ANNUAL PROGRAM REPORT

College	CLASS
Department	PUAD
Program	MPA
Reporting for Academic Year	2018-19
Last 5-Year Review	2011-12
Next 5-Year Review	2020-2021
Department Chair	Jay Umeh
Date Submitted	December 07, 2018

I. **SELF-STUDY**

A. The last five-year review was completed in 2014-15. The planning goals outlined in the five-year review included: curriculum revision, implementing new course delivery options, admission requirement revision, improved advising, increased assessment of student learning outcomes (SLOs), monitoring of the student evaluation process, and improved enrollment management, and faculty resources.

B. Progress Toward Five-Year Review Planning Goals

Curriculum: In regards to curriculum revision, PUAD completed a major revision in 2012-13, revising options and discontinuing one option as part of the results of program and enrollment assessment. PUAD significantly revised the Health Care Administration option and the Public Management and Policy Analysis options, respectively. The Human Resources and Organizational Change option was discontinued. The option revisions and the discontinuance were approved by the required CSUEB entities. In regard to advising, we continue to offer a student orientation in the Fall and Spring semesters (our admission semesters). We have developed new degree completion roadmaps and a new annual course listing, which was necessary due to the curriculum revision. In addition, on the semester schedule, we clearly indicate in which courses students should enroll, based on their admission semester.

New Course Delivery options: In regards to new course delivery options, PUAD is now offering the majority of its courses in a hybrid mode. Regarding accreditation, a number of UC and CSU MPA programs are not NASPAA-accredited and many are not even institutional members of NASPAA. The resources needed to re-establish NASPAA accreditation lead us to question whether the value of accreditation is sufficient to merit the necessary investments, which would include increasing the MPA faculty by three tenure-track faculty, increasing administrative support, and decreasing class sizes. It seems unlikely that this level of increase in programmatic cost will be possible in the foreseeable future.

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

Program Assessment/Improvement: In regards to assessment of student learning outcomes (SLOs), we are continuing to develop SLOs for each of the courses, are participating in the CLASS FACT with specific assessment targets. In 2012-13, the MPA Graduate Coordinator examined all of the syllabi from Fall 11

and later in order to capture the SLOs. These SLOs were reviewed at our Department retreat in Summer 13. The PLOs were specified and tied to the University's ILOs.

In regard to monitoring student evaluations, in Winter 13 and Spring 13 PUAD participated in the pilot

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 1.6 (om)6.Cherng workicunglEO 5o.24 asayd 1.6 (om)6

All 25 students' Comp Exams were submitted and assessed on Blackboard in Fall Quarter, 2016. Overall student performance on the learning outcomes was very good. Average scores received on the essays ranged from a high of 90% on PLO 4 ("articulate and apply a public service perspective") to a low of 71% on PLO 5 ("communicate and interact productively with a diverse and changing workforce and citizenry"). The average total score was 82% correct. Despite the fact that students were informed that their lowest scoring essay out of the 5 essay questions in the Comp Exam would automatically be omitted from their final grade, 18 students achieved total scores in the 90-100% range, which means they performed well across the five areas. Scores reported above include all the essay scores prior to throwing out each student's lowest scoring essay. The average adjusted final score, with each student's lowest essay score thrown out, was 92% correct.

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

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

Other Reflections: None

E.Assessment Plans for Next Year

In 2018-19, we will continue to assess all of the PLOs in PUAD 6901, the capstone experience. PA 692 will be offered in Fall 18 and Spring 19 semesters, respectively. Students will continue to complete a PLO Synthesis Examination that will directly assess each of the five PLOs separately. The PLO Self-Assessment and Narrative will be used as an indirect assessment of the PLOs.

DI.   III.   **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

A.Discussion of Trends & Reflections

Notable Trends**:** The primary notable trend reflected in the CAPR data is the decrease in the number of MPA students in the program. In 2012, the headcount was 174; in 2016, the headcount was 153 – a decrease of 21 students. That this is the case is not a surprise to the department. During the past three years, there has been a slight drop in the number of students in the program. To be clear, while there is great interest in the MPA program and we do receive a lot of inquiries, however, we have not done a good job of following up on these inquiries. This has also resulted in a reduction in the number of courses/sections offered each semester in the program. We are currently tweaking our marketing/follow-up strategies in order to reverse this trend. While the MPA program is not currently run in a strictly cohort model, we are much closer to transforming into the cohort model in Fall 2018 now that we are into the semester mode. As a result of this somewhat drop in enrollment in the MPA program, the Dean directed that enrollment in the MPA program be limited to the Fall Semester only until further notice. In other words, rather than admitting twice in the Academic Year, we are now admitting only once. Again, we currently offer about 8-9 courses/sections in the Fall Semester; and about 6-7 sections/courses in the Spring Semester, with enrollment ranging between 25 to 30 students.

The data have continued to show a slight increase in the percentage of black/African American students in the program from 2014, but over the five years there have been an average of 23.58% black/African American students in the program and 65.4% female students in the program. There is not a lot of deviation from those averages. The percentage of students who are part-time, the average units enrolled, and the average age of students only show very minor differences across the five years. The faculty and course data provided is a9 (l)-hhe2v8l.(tl)-2s.6h(uswd)6ffc0ll4t.bmtsA Th3T.clut0a1o7.dTiwc9us3s5t9an0 Td [(t)-21.6 (mbut)8.6 (n)-17 (t)]TJ 0 Tc 0 Tw

-specific trends6 (s w)or trends.