

ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. The last five-year review was completed in 2016. The planning goals outlined in the five ar review included: curriculum revision, implementing new course delivery options, admission requirement revision, improved advising, increased assessment of student geautcomes (SLOs), monitoring of the student evaluation process, and improved enrollment management, and faculty resources.

B. Progress Toward FiveYear Review Planning Goals

<u>Curriculum</u> In regard to curriculum revision, PUAD completed a majorsiem in 201213, revising options and discontinuing one option as part of the results of program and enrollment assessment. PUAD significantly revised the Health Care Administration option and the Public Management and Policy

II. <u>SUMMARY OF ASSESSMENT</u>

A. Program Learning Outcomes (PLO)

Within public administration education, there has been a movement towards combated yeducation. The National Association of Schools of Public Affairs and Administration (NASPAA), which is the membership association of graduate programs in public administration, public policy, and public affairs, has identified five competency domains that graduates from public administration programs should be able to demonstrate. We have significantly revised PLOs and adopted the five NASPAGEntified 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 pgblivernance 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, **theopy**actice 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 compestenci 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 specialitiscipline 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 method pogies. P 3 supports the CSUEB ILD 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 stud
- 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 tresponsibly and sustainably at local, national, and global levels."

PLO5. Students who graduate with a MPA will be able to communicate e5 I7 0.(an)2 (d)2 (p)5 (i)j T* [(2.2 (a)-c

B. Program Learning Outcome(S) Assessed

We assess all five of the MPA's PLOs annually. We have used a variety of different methods to assess SLOs and PLOs, including prend postest and student exit surveys, respectively the past several years, we have used the capstone experient to assess all five of the PLOs 1892 is offered twice a year, in the Fall and Springmesters, respectively.

C. Summary of Assessment Process

Instrument(s) In 201748, we assessed the PLOs as part/o692 (Graduate Synthesis) which is the capstone coues It requires the completion of an essay exam that is designed to directly assess the students' level of competency. As part of the requirements flo692, the students responded to 5 essay questions. Each of the five questions was intended to assess for PLOs using a grading rubric/assessment rubric that had been developed by faculty. In all, each PLO section has its own grading rubric so data for each PLO is collected.

Sampling Procedure All students in the program are required to complete 92.

Sample Characteristic All students in the program are required to complete 92.

<u>Data Collection</u>The PLO Essay and the PLO **S&f**sessment and Narrative are graded using grading rubrics designed for each assignment.

D. Summary of Assessment Results

Main Findings

Each PLO/ILO is assessed with the MPA Comprehensive Exam during the final weeks of PA 692 (Graduate Synthesis course) using grading/assessment rubrics that the program faculty developed for each PLO.

All 25 students' Comp Exams were submitted and assessed on Blackboard in Fall Semester2018. Overall student performance on the learning outcomes was very good. Average scores received on the essays ranged from a high of 90% on PLO 4 ("articulate and apply a public service perspective") a low of 71% on PLO 5 ("communicate and interact productively with a diverse and changing workforce and citizenry"). The average total score was 82% correct. Despite the fact that students were informed that their lowest scoring essay out of the 5 perspections in the Comp Exam would automatically be omitted from their final grade, 18 students achieved total scores in the 90-100% range, which means they performed well acr (ev)5xmed weie".8 (t)-2.6 (eas17.5 (S)14C /L.9 (i)d65 0

Other ReflectionsNone

E. Assessment Plans for Next Year

In 201920

PUAD is requesting two (2) enuretrack line in the MPA program at the rank of Assistant Professor. Tesefaculty will teachcore coursework that is equired in order to complete the MPA curriculum. Classes include (but not limited to) Pulbiolicy process, Finance and Budgeting, PA Theory, and Organizational Theory. In addition to teaching, this faculty will have advising responsibilities, assist the department with administrative and/or committee work, and is expected to assume campuside committee responsibilities, advise, and mentor students from diverse educational and cultural backgrounds/e are thus requesting two (2) nuretrack hire for faculty who will help in filling the vacancy to be created by the current chair's retire ineluting Professor Diggs who may not return from her Leave thereby creating a troid/WifeA program.

c. The position is not tied to GI 2025 since that initiative is focused on undergraduate students.

1. Request for Other Resources

After several years of equesting additional administrative assistance, PUAD's one ASC I position was increased from a .75 position to a 1.00 position, effective the end of Spring 19. Although the one ASC I position is shared between the MSA and MPA programs, which have over students each and whose admissions applications are processed by the department office, we are not requesting other resources at this time.