

2012 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 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 (contextual nature) of public administration
- (3) Analytic and decision-making capacity
- (4) Practice of public administration in diverse public organizations
- (5) Ethical dimensions of public service

Students will also develop an understanding of the practice of public administration in diverse public organizations and of the ethical dimensions of public service.

The NASPAA universal competencies included the following:

- (1) To lead and manage in public governance;
- (2) To participate in and contribute to the public policy process;
- (3) To analyze, synthesize, think critically, solve problems and make decisions;
- (4) To articulate and apply a public service perspective; and
- (5) To communicate and interact productively with a diverse and changing workforce and citizenry.

The NASPAA competencies were framed within the La Verne MPA mission-based learning outcomes.

1. Mission and Goals

The MPA program faculty reviewed the mission of the MPA program of the University of La Verne during the 2011-2012 academic year.

Much of the discussion focused on advancing social and environmental justice under the overarching concept of the "civic professional." Attention was also placed on integrating the MPA mission with the University President's initiative around "The La Verne Experience,"

where emphasis is placed on integrated curriculum, moving theory to practice. Mission review was also discussed with the MPA Advisory Board in its May 1, 2012 meeting

There were some minor revisions to the mission so as to integrate the La Verne MPA mission components with the NASPAA required competencies. In addition, some minor adjustments to the mission to clarify the diversity and ethical dimensions of focus in public service. These revisions are finalized in the mission statement made in the introduction of this session.

2. Substantive Changes

There have been no substantive changes in the program during the 2012-2013 academic year. Faculty established one changes to the “governance” emphasis in the program where a course in “comparative administration” was added as an option in the four-course requirement in the emphasis. This course is designed to allow for faculty and students to examine administrative systems across contextual differences.

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.

The MPA program is nearing the completing of a 5-year review during the 2012-2013 academic year. The review is based on 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.

4. Faculty Nucleus

4.1

Below are members of the La Verne MPA program faculty nucleus during the 2012-2013 academic year.

Faculty Member Name	Academically or	How are they involved in the
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	Professionally Qualified	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
Adrian Velazquez	Academically Qualified	Teaching, Governance
Soomi Lee	Academically Qualified	Teaching, Governance

4.2 Percentage of courses in each category taught by full and part-time faculty during 2010-2011 followed by the 2011-2012 academic year.

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

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

2011 -2012 Percentage of courses in each category taught by full and part-time faculty

	% Taught by Full Time faculty	% Taught by Part time Faculty
All Courses	80.6%	19.4%
Required Courses	86.4%	13.6%

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%.

For the 2011-2012 academic year, the Department was able to replace the position with a FTF member. The resulting FTF coverage moved from 51% to 81% of all courses, and from 65% to 86% of required courses.

5. Student Data: Admissions, Graduation Rates and Employment

5.1 Admissions 2010-2011

Student Category	Number of Students
Applicants	124
Admitted Students	55
Enrolled Students	34

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

	Initially Enrolled (2007)	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 *	UTD	UTD	UTD	UTD
Number of Part-Time Students in the ARY-5 *	UTD	UTD	UTD	UTD
Total Number of Full-Time Students in the ARY-5	40	8	17	24

* UTD = Unable to Determine

Note: Data Presented is Accumulative

Data provided in table 5.2 indicate that 60% of the students who started the MPA program in 2007 (ARY-5) graduated in 200% of the degree program length.

Further analysis of the 2007 cohort MPA enrolled students indicates the following:

- 2.5% (1) of the students changed programs
- 20% (8) of the students were placed on academic probation and did not return to the program
- 7.5% (3) of the students completed less than 12 units of the program and did not return
- 10% (4) have completed more than 12 units but have not completed the program

The ARY-5 number of graduates is higher than the preceding year, 60% to 51.2%.

The examination of the 2007 cohort data above indicate that 8 students (20%) were unable to academically succeed in the program. 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 and concluded that some pre-requisite work should be considered if the student profile does not indicate sufficient preparation, especially in the areas of statistics.

In 2011, 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 is able to better understand student progress toward degree completion through reports provided by the administrative assistant to the program.

5.3 Employment of Graduates

Employment Statistics 2010 MPA Graduates

Employment Statistics	Total Number of Graduates
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National or central government in the same country as the program	2
State, provincial or regional government in the same country as the program	8
City, County or other local government in the same country as the program	13
Foreign government (all levels) or international quasi-government	1
Nonprofit domestic-oriented	3
Non-profit/NGOs internationally-oriented	
Private Sector—Research/Consulting	2
Private Sector but not research/consulting	5
Obtaining further education	
Unemployed	
Status Unknown	9

Total: 43

Note: the Private sector includes law firms. Two graduates listed above are from the MPA program includes a joint degree program with the University of La Verne School of Law.

6. Resource Sufficiency

There are no significant changes in program resources. Program faculty professional activities 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. The Department was able to replace the mid-academic year vacated position with a FTF member for the 2011-2012 academic year.