



## ANNUAL PROGRAM REPORT

### **I. SELF-STUDY**

#### **A. Five-Year Review Planning Goals**

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 RE**



## II. SUMMARY OF ASSESSMENT

### A. **Program Learning Outcomes (PLO)**

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. 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 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.”

## **B. Program Learning Outcome(S) Assessed**

We assess all five of the PLOs annually. We have used a variety of different methods to assess SLOs and PLOs, including pre-and post-test and student exit surveys. For the past several years, we have used the capstone experience (PUAD 6901) to assess all five of the PLOs. PUAD 6901 is offered in the last quarter in the program. PUAD 6901 is offered twice a year, in the Fall and Spring, respectively.

## **C. Summary of Assessment Process**

Instrument(s): In 2016-17, we assessed the PLOs as part of PUAD 6901 (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. 1. As part of the requirements for PUAD 6901, 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 PUAD 6901.

Sample Characteristics:

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

#### **D. Assessment Plans for Next Year**

In 2017-18, we will continue to assess all of the PLOs in PUAD 6901, the capstone experience. MPA 6901 will be offered in Fall 17 and Spring 18. Students will continue to complete a PLO Synthesi1WñBT/F3 12 Tf1 0 0

