



ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. The last five-year review was completed in 2015. The planning goals outlined in the five-year review included: curriculum revision, implementing new course delivery options, admission requirement revision, improved advising, increased assessment of student learning outcomes (SLOs), monitoring of the student evaluation process, and improved enrollment management, and faculty resources.

B. Progress Toward FiveYear Review Planning Goals

Curriculum In regard to curriculum revision, PUAD completed a major revision in 2012/13, revising options and discontinuing one option as part of the results of program and enrollment assessment. PUAD significantly revised the Health Care Administration option and the Public Management and Policy

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

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

PLO 1. Students who graduate with a MPA will be able to lead and manage in public governance while demonstrating an understanding of the role of theory in 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 competence 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 effectively and ethically in a professional setting.

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 pre and post test and student exit surveys, respectively. For the past several years, we have used the capstone experience (PA 692) to assess all five of the PLOs. PA 692 is offered twice a year, in the Fall and Spring semesters, respectively.

C. Summary of Assessment Process

Instrument(s) In 2017-18, we assessed the PLOs as part of PA 692 (Graduate Synthesis) which is the capstone course. It requires the completion of an essay exam that is designed to directly assess the students' level of competency. As part of the requirements for PA 692, the students responded to 5 essay questions. Each of the five questions was intended to assess one of the PLOs using a grading rubric/assessment rubric that had been developed by faculty. In all, each PLO section has its own grading rubric so data for each PLO is collected.

Sampling Procedure All students in the program are required to complete PA 692.

Sample Characteristics All students in the program are required to complete PA 692.

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

D. Summary of Assessment Results

Main Findings

Each PLO/ILO is assessed with the MPA Comprehensive Exam during the final weeks of 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 Semester 2018. Overall student performance on the learning outcomes was very good. Average scores received on the essays ranged from a high of 90% on PLO 4 ("articulate and apply a public service perspective") to a low of 71% on PLO 5 ("communicate and interact productively with a diverse and changing workforce and citizenry"). The average total score was 82% correct. Despite the fact that students were informed that their lowest scoring essay out of the 5 essay questions in the Comp Exam would automatically be omitted from their final grade, 18 students achieved total scores in the 90-100% range, which means they performed well across the board.

Other ReflectionsNone

E. Assessment Plans for Next Year

In 201920

PUAD is requesting two (2) tenure-track line in the MPA program at the rank of Assistant Professor. These faculty will teach core coursework that is required in order to complete the MPA curriculum. Classes include (but not limited to) Public Policy 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 campus-wide committee responsibilities, advise, and mentor students from diverse educational and cultural backgrounds. We are thus requesting two (2) tenure-track hire for faculty who will help in filling the vacancy to be created by the current chair's retirement including Professor Diggs who may not return from her Leave thereby creating a transition MPA 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 requesting 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 150 students each and whose admissions applications are processed by the department office, we are not requesting other resources at this time.