CAL STATE
EAST BAY

ANNUAL PROGRAM REPORT

College	CLASS
Department	PUAD
Program	MPA
Reporting for Academic Year	2022-2023
Last 5-Year Review	2020-2021
Next 5-Year Review	2025-2026
Department Chair	Michael Y. Moon
Author of Review	Michael Y. Moon
Date Submitted	September 30, 2022

I. **SELF-STUDY**

A. **Five-Year Review Planning Goals**
The last five-year review was completed in 2020-21. The planning goals are curriculum, networking, program assessment/improvement, student success, faculty, and resources.

B. **Progress Toward Five-Year Review Planning Goals**

Curriculum: At the start of 2021-22 AY after completing the Program Change process, the MPA program was designated an online program, formerly on-ground only. Because of the emergency pandemic provisions that placed almost all courses online in March 2020, this program change created little disruption in practice. Professional graduate student instructional needs and occasionally their personal lives have made online course offerings a beneficial arrangement for their continuous enrollment and eventual degree completion.

Networking: Although this section was listed as a planning goal in the last five-year review, it was not explained; it is addressed briefly here. Following the recent retirement of two long-time FT TT PUAD faculty members — Professor Toni Fogarty has fully separated from department duties and Professor Jay Umeh stepped down as Interim Department Chair but is still teaching under FERP — the department is planning future projects that will maintain continuity with its scholarly and professional traditions while anticipating innovations to meet the urgent challenges that our communities and planet currently face. To maintain the program's currency in the field of PA, part of this planning process involves convening the MPA Advisory Board within the next year or two to review and recommend possible changes.

Program Assessment/Improvement: Regarding assessment of learning outcomes, we continue to use a comprehensive examination capstone experience in PA 692 (Graduate Synthesis) to assess all five of the program learning outcomes (PLOs). Student performance in last AY's spring 2022 comprehensive exam was excellent (for details see Part 2, Summary of Assessment, below). Spending significant course time working on argumentative essay writing skills and test taking strategy to prepare for the exam,

which is scheduled during week 12 of the semester, has served the students well; this has provided them the means to demonstrate the knowledge gained in the program by writing clear, concise exam essays. Diversity ILO: In support of the University-wide emphasis on assessing the diversity institutional learning outcome (ILO), we can report a high level of demonstrated competence (see Part 2, Summary of Assessment, below).

Student Success: There is still no question that the outlook, including both the internal and external demand, for the MPA program remains robust. Public administrators manage nearly every aspect of public service at the federal, state, and local levels offering the opportunity to help shape the future of our society. In addition to meeting "demand" projections based on growth of job categories, the MPA program is interested in graduates enhancing their effectiveness in jobs they may already hold. Improving work effectiveness of seasoned professionals who seek the MPA program is a crucial component of demand served. The MPA program continues to receive direct inquiries (e.g., from Alameda County, Santa Clara County, the City of Hayward) to make graduate and undergraduate public administration majors available for their professional public administrators. Public management, policy analysis, and human resources management, for example, are critical roles that public administrators take up in the public sector. Ours is a program in human services management.

We plan to continue to offer the MPA program in a cohort structure, where students follow a degree completion roadmap that identifies which courses should be completed in each semester. Ideally, we will admit two cohorts of 25-30 students each in both the fall and spring semesters. However, we maintain SFRs that allow us to offer required courses to MPA students *when* they need them; since last AY, we admit students in fall semester only. The cohort structure and number of matriculated cohorts of students in any given term drives which and how many courses need to be offered. Average time to completion of our 2-year program is 2.12 years (see Appendix A "Graduate Enrollment and Degrees Awarded Dashboard: All"; the degree completion roadmap may be accessed by following this link: https://bit.ly/MPAroadmap).

The MPA program remains committed to the importance of practical experience, community engagement, and service learning. If possible, we would like to strengthen our relationships with state and local public agencies and nonprofit employers and foster new relationships as a way of creating more internship and employment opportunities for our students. However, developing and maintaining relationships with community partners is labor intensive beyond what is currently possible.

Faculty and Resources: In 2021-22 AY, after the hiring moratorium was lifted, we were granted one full-time tenure-track faculty line, which resulted in a failed search process after our candidate of choice declined the offer due to higher salary requirements. This 2022-23 AY, we have been granted one tenure-track line and have begun the search process for a FT TT Assistant Professor, possibly with health care administration background (see Appendix B for tentative duties and qualifications).

Angela Salinas, who was appointed to the department ASC I position in mid-Fall 2019, has continued to perform very well in the role of administrative coordinator. PUAD houses two large graduate programs, the MPA and MS-HCA programs, each with a headcount of 100-150 students. Due to the amount of administrative services required to manage admissions and enrollment, we originally had two administrative positions – an ASA II and an ASC I. Course enrollment is managed with the use of "permission codes" that students must request from our ASC I each time they sign up for courses. Enrollment management was originally promised but not delivered as a new feature in the semester conversion, so the department ASC continues to manually issue permission

codes every semester for each course requested by each student in the department. Many of our student admissions functions are also handled in the office (receiving application documentation such as letters of recommendation and statements of purpose). However, given that we now have a 1.0 ASC I position after many years struggling with an understaffed office and that the need for faculty hires is our primary need, we are not requesting any additional administrative resources.

Diversity, Equity, and Inclusion: Effective practice of public administration (PA), separate from the study and training in it, is inherently inclusive; we must recognize diversity among those people we serve and strive to serve them equitably. Formal study and training programs in PA, however, have not always operationalized this particular view of effectiveness. The MPA program at CSUEB established a tradition, from its founding in 1975, to study and advocate how to enact our commitments to critical inquiry, active skepticism about methods developed within the status quo, and enacting an effective PA practice that is inclusive, participatory, deliberative, and supportive of contemporary progressive democratic ideals. This means embracing the lived experiences of individuals in our communities (not only citizens). It also means courageous, unrelenting curiosity about where and how we may ourselves unwittingly perpetuate the injustices of public governance. We seek to conjure new approaches to empowering the historically oppressed and disenfranchised while exposing centers of power that undercut the DEI and democratic values described above.

Our students are a primary reason for our department's (and university's) existence, and the department understands that we are administering policies within a public institution in service to our students; thus, we must practice what we espouse. Again, from the founding of the program, the department made a conscious decision to admit applicants who may not have had straightforward access to higher education, such as first generation college students (approximately 60% of our students according to Pioneer Insights), or who might have struggled prioritizing academic achievement as undergraduate students amid complex life challenges, such as caregivers responsible for others, and to provide access to graduate-level education for those with a vision and purpose to "give back" and serve our communities with love, commitment, and compassion to do good for the greater good. To partner with students in their pursuit of the MPA degree, the department must listen to, respect, and meet each student in terms of their level of academic skill proficiency as well as their personal narrative that brought them to the program. Our faculty are constantly striving to serve our students better, more effectively, and with evolving understanding about what they need that we can provide to allow them to get closer to their vision and purpose that brought them to the program.

Beyond our students and alumni, the department's other valued resource is our committed and diverse faculty and staff. The department has maintained a collegial workplace, and the past department chairs have ensured that the environment feels open and inclusive to diverse and divergent perspectives; decision making has always been deliberative, the process transparent. The current chair has set sustaining this culture and approach as a high department priority for the coming years.

Demographic statistics are one indicator that our program's students and faculty are diverse. We celebrate our diversity, uphold it as a source of strength and vibrancy, and nurture it by instilling a recognition among students, staff, and faculty that each person is welcome and encouraged to avail themselves of the benefits of joining the department, program, and university community-at-large.

C. Program Changes and Needs

Overview: Recent MPA program changes are the instructional modality designation from on-ground only to online, FT TT faculty retirements, and the addition of one FT TT faculty hire in fall 2020. For now, the primary program need is increased FT TT faculty teaching and administrative capacity for both department's graduate programs.

Curriculum: We do not anticipate any notable curricular changes this year. Generally, curricular changes will develop out of MPA Advisory Board input, modifications in the Network of School of Public Policy, Affairs and Administration (NASPAA) curriculum content guidelines, changes in International City Management Association (ICMA) recommendations, content expertise of tenure-track faculty, and revisions based on assessments of program learning outcomes (PLOs) and course-level student learning outcomes (SLOs), such as via closing the loop. Nothing during the past year suggests the need for curriculum change.

Worth mentioning is ongoing department discussion with some long-term faculty lecturers about the recent program change to online instructional modality and their preference to schedule occasional on-ground meeting time with students. However, because recently admitted students have been informed of our online status, if we intend to allow any courses to be scheduled for hybrid instruction, we will need to plan ahead by changing our program descriptions for prospective students on the department website and course catalog.

Students: Between fall 2016 and fall 2022, based on data still available, the highest percent of admitted students who matriculated was 92% (fall 2020) and the lowest was 70% (fall 2018 & fall 2021). (See Table: MPA Applications, Admissions, Matriculations)

MPA Applications, Admissions, Matriculations

For Term:	Applications	Admitted	% Admit (admitted / applications)	Matriculated	% Matriculated (matriculated / admitted)
Fall 2016	69	53	77%	48	91%
Spring 2017	45	29	64%	21	72%
Fall 2018*	99	86	87%	60	70%
Fall 2019	80	37	46%	32	86%
Spring 2020	39	39	100%	30	77%
Fall 2020	41	39	95%	36	92%
Spring 2021	16	15	94%	13	87%
Fall 2021	63	43	68%	30	70%
Fall 2022	105	64	61%	49	77%

* No admissions Spring 2018 due to semester conversion

We currently admit in fall semester only. Although during last AY we explored reopening spring semester admissions, the recent numbers of applicants to the MPA program were barely sufficient to sustain two cohorts of students per AY (or one in spring 2021), and occasionally we had to ask applicants who were admitted for spring to defer to fall for sufficient SFRs. At the regular bidding of the college office, we do what is possible to manage enrollments to ensure that our class sizes remain steady and viable from a budgetary standpoint. We will continue to monitor prospective student interest and the decision to resume spring semester admissions will remain an open question for the future.

The number of graduate courses taught by tenure-track faculty has been decreasing while the number taught by lecturers has been increasing. During 2019-20, 11 of the 15 MPA courses (73%) were taught by lecturers while only 4 courses (27%) were taught by FT TT faculty; in 2020-21, lecturers taught 63% and FT TT faculty taught 37% of a total 16 MPA courses. However, in 2009, for example, 22 of the 25 courses (88%) were taught by tenure-track faculty while only 3 (12%) were taught by lecturers. In our view, at a minimum, 50% of the courses should be taught by tenure-track faculty, but with the low number of FT TT program faculty we are forced to utilize more part-time lecturers. The lecturers in the MPA program are professionals in the public administration field who receive strong student evaluations; however, assigning instruction in a majority of courses to lecturers due to meager FT TT faculty headcounts may portend broader unanticipated resource depletion and overcommitment of those few faculty to (at least appear to) fulfill normal, day-to-day obligations of an academic program.

Faculty: A FT TT faculty member who joined the department in fall 2015 as an Assistant Professor left to teach in North Carolina in 2019. Another FT TT faculty member who joined us in fall 2016 as an Assistant Professor passed away in summer 2018. Our most recent FT TT faculty hire, Assistant Professor Vivian Cueto, joined the department in fall 2020 and now serves as the MS-HCA Graduate Coordinator. As mentioned above, we have been granted one FT TT line and have begun the search process for this 2022-23 AY. Even if this year's search is successful, we must request another FT TT line for 2023-24 AY to sufficiently support our two sizable graduate programs.

Associate Professor Michael Moon is the other FT TT faculty member, who serves as Department Chair and MPA Graduate Coordinator. Professor Jay Umeh, who stepped down from serving as Interim Department Chair in spring 2022, entered FERP beginning in fall 2019. Professor Jennifer Eagan is a part-time TT PUAD faculty member (33% time base) but has not taught in the MPA program during the period under review due to her duties as Chair of the Philosophy Department and work with CFA. Given Professor Eagan's long absence from teaching in the MPA program, it is unclear on what basis she retains a 33% faculty member status in PUAD. We have sufficient numbers of lecturers in our part-time lecturer pool to draw from when they are needed.

Staff: PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 250 students, which includes administering a number of student admissions tasks and the previously described labor-intensive course management process for every student when they enroll in classes. The recently hired 1.0 ASC I has been very effective in managing these responsibilities for our department office.

Resources: If significant changes arise, additional office and other forms of support may be required. This would be necessary prior to pursuing NASPAA accreditation, for example. For now, however, we are not requesting additional resources.

Assessment: We currently administer the Comprehensive Examination, which allows direct PLO assessment, during the PA 692 Graduate Synthesis course, typically completed during students' final semester in the program. All five PLOs are assessed in the exam.

Other: None to report.

II.   SUMMARY OF ASSESSMENT

A.   Program Learning Outcomes (PLOs)

Each of the PLOs is followed by its alignment to the CSUEB institutional learning outcomes (ILOs):

MPA 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" (sustainability) and "demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study" (specialized discipline).

MPA 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" (diversity), "work collaboratively and respectfully as members and leaders of diverse teams and communities" (collaboration), and "demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study" (specialized discipline).

MPA 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" (thinking and reasoning) and "demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study" (specialized discipline).

MPA 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" (communication) and "act responsibly and sustainably at local, national, and global levels" (sustainability).

MPA PLO 5. 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" (communication), "work collaboratively and respectfully as members and leaders of diverse teams and communities" (collaboration), and "apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities" (diversity).

B.   Summary of Assessment Process

We routinely assess all MPA PLOs annually. PA 692 (Graduate Synthesis) is the MPA capstone course and requires the completion of an essay exam, the Comprehensive Examination, which is designed to directly assess the students' level of competency on the PLOs. Background: In 2012-13, the MPA Graduate Coordinator examined every

course syllabus starting from fall 2011 to capture the student learning outcomes (SLOs) that had been used in the program. Additionally, the National Association of Schools of Public Affairs and Administration (NASPAA) — which is the membership association in the US of graduate programs in public administration, public policy, and public affairs — identifies five competency domains that master of public administration program graduates should be able to demonstrate. Based on the survey of our course SLOs and the NASPAA competency domains, we mapped the course SLOs to significantly modified MPA PLOs during a department retreat in summer 2013. Then, during the semester conversion process beginning in 2015, we tied the PLOs to the University's ILOs.

Instrument(s): As part of the requirements for PA 692 (Graduate Synthesis), which is typically offered twice a year in fall and spring semesters, students complete a culminating comprehensive examination (the capstone experience) comprised of 5 essay questions. Each of the five questions is designed to assess one of the PLOs using a grading/assessment rubric that MPA faculty developed. Each of the 5 essay questions is accompanied by its own grading rubric that explains the criteria for assessing demonstrated competency in the corresponding PLO. An indirect assessment method is also included in an optional section of the exam by offering students space to write self-assessments for each PLO.
Sampling Procedure: All completed exams in spring 2022 were assessed on the PLOs.
Sample Characteristics: All MPA students completing the program-culminating Graduate Synthesis course in spring 2022.
Data Collection: All enrolled students in PA 692 complete the Comprehensive Exam in week 12 of the semester. It is a week-long, take-home exam that is downloaded from Blackboard and submitted through Blackboard before the end of the week.
Data Analysis: Student performance was assessed using the assessment rubrics accompanying each exam question. Satisfactory completion of the exam is defined as receiving a score of 80% or greater. Each question, worth 25% of the total grade (since the lowest essay score out of the five essays is thrown out) is assessed on three or four criteria, each criterion anchored across three levels of proficiency.

C. Summary of Assessment Results

Main Findings: All students passed the exam. Although students were informed at the beginning of the exam period that their lowest score out of the five essays would be disregarded, only 9 of the total 26 students skipped one of the essays (for an automatic score of zero). Average percent correct for the 26 students' exams by PLO were as follows:
> PLO 1: 98%
> PLO 2: 86%
> PLO 3: 86%
> PLO 4: 86%
> PLO 5: 90%

The diversity ILO is assessed across two of these PLOs, 2 and 5, the scores of which were 86% and 90%, respectively. What does this mean? The MPA students who took our Graduate Synthesis course (PA 692) last spring demonstrated a high level of competence on the principles anchoring the diversity ILO, fulfilling our program's commitment to upholding this university-level learning outcome.

Recommendations for Program Improvement: Overall, we are quite pleased with the current trend in the MPA students' performance in the capstone course. Since the Graduate Synthesis course (PA 692) prepares students for the exam by both reviewing program content and intensively working on writing argumentative essays, we find that students can demonstrate their level of competence on the PLOs in the exam. For now, we plan to continue to use the capstone Comprehensive Examination and the rubrics developed by faculty in the assessment of the PLOs.

Next Step(s) for Closing the Loop: PUAD has tentative plans to convene the MPA Advisory Board in the next couple of years, and at that time we anticipate a full review of the Comprehensive Examination results and design.

Other Reflections: none

D. Assessment Plans for Next Year

In 2022-23, we will continue to assess all five PLOs in PA 692, the capstone experience. PA 692 will be offered in spring 2023 semester. Students will continue to complete the Comprehensive Examination that will directly assess each of the five PLOs separately. The optional self-assessment may also be used as an indirect assessment of the PLOs.

III.   DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;

A primary notable trend reflected in the CAPR data is the decrease in the number of MPA students in the program. In fall 2016, the headcount was 153; in 2017, the headcount was 128; in 2018 it was 120 students, in 2019 it was 91 students, and in 2020 it was 99 students. This is a 35% drop over 5 years. That this is the case is not a surprise to the department. Among recent disruptions is the unknown degree of impact of the pandemic, relative to other causes, on this decrease. To be clear, while there is great interest in the MPA program and we do receive a lot of inquiries, limited necessary resources constrain developing the capacity to follow up on these inquiries, much less generate greater interest. This has also resulted in a reduction in the number of courses/sections offered each semester in the program. We have brought this situation to the attention of Dean Wendy Ng to help us reverse this trend. Currently we are offering about 10-12 courses/sections in the fall and spring semesters, with enrollment ranging between 25 to 30 students. The first table in the CAPR-provided data, below, shows the enrollment in the MPA program during the past five years.

The data continue to show a steady proportion of Black/African-American students in the program from 2016 to 2020, with an average of 22% of MPA students. During the same period, percentages also held somewhat steady for Asian (17%), Latinx (25%), multirace (6%), and White (14%) students. Over the same period, 2016-2020, gender identification was also mainly unchanged for female (67%), male (33%), and nonbinary (one in 2020) MPA students. Our students who are first-generation college graduates in their families make up a consistently large proportion of our program at a 62% year-to-year average over this period. The faculty and course data provided are at the department-level, not program-level; thus, it is difficult to use these data to discuss any MPA program-specific trends.

Reflections on Trends and Program Statistics:
Other than the decrease in the number of students in the MPA program, there is little change to report in the student body composition. As discussed, the decrease in the number of students is not necessarily due to a decrease in demand; the decrease is, at

least in part, due to the constraints on outreach capacity for prospective students and on the number of courses that the program can offer in any given semester. We currently admit one cohort in the fall semester only. This amounts to 10-12 courses/sections during each of the fall and spring semesters. It is difficult to comment on the faculty and course data as they are provided at the departmental level. Since there are two programs within the department, these data would only be informative if they were reported on a program basis.

Professor Jay Umeh retired at the end of spring 2019 and began a 50% FERP in fall 2019. Assistant Professor Joyce Keyes Williams, who was assigned to be the MS-HCA Graduate Coordinator beginning fall 2018, unfortunately and suddenly died near the beginning of September 2018. Professor Fogarty, who had been the MS-HCA Graduate Coordinator since 2006, resumed the position on a temporary basis; she retired in 2020 and has completely separated from the department as of fall 2022. Assistant Professor Diggs resigned from the university effective fall 2019. Beginning fall 2020, we did not have a full-time regular faculty member to teach HCA courses and to provide leadership in the MS-HCA program. Instead, Dr. Belal Kaifi, one of our lecturers was appointed by the Dean to serve as the MS-HCA Graduate Coordinator during fall 2020 and spring 2021. Beginning in fall 2021, Assistant Professor Vivian Cueto took up the MS-HCA Graduate Coordinator role. PUAD now has one 50% FERPer and Associate Professor Michael Moon and Assistant Professor Vivian Cueto are the remaining FT TT faculty. We are currently conducting a search for a FT TT faculty member to teach in the MPA program, with possible expertise in health care administration. If this search is successful, PUAD has one FERPer (Umeh), one Associate Professor (Moon), Assistant Professor (Cueto) and one incoming Assistant Professor (TBD) to teach in the MPA program (none full time due to FERP status and assigned time for Department Chair and Graduate Coordinator duties, plus FWP). One faculty member (Cueto), and possibly the incoming hire, will teach in the MS-HCA program. In our view, the percentage of lecturers who currently teach and who will teach in the PUAD programs is excessively high, especially in the MS-HCA program, and this negatively impacts the quality of the two programs. A significant consideration is that lecturers cannot provide the leadership and student advising necessary to successfully manage and grow the two programs.

CAPR-Provided Data (template)

Major

Public Administration

Student Level
■ Graduate
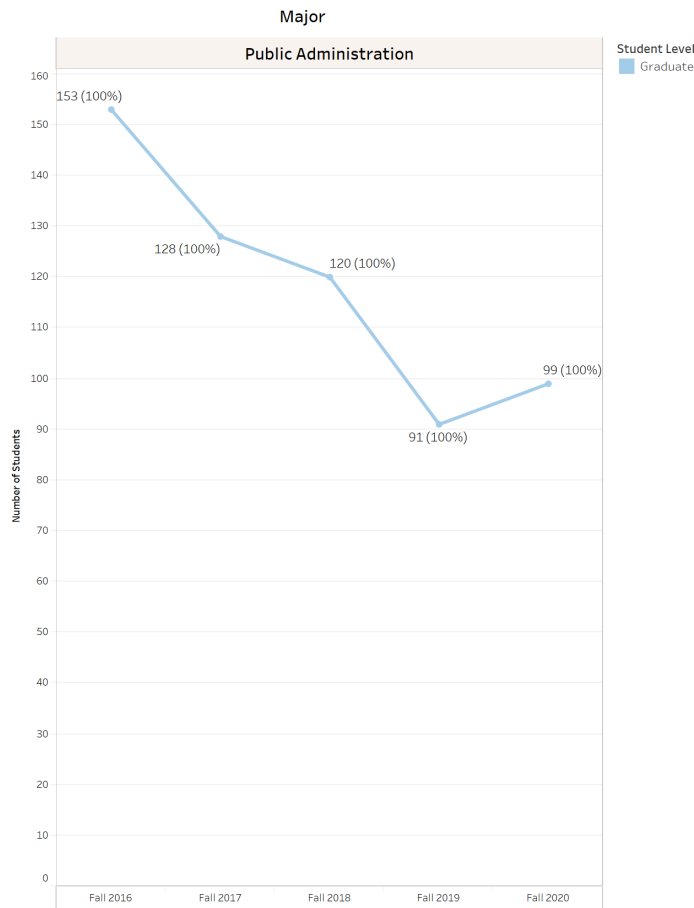
Public Administration: First Generation

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	FG	99	65%	74	58%	76	63%	61	67%	57	58%
	Non-FG	54	35%	54	42%	44	37%	30	33%	42	42%
	Total	153	100%	128	100%	120	100%	91	100%	99	100%
Grand Total		153	100%	128	100%	120	100%	91	100%	99	100%

Public Administration: Low Income

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	LI	2	1%	1	1%	1	1%	1	1%	2	2%
	Non-LI	151	99%	127	99%	119	99%	90	99%	97	98%
	Total	153	100%	128	100%	120	100%	91	100%	99	100%
Grand Total		153	100%	128	100%	120	100%	91	100%	99	100%

Public Administration: Race/Ethnicity

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Asian	18	12%	18	14%	24	20%	19	21%	16	16%
	Black	37	24%	26	20%	30	25%	17	19%	21	21%
	Hawaiian/PI	6	4%	2	2%			2	2%	1	1%
	International	8	5%	9	7%	8	7%	7	8%	8	8%
	Latinx	34	22%	30	23%	30	25%	24	26%	29	29%
	Multirace	10	7%	8	6%	5	4%	7	8%	6	6%
	Native American	1	1%	2	2%	1	1%				
	Unknown	7	5%	14	11%	6	5%	6	7%	6	6%
	White	32	21%	19	15%	16	13%	9	10%	12	12%
	Total	153	100%	128	100%	120	100%	91	100%	99	100%
Grand Total		153	100%	128	100%	120	100%	91	100%	99	100%

Annual Program Report – PUAD (MPA)

Public Administration: Sex		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Female	100	65%	81	63%	84	70%	66	73%	61	62%
	Male	53	35%	47	37%	36	30%	25	27%	37	37%
	Nonbinary									1	1%
	Total	153	100%	128	100%	120	100%	91	100%	99	100%
Grand Total		153	100%	128	100%	120	100%	91	100%	99	100%

Graduation/Degree Data

Time to Degree (Yrs) (and Headcount)		Masters & Ed.D
Grand Total		1.9 (92)
CLASS	Public Administration	1.9 (92)

Instructor Summary: Fall Term FTE Proportion over Time
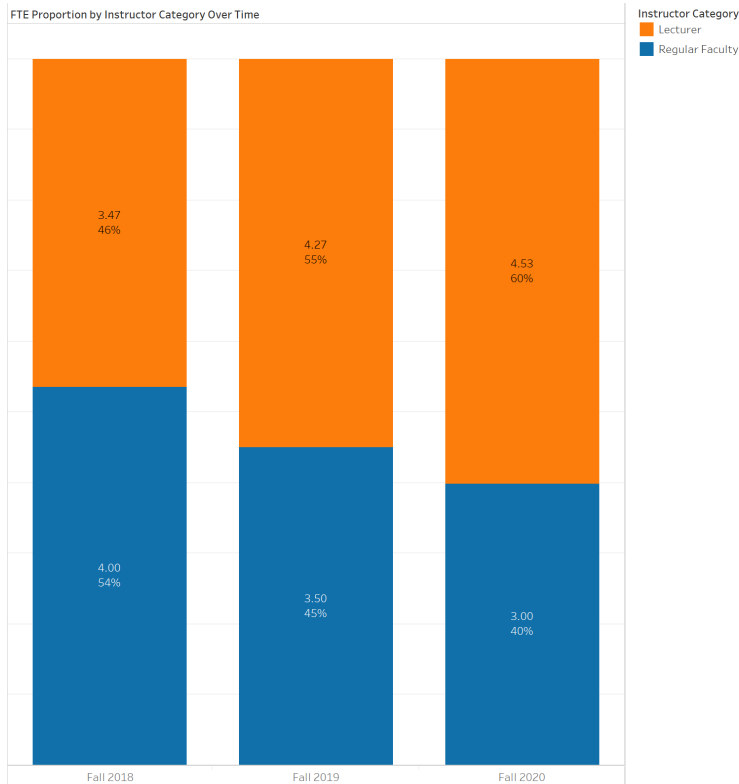
B. Request for Resources

1. **Request for Tenure-Track Hires: provide evidence from trends provided**
   We request at least one FT TT faculty line search for 2023-24 AY. As explained, above, the department and MPA program have been losing faculty quicker than we have been able to hire them. In the past 4 years, PUAD has been down three FT TT faculty and hired one. One faculty member is currently FERPing at 50% teaching load. Two FT TT faculty run a department with two sizable graduate programs; one faculty member's rank is Associate Professor (serving as Department Chair and MPA Graduate Coordinator) and the other is a 3rd-year

Assistant Professor (serving as MS-HCA Graduate Coordinator). We are conducting one FT TT faculty search this 2022-23 AY for the MPA program, possibly with health care administration expertise. Depending on the outcome of this search, we would like to plan for at least one 2023-24 AY FT TT search, specifically an Assistant Professor of Public Administration. The brief position description (tentative):

> PUAD is requesting a FT TT line in the MPA program at the rank of Assistant Professor. This faculty member will teach core coursework that is required for MPA degree completion including (but not limited to) public policy process, finance and budgeting, PA theory, and organizational theory. In addition to effective university-level teaching and continued scholarly achievement, this faculty member 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. This tenure-track faculty search request is intended to fill the vacancy that was created by the former department chair's recent retirement in the MPA program.

2. **Request for Other Resources**
   None requested.
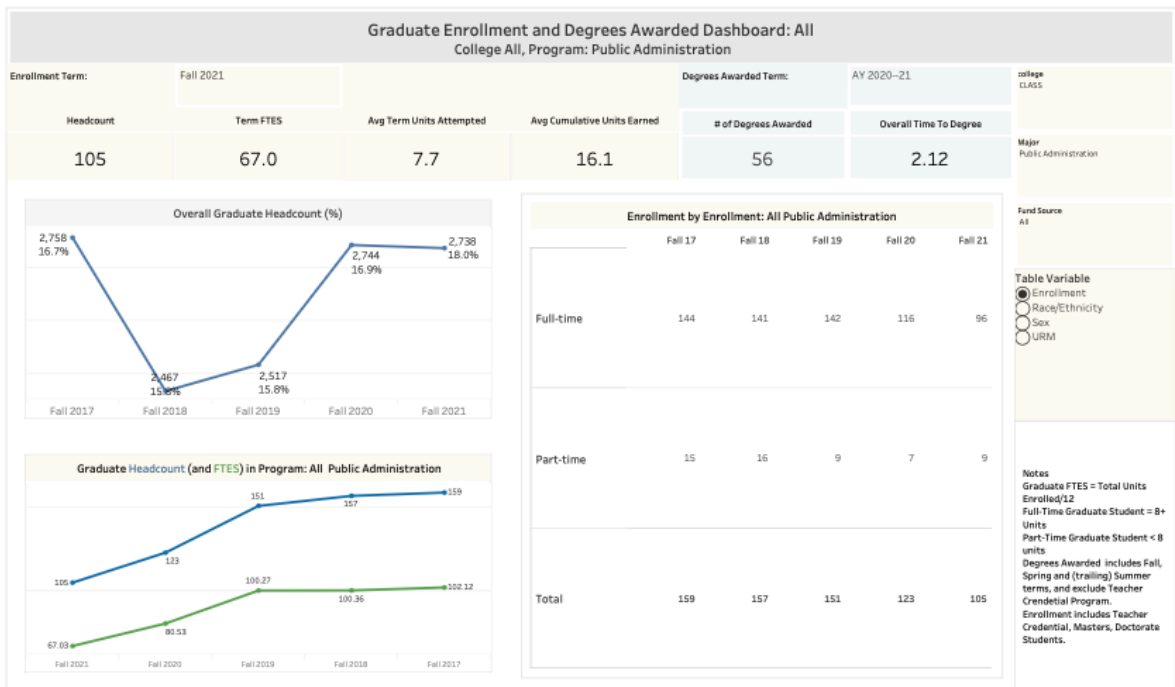
IV.   APPENDICES A-B

Appendix A: Data from Institutional Research — Pioneer Insights (as of 9/25/22)
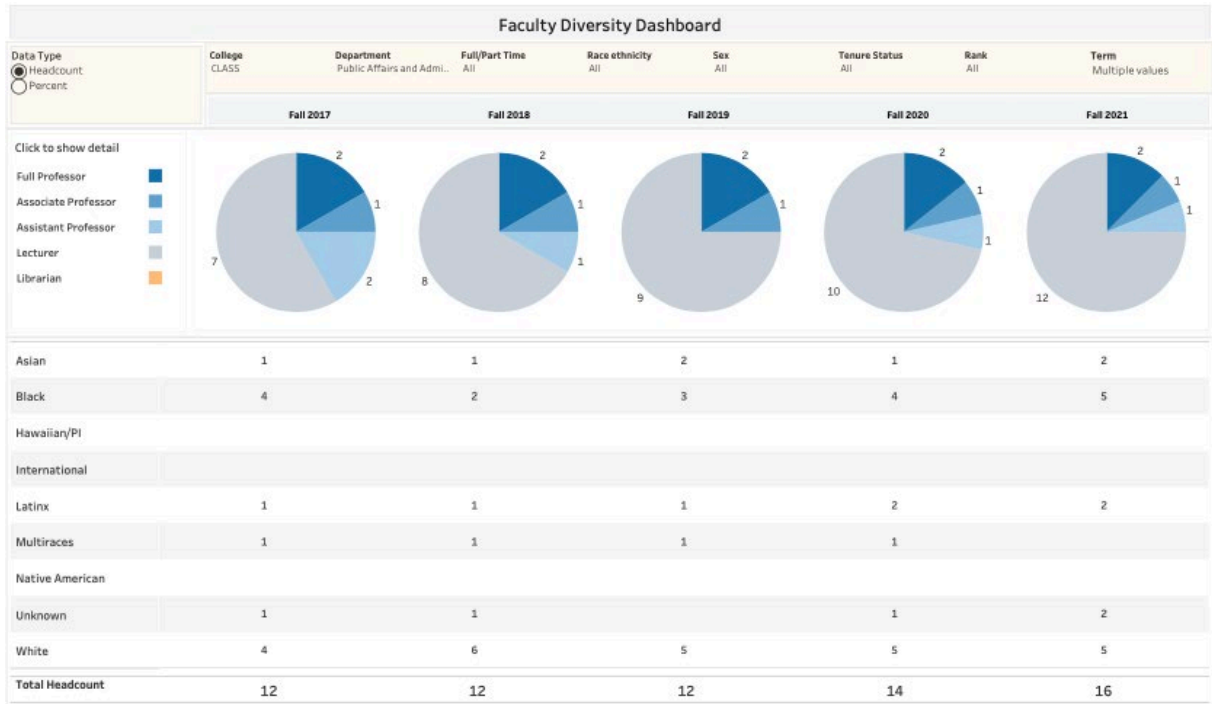Appendix B: From 2022-23 AY FT TT Faculty Search Announcement — Duties and
            Qualifications

A. Data from Institutional Research — Pioneer Insights (as of 9/25/22)

APR Coursework Data: Subject and Course Level: Fall Term as of Census
FTES, FTEF (instruction), and SFR of all state-side coursework

				Fall 2019			Fall 2020			Fall 2021		
College	Department	Subject	Course Level	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CLASS	PUAD	HCA	Graduate	124.5	4.2	29.6	97.3	3.5	28.1	83.8	2.9	28.7
			Total	124.5	4.2	29.6	97.3	3.5	28.1	83.8	2.9	28.7
		PA	Graduate	47.3	2.1	22.9	60.7	2.4	25.3	60.0	2.6	23.1
			Total	47.3	2.1	22.9	60.7	2.4	25.3	60.0	2.6	23.1
	Total			171.8	6.3	27.4	158.0	5.9	26.9	143.8	5.5	26.1
Grand Total				171.8	6.3	27.4	158.0	5.9	26.9	143.8	5.5	26.1

Term & Year: Fall 2019, Fall 2020, Fall 2021

Filters: AcademicYear: Multiple values; Term: Fall; Academic Org: 598 - PUAD; College: All; Department: All; Instructor Category: All; Course Level: Graduate

Graduate Enrollment and Degrees Awarded Dashboard: All
College All, Program: Public Administration

Enrollment Term: Fall 2021   Degrees Awarded Term: AY 2020–21   college CLASS

Headcount	Term FTES	Avg Term Units Attempted	Avg Cumulative Units Earned	# of Degrees Awarded	Overall Time To Degree
105	67.0	7.7	16.1	56	2.12

Major: Public Administration

Overall Graduate Headcount (%)

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
2,758 (16.7%)	2,467 (15.8%)	2,517 (15.8%)	2,744 (16.9%)	2,738 (18.0%)

Graduate Headcount (and FTES) in Program: All Public Administration

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Headcount	105	123	151	157	159
FTES	67.03	80.53	100.36	100.27	102.12

Enrollment by Enrollment: All Public Administration

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-time	144	141	142	116	96
Part-time	15	16	9	7	9
Total	159	157	151	123	105

Fund Source: All

Table Variable: (•) Enrollment, Race/Ethnicity, Sex, URM

Notes
Graduate FTES = Total Units Enrolled/12
Full-Time Graduate Student = 8+ Units
Part-Time Graduate Student < 8 units
Degrees Awarded includes Fall, Spring and (trailing) Summer terms, and exclude Teacher Credential Program.
Enrollment includes Teacher Credential, Masters, Doctorate Students.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Asian	1	1	2	1	2
Black	4	2	3	4	5
Hawaiian/PI					
International					
Latinx	1	1	1	2	2
Multiraces	1	1	1	1	
Native American					
Unknown	1	1		1	2
White	4	6	5	5	5
Total Headcount	12	12	12	14	16

B. From 2022-23 AY FT TT Faculty Search Announcement — Duties and Qualifications

DUTIES OF THE POSITION:
The successful candidate for this position is expected to teach graduate courses in both the MPA and MS-HCA degree programs, keep an active research portfolio, and contribute to needs of the Department and the University.

Candidates should have broad-based expertise in core curricular areas in Public Administration. These areas include, but are not limited to, leadership, policy, finance and budgeting, quality assessment and improvement, and strategic planning. Candidates should also have broad-based expertise in these areas as they relate to Health Care Administration. In addition to teaching, all faculty are expected to work both within Department committees and assume campus-wide committee responsibilities.

Please note, both programs are fully online offering both synchronous and asynchronous modalities. Candidates should address their experience teaching online, and/or any professional development that could aid them in online teaching.

QUALIFICATIONS:
A successful candidate will have an earned doctorate in Public Administration or a related field. Candidates with earned doctorates in health care administration, urban affairs, and other similar degrees will be considered. Candidates must also have a background in teaching Public Administration and management. Preference will be given to candidates that have also taught health care administration. ABDs will also be considered; however, they MUST have an earned degree by August 2023.

Candidates should have a demonstrated record of scholarly achievement and an active research agenda. Experience that has fostered development of an effective university-level teaching style as well as the ability to create research and community involvement opportunities for a diverse student population is preferred. To be recommended for tenure,

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the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship, and/or creative activities; and service to the university, the profession, and the community.

In addition to addressing their experience teaching and mentoring of diverse student populations, candidates should also address their teach, advise, and mentor students from diverse educational and cultural backgrounds.