Ontario, Canada, 2000 - 2001

Ph.D. University of California at Berkeley, Health Services and Policy Analysis, 2000
- Dissertation: "Willingness to pay for a health plan that allows physician choice"
- Specialty area: Economics

B.A. University of Pennsylvania, College of Arts and Sciences, Biological Basis of Behavior, 1988

OTHER TEACHING EXPERIENCE

Courses Taught
Epidemiology and Biostatistics (N403), Adjunct Faculty, School of Nursing, Samuel Merritt College, Oakland, CA, 2000

Quantitative Decision Making (PA648), Adjunct Faculty, Health Services Administration, College of Professional Studies, University of San Francisco, 1996/2000

Health Economics (PA550), Adjunct Faculty, Health Services Administration, College of Professional Studies, University of San Francisco, 1998

Health Care Policy Issues (PA617), Adjunct Faculty, Health Services Administration, College of Professional Studies, University of San Francisco, 1996

Guest Lectures
Time Preference in Economic Evaluation. Economic Analysis for the Evaluation of Health Services (HRM-737), Health Research Methodology Graduate Program, Clinical Epidemiology and Biostatistics, Faculty of Health Sciences, McMaster University, March 2001

Teaching Assistant
Program Planning, Development, and Evaluation (PH205), School of Public Health, University of California at Berkeley, 1996

Cost-Benefit Analysis (PP259), Graduate School of Public Policy, University of California at Berkeley, 1994/95

Microeconomics of Health Policy (PH226B), School of Public Health, University of California at Berkeley, 1995

Health Economics (E157), Economics Department, University of California at Berkeley, 1993

RESEARCH EXPERIENCE

Research Scientist, Neonatal Screening for Inborn Errors of Metabolism Using Tandem Mass Spectrometry (MS/MS): An Evaluation of California's Pilot Program, Public Health Institute and Genetic Disease Branch of the California Department of Health Sciences, Berkeley, CA, 2001 - 2005

Effect of health insurance coverage on the use of clinical preventive services, Behavioral Risk Factor Survey Surveillance (BRFSS) data, Research Assistant, University of California at Berkeley, 1993-96

Assessing the state of health insurance in California, Research Assistant, University of California at Berkeley, 1996

Impact of realignment of public financing in California for chronic mental health from state to county levels, Research Assistant, University of California at Berkeley, 1994

Prevention in health care reform, Research Assistant, University of California at Berkeley, 1993

PROFESSIONAL EXPERIENCE

Assistant Director of Health Economics & Outcomes Research, Pharmaceutical Division, Bayer Corporation, West Haven, CT, 1997-98

• Designed, implemented and managed health economic and outcomes research including data collection in clinical trials

• Trained Bayer employees to use and critically evaluate health economic and outcomes research studies

Lisa A. Faulkner - 2

- Conducted program and facility planning for academic medical centers, community hospitals, nursing homes, and the Veterans Administration
- Prepared presentations, reports, and certificate of need applications

PUBLICATIONS

Journal Articles


In Journal Submission
Faulkner LA, Hanlon MP, Feuchtbaum LB. Information needs for informed decision-making about newborn screening.

Presented at Conferences


Faulkner LA. Consumers’ willingness to pay for a health plan that allows them a choice of physicians, iHEA Conference, July 2001.

INVITED PRESENTATIONS
Economic considerations of gene testing, Cancer Update: Women's Cancers, A Conference for Primary Care, American Cancer Society, Sacramento Unit, Cancer Update Seminar, February 23, 1996

Methodological issues in the economic evaluation of health care programs, Health Services Research Seminar, University of California at Berkeley, September 21, 1994

SCHOLARLY ACTIVITIES

Referee
Medical Decision Making, 2000 - 2004
Health Policy, 2000-2001

Abstract Review Committee
ISPOR 7th Annual International Meeting, May 2002
Society for Medical Decision Making 24th Annual Meeting, October 2002

Grant Reviewer
Council for Medical and Health Research, Netherlands Organization for Scientific Research 2001

Professional Training
Adjunct Academy for Innovative Teaching, University of San Francisco, August 2000

Professional Service
Evaluation Committee, University of California, Berkeley, 1993-95

AWARDS & FUNDED RESEARCH
Infliximab in patient's with Crohn's disease: A systematic review and cost utility analysis, 2000.
Sponsor: Canadian Coordinating Office for Health Technology Assessment (C$ 48,500)

Grossman Doctoral Research Award, School of Public Health, University of California at Berkeley, 1996

Outstanding Graduate Student Instructor Award, University of California at Berkeley, 1995

Pre-doctoral Fellow, National Institute of Mental Health, University of California at Berkeley, 1992-1994

AFFILIATIONS
Academy for Health Services Research and Health Policy
American Public Health Association (APHA)
International Health Economics Association (iHEA) & American Society of Health Economists (ASHE)
Society for Medical Decision Making (SMDM)
CURRICULUM VITAE
TONI E. FOGARTY, Ph.D., MPH

UNIVERSITY OFFICE
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Triple L Education Group
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EDUCATION
1995 Ph.D. University of California, Berkeley
Group in Health Services and Policy Analysis
Specialty Area: Organizational Theory
1990 MPH University of California, Berkeley
Program: Health Policy and Administration
1988 MA Middle Tennessee State University, Murfreesboro
Program: Experimental Psychology
1985 BUS Middle Tennessee State University, Murfreesboro
Major: University Studies, Minor: Psychology
1982 AS Nashville State Technical Institute, Nashville
Program: Management Information Systems

UNIVERSITY EMPLOYMENT
CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Public Affairs and Administration
2006 - Present Associate Professor of Health Care Administration (tenured)
MS-HCA Graduate Program Coordinator
Graduate Courses: Health Care Quality Assessment and Improvement, Development of
Healthy Organizations and Communities, Long-Term Care Services and Social Policy,
Health Care Financing and Budgeting, Health Care Policy Analysis, Health Care
Economics, Introduction to the U.S. Health Services System, Legal and Ethical Issues
in Health Care, Graduate Project, Research Methods, Managed Care
2003 - 2006 Assistant Professor of Health Care Administration
MS-HCA Graduate Program Coordinator
UNIVERSITY OF SAN FRANCISCO  
College of Professional Studies

2002 - 2003  Associate Professor of Human Resources and Organization Development
1994 - 1996  Assistant Professor of Health Services Administration
1995 - 1996  Acting Director, Health Services Administration Program
1992 - 1994  Adjunct Faculty, Economics and Health Services Administration

Graduate Courses: Organizational Behavior and Change, Research Methods, Data Analysis, Capstone Project, Quantitative Decision Making, Program Evaluation, Statistics, Health Care Economics, Health Care Finance

GOLDEN GATE UNIVERSITY  
School of Professional Programs and Undergraduate Studies

1998 - 2002  Associate Professor of Healthcare Administration (tenured)  
Director, Graduate Healthcare Administration Program


SAN JOSE STATE UNIVERSITY  
College of Applied Sciences and Arts

1996 - 1998  Assistant Professor of Healthcare Administration  
Director, Healthcare Administration Program

Graduate Courses: Health Services Organization, Health Policy, Financial Management of Health Care Organizations, Essentials of Managed Health Care  
Undergraduate Courses: Aging Services and Social Policy, Health Care Management

UNIVERSITY OF CALIFORNIA, DAVIS  
Northern California Alzheimer's Disease Center

1992 - 1996  NIA Grant Project Director

UNIVERSITY OF CALIFORNIA, BERKELEY  
School of Public Health

1991 - 1993  Research Assistant - Institute for Business and Economic Research
1990 - 1991  Graduate Teaching Assistant - Health Care Economics
1989 - 1991  Research Assistant - Western Consortium for Public Health
MIDDLE TENNESSEE STATE UNIVERSITY, MURFREESBORO
Department of Psychology

1987 - 1989
Adjunct Faculty
Undergraduate Courses: Introductory Psychology, Statistics

1986 - 1989
Research Assistant - Behavior Therapy Research Center

1985 - 1987
Graduate Teaching Assistant


UNIVERSITY SERVICE

CALIFORNIA STATE UNIVERSITY, EAST BAY

2008 - Present
Chair, Online/Hybrid Policy Implementation Special Subcommittee (of the Faculty Affairs Committee)
Member, Advisory Committee to the Online Campus

2007 - Present
Member, Faculty Affairs Committee
Secretary, Faculty Affairs Committee

2007 - 2008
Chair, Outstanding Professor Selection Subcommittee (of the Faculty Affairs Committee)

2006 - Present
Co-Chair, Department Promotion, Tenure, and Review Committee

2005 - 2007
Member, Committee for the Dean’s Fund in Support of Academic Programming

2005 - 2006
Member, Subcommittee on Technology and Instruction (of the Committee on Instruction and Curriculum)

2004 - Present
Member, Basic Skills Requirements Appeals Subcommittee (of the Committee on Instruction and Curriculum)
CSUEB Representative, Minority Training Program in Cancer Control Research (MTPCCR), UCSF and UCLA

MS-HCA Graduate Program Coordinator
Chair, MS-HCA Faculty Search Committee
Member, MPA Faculty Search Committee

2003 - Present
Chair, MS-HCA Assessment Committee
Chair, MS-HCA Admissions Committee
Chair, MS-HCA Curriculum Committee

2003 - 2008
Member, MPA Admissions Committee
Major Advisor, MPA HCA Option Area Program

2003 - Present
Member, MS-HCA Banquet Planning Committee
Member, University Commencement Representatives

UNIVERSITY OF SAN FRANCISCO

2002 - 2003
Member, Technology Forum
Member, Blackboard Policy and Procedures Committee
1995 - 1996  Member, College of Professional Studies Assessment Committee
1994 - 1996  Member, Public Administration Department Curriculum Committee
1994 - 1996  Member, Academic Standards and Curriculum Committee
              Member, College Council
              Member, College Commencement Representatives

GOLDEN GATE UNIVERSITY

2000 - 2002  Senator, Faculty Senate
              Member, Faculty Senate Executive Committee
              Co-Chair, Academic Faculty Technology Development Team
              Member, Integrated Technology Council
2000 - 2001  Member, WASC Institutional Review Committee
              Member, WASC On-line Institutional Review Committee
              Member, E-Learning Platform Evaluation Committee
              Member, Faculty Personnel Committee
              Member, CyberDean Search Committee
1999 - 2001  Member, WASC BPA and MHA On-line Review Committee
              Member, Faculty Affairs Committee
1998 - 2002  Chair, Sub-Committee on Faculty Research Award
              Member, University Commencement Representatives
1998 - 2000  Member, College Curriculum Committee
1998 - 1999  Member, Committee on Faculty Development
              Member, Sub-Committee on Faculty Service Award
              Member, International Relations Program Review Committee

SAN JOSE STATE UNIVERSITY

1997 - 1998  Chair, Healthcare Administration Program Student Orientation Panel
              Member, Academic Senate's Student Honors Committee
              Member, Faculty Mentor Program
1996 - 1998  Chair, Healthcare Administration Program Advisory Committee
              Member, College Curriculum Committee
              Member, Department Curriculum Subcommittee
              Member, Department Graduate Student Research Committee
              Member, MPH Council of Education Accreditation Committee
              Member, MPH Orientation Panel
              Member, University Commencement Representatives

REFEREED RESEARCH PROJECTS AND GRANTS

2002 - 2004  Special Advisor, Business Continuity Planning Project

              Pilot study with the Nonprofit Risk Management Center, funded by
              the David and Lucile Packard Foundation to develop an on-line
training course, in-person workshop, and workbook for business continuity planning, geared to nonprofit organizations.

1999 - 2000

Co-Investigator, *CyberPedagogical Manual and Workshop*

Project grant from the Faculty Research Fund, Golden Gate University, to develop a manual and workshops to assist CyberCampus faculty in utilizing the features of the CyberCampus design, and to enhance quality in the delivery of on-line courses.

1998 - 1999

Principal Investigator, *Diversity Awareness, Community Organization, and Strategic Planning Development*

Project grant from the University-wide Diversity Grant Program, San Jose State University, to create a diversity training session to develop diversity awareness, community organization, and strategic planning within the Department of Health Science.

1998 - 1999

Principal Investigator, *Labor Market Analysis for Healthcare Administration and Management in the Bay Area*

Grant from the Faculty Mentor Program, San Jose State University, for community-based research on the demand for undergraduate and graduate students in the field of Healthcare Administration.

1998 - 2001

Consultant, *Consumer Satisfaction Measurement Tool for the Frail Elderly*

Project grant with the National PACE Association, funded by the California HealthCare and Archstone Foundations, to produce a satisfaction measurement tool for use with very frail and/or cognitively-impaired clients.

1997 - 1998

Principal Investigator, *Evaluating Restraint Use for Residents with Dementia in Skilled Nursing Facilities: Factors Affecting Physical and Chemical Restraint Use*

Project grant from the Faculty Development Program, San Jose State University, to prepare presentations for professional Conferences, based on dissertation research material.

1993 - 1995

Principal Investigator, *Evaluating Person-Environment Fit in Skilled Nursing Facilities: Factors Affecting Physical and Chemical Restraint Use*

Doctoral research partially supported by the Northern California Alzheimer’s Disease Center and the National Institute on Aging.
PUBLICATIONS


MANUSCRIPTS IN PROGRESS


MANUSCRIPT REVIEWS


REFEREED PRESENTATIONS AT PROFESSIONAL MEETINGS


Page 8


**UNIVERSITY AND COMMUNITY PRESENTATIONS/WORKSHOPS**


Fogarty, T.E. (1994). Variation in Caregiving Activities Between Special Care Units for Alzheimer's Disease and Non-Special Care Units (presentation). Oak Park Convalescent Hospital, Pleasant Hill, California, September, 1994.


BOARD OF DIRECTORS, COMMUNITY ORGANIZATIONS

1999 - 2004 Board of Directors, Member, Medical Billing Training Services, Inc.
1997 - 2000 Board of Directors, Member, Information and Referral Services, Inc.
1996 - 2000 Personnel Committee, Chair, Bethany Center Senior Housing, Inc.

PROFESSIONAL MEMBERSHIPS

1998 - Present Electronic Hallway Network
1992 - Present Association for Health Services Research
1989 - 1998 American Public Health Association
1989 - 1997 Gerontological Society of America

HONORS AND AWARDS

Awarded designation of “Worthy of Note” by the Alliance for Nonprofit Management as part of the 2007 Terry McAdam Book Award for outstanding contribution to the advancement of nonprofit management

Awarded Best Poster Submitted to the Social Research, Policy, and Practice Section, Gerontological Society of America Annual Meeting, Atlanta, Georgia, November, 1994.

1994 Advanced to Ph.D. Candidacy with Distinction, Doctoral Comprehensive and Specialty Examinations, University of California, Berkeley
1991 - 1993 Pre-Doctoral Training Fellowship, Research Training Program on the Economics of Aging, and Health Services, National Institute on Aging, University of California, Berkeley

1990 - 1991 Public Health Traineeship, School of Public Health, University of California, Berkeley

REFERENCES

Sylvia Flatt, Ph.D.
Professor
Department of Management
College of Business
San Francisco State University

Daniel Gentry, Ph.D., MHA
Professor
Department of Health Systems Management
Rush University
Chicago, IL 60612

Susan Lehrman, Ph.D.
Founding Dean
School of Business
Providence College
Providence, RI 02918
George Frederick Goerl
9 El Patio
Orinda, California 94563
george.goerl@csueastbay.edu

Education

Ph. D. University of California, Davis (Political Science)
M. A. University of California, Berkeley (Public Administration/Public Policy)
M. A. New York University (Government/Latin American Studies)
B. A. University of California, Berkeley (Political Science)

Teaching Assignments

California State University, East Bay/Hayward, 1977 to present (public administration)
California State University, Long Beach, 1974-1977 (political science)
University of Georgia 1972-1974 (political science/public administration)

Courses Taught (East Bay/Hayward)

Introduction to Public Administration
Organizational Theory and Human Behavior
Philosophy of Public Administration
Public Policy Formulation
Seminar in Public Policy Implementation
Seminar in Public Program Administration
Ethics and Administrative Responsibility
Research Methods in Public Administration
Seminar in Public Finance Administration
Governmental Budgeting
Strategic Approaches in Public Finance and Budgeting
Administration of the Metropolitan Region
Approaches to Urban and Regional Problem-Solving
Graduate Synthesis

Research Interests

Governmental Service Volunteerism/National Service
Provision and Delivery of Public Goods and Services
Micro-Level Approaches to Policy Implementation
Citizenship and Democratic Theory
(I have presently finishing a book entitled The Burdens of Citizenship: Volunteerism and the Provision of Public Goods and Services. It is presently being reviewed for possible publication.)
Publications (civic and governmental service volunteerism)


Carl Bellone and George Frederick, “Reconciling Public Entrepreneurship and Democracy”, Public Administration Review, 52, 2, (March-April 1992), 130-134


Other Publications


George Frederick Goerl, Cybernetics, Professionalization and Knowledge Management: An Exercise in Assumptive Theory, Public Administration Review, 35, 6, (November-December 1975, 581-588

Conference Papers (Related to Governmental Service Volunteerism and the Coproduction and the Coproduction of Public Goods and Services)

George Frederick Goerl, “Managers of Governmental Offices of Volunteerism: A Political Analysis”, American Volunteer Association, 1999


George Frederick Goerl, “Generating Administrative Theory: What We Can
Learn from Glaser and Strauss”, American Political Science Association, 1987

George Frederick Goerl, “Political Economy of the Coproduction of Public Services by American Cities and Towns, Urban Affairs Association, 1987

George Frederick Goerl, “Expanding the Role of the Citizen-Volunteer: Co-Production and Political Theory”, National Conference of Volunteer, 1988

George Frederick Goerl, “ Expanding Coproduction Efforts: A Comparative Analysis”, Association of Voluntary Action Scholars, 1985

**Keynote Speeches/Workshops and Roundtable Presentations (governmental service volunteerism)**


1999) Ran a workshop for English local governmental managers on the strategies for overcoming staff opposition to using more volunteers and for new governmental tasks (Community Service Volunteer)

1998) Ran a workshop for the National Association of Volunteer Programs in local Government (NAVPLG) on developing political and administrative skills for managers and coordinators of governmental offices of volunteerism

1998) Roundtable Discussion of the role of citizens in the delivery of public services at the national meeting of the American Public Administration Society. My presentation was on comparing case studies of the uses of Citizen-volunteers at the local level.

1988) Chaired a roundtable on the successes and failures of state volunteer programs in conjunction with the national meeting of Volunteer

1985-Present) Speeches and talks on governmental service volunteerism for local governmental agencies and managers and coordinators of offices of governmental offices of volunteerism

**Professional Membership**

American Planning Association
American Political Science Association
American Society for Public Administration
CURRICULUM VITAE

Jong ("Jon") S. Jun

PERSONAL DETAILS:

Marital Status: Married with two children
Mailing Address: 18698 Mt. Lassen Dr., Castro Valley, CA 94552
Office Address: Department of Public Administration
California State University, East Bay, Hayward, CA 94542, USA
Telephone: Home: (510)-538-2318; (O): 510-885-2761
FAX Number: 510-885-3726
E-mail address: jong.jun@csueastbay.edu or jon.jun@sbcglobal.net

EDUCATION:

Ph.D. University of Southern California (Public Administration), 1969
M.A. University of Oregon (Political Science), 1964.
LL.B. Youngnam University, Korea (Law), 1960.

UNIVERSITY APPOINTMENTS:

• August 2008-present: Interim chair and professor, Department of Public Affairs
  and Administration (reinstated from retirement)
• 2000-August 08: Professor Emeritus
• Spring 2007: Visiting Professor/Lecturer, Leiden University, the Netherlands
• 2000-2001: Visiting Professor/Lecturer, Korea University, Seoul
• 1990-2000: Director, Institute for Governmental Research, CSU-East Bay
• Fall 1996: Senior Fulbright Scholar, Yonsei University, Seoul, Korea
• 1992-1993: Visiting Professor, School of Law, Hosei University, Tokyo
• 1978-2008: Full Professor, Cal State Hayward (changed to East Bay)
• 1973-1978: Associate Professor, Cal State Hayward
• 1975-1977: Adjunct Professor, USC, Center for Public Affairs in Sacramento
• 1968-1972: Assistant Professor, Cal State Hayward
• 1967-1968: Instructor, University of Southern California

PUBLICATIONS:

Albany, New York: The State University of New York Press, 2006; translated into


.Article: "Redesigning U.S. Foreign Aid," *SAIS Review*. (Johns Hopkins University), Vol. XIV. No. 2 (Summer-Fall), 1994, with Gary Posz and Bruce Janigian.


Article: "On Becoming a Proactive Administrator," an article contributed to the 50th anniversary of the School of Public Administration, University of Southern California and edited by Ross Clayton and William B. Storm, *Public Administration in a Time of Transition*, 1979.


EDITORIAL ESSAYS IN ADMINISTRATIVE THEORY AND PRAXIS:


CONFERENCE PAPERS:


Paper: "Reconstructing Administrative Theory: A Dialectical Perspective," Presented at the Administrative Theory Symposium, the annual meeting of the American Society for Public Administration, Miami, April 7-12, 1989.


. During the 1970s, Presented 15 papers at the national and international conferences on public administration and political science.

**CONFERENCE COORDINATOR, CHAIR, PRESENTER, AND DISCUSSANT:**


. Panel presenter: "Values in Public Administration" at the public administration conference, Nigmejen University, the Netherlands, April 15, 2006.


. Panel Presenter: "Public Administration Theory and Mainstream Public Administration." At the annual meeting of the Public Administration Theory Network, June 19-21, 2003, Anchorage,

Program Director: The Summer Institute in Advanced Academic Education in Public Administration. A three-month workshop for Chinese professors and helping them conceptualize the study of public administration and improve teaching skills. California State University, Hayward, June 15-September 14, 2002.


.Discussant: "Governance and Administrative Reform." a symposium at San Jose State University, July 1, 1997.


.Conference Coordinator for Pacific Rim panels: Organizing nine panels on Pacific Rim areas for the annual conference of the American Society for Public Administration, Los Angeles, April 9-11, 1990.


.Member of Conference Planning Committee: The Western Government Research Association annual conference, Berkeley, 1990; a special conference on The Role of State in Economic Development of South Korea, UCLA, Summer, 1987. Sponsored by Department of Political Science, UCLA.

Member of the annual conference of the American Society for Public Administration, 1975-76. Preparing the meeting in Atlanta, 1976.
Conference Track Coordinator: Coordinated ten administrative theory panels for the annual ASPA conference, April 1977; Coordinated eight panels on comparative and development administration for the 1972 ASPA conference, March, 1972.

Conference Coordinator: Three large conferences on Public Program Evaluation (1976), Management by Objectives in Government (1974), and The Future Challenges of Public Administrators (1983), held at Oakland Hilton Hotel and sponsored by the Department of Public Administration, California State University, Hayward.

Between 1970 and 1979, convened numerous panels and served as discussants at professional conferences at the state and local levels.

INVITATIONAL SPEECHES AND LECTURES:

Invitational lectures at Xian Jiatong University, Nanjing University, Nanjing Agricultural University, China, October 13-21, 2007.

Invitational lectures at Beijing University of Science, Renmin University, Shanghai Jiatong University, and East Normal University (Shanghai), China, October 11-18, 2005.

Invitational lecture at Ramkhamhaeng University, Thammasat University, and Institute of Development Administration, Bangkok, Thailand, April 24-May 10, 2004.

Invitational lecture at Zhongshan University, Guangzhou, China, January 20, 2004.


Invitational lectures at many universities in Korea, October 2000- May 2001: Seoul National University, Cheju University, Ulsan University, Seoul City University, Kunkook University.

Invitational lecture at Beijing Administrative College, June 10-15, 2000, Beijing, China.


Invitational Lecture scheduled at Keio University, Tokyo, on October 5th, 1999, Topic: “Local Governance and Sustainable Development.”
Invitational Lecture at Tula State University, Tula Oblast, Russia (April 24-25, 1997): “Concepts and Issues of Improving Government Efficiency and Effectiveness” and “Quantitative and Qualitative Research Methods in Social Science Research.”

Invitational Lecture at Kyungsang University, Korea: "Local Autonomy in the United States." October 24, 1996.

Lecture at Wuhan Administrative College, the Hubei Province, China: "Responsibility of Public Administrators in the Developmental Process." October 10, 1996.

Lecture at Incheon University, Korea: "Globalization and Its Implication for Public Administration." November 15, 1996.

Lecture at Kyunghee University, Seoul: "Phenomenology and Public Administration." November 27, 1996.

Lecture at Hanyang University: "Problems and Prospects of Administrative Reform in the Clinton Administration." October 4, 1996.

Speech at the Taiwan Provincial Government on March 29, 1994: “Challenges of Administrative Reform”

Speech at The Central Personnel Bureau of Personnel, the Republic of China (Taiwan) on April 1, 1994: “Issues of Human Resource Development.”

Lecture at Hosei University, Law School, Tokyo, October 1992: “The Myth of America’s Decline”


Lectures at Korea Power Company, April 5, 1994: “Transforming Today’s Organizations.”

Lecture at Sam-Sung Research Institute, Seoul, April 6, 1994: “Does Qualitative Research Make Any Sense.”

Lectures at Graduate School of Public Administration, Seoul National University, September 1986: “Social Design in Public Administration.”


Lecture at the People's University (Renmin University), Beijing, China (November 4, 1990): "Issues of Human Resource Development."

Presentation at the Korean Association of Public Administration, Seoul, September 1985: "Understanding Administrative Action."

Numerous other lectures at Yonsei University (October 1996), Kyungwhu University (1986); Incheon University (December 1996), Cheju University (December 1995), Kyunghee University (November 1996), and Kyungsang University (November 1996).

Lecture at Beijing Administrative College, China (September 25, 1995): "Fragmentation of Training Programs in the United States."


Lecture at Chengchi University, Taipei, Taiwan (November 1978): "Improving the Quality of Working Life."

Chugshing University, Taipei, Taiwan (November 1978): "Beyond Incremental Policymaking."

**RESEARCH IN PROGRESS:**

Article: "Critical Pragmaticism: Implications for Public Administration."

**CONSULTING, MANAGEMENT TRAINING, and EDUCATIONAL TRAINING EXPERIENCE:**

Training Director: Training two groups of Chinese public administrators from the City of Jiaxing and the City of Huzhou, the Jinhua city, October 2004--December 2005.

. Conducting a workshop on Organizational Change and Action Research to a group of Jeju City Officials, Korea, June 7, 2001.


. Training the middle-level financial managers, the Taiwan Provincial Government at California State University at Hayward, March 28-April 27, 1996.


. Training Programs for the higher civil servants from the Taiwan Provincial Government at California State University, Hayward, 1995.

. Training Korean local legislators at Cal State Hayward, twice a year since 1991. Training includes seminars on U.S. Local Government and field trips.

. Training Session for Korean politicians (representing the ruling Democratic Republican Party), on Political Parties and Public Policymaking, November 22 through 24, 1993.

. Trainer for the middle management training program for the Region IX U.S. Forest Service at California State University, Hayward, January/February, 1984 through 1990.

. Workshop coordinator: A Three-Day Workshop for Graduate Students from Chung-Ang University (Korea) at California State University, Hayward, May 7-9, 1990 and July 1-3, 1991.

. Training 40 higher civil servants from the Provincial Government of Taiwan, at Cal State Hayward, Summer, 1986.

. Training 105 government officials at Tunghai University, Taiwan, Summer, 1985.

. Organization Training Consultant to federal, state and local agencies in California, 1974--84;
San Francisco Redevelopment Agency; California Public Utilities Commission; San Mateo County Veteran's Hospital; Oakland Police Department Training Program; City of Hayward; The U.S. Social and Rehabilitation Services, the Department of Health, Education, and Welfare.

Consultant to the Administrative Improvement Commission, Office of the Premier, the Republic of Korea, July--December, 1978.

PROFESSIONAL COMMITTEES AND ADMINISTRATIVE RESPONSIBILITY:

Outcomes Assessment Site Review Committee for California State University, Fresno, September 30-October 1, 2002.


Member of the Managing Board of the International Association of Schools and Institutes of Administration (IASIA), 1992–1998.

Member of the Executive Council, the National Association of Schools of Public Affairs and Administration (NASPAA), 1991--1994.

Member of the Future Task Force Committee, The National Association of Schools of Public Affairs and Administration, 1994 - 95.

Member of the Accreditation Site-Visit Team, the National Association of Schools of Public Affairs and Administration, 1987; 1995.

Member of the Executive Committee, Section on International Activities, the National Association of Public Affairs and Administration (NASPAA), 1988-1991.


Annual Award Committee, the San Francisco Chapter of the American Society for Public Administration, 1988-1990.

Member of the Executive Council, Section on International and Comparative Administration (SICA), The American Society for Public Administration (ASPA).

Member of the Accreditation Site-Visit Team of the National Association of Schools of Public Affairs and Administration (NASPAA), March 6-9, 1989.
Member of the Peer Review Commission, the National Association of Public Affairs and Administration, 1979-81.

Member of the Annual Award Committee, the San Francisco Chapter of ASPA, 1985--1991.

Served on several award committees for the national organization of the American Society for Public Administration.

Chair, The Student Paper Award Committee, the San Francisco Chapter of the ASPA, 1983--1984.

Member of the Board of Directors, the San Francisco Chapter of the ASPA, 1982-1984.

Member of Peer Review Committee, the National Association of Schools of Public Affairs and Administration (NASPAA), 1979-1980.

Member of Research Committee, the National Association for Public Affairs and Administration (NASPAA), 1981--present.

Co-Chairperson, for establishing a special section on Public Administration Education (SPAE), the American Society for Public Administration, 1976--1977.

Member of the Executive Committee of the California Association for Public Administration and Education (CAPAE), 1973--1975.

Member of the Academic Program Committee of the California State-Wide Consortium on Public Administration, California State Universities, 1974-1976, 1982-1984.

Served on numerous committees at the California State University, Hayward between 1968-97 that involve program development, curriculum, academic standards, etc.

EDITORIAL BOARD APPOINTMENTS:

Editorial Board Member: Administrative Theory and Praxis, 2002-present.


Editorial Board Member: The International Review of Administrative Science, 1990--present.


Editorial Board Member: *International Review of Public Administration, 1998-present*.

Member of the Editorial Board of The Dushkin Publishing Co., 1989—2000.

Member of the Editorial Board of *Public Administration Review*, a journal for the American Society for Public Administration, 1975--1978.

Member of the Editorial Board of *Administration and Society*, 1973--1975.

Member of the Editorial Board of the *Journal of Comparative Administration*, 1972--1973.

Editor of the Occasional Papers Series of SICA (Section on International and Comparative Administration, ASPA, 1974--1977.

**AWARDS AND FELLOWSHIP:**

Senior Fulbright Scholar Award to teach at Yonsei University in Korea, awarded by the Center for International Exchange of Scholars, Washington, D.C., U.S. Information Agency, 1996.


Conference Co-project Director: Travel grant to support 15 U.S. participants to attend the Tokyo conference on "Future Local Autonomy" was awarded by the Center for Global Partnership in New York. The grant proposal was prepared by Professors Deil Wright and Jon Jun (Co-project directors) and submitted to CGP through the National Academy of Public Administration (NAPA). March 1996--January 1997.

Conference and publication grants on "Centralization and Decentralization in Japan and the United States": Project grant awarded by the National Institute of Research Advancement in Japan, the Center for Global Partnership in New York, and the Japan-U.S. Friendship Commission in Washington, 1993-94. Funded through the National Academy of Public Administration in Washington, D.C.

Research Grant by the Korea Research Foundation, Seoul, Korea. A joint research project with Professor M. S. Park of Chungang University. To conduct a research on "Ways of Improving Public Organizations: A Comparative Study of Korea and the United States," 1995-96.

. The Grant Writing Incentive Program Award, Cal State Hayward, 1986.

. Outstanding Academic Achievement Award, 1982, by the San Francisco-Santa Clara Chapters of the American Society for Public Administration.


. Research Grant, the Pacific Cultural Foundation, 1979.


. Research Assistantship, the University of Southern California, 1965-1968.

PROFESSIONAL AFFILIATION:

1. Fellow of the National Academy of Public Administration (NAPA), inducted into the Academy in 1996.
2. Member of the Public Administration Theory Network (PAT-Net)
3. Member of the American Society for Public Administration (ASPA)
4. Member of the American Political Science Association (APSA)
5. Member of the World Future Society

TEACHING INTERESTS:

- Organization Theory; Administrative Theory
- Administration, Governance, and Civil Society;
- Sustainable Development and Community Planning;
- Action Research in Public Problem Solving;
- Public Policy Formulation and Implementation
PERSONAL REFERENCES:

Dr. Carl Bellone: e-mail address: carl.bellone@csueastbay.edu
Dr. George Goerl: e-mail address: George.goerl@csueastbay.edu
Dr. Raymond Pomerleau: e-mail address: ray.pom@comcast.net
Dr. Richard VrMeer: e-mail address: rvrmeer@msn.com
Dr. Dvora Yanow: e-mail address: D.Yanow@fsw.vu.nl
Dr. Frank Sherwood: e-mail address: frankpsherwooddr@aol.com
Dr. Deil Wright: e-mail address: dswright@mindspring.com
Kenneth M. Kyle, Ph.D.
Assistant Professor of Public Affairs and Administration
California State University, East Bay

25800 Carlos Bee Blvd., MI 4127
Hayward, CA 94542
(510) 885-3253 office
(510) 885-3726 fax

603 Natoma St., # 410
San Francisco, CA 94103
(415) 283-5511

EDUCATION

August 1998
Doctorate of Philosophy in Justice Studies, Arizona State University
Committee Members: Chair – Dr. Anne L. Schneider, Public Programs
Dr. M. A. Bortner, Justice Studies; Dr. David T. Goldberg, Justice Studies
Dissertation: Perspectives on Homelessness: Toward a Critical Theory of Homelessness

August 1990
Master of Arts in Political Science, Arizona State University
Thesis: A Western Construction of Korea

May 1987
Bachelor of Arts in Political Science, Louisiana State University

PROFESSIONAL EMPLOYMENT HISTORY
(by category in reverse chronological order)

Faculty Experience:

ASSISTANT PROFESSOR of Public Affairs and Administration
Supervisor: Jong Jun, Interim Department Chair, Public Affairs and Administration
California State University, East Bay. Fall 2007 – Present

Responsibilities include:
• teaching three graduate courses per quarter in Public Affairs and Administration
• performing professional service for the community, department, college and university
• advising students and serving on graduate student committees, and
• maintaining an active research agenda and publishing record.

ASSOCIATE PROFESSOR of Sociology (with tenure)
Supervisor: William Milheim, Director, School of Behavioral Sciences and Education
Pennsylvania State University, Capital College. Summer 2004 – Summer 2007
(ASSISTANT PROFESSOR of Sociology, Fall 1998 – Spring 2004)

Responsibilities included:
• maintaining a vigorous research agenda and record of publication
• teaching one or two graduate courses per year in Community Psychology & Social Change
• chairing and serving on masters and doctoral committees
• teaching two to three undergraduate courses per semester in Behavioral Sciences, Honors, Sociology and Women’s Studies
• advising undergraduate and graduate students, and
• performing professional service to the university, school and community.
FACULTY ADJUNCT INSTRUCTOR
Supervisor: David T. Goldberg, (formerly) Director, School of Justice Studies
Arizona State University. Spring 1997

Responsibilities included:
• teaching an undergraduate course in Environmental Justice for the School of Justice Studies.

Graduate Research & Teaching Experience:

GRADUATE RESEARCH ASSISTANT (Assistant to the Dean)
Supervisor: Anne L. Schneider, (formerly) Dean, College of Public Programs
Arizona State University. Fall 1994 – Summer 1998

Responsibilities included:
• assisting the Director of the Urban Studies Center with program reviews and grant applications
• editing, contributing to, and overseeing the production of the 1995, 1996, and 1997 editions of the "Background Report to the Arizona Black Town Hall"
• organizing and editing the 1995 and 1997 editions of the Compilation of ASU’s Funded Research and Community Service Projects on Urban Issues
• performing research tasks for the Dean, and
• serving on college and departmental committees.

GRADUATE ASSISTANT (Research Assistant & Course Instructor)
Supervisor: Rita Mae Kelly, Director, School of Justice Studies

Responsibilities included:
• performing research tasks and editing for faculty members
• teaching junior-level undergraduate courses in Theories of Justice (responsible for all aspects of instruction)

GRADUATE ASSISTANT (Teaching Assistant)
Supervisor: Ruth Jones, Chair, Political Science Department
Arizona State University. Fall 1988 – Summer 1990

Responsibilities included:
• performing research tasks and editing for faculty members
• note-taking, exam preparation and grading

RESEARCH ASSOCIATE (Police Use of Force Project)
Supervisor: John R. Hepburn, Professor, School of Justice Studies
Arizona State University and City of Phoenix. Spring 1994 – Fall 1994

Responsibilities included:
• interviewing incarcerated study participants in Maricopa County’s central lockup facility.

ENGLISH LANGUAGE INSTRUCTOR (Private Language Schools)
University Administration Experience:

PROGRAM COORDINATOR (International Student Programs)
Supervisor: Suzanne Steadman, Coordinator, International Student Office
Arizona State University. December 1992 – August 1993

Responsibilities included:
• organizing and overseeing student orientation for new and returning international students
• advising international students on INS Practical Training matters
• advising international students on personal and academic matters
• arranging programs for international students, and
• coordinating the International Student Excellence in Academic Achievement scholarship program.

ACTING ASSISTANT DIRECTOR (International Student Office)
Supervisor: Erin Schmidt, Director, International Student Office
Louisiana State University. August 1991 – March 1992

Responsibilities included:
• organizing and overseeing student orientation for new and returning international students
• advising international students on INS Practical Training matters
• coordinating the International Student Exchange Program at LSU (responsibilities including advising international participants at LSU and recruiting/preparing U.S. students for study abroad)
• advising international students on personal and academic matters, and
• arranging social programs for international students.

COORDINATOR (International Cultural Center)
Supervisor: Erin Schmidt, Director, International Student Office
Louisiana State University. August 1990 – August 1991

Responsibilities included:
• organizing, coordinating and publicizing activities and events at the Center
• managing the Center’s budget
• overseeing a staff of four student workers
• coordinating pickup services and housing for incoming international students, and
• advising international students on personal and cultural matters.

SCHOLARLY ACHIEVEMENT

Scholarly Articles, Books and Book Chapters
(in reverse chronological order)


Other (Selected) Scholarly Works


**Works Under Review or in Progress**
(by completion status and/or by alphabetical order)

Kyle, K. Teaching Dangerous Knowledge to the Unsuspecting and or Unwilling: Observations from the Classroom. Status: Under review for publication in *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning and Academic Writing*.


Kyle, K. **In 32: The Failing (Failed) Influence of Progressive Academicians in Promoting Just Criminal Justice Policies.** Status: Completing argumentative essay following presentation at an academic conference.

Kyle, K. The Use and Misuse of the Internet in Responding to Hurricane Katrina: A Cautionary Tale. Status: Collecting data and beginning data analysis for a research paper accepted for presentation at an international academic conference.


Kyle, K. The Views, Insights and Concerns of Individual School Board Members in Small and Medium Rural and Suburban School Districts in Four States. Status: data collection is complete. Twenty-six in-depth qualitative interviews in four different states have been conducted and transcribed (six remain to be transcribed). Analysis is ongoing in preparation for presentation at academic conferences and eventual publication.

**Selected Presentations and Workshops**
(in reverse chronological order)


**TEACHING EXPERIENCE**

(in alphabetical order)

**Graduate Courses Taught or Under Way:**

**Change Processes**, Pennsylvania State University (PSU)–CMPSY 510. Graduate level course in Community Psychology and Social Change – required for students in the M.A. program. Full responsibility for all aspects of instruction.

**Changing Human Organizations**, CSU–PUAD 6812. Graduate level course in Public Affairs and Administration – required for students in the graduate program. Full responsibility for all aspects of instruction.

**Ethics and Administrative Responsibility**, CSU–PUAD 6815. Graduate level course in Public Affairs and Administration. Full responsibility for all aspects of instruction.

**Human Organizations and Social Reality**, CSU–PUAD 6811. Graduate level course in Public Affairs and Administration – required for students in the graduate program. Full responsibility for all aspects of instruction.

**Philosophy of Public Administration**, CSU–PUAD 5000. Graduate level course in Public Affairs and Administration – required for students in the graduate program. Full responsibility for all aspects of instruction.


**Public Policy Implementation**, CSU–PUAD 6802. Graduate level course in Public Affairs and Administration. Full responsibility for all aspects of instruction.

**Topics in Public Policy** (The relationship between Public Policy and Think Tanks). CSU–PUAD 6808.
Graduate level course in Public Affairs and Administration—required for students in the graduate program. Full responsibility for all aspects of instruction.

Graduate Student Supervision and Research:

CHAIR OF TWELVE COMMUNITY PSYCHOLOGY & SOCIAL CHANGE M.A. COMMITTEES (including):

- School Shootings: A Study of the Theoretical Underpinnings of Student Mass-Murder”
  - Steve Thompson
- “A Meta-analysis of Child Soldiers in Armed Conflict”
  - Steve Gaojia
- “Disconnected Voices, Disconnected Visions: The Disparate Views of Public Education Held by School Board Members”
  - Judy Nuss
- “Observable Dynamics When Decision-Making Groups Attempt to Build Consensus”
  - Balinger “Skip” Brown
- “Interagency Collaboration in Community-Based Sex Offender Interventions”
  - David Berk
- “An Outcome Evaluation of an Organizational Cultural Change in a Homeless Shelter through Relational Procedural Justice and Empowerment”
  - Linda Grudi

MEMBER OF TWO PUBLIC AFFAIRS PH.D. DISSERTATION COMMITTEES

MEMBER OF ONE PUBLIC AFFAIRS PH.D. COMPREHENSIVE EXAM COMMITTEE

MEMBER OF FOUR ADULT EDUCATION ED.D. DISSERTATION COMMITTEES

MEMBER OF FOURTEEN (other) COMMUNITY PSYCHOLOGY & SOCIAL CHANGE M.A. COMMITTEES

MEMBER OF ONE CRIMINAL JUSTICE M.A. COMMITTEE

Undergraduate Courses Taught:

Community, Chaos Theory & Ethical Choice, PSU. Senior level undergraduate/MA course in Behavioral Sciences & Honors. Full responsibility for all aspects of instruction.

Criminology, PSU. Senior level undergraduate course in Sociology. Full responsibility for all aspects of instruction.

Feminist Thought, PSU. Senior level undergraduate course in Women’s Studies – required for students minoring in Women’s Studies. Full responsibility for all aspects of instruction.
Feminine/Masculine, PSU. Senior level undergraduate course in Behavioral Sciences and Women’s Studies. Full responsibility for all aspects of instruction.

The Human Genome Project: Its Social, Legal & Ethical Implications, PSU. Senior level undergraduate/MA course in Behavioral Sciences & Honors. Full responsibility for all aspects of instruction.

Justice and the Environment, PSU (also at Arizona State University – ASU). Senior level undergraduate/MA course in Sociology & Honors – required for Community Psychology and Social Change graduate students pursuing the Environmental Issues area of study. Full responsibility for all aspects of instruction.

Social Change, PSU. Senior level undergraduate/MA course in Sociology & Honors. Full responsibility for all aspects of instruction.

Social Problems, PSU. First year level undergraduate course in Sociology. Full responsibility for all aspects of instruction.

Sociological Theory: Past and Present, PSU. Senior level undergraduate course in Sociology – required for students majoring in Sociology. Full responsibility for all aspects of instruction.

Sociology of Education, PSU. Senior level undergraduate course in Sociology. Full responsibility for all aspects of course development.

Theories of Justice, ASU. Junior/Senior level undergraduate course in Justice Studies – required for students majoring in Justice Studies. Full responsibility for all aspects of instruction.

Teaching Materials:

Special Topics Editor, September 2008 (Topic: Critical Approaches to Social Theory)

The Social Issues Collection: A Routledge/University Readers Custom Library for Teaching

A teaching resource for social science instructors and students in Social Problems, Social Inequality and related social science classes (see http://www.socialissuescollection.com/)

SERVICE

University Service

- Interviewed by Dutch national Amnesty International Office Newsletter staff, Fall 2008 (US conceptualization of Human Rights versus Civil Rights & the U.S. National Election)
- CSU East Bay/CFA Faculty Arbitration Representative, Fall 2007 – Present
- Member of Public Administration senior faculty member search committee, Fall 2008 – Present
- Member of Public Administration graduate student admissions committee, Fall 2008 – Present
- Member of departmental curriculum accreditation committee, Fall 2008 – Present
- Developed a proposal for a PSU Capital College “Diversity in Community” certificate program
- Developed a proposal for a Sociology Minor for PSU Capital College
- Conducted focus groups for Capital College’s Diversity & Equity Committee, Spring 2001
- Program representative on School of Behavioral Sciences and Education Curriculum Committee, Fall 2004 – Spring 2005
• Member of the School of Behavioral Sciences and Education Promotion and Tenure Committee, Fall 2004 – Spring 2005
• Member of Behavioral Sciences and Education School Director faculty search committee Fall 2004 – Spring 2005
• Instructor of three Honors Seminars and Chair of one Honors Thesis
• Member of Faculty Senate/Capital College Outreach Committee, Fall 2001 – Spring 2004

• Member of School of Behavioral Sciences and Education’s Promotion and Tenure Procedures Revision Committee, Fall 2002 – Spring 2003
• Member of PSU’s Women’s Studies Planning Committee, Fall 1998 – Spring 2000, (e.g., coordinated the Spring 1999 & 2000 Women’s Studies film series)
• Member of one Community Psychology faculty search committee, Fall 2000 – Spring 2001
• Member of two Sociology faculty search committees, Spring 1999, & Fall 1999 – Summer 2000
• Developed new course on Sociology of Science and Technology for the Information, Science & Technology and the Community Psychology & Social Change programs

Professional Service

• Member, SSSP’s Board of Directors, Appointed Two terms: Fall 2005 – Summer 2008 & Fall 2008 – Summer 2011
• Member, SSSP’s Editorial and Publications Committee, Appointed Two terms: Fall 2005 – Summer 2008 & Fall 2008 – Summer 2011
• Chair of SSSP’s Ad hoc Joseph B. Gittler (Ethics) Award Establishment Committee, 2006–2007
• Member, Public Administration Theory Network Local Arrangements Committee, 2007
• Ad hoc Reviewer, Journal of Community Psychology
• Ad hoc Reviewer, Journal of Community & Applied Social Psychology
• Ad hoc Reviewer, Humanity & Society
• Ad hoc Reviewer, Social Problems
• Member, SSSP’s C. Wright Mills Award Committee, 2003-2004
• Chair of SSSP’s Crime and Juvenile Delinquency Division, 2003-2005, (e.g., panel session organizer, chair/discussant of panels, representative at the SSSP All Chairs Committee, etc.)
• Chair of SSSP’s Educational Problems Division, 2001-2003, (e.g., newsletter editor, panel session organizer, chair/discussant of panels, representative at the SSSP All Chairs Committee, etc.)
• Co-organizer of SSSP’s Educational Problems Division panel sessions for the August 2001 annual conference

Community Service

• Editor/Contributor to the College of Alameda’s successful, American Association of Community College Horizons Service Learning Project Grant
• Judge for We the People, Arizona U.S. Congressional Districts Five and Six Competition, Fall 2005
• Judge for We the People, Western States District Summer Workshop, Flagstaff, AZ, 2003 & 2005
• Judge for We the People, Arizona U.S. Congressional District One Competition, Fall & Winter 2000
• Expert Witness providing public testimony on issues underpinning planned Middletown, PA, municipal waste expansion project, Spring 2000
• Focus Group Facilitator for Middletown, PA School District, Fall 1999 & Spring 2000
Lagniappe (a little something extra)

Awards/Institutes:

- Awarded Tenure and Promotion at Pennsylvania State University, Summer 2004
- Invited Participant, 2003 Faculty Summer Institute: Teaching the Ethical, Legal, and Social Implications of the Human Genome Project. July 6-12, 2003 at Howard University (Competitive institute, funded by the National Institute of Heath)
- Recipient, 1996-97 Phelps Dodge “Outstanding Graduate Student” Scholarship (Competitive scholarship open to all ASU graduate students)
- Awarded the “Pass with Distinction” Grade on Comprehensive Exams
- Recipient, 1995-96 & 1996-97 Regents Graduate Academic Scholarships
- Selected Alternate, 1995-96 Herman E. DeMund Memorial Scholarship (Competitive scholarship open to all ASU graduate students)
- Winner of the 1997 SSSP “Crime and Juvenile Delinquency” Student Paper Competition
- Winner of the 1995 SSSP “Poverty, Class & Inequality” Student Paper Competition

Professional Memberships:

- International Sociology Association
- Public Administration Theory Network
- Society for the Study of Social Problems

Over two years experience studying and working abroad:

- Exchange student at Yonsei University, Seoul, Korea, 1985-86 academic year
- English instructor and language student in Japan, 1987-88 academic year & Summer 1989
- Spanish language student in Guatemala, Spring 1992
Michael Y. Moon, Ph.D., M.B.A.
Department of Public Affairs & Administration, MI 4127
California State University, East Bay
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Hayward, California 94542
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michael.moon@csueastbay.edu

Education

Yale School of Management New Haven, Connecticut
Master of Business Administration (M.B.A.), 2003.
• Focus in Organizational Behavior and Marketing.
• Dean’s Scholar, an award based on leadership and professional promise.

Columbia University New York, New York
• Focus in Group Dynamics and Psychological Development.

William Alanson White Institute of Psychoanalysis New York, New York
• Integration of psychodynamic group theory with organizational design practice.

University of California Santa Cruz, California
Bachelor of Arts in Psychology (B.A.), 1989. Honor Graduate.
• Focus in research methods and foundations of cross-cultural psychological research.

Teaching Experience

Fall 2005 - Now California State University, East Bay Hayward, California
Assistant Professor
• Organizational Change:
  o Group Procedures and Facilitation (PUAD 6762).
  o Advanced Group Procedures (PUAD 6763).
  o Intervention Strategies for Changing Organizations (PUAD 6764).
  o Organizational Diagnosis and Assessment (PUAD 6765).
• Organization Theory and Human Behavior (PUAD 4830).
• Human Resources Management (PUAD 6850).
• Work and Organizations of the Future (PUAD 6851).
• Continuing Education, Human Resource Management Certificate Program “Managing Organizational Change”.

Spring 2005 University of Connecticut, School of Business Hartford, Connecticut
Visiting Lecturer
• Market-Driven Management (MKTG 315).
Spring 2005  **Paier College of Art**  Hamden, Connecticut
*Visiting Lecturer*
- General Psychology (AS210).

From 6/2004  **University of Phoenix Online**  Phoenix, Arizona
*Faculty*
- Approved to also teach: Emotional Intelligence (PSY/301), Adult Development (PSY/350), Human Motivation (PSY/320), Psychology of Personality (PSY/250), Introduction to Psychology (PSY/200).

2001 – 2003  **Yale School of Management**  New Haven, Connecticut
*Teaching Assistant, Writing Tutor*
- Organizational Behavior MBA Core Course, Organizational Communication & Influence, and Strategic Human Resources Management.

1994 – 1995  **Saint Peter’s College**  Jersey City, New Jersey
*Visiting Lecturer*
- Organizational Psychology, History of Psychology.

*Teaching Assistant*
- Developmental Psychology Lab.

**Awards & Grants**

2006 – 2007  **Faculty Fellows Award, College of Letters, Arts, and Social Sciences**  California State University, East Bay
*“Employee Initiated Organizational Change”*
- One course release in the 2006-07 AY.
- To conduct a literature review on employee initiated organizational change and develop a social constructionist approach to this area.

2006 – 2007  **Faculty Support Grant**  California State University, East Bay
*“Visually Representing Organizational Theory”*
- $1,396 and one-month summer fellowship.
- To develop an illustrated volume of organizational theory concepts, with textual annotations explaining connections between the illustrations and the corresponding organizational theories, based on a variety of prominent theoreticians' works.

**Publications**

Professional History

2005 – Now **California State University, East Bay** Hayward, California  
*Assistant Professor, Department of Public Affairs and Administration*

- Teaching: Organizational change, group dynamics, human resources management.
- Research: Organizational change, kaleidoscopic experiences of organizational roles, human resources management, psychological coping in the workplace, nonprofit organizations, humor in organizations, slippage between the tacit and explicit in organizational life.
- Consulting: Co-facilitated community stakeholder dialogue forums to understand concerns within Contra Costa County. Client: Contra Costa County Board of Supervisor Federal Glover and Board of Supervisors (March, 2007 – Present)

2003 – 2005 **Aetna, Inc.** Hartford, Connecticut  
*MBA Leadership Development Program Participant / Strategic Marketing*

- Active in recruiting and coaching prospective and new MBA hires through job fairs and helping to develop their career marketing and networking skills and resources.
- Spearheaded creation of blueprints and processes for next generation corporate-wide market development plans that focus P&L owners to drive and track local market tactical sales and operational execution based on business intelligence. Piloted in markets that exceeded aggressive 2004 market share growth goals.
- Internal consultant across business areas on special projects related to M&A and other strategic initiatives to explore untapped business opportunities.
- Collaborated with senior management on consumer web initiatives, including creating a value-centric organizational structure and culture for Consumer Directed Health Plans. Developed long-term processes and vision to position Aetna websites as a strategic differentiator in the marketplace.

2002 **American Express Company** New York, New York  
*MBA Summer Intern*

- Led cross-functional team to develop governance and cost allocation model for planned online intranet collaboration tool, a key component of re-engineering strategy with forecasted $107MM in cost saves.
- Developed pilot testing and change management strategies for intranet collaboration tool.
- Managed business partner (IBM/Lotus) and consultant relationships to fulfill intended objectives.
- Founded a summer intern newsletter for MBA and college interns and managed its publication and distribution among interns throughout the company.

2000 – 2001 **Quaartz, Inc. (merged with Appiant Technologies)** Santa Clara, California  
*Marketing Manager*

- Managed a team to redesign the corporate website to reposition online calendar company as a web-based unified communications and enterprise content application service provider.
- Managed internet software user interface testing.
- Conducted and refined competitive market analyses resulting in product enhancements.
1999 – 2000  **Egghead.com**  Menlo Park, California  
*Customer Insight Marketing Analyst*
- Contributed to design and implementation of customer service training curriculum for Onsale.com and Egghead.com merger in November 1999.
- Spearheaded and managed the market research department with a $500K budget to identify new targeted marketing initiatives and build brand equity.
- Created company’s first data-based customer profiles, resulting in more efficient allocation of marketing and business development resources and cost savings of $4MM annually.
- Directed online and offline surveys, focus groups, user interface testing, and database analysis.

1996 – 1999  **Seaboard Management Company**  Sunnyvale, California  
*Property Manager*
- Supervised onsite staff of 15 employees on a 310-unit residential property.
- Directed marketing campaigns, prepared annual budgets of $5MM, and managed vendor relations.
- Initiated comprehensive preventative maintenance projects and increased annual operational efficiency by 15%.

1994 – 1996  **Palo Alto Chamber Orchestra**  Palo Alto, California  
*Arts & Public Relations Manager*
- Managed concerts and benefit events.
- Coordinated public relations with internet and print media.
- Advised Musical Director on board relations and other organizational matters.
- Coached and taught chamber groups on ensemble and musical matters.

**Research Interests**
- Bottom-up organizational change
- Organizational culture and leadership
- Effects of change management on individuals and organizations
- Knowledge management and cross-functional collaboration
- Social networks, mental maps
- Psychodynamics of organizations

**Research Reports & Presentations**
- Final Consulting Presentation to Christian Community Action LifeWorks Ventures with Yale SOM team to recommend options for a New Haven, CT non-profit community development organization to start a small business to provide on-the-job training and living wages to those in need. May 3, 2002.
- Presentation: “Governance, Pilot Testing, and Internal Marketing for the AmexWeb Team Collaboration Tool: Strategic Recommendations” as the culmination of my summer internship at American Express, New York City, August 5, 2002.
- Presentation: “Simple Steps to a Healthier Life Sales and Adoption Strategy Report,”
based on in-depth internal interviews at Aetna to understand barriers to and opportunities for member adoption of a health wellness program, January 15, 2004.


**Teaching Areas**

- Organizational theory and behavior
- Group dynamics
- Organizational change management
- Strategic human resources management
- Organizational communication and influence
- Learning organizations
- Leadership
- Consumer-centric marketing and brand equity
- Research methods, quantitative and qualitative

**Personal References**

- Professor Lila Braine, Professor of Psychology, Barnard College, Columbia University. Email: braine@columbia.edu
- Professor Subrata K. Sen, Joseph F. Cullman 3rd Professor of Organization, Management, and Marketing, Yale School of Management. Email: subrata.sen@yale.edu
- Professor Sandra Spataro, Assistant Professor of Organizational Behavior, Yale School of Management. Email: sandra.spataro@yale.edu

**Professional Associations**

- Member, Organizational Behavior Teaching Society
- Member, Public Administration Theory Network
- Member, American Management Association
- Member, American Psychological Association
- Member, Society for Human Resource Management
- Member, International Society for the Psychoanalytic Study of Organizations (ISPSO)

**Activities & Interests**

- Alumni Mentor, UC Santa Cruz and Yale School of Management.
- Enjoy outdoor recreation, reading, writing, golf, playing and coaching chamber music, supporting the arts, travel (dual citizenship: U.S. & United Kingdom).

Updated: 11/23/2008

Michael Y. Moon, PhD MBA Vita
Page 5 of 5
FRANK E. SCOTT
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EDUCATION

Doctor of Public Administration. UNIVERSITY OF LA VERNE. 1998

Master of Social Work. UNIVERSITY OF HAWAII. 1976

Bachelor of Arts. SAINT MARY'S UNIVERSITY OF TEXAS. 1973

Major in philosophy, with minors in sociology and psychology. Cum laude honors.

PROFESSIONAL AFFILIATIONS

Licensed Clinical Social Worker. #LCS 12848. CALIFORNIA BOARD OF BEHAVIOR SCIENCES

MEMBER: American Society for Public Administration
Public Administration Theory Network

TEACHING EXPERIENCE

CALIFORNIA STATE UNIVERSITY, EAST BAY [Formerly CSU Hayward]

Associate Professor of Public Administration, 9/2006 to Present.
Assistant Professor of Public Administration, 9/2002 to 9/2006.
Graduate Coordinator for Master of Public Administration program, 2005-2008.

Courses taught:

Public Administration and Society
Organizational Theory and Human Behavior
Philosophy of Public Administration
Human Organizations and Social Realities
Changing Human Organizations
Ethics and Administrative Responsibility
Managing Public Organizations
Leadership for the Public Sector
Graduate Synthesis

SAN FRANCISCO STATE UNIVERSITY

Assistant Professor of Public Administration, 8/1999 to 8/2002.

Courses taught:

Democracy and Public Administration in Diverse Environments
Organizational Theory and Behavior
Strategic Management
Administration of Nonprofit Organizations
Developing Nonprofit Resources
Ethics for the Public Sector
PROFESSIONAL AND MANAGEMENT EXPERIENCE

WESTERN YOUTH SERVICES—FULLERTON, CALIFORNIA

Executive Director and CEO, 7/1991 to 7/1999
Overall management of human service agency providing child and family mental health and counseling services. Responsible for approximately 150 paid and 40 volunteer staff. Annual budget grew from $1.2 to $5.8 million during employment.

Program Director, Fullerton Community Counseling Services, 10/1990 to 7/1991.
Directed program providing individual and family counseling for adults and children.

FAMILY SERVICE OF LOS ANGELES—LOS ANGELES, CALIFORNIA

Vice President, Family Development Division/Clinical Director, 1/1990 to 10/1990.
Directed counseling and mental health services provided by more than 60 clinical staff. Direct oversight of five clinical supervisors.

Casework Coordinator, 7/1988 to 1/1990.
Supervised professional staff providing family counseling and mental health services at four offices. Provided direct individual and family counseling services.

Provided direct individual and family counseling services. [Part time until 6/1988]

DEVELOPMENTAL TRAINING SERVICES—WOODLAND HILLS, CALIFORNIA

Directed four six-bed group homes serving developmentally disabled adults.

NORTH LOS ANGELES COUNTY REGIONAL CENTER—PANORA MA CITY, CALIFORNIA

Coordinated residential and program services for developmentally disabled adults and children.

SAN ANTONIO STATE SCHOOL FOR THE MENTALLY RETARDED—SAN ANTONIO, TEXAS

Coordinated admissions and discharges for developmentally disabled adults and children.

PUBLICATIONS

E S S A Y S


**REVIEWS AND COMMENTARY**


**SELECTED CONFERENCE PRESENTATIONS**


SERVICE

TO CALIFORNIA STATE UNIVERSITY, EAST BAY

Member of Subcommittee for Graduate Programs, Faculty Senate Committee on Instruction and Curriculum, 2006—present.

Chair, Search Committee. Tenure track faculty position in MPA program. 2004—2005

Faculty Advisor for IIAA, National Honor Society for Public Administration. 2003—present

Member of Faculty Search Committee, Department of Public Administration. 2002—2003

Member of Admissions Committee, Department of Public Administration. 2002—2009

Library Liaison for MPA Program. 2002—present

Faculty Liaison to MPA Program. 2002—present

Faculty Liaison to MPA Student Organization. 2002—present

Library Liaison to MPA Alumni Society. 2002—present

TO SAN FRANCISCO STATE UNIVERSITY

Faculty Associate for New Faculty Support, Center for Enhancement of Teaching. 2000—2001

Faculty Representative for Public Administration Student Organization (PASA). 2000—2002

Departmental Representative to California Faculty Association. 1999-2002
TO PROFESSION AND COMMUNITY

Coordinator, Public Administration Theory Network (PAT-Net). 2004—present
Member of Coordinating Committee, Public Administration Theory Network. 2003—2004.
Member of Board of Directors, Bay Area Chapter, American Society for Public Administration. 2001—2004
Member of Editorial Board, Administrative Theory & Praxis. 2000—present
Manuscript Reviewer, Qualitative Research in Organizations and Management. 2005—present
Manuscript Reviewer, Organization Studies. 2005—present
Manuscript Reviewer, American Review of Public Administration. 2001—present

February 9, 2009
EDUCATION

Ph.D. (1990) Texas Tech University, Political Science
Dissertation Title: Differences in Administrative Characteristics Among Seven Developing African Countries (Areas of Specialization: Management, Public Administration and Comparative Politics)

M.B.A. (1983) Jackson State University (Management)

B.B.A. (1981) Fort Valley State University (Business Administration)

ACADEMIC and ADMINISTRATIVE APPOINTMENTS

Professor, Department of Public Affairs and Administration

Professor & Chair, Department of Public Affairs and Administration, California State University, East Bay, Fall 2003 - Summer 2008. Primary responsibilities associated with this position included the following:

- Recruitment, retention, and promotion recommendations for faculty and staff. Works to assure equal opportunity employment compliance.
- Recruitment, retention, and advising of students.
- Supervision and evaluation of faculty and staff.
- Consultation with faculty on department, school, and university objectives, policies, and procedures.
- Facilitation of internal communication among faculty and staff.
- Development, evaluation, and modification of degree/credential programs and curricula.
- Preparation of department budget requests and administration of budgetary allocations.
- Preparation of class schedules and catalog copy.
- Encouragement of faculty growth and high performance in teaching, research, and other professional activities, including the Department's Outcomes Assessment efforts
- Maintenance of department records.
- Representation of the University and department to external agencies.
- Preparation of department correspondence and reports.
- Other duties as assigned.

Professor and Graduate Program Coordinator,
Department of Public Affairs and Administration, California State University, East Bay, 2000 – 2003.

The Graduate Program Coordinator is responsible for the overall direction and management of the Master of Public Administration Graduate Program, including:

- Plans and manages the academic program. Supervises, evaluates and enhances instruction.
- Formulates, develops, and implements the outcome assessment plan for the program’s accreditation; organizes orientation programs for new graduate students.
- Coordinates program publications; serve in the Graduate College Council.
- Implements and enforces department, college, university, and NASPAA policies and
procedures, especially those relating to students, faculty, teaching, research and accreditation. Coordinate MPA Advisory Board meetings.

- Coordinates professional development for faculty and graduate students
- Coordinates required curriculum modification and retention program.
- Performs other responsibilities as assigned by the Dean and Provost.

Professor & Associate Chair, Department of Public Affairs and Administration, California State University, East Bay, Fall 2000 – Spring 2003

Associate Professor, Department of Public Affairs and Administration, California State University, East Bay, 1995-2000.

Coordinator of Internship Programs, Department of Public Affairs and Administration, California State University, East Bay, 1995-2000.

Assistant Professor, Department of Public Affairs and Administration, California State University, East Bay, 1990-1995.

Annual Lecturer, Department of Public Affairs and Administration, California State University, East Bay, 1989-1990.

PROFESSIONAL EXPERIENCE

CSUEB Faculty Liaison--Master’s Degree (MS) in Higher Education Leadership and Management (HELM), a program funded by the United States Aid for International Development (USAID). The HELM program was designed to provide working professionals the knowledge and skills needed for administrative leadership positions in Kabul, Afghanistan. Major responsibilities: responsible for identifying qualified and available experts throughout the duration of the program; work with campus offices, departments and units to assist with logistic/arrangements for the study abroad quarter on the CSUEB campus; and assist in online course development as needed. (July 2007 - Present)

Program Facilitator: Building Community Forums: The Future of East Contra Costa County, CA coordinated through the office of Mr. Federal Glover, Supervisor of District V. Facilitated and organized community-wide forums where key stakeholders of East County residents participated and identified problems brought on with the area's rapid growth and then helped define what kind of community they wished to become. Findings of these forums were presented to the Contra Costa County Board of Supervisors. They were also aired on CCTV on Wednesday, May 23 at 8:00 p.m., and on Friday, May 25 at 10:00 AM on CCTV Comcast Channel 27. The proceedings of these forums can also be viewed by visiting CCTV’s website at www.contracostatv.org <http://www.contracostatv.org/> (February-August, 2007)

Coordinator of Professional Programs: Oversaw and managed the Professional component of the Community Connections Program. This program was funded by the U.S. Department of State, Office of Education and Cultural Affairs. Major responsibilities included providing leadership for program administration/implementation, evaluation, planning, and assessment of programs outcome (1998-2004).

Program Consultant, Alameda County Public Health Department, Oakland, California. Major responsibilities: managed and evaluated programs funded by the State of California Office of Family Services; worked with Department staff to collect relevant data for program evaluation, completed several reports called for by the Alameda County Male Involvement Program, made oral presentations, and provided recommendations to management toward program improvement (1996-1998).
Evaluation Consultant, East Oakland Youth Development Center, Oakland, California. Major responsibilities: evaluated programs funded by the W.K. Kellogg Foundation, but implemented by the EOYDC; conducted surveys and evaluated the program on an ongoing basis; completed numerous reports, including making recommendations to management, data analysis, and interpretation and presentation of findings to program staff and funders (1990-1993)

Record Specialist and Job Developer, Office of Student Support Services, Texas Tech University, Lubbock, Texas, 1987-1988.

MHMR Specialist, Texas Department of Mental Health and Mental Retardation, Lubbock, Texas, 1984-1987.

RESEARCH INTERESTS

Areas of research include organization management issues, public policy, democratic governance, and comparative and development public administration areas.

SELECTED PUBLICATIONS


JOURNAL REVIEWER/SERVICE ON EDITORIAL BOARDS

Editorial Board of the Journal of International Politics and Development (JIPAD)
Journal of Public Affairs Education (JPAE)
African Journal of Political Science and International Relations (AJPSIR)

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS


O.J. Umeh (1995). Track Chair, Public Administration Section, Sixth Annual Conference of the International Information Management Association (IIMA), Kennesaw State College, Atlanta, Georgia, October 11-13.


O.J. Umeh (1993). Participant in the Sixth National Symposium on Public Administration Theory Network (PAT-NET), Department of Public Administration, California State University, Hayward, CA, July 14-16.


WORKSHOP, SYMPOSIUM & FACULTY DEVELOPMENT ACTIVITIES


O.J. Umeh (1992). Participant, Community Mobilization and Empowerment Seminar, East Oakland Youth Development Center, Community Health Improvement Project (CHIP) and East Oakland Fighting Back, April 11.

O.J. Umeh (1992). Participant, Advanced Cooperative Learning in the University Classroom, a workshop coordinated by the Office of Research and Faculty Affairs, Faculty Development Program, February 10.

O.J. Umeh (1992). Participant, Introduction to the Multicultural Classroom, a workshop coordinated by the Office of Research and Faculty Affairs, Faculty Development Program, February 03.


O.J. Umeh (1990). Participant, Teaching and Learning in a Changing University: Orienting New Faculty to the Multicultural Classroom, a Symposium convened by the Center for Intercultural Relations, Cal State University, East Bay, September 19.


SPECIALIZED WORKSHOPS

- Department Chair Roles & Responsibilities (September 19, 2007)
- PTR Expectations session (September 20, 2007)
- Handling Disruptive Incidents (February 22, 2008)
- Effective Performance Evaluations (March 7, 2008)
- Disciplinary Processes

GRANTS & AWARDS

Co-wrote a grant proposal with Dr. Herb Graw (Vice President, Extended and Continuing Education) and Dr. Ricardo Singson (School of Business and Economics). Grant was Awarded by the USIA under the Community Connections Program for $129,087 (for the 1998/99 fiscal year). The program was funded for the third year (1999/00 fiscal year for $199,000) and then later refunded for the FYs 2000/2001; 2001/2002; 2002/2003; 2003/2004, and 2004/2005.

Awarded an Affirmative Action Faculty Development Grant for the 1990/91 fiscal year. The purpose of this grant was to enable me complete a paper that was to contribute toward tenure and promotion. The subject of the proposal was Information Management: An Examination of Organizational and Individual Attributes Among Administrators in Government Agencies.

SELECTED UNIVERSITY SERVICE, COLLEGE AND DEPARTMENT ACTIVITIES
PT&R Committee, Department of Human Development, 2005-06

PT&R Committee, Department of Criminal Justice, 2004-05, 2005-06
Post-Tenure Committee, Dept of Communicate Sciences and Disorders, 2005

CLASS Curriculum Committee, 2004-05; 2005-06

Member, Associate Dean Search Committee, 2005

Member, Advisory Group, WASC, Institutional Portfolio Advisory Group, 2005

Member, Review Committee for Associate Vice President for Academic Programs and Graduate Studies 2003
Invited member of Contra Costa Advisory Committee Task Group, 2003
Member, Graduate Programs Advisory Council, 2003

University WASC Accreditation Committee—Institutional Portfolio Team #5, 2003

Budget Committee, College of ALSS, 2002-2003.

Served on Promotion, Tenure and Retention Committee, Criminal Justice Dept, 2002-2003 & 2003-2004

Served on Special Major Committees—Master’s Degree (Dr. Alan Ross) and Undergraduate Degree (Fatima Bailey) FY 2002-2003.

Sponsored an MPA student for the CSU Forgivable Loan/Doctoral Incentive Program for the 2000-2001 Academic Year (STUDENT RECEIVED AN AWARD—Ms. Rica S. Llorente)

Serve on the University Graduate Program Task Force, 2000.

Sponsored a student for the California Pre-Doctoral Program for the 1999/2000 academic year (STUDENT RECEIVED AN AWARD), 1999.

Served on the Performance Salary Step Increases (PSSI) committee for the school of ALSS, 1996.

Served on the Committee on Research (CR) for 1995/1997.

Active involvement in Faculty/Student Mentoring Program, CSUH, 1992-present.
Served a two-year term on the Health and Safety Committee of the California Faculty Association (CFA), 1995.

Sponsored a student for the CSU Forgivable Loan/Doctoral Incentive Program for the 1995/96 school year (STUDENT RECEIVED AN AWARD).

Sponsored a student for the CSU Forgivable Loan/Doctoral Incentive Program for the 1994/95 school year (STUDENT RECEIVED AN AWARD).
Served a two-year term on the University Transportation Committee, 1993.

Served on the Committee on Research (CR) for Spring Quarter, 1993.

Served on Faculty Retention/Mentoring Committee, 1990.

Served on the Meritorious Performance and Promise Award (MPPPA) committee, 1990.
Sponsored a student for the CSU Pre-Doctoral Program during 1990/91 academic year (STUDENT ATTAINED HONORABLE MENTION STATUS)


Chair, Dept. Search Committee for an ASCI position, 2003


Outcomes Assessment Coordinator, 2001->

Associate Chair, Dept. of Public Administration, 2000->

Graduate Coordinator, Dept. of Public Administration—>

Internship Coordinator, Dept. of Public Administration, 1995->

Joint Appointment Committee (with Political Science)


Faculty Search/Recruitment Committee, Dept. of Public Admin, 1989-present.

Curriculum Development Committee, Dept. of Public Admin, 1989-present.

Student Advisory Committee, Dept. of Public Admin, 1989-present.

Policy Committee, Dept. of Public Admin, 1989-present.

Maintenance of the MPA Web Page

CERTIFICATES OF RECOGNITION


Certificate of recognition from the Texas Department of Mental Health and Mental Retardation for completing 96 hours of MHMR courses, and for dedication to clients of the Special Treatment Unit at the Lubbock State School, Lubbock, Texas.

Certificate of award from the Jackson Municipal Separate Schools District for serving 40 or more days as a substitute teacher with the Jackson Public Schools for the 1982-83 Session in Jackson, MS.

National Dean’s List, 1980-81.

PROFESSIONAL AFFILIATIONS

Occasional Reviewer, Journal of African Policy Studies

Member, African Studies Association

Member, Association of Third World Studies (ATWS)

Member, American Society for Public Administration (ASPA)

Member, National Social Science Association

Member, Western Political Science Association

Member, International Information Management Association (IIA)

Member, California Faculty Association (CFA).

Delta Mu Delta, Honorary Society,

Member, Pi Sigma Alpha, The National Political Science Honor Society.
COMMUNITY INVOLVEMENT
CSUH-South Hayward Neighborhood Organizations collaborative, 2000-2003

Volunteer consulting engagement to help three area hospitals (St. Rose, Kaiser, and Washington) to devise needs assessment instruments necessary to comply with Senate Bill 698 of 1994 (service from 1995-1996)

Appointed to the Board of Directors, American Society for Public Administration (ASPA), San Francisco Bay Area Chapter, 1992-93.

Member Mount Eden Presbyterian Church of America, Hayward, CA.
Served on the Community Health Improvement Project (CHIP) Advisory Committee of the East Oakland Youth Development Center in Oakland, California.

CONSULTING AND TRAINING ACTIVITIES (EXTERNAL UNIVERSITY ACTIVITIES)

Faculty Reviewer for Housing and Urban Development Development’s (HUD) Office of University Partnerships (OUP) Community Development Work Study (CDWS) Program in Washington, D.C., March 9-14, 2000. The purpose of the review was to evaluate grant applications submitted by universities across the country for the 2000 round of funding of the CDWSP.

Associate Director, Learning Center for Excellence (LCFE), funded by the Rockefeller Foundation is a collaboration involving California State University, Hayward (CSUH), Alameda County Social Services Agency, and low-income neighborhoods supported by the County. The Center is to be housed at the University and will draw on existing resources from the University to assist partners in developing innovative, neighborhood-based workforce and economic development practices, 2000-2003.

Cultural Sensitivity Survey of Fremont Residents. Supervised a team of marketing research students at CSUH in conducting a cultural sensitivity study of Fremont residents on the relationship between residents' expectations and the Fremont Police sensitivity. The key goal was to know how residents who participated in the study felt the Fremont Police relate to residents of their ethnic group, 1999.

Shelter Against Violent Environments (S.A.V.E)/Community Oriented Policing Program. Conducted interviews and prepared reports as part of the required annual report for the evaluation of the SAVE/COPS program, 1998.

Alameda County Male Action Network (AC-MAN) Male Involvement Program. This was a program of the State of California Department of Family Services. Conducted Program Evaluation, including writing quarterly and annual reports as required by the Program Director and the State’s Office of Family Services, for the AC-MAN Program in Oakland, California, from April 1996 – June 1998.

Program Evaluation. A presentation delivered during a one-week training session for the Taiwanese Civil Servants, through the Center for Public Service and Education, at the Department of Public Administration, CSUH, UU, February 1, 1996

Central Contra Costa Sanitary District. Assisted the District with coding of data and statistical analysis of responses to the CCCSD Employee Communications and Work Redesign (WRD) Interview Questionnaire. Tasks also included attending meetings at the District’s Martinez office as required.

Community Health Improvement Project (CHIP), a three year project funded by the W.K.Kellogg Foundation, through the East Oakland Youth Development Center, in Oakland, California. Conducted
program evaluation, including writing required quarterly and annual reports as was called for by the program from 1990-1993.

SELECTED INTERNATIONAL ACTIVITIES

Participated in an Executive Training Program for top-level public officials from Yunnan Province, China, April-June, 2004.

Faculty Coordinator for the Community Connections Program. Hosted Public Health Officials from Ulyanovsk, Russia. This is a program of the U.S. Department of State, BEAC. The program ran from April 1-22, 2004.

Participated in an Executive Training Program for top-level public officials from Tibet-Guizhou Province, China, August-November, 2002

Faculty Coordinator for the Community Connections Program. Hosted Public Health Officials from Ulyanovsk, Russia. This is a program of the U.S. Department of State, Bureau of Educational and Cultural Affairs. The program ran from April 19-May 11, 2001. The program has continued to be refunded for the 2001/2002; 2002/2003; and 2003/2004 Fiscal Years, respectively.


Faculty Coordinator for the Community Connections Program. Hosted Locally Elected Government Officials from Tbilisi, Georgia. This is a program of the U.S. Department of State, Bureau of Educational and Cultural Affairs. The program ran from May 4-25, 2000. Most recently, the program has just been refunded for the 2000/2001 Fiscal Year.

Faculty Coordinator for the Community Connections Program. Hosted Winemaking Professionals from Tbilisi, Georgia (member of the former Russian Republics). Again, it was a USIA funded program and the Georgian Interns came to the CSUH/Bay Area to observe winemaking activities in the Livermore Valley and the Napa Valley areas, April 3-25, 1999.

Faculty Coordinator for the Community Connections Program. Hosted Public Government Officials from Ekaterinburg, Russia, as part of a United States Information Agency (USIA) funded program which goal was to expose the Russian Professionals to the day to day functioning of local government agencies in a democratic free market system, April 4-24, 1998.

Program Evaluation A presentation delivered during a one-week training session for Taiwanese Civil Servants through the Institute for Public Service, Research, and Education, Department of Public Administration, California State University, Hayward, California, UU 311, February 1, 1996.

COURSES TAUGHT

Undergraduate Management (Business) Courses

Critical Thinking: Strategies in Decision Making
Management: Theory, Practice and Application
Integrated Business Topics
Organization Behavior
Undergraduate Courses (in the MPA Program):

Public Administration and Society
Organization Theory and Human Behavior
Elementary Probability and Statistics

Graduate Courses (in the MPA Program)

Public Policy Formulation and Implementation
Public Program Evaluation
Comparative Public Policy and Administration
Information Management in Public Organizations
Research Methods in Public Administration I (Qualitative)
Research Methods in Public Administration II (Quantitative)
Graduate Synthesis (MPA Capstone Course)
Master’s thesis supervision
Independent study supervision
Research Design

Online Courses taught

Organization Policy and Management