



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Public Affairs and Administration
Program Unit	Master of Public Administration (MPA)
Reporting for Academic Year	2012-2013
Department Chair	Toni E. Fogarty
Date Submitted	6/7/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The planning goals outlined in the five-year review include: curriculum revision, implementing new course delivery options, admission requirement revision, improved advising, increased assessment of student learning outcomes (SLOs), monitoring of the student evaluation process, and improved enrollment management.

B. Five-year Review Planning Goals Progress

In regards to curriculum revision, PUAD completed a major revision in 2012-13, revising options and discontinuing one option as part of the results of program and enrollment assessment. PUAD significantly revised Health Care Administration option and the Public Management and Policy Analysis option. The Human Resources and Organizational Change option was discontinued. The option revisions and the discontinuance were approved by the required CSUEB entities.

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

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

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

In regards to enrollment management, we have now completely moved the program into a cohort model and provide each cohort with a degree completion roadmap. We schedule courses based on the

number of students per cohort and the degree completion roadmap. Low enrolled course sections are cancelled and students are instructed to move into other sections of the course.

In regards to assessment of student learning outcomes (SLOs), we are continuing to develop SLOs for each of the courses, are participating in the CLASS FACT with specific assessment targets, In 2012-13, the MPA Graduate Coordinator examined all of the syllabi from Fall 11 and later in order to capture the SLOs. These SLOs will be reviewed at our Department retreat in Summer 13. The PLOs were specified and tied to the University's ILOs.

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

C. Program Changes and Needs

The primary change in 2011-12 is the change in the number of faculty who primarily teach in the MPA program. Professor Frank Scott entered the FERP program, and only teaches 3 courses per quarter. The level of administrative support remains low – there is administrative position, and that is a 75% 10/12 position.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Within public administration education, there has been a movement towards competency-based education. The National Association of Schools of Public Affairs and Administration (NASPAA), which is the membership association of graduate programs in public administration, public policy, and public affairs, has identified five competency domains that graduates from public administration programs should be able to demonstrate. This year, we significantly revised the PLOs and adopted the five NASPAA-identified domains with modification for the MPA PLOs.

PLO 1. Students who graduate with a MPA will be able to lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry.

PLO 1 supports the CSUEB ILOs of “act responsibly and sustainably at local, national, and global levels” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”

PLO 2. Students who graduate with a MPA will be able to participate in and contribute to the policy process.

PLO 2 supports the CSUEB ILOs of “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities” and “work collaboratively and respectfully as members and leaders of diverse teams and communities” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”

PLO 3. Students who graduate with a MPA will be able to analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies.

PLO 3 supports the CSUEB ILOs of “think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”

PLO 4. Students who graduate with a MPA will be able to articulate and apply a public service perspective.

PLO 4 supports the CSUEB ILOs of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “act responsibly and sustainably at local, national, and global levels.”

PLO5. Students who graduate with a MPA will be able to communicate and interact productively with a diverse and changing workforce and citizenry.

PLO 5 supports the CSUEB ILOs of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “work collaboratively and respectfully as members and leaders of diverse teams and communities.”

Curriculum maps attached at end of document.

B. Program Student Learning Outcome(s) Assessed

We assess all five of the PLOs annually.

C. Summary of Assessment Process

We assess PLOs annually. Per our 5-year review and previous annual reports, we continue to administer the MPA Exit Survey, a 21-item survey that indirectly measures our graduates’ perception of success with the MPA PLOs. PUAD 6901 (Graduate Synthesis) is the MPA capstone course and requires the completion of an essay exam, which is designed to directly assess the students’ level of competency.

D. Summary of Assessment Results

In the MPA Exit Survey, the majority of the respondents indicated that they “strongly agree” or “agree” with the survey statements. All respondents either “strongly agree” or “agree” with the following statements: “I am confident that I will be a more effective practitioner as a result of my coursework in the MPA program,” “I am able to analyze organizations and conduct organizational problem solving with multiple theoretical perspectives,” and “I am please I received my MPA at CSUEB.” PUAD 6901 was offered in Winter 13 and Spring 13. Students enrolled in Winter 13 all passed the synthesis essay exam with a grade of B or better. The grades from Spring 13 are not yet known. The MPA Exit Survey, however, assesses student competency with the older PLOs, not the new ones adopted this academic year. This assessment tool needs to be completely revamped and changed to a rubric. For PUAD 6901, we have been using the overall grade from the essay exams as the indicator. We plan to develop a rubric for PUAD 6901 where the level of competency in each new PLO can be assessed. This will be more informative than the overall course grade.

3. STATISTICAL DATA (about 1 page)

Student Demographics (Source: CAPR Table 1)

Fall 11	Black	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	16	19	1	16	20	3	19	3	97
Male	9	9	0	7	12	1	9	1	48
Total	25	28	1	23	32	4	28	4	145

Degrees Conferred (Source: The SASS System)

CY 10-11	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	15	0	8	0	7	9	1	10	1	51
Male	0	0	6	2	2	8	0	4	4	26
Total	15	0	14	2	9	17	1	14	5	77

CY 11-12 YTD	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	7	0	10	0	5	11	2	0	2	37
Male	4	0	2	0	2	4	1	3	1	17
Total	11	0	12	0	7	15	3	3	3	54

SFR's by Discipline (Source: SFRs By Course Level)

	08	09	10	11	12
Tenure-track	13.5	18.46	21.14	16.40	19.0
Lecturer	40.28	22.97	28.61	28.96	30.57
Lower Division
Upper Division	28.04	30.70	28.47	26.95	28.41
Graduate	16.47	16.01	21.50	15.05	25.20
Total	19.6	19.05	23.58	19.05	26.49

Course History Data (Source: Course History Table 10.1b)

	Fall 11	Winter 12	Spring 12
#	13	10	12
Enrollment	362	250	316
Average Size	27.8	27.7	26.3

Curriculum Map for Program Learning Outcomes Assessment, CSU East Bay

Degree: MPA, Public Management and Policy Analysis option

Dept: PUAD

Levels: I=Introduced; P=Practiced; M=Mastered

Serial #	Course Prefix	Course #	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	PUAD	6801 Indicators		I	I	I	I			I	I	I	I	I	I	
02	PUAD	6811 Indicators	I		P	P	I			P	P	I	I		I	
03	PUAD	6812 Indicators	P	P	I		P			P	P	P	P		P	
04	PUAD	6815 Indicators	P	P	P	P	P			P	P	P	P	P	P	
05	PUAD	6831 Indicators			P					P					P	
06	PUAD	6832 Indicators			P					P					P	
07	PUAD	6842 Indicators			P					P			P	P	P	
08	PUAD	6850 Indicators	P		P		P			P	P	P	P		P	
09	PUAD	6864 Indicators	P	P	P	P				P	P	P	P	P	P	
10	PUAD	6901 Indicators	M	M	M	M	M			M	M	M	M	M	M	

Curriculum Map for Program Learning Outcomes Assessment, CSU East Bay

Degree: MPA, Health Care Administration Option

Dept: PUAD

Levels: I=Introduced; P=Practiced; M=Mastered

Serial #	Course Prefix	Course #	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	PUAD	6801 Indicators		I	I	I	I			I	I	I	I	I	I	
02	PUAD	6811 Indicators	I		P	P	I			P	P	I	I		I	
03	PUAD	6812 Indicators	P	P	I		P			P	P	P	P		P	
04	PUAD	6831 Indicators			P					P					P	
05	PUAD	6832 Indicators			P					P					P	
06	HCA	6200 Indicators		I	I	I	I			I		I	I	I	I	
07	HCA	6250 Indicators	P		P	P				P	P		P	P	P	
08	HCA	6260 Indicators		P		P				P		P		P	P	
09	HCA	6270 Indicators	P	P	P	P	P			P	P	P	P	P	P	
10	PUAD	6901 Indicators	M	M	M	M	M			M	M	M	M	M	M	