

2011 NASPAA Annual Report
University of La Verne MPA Program
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Note: The following is the annual report to the National Association for Schools of Public Affairs and Administration (NASPAA). The report responds to annual review guidelines and accreditation reporting. A special thanks Dean Abe Helou and to Li-Fen Liu of the Dean's Office for diligently working of the data required for this report.

Master of Public Administration Mission Statement

The mission of the University of La Verne's Master of Public Administration program is to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations to professionals preparing to take on socially responsible roles in public leadership and service.

The mission will be achieved through a curriculum that emphasizes: (1) management of organizational resources, (2) the changing context of public administration, and (3) analytic and decision-making capacity. Students will also develop an understanding of the practice of public administration in diverse public organizations and of the ethical dimensions of public service.

1. Mission and Goals

The MPA program faculty reviewed the mission of the MPA program of the University of La Verne in the spring of 2011. There was considerable discussion regarding the mission and mission components especially in regard to advancing social and environmental justice. There were no changes made to the mission but future considerations for revision will take place in the coming academic year. The program faculty and advisory board will return to a review of the mission in the fall of 2011 as part of an overall 5-year review of the program.

2. Substantive Changes

There have been no substantive changes in the program during the 2010-2011 academic year. Faculty established some changes to program admission requirements as discussed in 5.1.

3. Program Evaluation

Information Management

Information regarding the La Verne MPA program is gathered from university sources (recruitment, admissions, enrollment, student course evaluations on faculty, advancement to candidacy, graduation rates) and from college/program resources (student admission profiles, student assessment, graduate profiles, graduate exit survey). This information is used for

reporting purposes to the faculty in monthly meetings and to the MPA advisory board in bi-annual meetings.

Implementation of Competency Assessment

Competency assessment is based on a course embedded protocol where mission based program learning objectives are established and operationalized in assignments in selected courses. Each term, faculty assesses program-learning objectives from course assignments designated for program assessment. Assessments are gathered and summarized by the college staff and program director and reported to both the faculty and advisory board.

Learning objectives in the area of analytic decision-making (in particular, quantitative reasoning) was reported in both course assignment assessments and exit surveys were reported to be below program standards. Curriculum changes were undertaken to improve student-learning outcomes. Preliminary evidence indicates that a more hand-on and applied approach to quantitative reasoning improved learning outcomes. Improved exit survey scores on quantitative reasoning was also observed. Future scores on learning objectives and exit surveys will be monitored for evidence of curriculum adjustment impact.

The MPA program will undertake a 5-year review during the 2011-2012 academic year following the program assessment guidelines established by university guidelines and the College of Business and Public Management. The 5-year review will focus on university, college and program information available from the 2006-2011 academic years. Outside-the-university reviewers, the program faculty, the program advisory board, and a college committee will review this information. Results of the program review will be used to inform the future directions of the program.

A review of the NASPAA revised 2009 accreditation standards took place with the faculty in the fall of 2010 with a selected course receiving attention with revised operationalization. The revised accreditation standards will be revisited in the fall September retreat of 2011 by the faculty. A crafted program design to the new standards will be undertaken with full implementation anticipated for the January term of 2012.

4. Faculty Nucleus

4.1

Below are members of the La Verne MPA program faculty nucleus during the 2010-2011 academic year.

Faculty Member Name	Academically or Professionally Qualified	How are they involved in the program
Jack Meek, Director	Academically Qualified	Teaching, Governance
Suzanne Beaumaster	Academically Qualified	Teaching, Governance
Keith Schildt	Academically Qualified	Teaching, Governance
Matthew Witt	Academically Qualified	Teaching, Governance
Marcia Godwin	Academically Qualified	Teaching, Governance
Lisa Saye	Academically Qualified	Teaching, Governance
David Powell (Fall 2010)	Academically Qualified	Teaching, Governance

4.2 Percentage of courses in each category taught by full and part-time faculty during 2010-2011.

	% Taught by Full Time faculty	% Taught by Part time Faculty
All Courses	51.3%	48.7%
Required Courses	65.2%	34.8%

All Courses include the nine core courses and two program emphasis areas (governance, non-profit management) in the MPA program. *Required Courses* refer to the nine core courses in the MPA Program taken by all students. Each of the program emphasis areas encompasses four courses that comprise the composition of the emphasis area.

During the 2010-2011 academic year, one FTF member unexpectedly left in mid-year and the program covered these classes with a PTF member. If the FTF had not departed mid-year, the percentage taught by FTF required courses would have been 78.3%, for all courses the FTF faculty coverage would have been 59%. The Department was able to replace the position with a FTF member for the 2011-2012 academic year. In addition, the Department was authorized to hire an additional faculty member for 2011-2012. Both of these positions include teaching and governance responsibilities in the MPA program.

5. Student Data: Admissions, Graduation Rates and Employment

5.1 Admissions 2010-2011

Student Category	Number of Students
Applicants	122
Admitted Students	49
Enrolled Students	38

5.2 Graduation Rates: Graduating Students Form 2006 (Five Years from Annual Review Date of 2011)

	Initially Enrolled (2006)	Graduated in 100% of Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the ARY-5 *		7	7	7
Number of Part-Time Students in the ARY-5 *		0	8	12
Total Number of Full-Time Students in the ARY-5	41	7	15	23

* Estimate

Note: Data Presented is Accumulative

Data provided in table 5.2 indicate that 56% of the students who started the MPA program in 2006 (ARY-5) graduated in 200% of the degree program length. All students attending full time graduated within 100% of the Degree Program Length.

Further analysis of the 2006 cohort MPA enrolled students indicates the following:

- 4.8% (2) of the students changed programs
- 7.3% (3) of the students were academically disqualified
- 9.7% (4) of the students were placed on academic probation and did not return to the program
- 14.6% (6) of the students completed less than 12 units of the program and did not return

The ARY-5 number of graduates is lower than preceding years in the program: 2001 (94%), 2002 (63%), 2003 (77%), 2004 (86%), and 2005 (67%). During this same period of time, the program has grown from enrolling 16 students per year (2001) to 41 students per year (2006). The 2007-2010 trends in enrollment have remained between 30-40 students per academic year. The examination of the 2006 cohort data above indicate that 7 students (17%) were unable to academically succeed in the program. In addition, 2 students (4.8%) transferred to other programs. This calls upon the program to strengthen its admissions requirements in both student preparation and clarifying program objectives for prospective students. The faculty reviewed the admissions requirements in the spring of 2011 and clarified the program objectives and strengthened program admissions.

In order to improve student information management, the College implemented a new advisory program that emphasizes student retention. This emphasis includes an improved communication with students as well as an improved data management and monitoring system. With this initiative, the program will be able to better understand student progress toward degree completion.

5.3 Employment of Graduates

Employment Statistics 2010 MPA Graduates

Employment Statistics	Total Number of Graduates
National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	
City, County or other local government in the same country as the program	9
Foreign government (all levels) or international quasi-government	
Nonprofit domestic-oriented	5
Non-profit/NGOs internationally-oriented	
Private Sector—Research/Consulting	
Private Sector but not research/consulting	1
Obtaining further education	3
Unemployed	
Status Unknown	5

Total: 24

6. Resource Sufficiency

There are no significant changes in program resources. Program faculty are funded through program, department and college funds in order to attend and present papers at professional associations and conferences. The Program Director is able to attend NASPAA conferences and related professional and academic conferences. Within College processes, MPA Program development needs are proposed as ideas and projects, such as hosting ASPA events or bringing in quest speakers or hosting seminars, and funded through either the department or the Dean's office.

In terms of faculty resources, there are some significant positive changes. The Department was able to replace the mid-academic year vacated position with a FTF member for the 2011-2012 academic year. In addition, the Department was authorized to hire one additional faculty member for 2011-2012. Both of these positions include teaching and governance responsibilities in the MPA program. With these additions, reliance on part-time faculty for teaching will be reduced.