



## NASPAA Annual Report

University of La Verne

Year: 2009

*Please note the following specific standard(s) are being monitored with regards to YOUR school: 2.2/2.3, 3.4/5.41*

**First Name:** Jack

**Last Name:** Meek

**Title:** Professor of Public Administration, Chair of the MPA Program

**Email Address:** meekj@ulv.edu

**1. Number of completed Applications (for accredited degree program only) received for current academic year**

**56**

**2. Number of New Admissions (regular & probationary) for current academic year**

**45**

**3. Number of Full-Time and Part-Time New Enrollments for current academic year A) Full-time B) Part-time**

A) **34**

B) **34**

**4. Number of program degrees granted last academic year**

**21**

**5. Number of Core Faculty (based on the definition you used in your last self study)**

**6**

**6. Itemized Core Faculty**

<b>Name</b>	<b>% of teaching load allocated to courses in the program (Use Integers from 1-100)</b>	<b>Dept. (of their tenure)</b>
Jack Meek	50	Public Administration
Keith Schildt	40	Public Administration
Suzanne Beaumaster	40	Public Administration
Lisa Saye	40	Public Administration
Marcia Godwin	60	Public Administration
Matt Witt	40	Public Administration

**7. Budget for the accredited degree program (not the school or dept.) A) total for program, including salaries B) faculty and staff salaries only (incl. Adjuncts)**

A) **533176**

B) **522664**

**Standard 1.0 Eligibility for Peer Review**

No Change

**Standard 2.0 Program Mission**

The current mission of the La Verne MPA program was established in 1998-1999. A review of the program mission was conducted by faculty and a practitioner advisory board in 2005. The central advancement of the mission was the development of specific mission components that established the basis for a program assessment. Refinement of this mission assessment was developed in the September of 2007 in response to COPRA's accreditation review of August 2007. As a result of this refinement was the establishment of an embedded assessment process that offered the opportunity for the program to assess central features of its program mission in terms of program performance. The overall framework of the embedded assessment program is based on a model that is utilized through out the College of Business and Public Management. Preliminary progress toward implementation of the program assessment was reported to COPRA in May of 2008. As of May 2009, we have now accomplished a review of all six components of the program mission. These components are reflected in 12 of MPA courses and allow for multiple measures of program performance. As of the last term of instruction before this report (March 2009), students have met performance standards (defined by 80% of the students performing at an adequate or excellent level on rubrics designed around various assignments) in each of the six areas. Scores below performance standards were reported in two sub-areas of mission components. Performance progress was reviewed with faculty in both sessions with the Program Chair and in Program Chair reports in Program faculty meetings. These sessions led to several considerations regarding ways to improve student performance to achieve mission goals. As an example, one faculty seeking improved performance in the area of distinguishing leadership strategies between hierarchies and networks is seeking to emphasize differentiation beyond the current research by bringing in practitioners in the classes that address these differences. Other examples include improving the distinction among ethical decision making principles through the use of case studies and assisting student abilities in distinguishing sector roles by assigning short papers that have students demonstrating differences. Program performance and faculty reported to the MPA advisory practitioner board that meets twice a year (fall and spring). The advisory board has emphasized the need to continue to strengthen program performance with improved teaching strategies. In the coming year the Program will seek to refine assessment methodology in terms of administration. While the benefits of assessment are evident, current practice places a demanding burden on faculty and administration and program leadership will seek to find ways to reduce these burdens while continuing to assess central concerns of the mission. We view the challenge of program assessment (and management) as a learning process from which we continually seek to find ways to manage meaningful program assessment that gives faculty feedback on student performance.

**Standard 3.0 Program Jurisdiction**

No Change

#### **Standard 4.0 Curriculum**

As part of the assessment outlined above, two relatively new courses have been designed to meet the program mission components that are designed to keep students in touch with understanding the current context of public administration and in improving student analytical decision-making. "Managing Sustainable Communities" and "Tools of Governance" were implemented in the spring term of 2009 and were well received by students. In focus-group exit interviews, some graduates claimed the sustainable community class was the most important course they took in the curriculum. Curriculum adjustments for the coming year will be to propose the development of a non-profit emphasis in the program. Based on surveys and student comments, some of our students are seeking positions in the non-profit sector and we are seeking ways to accommodate these interests. Fortunately, the College has a very solid non-profit emphasis program (and certificate) in the Leadership and Management program. The design of this emphasis will call upon the need to identify core courses in the MPA program that will guide assessment in the MPA. The program addition will also call upon the faculty to develop some assessment rubrics for the non-profit emphasis. Preliminary dialogue among program chairs indicate that the transition will be positively managed and benefit student curricular interests. A second area of program enhancement will be to administratively formalize the MPA/Law joint degree program that is currently in placed. Preliminary agreements were formalized in April of 2009. This past March, the MPA faculty established a core curriculum (based on the assessment above) that will allow for the MPA program to have continuous assessment along with integrating the joint program.

#### **Standard 5.0 Faculty**

Of significant change in 5.0 in the addition of two new faculty to the MPA program. One of these positions is a new line for the MPA program. The new hires are Professor Lisa Saye and Professor Marcia Godwin. Along with the implementation of the Provost's university policy of reducing faculty overloads, the new line has offered depth to the MPA program and allowed for the overall reduction of faculty on overload. Dean Helou has reported, "overloads for this year are less than those of prior years and that the PA faculty are adhering to the College plan to reduce overloads." Department Chair Keith Schildt reports that four of the six faculty had overloads for 2008-2009, 2 with one course, 2 with two courses. For the 2009-2010 academic year, projected course overloads are expected with two faculty members, each with one course beyond the faculty load. With respect to the faculty percentages listing in the table above, all public administration faculty in the department teach in both the doctoral and master degree programs. Professor Meek receives a reduced load for managing the MPA program and directing graduate studies, Professor Beaumaster receives a reduced load for directing the DPA program and Professor Schildt receives a reduced load for serving as department chair. First year faculty have a one-course release for course preparation.

#### **Standard 6.0 Admission of Students**

No Change

#### **Standard 7.0 Student Services**

No Change

#### **Standard 8.0 Support Services and Facilities**

The overall program budget of the MPA program increased from \$65,966k in 2007-2008 to \$76,505k in 2008-2009. However, in order to address overall university reduced revenues, the MPA budget was reduced from \$7k to \$4K in institutional grants (supporting work-study graduate students), The reduction did not have a major effect on support as each faculty member had access to graduate student support. In addition, public administration faculty are fully supported for conference attendance (NASPAA, ICMA, ASPA, MPSA, etc) and have support from the Dean for international travel to conferences sponsored by national associations and meet the mission of the program. We can report a very active faculty in terms of conference attendance in a wide array of public administration seminars and conferences. For this coming academic year (2009-2010), there are predictions that overall university revenue will be dramatically lower and that budgets will reviewed in regard to essential needs. We will not know our budget outlays until later in the summer of 2009. In regard to facilities, the program faculty are expected to move into new quarters of an existing facility on the main campus in the fall of 2009. This will improve the access of students and faculty to the main facilities on campus including the new campus center. The public administration offices will be located adjacent to the university library.

#### **Standard 9.0 Off-Campus Programs and Distance Education**

As a result of the growth in the on-campus MPA program, the program began phasing out offering the MPA at the Orange County Center during the 2008-2009 academic year. This campus center was the only location other than the main campus where the program is offered. The final OC Campus class was held in the spring term of 2009. The MPA program is now only offered on the main campus. Along with the addition of a new faculty line, the program change was designed to manage the increased growth of the program on the main campus.

### **Supplement**

NONE

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