

University of La Verne

Master of Public Administration 2019-2020 Self-Study

Main Document, Submitted to NASPAA, September 2020

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Appendices are in separate files.

Program Fact Sheet

Item	Data
1. Title of degree	Master of Public Administration
2. Organizational Relationship of the Program to the Institution	Department within a School of Business/Management
3. Geographic Arrangement Program Delivery	Main Campus
4. Mode of Program Delivery	In-Person Instruction with Online Coursework Available
5. Number of students in degree program (Total, Fall 2019)	55
6. Ratio of Total Students to Full-Time Nucleus Faculty	7.9
7. Number of Semester Credit Houses Required to Complete the Program	39
8. Dual Degrees	Law (JD)
9. Specializations	Urban Management and Affairs Nonprofit Public Health Aging Studies
10. Mission Statement	<i>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 for professionals preparing to take on socially responsible roles in public leadership and service.</i>
11. Academic Year Calendar	Summer, Fall, Winter, Spring. Terms with semester units.
12. Language of Instruction	English

Member of NASPAA

The University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), last recognized in 2012.

Student Code of Conduct: <https://laverne.edu/student-affairs/student-conduct/>

Standard 1: Managing the Program Strategically

Standard 1.1 Mission Statement: The Program will have a statement of mission that guides performance expectations and their evaluation, including:

- *its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy*
- *the population of students, employers, and professionals the Program intends to serve, and*
- *the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.*

1.1.1 Provide the current program mission statement and the date it was adopted. (Limit 500 words)

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 for professionals preparing to take on socially responsible roles in public leadership and service.

The mission will be achieved through a curriculum that emphasizes:

- (1) The effective use of public 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

The NASPAA universal competencies are framed within the La Verne MPA mission and the above areas of emphasis.

The MPA program at the University of La Verne strengthens students' management and leadership capabilities by providing them with a curriculum that emphasizes competencies necessary for professionals in public service positions and preparing them for the increasingly interconnected and networked environment of public service.

The mission statement was in place for our first accreditation in 2000. The mission statement was refined and articulated through defined mission-based objectives and competencies in 2007-08. In 2010-11, the mission-based objectives were matched to NASPAA's universal competencies in our assessment matrix. As discussed further in subsequent sections, we have been reviewing our mission statement and mission-based competencies with internal and external stakeholders. In 2020-21, we expect to conclude this review as part of program consideration on 1) whether to move to a proposed new College of Health and Community Well-

Being and to 2) incorporate the 2019 NASPAA standards into our course-embedded assessment program.

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how relevant stakeholders are involved in the mission development and review process, detailing their explicit responsibilities and involvement. (Unlimited)

The mission statement is an integral part of our program and decision-making. Faculty and the MPA advisory board review annual reports on student achievement. The MPA Advisory Board advises the program with regard to mission adequacy and receives reports on student achievement on program competencies. These reports include a scorecard on student achievements based on a course-embedded mission and competency-based assessment on assignments in program targeted courses. This approach assures the assessment of program-wide achievement by students and informs the faculty and stakeholders on how well the program is achieving its mission. In addition to the embedded assessment approach, each La Verne MPA student assesses program competencies in their capstone class - graduate seminar - and completes an exit survey. This assessment is also shared with program faculty and the MPA Advisory Board. Students in the graduate seminar class also complete other program assessments, such as a SWOT analysis. Our graduating students also offer feedback as to the adequacy of preparation in the program competencies and offer needed improvements for the program to consider. Advisory board members are also invited to participate in final capstone project presentations and/or poster sessions. In these processes, faculty, students and program stakeholders (through the MPA Advisory Board) are able to make assessments and refinement of the program mission.

The mission statement is widely disseminated through our website, program flyers, syllabi, annual reports, and in MPA advisory board materials.

The mission statement and corresponding mission and competency-based components are a central feature in guiding decision-making in the program. The MPA Advisory Board has commented on program outcomes and exit survey reports, especially in areas of needed competencies in the practice of public administration, such a financial/budgetary competence, or quantitative skills related to reports.

To more specifically describe the involvement or relevant internal and external stakeholders:

1. Graduating students offer assessment in the exit survey on mission components twice per year in graduate seminar.
2. The MPA Advisory Board meets once or twice a year and reports on the MPA Mission competencies. Board members also participate in Graduate Seminar capstone presentations and are invited to other program events.

3. Faculty review program reports at meetings. They offer revisions on program mission and competencies; program issues; and curriculum. Some meetings are held jointly with the department as a whole, which expands the scope and context of review.
4. We carry out an alumni survey approximately every five years; the next one will be done in 2020-21. We also participate in the NASPAA alumni surveys.
5. We receive informal feedback from external attendees and guest speakers at the twice annual ASPA dinners, city-manager-in-residence program, and through hosting professional association events.
6. Program reviews and annual reports are published on the program's website.
7. Program outcomes were reviewed by college and university staff as part of the university's own accreditation review in 2019-20. The faculty-led Educational Effectiveness Committee has a leading role in program review policies.
8. Additional program information is shared with our college dean, administrators, and other faculty at regularly scheduled department chair meetings; regular department and program chair meetings; and monthly college meetings.

Graphical representations of mission assessment processes and frequency are included as an appendix to this standard.

We have undertaken a multi-year process to more formally update our mission statement and mission-based competencies. To date, these activities have included: a faculty workshop with a management faculty member who specializes in strategic planning (April 2018), faculty identification of possible mission-based themes and competencies and relation to the curriculum, core courses, and concentrations/electives (April 2019), MPA Advisory Board review of a draft mission statement (November 2019), and Graduate Seminar mission-statement exercise to supplement regular program evaluation activities (Spring 2020). The process will be completed in 2020-21 after completion of an alumni survey, additional MPA Advisory Board review, and consideration of the possible move of the program to a new College of Health and Community Well-Being.

1.1.3 Describe the public service values that are reflected in your program's mission. (limit 250 words)

The educational philosophy upon which the MPA is based includes an emphasis on values and ethics. We are concerned not only with the effectiveness of our graduates as public officials and leaders, but also as ethical professionals.

The University's mission statement, which also undergirds the MPA program, embodies a concern for the development of students as individuals who appreciate other cultures and points of view, understand the merits of lifelong learning, and engage in community service. (The core values are Ethical Reasoning, Diversity/Inclusivity, Community and Civic Engagement, and Lifelong Learning.) The University is designated as a Hispanic Serving Institution (HSI). The University is extending its mission by developing programs for both undergraduate and graduate

students that emphasize civic engagement, experiential learning, cross-course and interdisciplinary learning.

The MPA faculty incorporate these and other public service values into their approach to teaching and in the personal attention to student development offered in our program. The fostering of ethical responsibility, collaborative decision-making, and global issues are major parts of the faculty discussions on updating our mission statement and mission-based competencies. As a department, we developed civic professionalism as a guiding theme to highlight the importance of developing a public service orientation, encouraging public service as a vocation, and improving public participation in decision-making.

The public services values have been established by the La Verne MPA faculty and embedded within the competencies established to meet the program mission and universal competencies of NASPAA programs.

Standard 1.2 Performance Expectations: The Program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

1.2.1 Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identifies the public service values identified in 1.1.3.

Please link your program goals:

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.**

Link to Mission Purpose and Public Service Values:

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 for professionals preparing to take on socially responsible roles in public leadership and service. This current mission statement emphasizes (1) regular updating of the curriculum to be both innovative and practical while still emphasizing foundations, (2) a focus on public service professionals, and 3) social responsibility in their current and future roles in public leadership and service.

Thus, central to our mission is to identify and strengthen public service values. They are part of the intellectual and theoretical foundations for the curriculum and part of the applied purpose to prepare professionals to take on socially responsible roles. Our mission statement further

identifies major emphases in the curriculum, which are all related to public service values: ethical dimensions, practice in diverse public organizations, effective use of public resources, the changing context of public service, and analytical and decision-making capacity. The public service values have been operationalized by the La Verne MPA faculty and embedded within the competencies established to meet the program mission and universal competencies of NASPAA programs. Our assessment matrix is included in the appendix for Standard 5.

Link to Mission Population of Students, Employers, and Professionals:

Our current mission identifies our students as professionals preparing to take on socially responsible roles in public leadership and service. This means that most of our students are in-service and considering their career paths and advancement opportunities. The program also accepts pre-service students who are ready to seek public service employment and/or have extensive volunteer experience. Therefore, our outreach and admissions committee process are focused on attracting students who demonstrate a meaningful connection and rationale for involvement in public service. We continue to largely attract students currently employed in local, county, state, and regional agencies and special districts. However, we have deliberately broadened our focus to include the nonprofit sector, which has deepened our examination of the meaning of public service and how to work collaboratively.

Link to Program Contributions to Advance the Knowledge, Research, and Practice of Public Policy, Affairs, and Administration:

In order for students to carry out socially responsible roles, we prepare students to carry out independent research that demonstrates not only the ability to conduct and report on research, but to carry out research that is meaningful to the citizens or agencies that influence the quality of public service in our communities or region. Faculty are also expected to offer course work and research that seek to improve our understanding and practice of public service. Since the last self-study, we have increased opportunities for experiential learning in not just our graduate seminar course, but through other courses as well. We informally refer to our graduates as "Leo Public Service Nation" because of our emphasis on developing ethical professionals who are skilled in decision-making, public presentations, and collaborative work.

Standard 1.3 Program Evaluation: The Program will collect, apply, and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven. For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.**

Link to Mission Purpose and Public Service Values:

As discussed in the previous response, the public service values have been operationalized by the La Verne MPA faculty and embedded within the competencies established to meet the program mission and universal competencies of NASPAA programs. Our assessment matrix is included in the appendix for Standard 5. Our assessment outcomes and exit surveys have consistently indicated our students support the NASPAA competencies and achieve course objectives related to public service values. Our mission assessment processes and examples of reports are included in the appendix for this standard.

Link to Mission Population of Students, Employers, and Professionals:

As discussed in the previous section, our current mission statement identifies our students as professionals preparing to take on socially responsible roles in public leadership and service. However, we also seek to attract pre-service students who are ready to seek public service employment. We have added depth and broadened our view of public service by adding a nonprofit concentration. We also are beginning to see more students interested in the new public health concentration. This interest appears to have accelerated with the pandemic, but we were already seeing more students interested in this area. We also have had several students who decided to take gerontology courses in Spring and Fall 2020. Until the pandemic, a large number of our students were hired or promoted during the course of their MPA program or soon thereafter. For example, in one small Graduate Seminar class, one student was hired into a new, higher level position just before the class; another was promoted during the course; a third was being mentored for promotion to an executive level; and the fourth moved from a nonprofit economic development corporation to an city economic development manager position not long after graduation. Even with the pandemic, we have had students recently achieve promotions.

As discussed later in this self-study, our university is a Hispanic Serving Institution. Our program reflects our university demographics. We also have a large number of students who

come from lower income families or are the first in their families to obtain a graduate degree. We strive to offer a full-service program with professional networking and career opportunities. In Graduate Seminar, they reflect on their professional and academic journeys through focus group discussion and/or reflection papers about the program's mission, their deep connection to the MPA program, and continued desire to help their communities. We also invite MPA advisory board members to our capstone presentations, who also evaluate student outcomes.

Link to Program Contributions to Advance the Knowledge, Research, and Practice of Public Policy, Affairs, and Administration:

All of our faculty are engaged in community and professional service. Professors Meek and Godwin have published a 2014 JPAE article, "Iterative learning: Programmatic Lessons from a Course Embedded Approach to Program Mission Assessment," which provides guidance to other MPA program. They have also published a 2016 article for Teaching Public Administration, "The Scholarly Practitioner: Connections of Research and Practice in the Classroom," that includes a number of examples of experiential learning projects and activities that have been valuable for our students. Some of these are discussed further in later sections of this self-study.

We assess students in regard to our program performance in advancing knowledge, research and practice through their graduate seminar research papers. Research that is directly connected to the performance of a public agency or the challenge of addressing a social issue are held in highest regard. In recent years, two graduate seminar papers have been presented at national conferences; one was selected for presentation at the ICMA Conference in September 2020 and the other won the second-place paper award at the Conference of Minority Public Administrators conference, competing against faculty members. We assess faculty in regard to program performance in advancing knowledge, research and practice through their publications, consulting work with public agencies and involvement in professional associations. Faculty performance is assessed through the college and university performance process.

1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

The appendix for this standard includes a more detailed description of catalog changes and how they are tied to assessment outcomes. Diversity/inclusivity is also a major value of our program and we have a very diverse student body. Therefore, additional outcomes, current activities, and goals are included in the Diversity Plan appendix to Standard 3.

Catalog and Curricular Changes:

2014: (1) Revised core courses and changed title of governance concentration to urban affairs and management. These changes enhanced core competencies of the program around civic professionalism and regional issues.

(2) Began offering summer travel course to provide more experiential opportunities, including for students who have primarily lived in Southern California. This course is designed to allow for faculty and students to examine administrative systems across contextual differences.

2015: (1) Scholarship initiative for public sector employees to extend initiatives offered via formal partnership agreements. Matches with program and departmental missions on developing civic professionals.

(2) Began phase-out of policy concentration due to student enrollment. Some courses continue to be offered as electives or concentration courses.

2016: Clarified the evaluation of professional experience in admissions criteria and revised language on statement of purpose to specify interest in public service and its values.

2017: (1) Added MPA concentrations in Public Health and Gerontology to expand options for students and provide flexibility on electives. No other MPA program in the region offers these concentrations.

(2) The internship course will now be an elective or concentration course rather than as an extra course. The internship requirements and timing were also clarified, including for MPA/JD dual degree students without prior public service.

(3) Change title of course from Applied Policy Research to Applied Research. The broader focus of the course provides additional opportunities for experiential learning.

2020: (1) Minor curriculum changes to Public Health and Aging Studies (formerly Gerontology) concentrations.

(2) Specified that Applied Research can apply to any concentration

(3) Added PADM 536, Policy Analysis, to Urban Management & Affairs concentration

Additional Program Improvements:

- Established a Pi Alpha Alpha honor society in 2020, in response to student requests in Graduate Seminar classes.

- Started alumni and panel discussions for professional networking and discussion of current issues.

- Promoted ICMA Student Chapter, Women Leading Government, Municipal Management Association of Southern California and other professional organizations

- Promoted job opportunities; added federal employment announcements in response to a recommendation in our last self study. We also joined the steering committee for the Volcker Alliance's new Government to University initiative in Los Angeles to promote public service careers.

- (Pre-pandemic) extended graduate seminar poster session to all sections, invited faculty and professional colleagues, and provided funding for poster printing.

- Promoted student involvement in NASPAA student simulation competition, culminating with a student being part of the 2nd place team in 2020.

We are in the early stages of gathering assessment data related to the move to remote learning in Spring 2020 because of the pandemic. This data and additional feedback from students and an alumni survey will guide program modality and curricular design improvements. Tentatively, we are encouraged by our high student retention and course evaluation reports. However, we believe that our program would benefit from a strategic visit, as discussed in the Standard 6 section.

Standard 2: Matching Governance with the Mission

Standard 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

In a Department within a School of Business/Management

In Person Instruction with online coursework available

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The MPA Program at the University of La Verne consists of weeknight and occasional Saturday courses. Four terms are scheduled per year (Summer, Fall, Winter, and Spring). Typical student load is one or two courses per term. On rare occasions, students may take up to three courses per term with the advisor's permission and faculty approval, for a total of nine semester units. However, this is rare and only permitted under extraordinary circumstances, such as availability of future courses, job requirements, proven academic ability, and financial considerations.

Our program has had in-person instruction on the La Verne campus. PADM 581, Comparative Public Administration, which was most recently offered in Fall 2019 in Copenhagen, has both on-campus and destination instruction. That course followed university travel course guidelines for instructional activities. Some classes have had experiential components and/or remote activities, again following university and program guidelines. We moved all course work to remote learning in Spring Term 2020 due to the pandemic. The university offered intensive training sessions the week before classes began, which was also spring break. We continued with remote instruction in Summer 2020 and will again be fully remote in Fall 2020. Most of our faculty have experience with remote, hybrid, and experiential learning. Ironically, we had already scheduled a summer online course as a pilot in order to gauge the feasibility for future remote/online courses.

We have offered program activities and courses at the same level as with in-person classes. We offered a program-wide panel discussion on front-line public services in Spring term and inducted our first members of our new Pi Alpha Alpha Honor Society. All of our full-time faculty and three of our four adjunct faculty have now taught remote classes. We have had excellent retention of continuing students since the move to remote learning and have continued to attract new students.

We have had somewhat wider geographical coverage in terms of incoming students with the shift to remote learning. We had added student recruitment through our Irvine regional campus, with a limited number of applicants, when we switched to remote instruction. Therefore, we are considering the extent to which to offer remote/online sections of courses in the future,

depending on student enrollments and interest. We also expect to resume consideration of offering courses at the Irvine campus. All modalities will offer the same curriculum, degree expectations, expected competencies, and governance. Full-time, nucleus faculty and adjunct faculty are available to teach in the different modalities.

2.1.2 Who is/are the administrator(s) and describe the role and decision-making authority (s)he/they have in the governance of the program. (Limit 500 words)

The Program Director, Marcia Godwin, administers the MPA Program. Program staff includes a Program Coordinator/Advisor to assist with student file management, program scheduling, faculty contract management, and evaluation support for the MPA program. Our long-time Coordinator/Advisor left the university in late August 2019. The Program Director provided these services until an existing academic advisor took on the bulk of these responsibilities in July 2020; MPA advising is approximately one-fourth of her workload. A departmental administrative assistant and college assessment analyst also provide assistance to the program. Additional university staff support includes assistance from the Office of the Registrar, Graduate Admissions and Graduate Academic Services.

The faculty and departmental administrative assistant have centrally located offices in the College of Business and Public Management building. The academic advisers and assessment analyst have offices in the Cogley Building. All are teleworking during the pandemic. Additional details on staffing and resource support are discussed in the Standard 6 section.

2.1.3 Describe how the governance arrangements support the mission of the program and match the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

The Department of Public and Health Administration is chaired by Professor Matthew Witt, Professor of Public Administration. The MPA Program Director, Marcia Godwin, administers the MPA Program. The MPA program is one of three public administration degree programs (bachelor's, master's and doctoral) in the Department of Public and Health Administration. The Department also offers a Master of Health Administration program, which includes a Public Health Concentration, and an Aging Studies concentration.

The Department is one of four departments in the College of Business and Public Management (CBPM). The others are: College of Arts and Sciences (CAS), La Fetra College of Education, and College of Law. The Board of Trustees has approved moving forward in 2020-21 with strategic planning to establish a College of Health and Community Well-Being. We will be considering whether the MPA program should join the new college. The new college may provide additional opportunities for expanding community engagement, growing our concentrations, and outreach. We are actively exploring the extent to which the new college's

mission will align with the MPA mission and NASPAA core competencies. We also will be participating in small group discussions about the new college's focus.

Standard 2.2 Faculty Governance: An adequate faculty nucleus - at least five (5) full-time faculty members or their equivalent - will exercise substantial determining influence for the governance and implementation of the program.

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year: 7

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year: 11 (with adjunct faculty)

2.2.2a Please provide a detailed assessment of how the program's faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

Program and policy planning: The faculty of the La Verne MPA program are responsible for program policy and planning. The mission of the Master of Public Administration degree is approved by the faculty nucleus. There are faculty meetings and emailed consultation on items that may arise outside of meeting dates, such as student requests.

Curricular development and review: New courses and curriculum are initiated by faculty. Catalog changes are approved by MPA faculty and then forwarded to the College faculty for final approval, usually once per year. Since the last self-study, we have approved refinements to admissions criteria, changes to concentrations, and other catalog changes. We annually review assessment results, exit surveys, graduate seminar and advisory board recommendations, and data in our annual report. Faculty are also invited to the final presentations in Graduate Seminar.

Admissions: Admissions is determined by program faculty and governed by University policy as managed by the Graduate Admissions. The MPA Program Director and two other faculty members serve as the MPA admissions committee and review all applications for admission. The admissions committee is also consulted on any special issues, such as the acceptance of transfer courses. The MPA Director meets with the MPA faculty (and Graduate Admissions staff as needed) on admissions criteria and standards. The university has an active faculty-led Graduate Council that also reviews university-wide policies and issues.

Course scheduling and teaching assignments: All teaching appointments are conducted through an approval process managed by the Department Chair. Teaching contracts are approved through the College of Business and Public Management. The MPA Director, as needed, makes recommendations to the department chair on any new adjunct faculty needs.

Appointment, promotion, and tenuring of program faculty: College and University policies determine promotion and tenure policies related to the faculty of the Master of Public Administration Program. These policies stress teaching excellence, university contribution and scholarship. College faculty approval is essential to successful promotion and tenure. Full-time faculty are selected on the basis of academic interests, expertise and research interests. Part-time, or Adjunct Faculty, are chosen on the basis of academic preparation, management expertise and teaching experience. We have not had a full-time faculty hire since the last self-study.

2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

Program and policy planning: the MPA Director initiates policy and planning, although program faculty also make suggestions for MPA faculty meetings and agenda items. As noted above, the MPA faculty as a whole serve as the curriculum committee. The MPA Director attends Graduate Council meetings and brings forth any items that are relevant to the MPA program. The MPA Director also brings forth issues from the MPA advisor and the faculty member who oversees internships. The MPA Director and immediate past director teach the Graduate Seminar class, which includes a variety of program assessment and evaluation activities (exit surveys, reflection papers, SWOT analysis, etc.)

The MPA Director has approval authority over a variety of items, including internship waivers, exceptions to concentration criteria, and approval to take an extra course. In practice, the MPA director consults with relevant faculty on these requests. The MPA Director also reviews any student appeals before they are forwarded to the university's graduate appeals committee. They typically are late withdrawals and extensions of incompletes; we have relatively few of these in our program. Any grade appeals, per our catalog, are reviewed by the department and program chair.

The MPA Director directly supervises the academic advisor's MPA activities. The MPA Director directly did student advising from August 2019 to July 2020 because of a staff vacancy. The MPA Director also interacts regularly with the graduate admissions counselor with responsibility for the MPA program; the Director also usually attends information sessions for prospective students; other MPA faculty have filled in as needed. The MPA Director has signature authority for the MPA budget.

Provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words)

2.2.3 Faculty Governance Comments

We define "substantial determining influence" in terms of admissions, advising, assessment, curriculum development, faculty and advisory board meetings, and program activities. Daily activities are under the purview of the MPA Director and Advisor/Coordinator. We take a collaborative approach to program policy and planning through faculty meetings and program events. Because of our matrix organizational structure, the Department Chair has primary responsibility for faculty supervision and scheduling. If the program moves to the proposed College of Health and Community Well-Being, we do not anticipate any concerns with maintaining substantial determining influence. The University also has a Board-approved Faculty Handbook that clearly delineates principles of shared governance and areas where the faculty have primary responsibility.

Standard 3: Matching Operations with the Mission: Faculty Performance

Standard 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Faculty reports for the seven full-time faculty were inputted into a separate section.

3.1.2. Provide your program's policy for academically and professionally qualified faculty and the mission-based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 words)

The La Verne MPA program has sought to develop a nucleus faculty that balances the advantages of academic preparation and professional experience. All of the nucleus faculty have doctorates, so they are classified as academically qualified for this report although three also have professional experience. For ease in reporting, we classify our four adjunct faculty as professionally qualified. However, two have earned doctorates (one PhD, one DPA). The third adjunct faculty member is a doctoral candidate and the fourth has a master's degree. The La Verne program is fortunate to have a strong blend of full time and part-time faculty that have a mix of academic and professional qualifications so as to address our mission of providing a practical curriculum that emphasizes the intellectual and theoretical foundations for professionals preparing to take on socially responsible roles in public leadership and service.

The table below includes MPA elective and concentration courses, which includes the courses in our largest concentration, Urban Management & Affairs. To date, our second largest concentration is nonprofit, with courses offered by the Management and Leadership Program. Those courses were taught in the self-study year by a full-time faculty member with an earned doctorate, an adjunct faculty member with an earned doctorate and extensive philanthropic experience, a doctoral candidate who is the chief financial officer for a major nonprofit organization, and a practitioner with a master's degree who specializes in nonprofit recruitment. A minimum of a master's degree is required for adjunct faculty teaching master's courses.

3.1.3. Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate. The total across all rows and columns will not add to 100%.

All Courses 21 courses, 84% delivered by full-time, nucleus, academically qualified faculty

Courses delivering required Competencies 16 courses, 88%

Standard 3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Black or African American, non-Hispanic			1		1
Asian, non Hispanic/Latino		1	1		2
Hispanic/Latino	1		1	1	3
White, non-Hispanic/Latino	3	2		1	6
Total	4	3	3	2	11

3.2.2. Describe how your current faculty diversity efforts support the program mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

More detailed descriptions and goals are included in the attached diversity plan. We consider diversity/inclusivity/equity a major strength of our program, with these topics embedded in our curriculum. Diversity/inclusivity is a core value of the University and we are a Hispanic Serving Institution. The MPA mission includes competencies related to the changing context of public administration and the practice of public administration in diverse public organizations. The MPA Program first designed and adopted the "MPA Faculty Diversity Plan" in 2007. It was updated in 2013 and again in 2020. The updated plan broadens the scope and review of our efforts to: (1) full-time and part-time faculty, (2) students, (3) advisory board and alumni chapter, (4) speakers and special events, and (5) curriculum. Some of the highlights include:

- Increased diversity of adjunct faculty (see 3.2.3 below)
- Continued student diversity
- Support of students through university CARES grant and donor-funded emergency grants during the pandemic

- Diversified membership on the MPA Advisory Board
- Alumni outreach, to draw upon the diversity of our alumni
- Scheduled panel events with alumni and diverse professionals
- Three faculty receiving course transformation grants for diversity/inclusivity
- University adoption of a course assessment and audit tool
- Faculty service as co-chair of Faculty Diversity Committee
- Faculty publication on the racialized context of public administration
- Experiential and community engaged learning opportunities

3.2.3. Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

The last full-time faculty hire was for the 2012-13 academic year. The seven nucleus faculty members include two persons of color: one Latinx and one Asian. Both were international faculty at the time of hire, from Mexico and South Korea respectively. The faculty includes four male and three female faculty.

We consider it a significant accomplishment that we have a core group of active practitioners as adjunct faculty. They are diverse in terms of both demographic and professional background. One identifies as both Asian and Hispanic/Latinx, one as Black/African-American, and one as Latinx. Two of the four have earned doctoral degrees; a third is a PhD candidate. Additional biographical details are included in the appendix.

*Please note that the total number of faculty teaching in the self-study year is 11. The table in 3.2.1 does not add up because one part-time faculty self-identifies in two categories.

Standard 3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

3.3.1. Exemplary activities for the last five years: in Faculty Reports

3.3.2. Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts. (Limit 500 words)

Research and Scholarship: Three of our seven nucleus faculty have been inducted into the La Verne Academy, our internal research academy. Marcia Godwin was inducted in 2020. Two of our faculty, Soomi Lee and Adrian Velazquez Vazquez, have won national and international conference presentation awards.

Community and Professional Service: Jack Meek served as NASPAA President (2018) and Suzanne Beaumaster has chaired NASPAA's doctoral education committee. Keith Schildt is a

leader in Slow Food nonprofit organizations and has presented internationally while Professor Lee has been active in networks related to universal basic income. Matthew Witt is active with Sustainable Claremont. Adrian Velazquez Vazquez served as Southern California President of ASPA. Professor Godwin provides extensive media commentary to regional and national publications.

Engaging Students: an MPA student was part of the 2nd place NASPAA student simulation team. Several students have presented their capstone projects at professional organization conferences and one student received the second-place paper award at the Conference of Minority Public Administrators national conference. An MPA alumnus received a NASPAA alumni spotlight award for his efforts to involve the community via social media in public safety programs. Another alumnus was selected for the City of Phoenix Management Intern Program and featured on Spanish-language television. Faculty have led comparative public administration courses to Portland, Oregon; Copenhagen, Denmark; and Amsterdam, Netherlands. Professor Schildt's students have been involved in successful advocacy efforts on food policy. We regularly offer professional networking events and experiential learning projects.

Standard 4: Matching Operations with the Mission: Serving Students

Standard 4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

4.1.1 Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

The program's recruiting efforts are coordinated through Admissions Counselor Sarah Prosenko, who communicates with prospective students. She also establishes outreach efforts with professional associations and employers. We have partnership agreements with cities and counties, but also rely upon our MPA scholarship initiative for government employees to ensure that prospective students who share our mission are able to choose our program. Until the pandemic, the university hosted in-person information sessions six to twelve times a year where prospective students meet with the admissions counselor and MPA Director. This approach highlights the personalized approach of our program and distinguishing characteristics. We are hosting individual and group information online with the pandemic.

We have the university's website and implemented admissions software to improve the admissions process. The university has expanded marketing efforts, which now encompasses digital marketing, radio and television advertising, and print media. Still, a substantial number of our applicants have expressed interest in our program because of contact with current students or alumni who speak highly of the degree. Most of those who inquire work full-time and are interested in our evening format. However, we offered an incentive to alumni from related undergraduate majors two summers ago, who are already familiar with the university's mission and approach. We are considering whether to offer this incentive again. We receive a few applications from international students, but there are travel restriction problems because of the pandemic.

Tuition costs are clearly identified on our program website and in the annual marketing flyer included in the appendix for Standard 7.

Standard 4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

4.2.1a Admissions Criteria and Mission. How do your admission policies reflect your program mission? (Limit 250 words)

We have implemented a three person MPA admissions committee since our last self-study. The current members are the MPA program director and the last two directors of the program. The committee review and the implementation of admissions software have provided for a more collaborative review process. We focus, in particular, on the statement of purpose that is to

demonstrate the applicant's ability to write at a graduate level, experience and/or interest in public and/or nonprofit administration, and how the MPA program complement's the applications interest in public service and its values.

The admission policy has a minimum requirement of an undergraduate degree from an accredited institution, a minimum GPA of 2.8, and two positive references attesting to the ability of the applicant to successfully complete graduate level college coursework. Applicants with GPAs under 2.8 who have substantial work experience may be considered. While our catalog includes an option for submitting a GRE score for lower GPAS, we have not invoked this provision and may change this language in the future. Our university adopted a SAT test-optional policy this past year, consistent with the university's mission to provide access to education. Our university is top-ranked nationally in social mobility.

4.2.1b Exceptions to Admissions Criteria. Discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

Many of our applicants are the first in their families to graduate from college and to seek a master's degree. Often, there are family and financial circumstances that contributed to inconsistent grades and longer degree completion times. Therefore, we formally adopted a catalog change in Fall 2017 to consider lower undergraduate GPAs for applications with substantial work experience, upon recommendation of our MPA admissions committee to provide more transparency on our admissions criteria and stipulations. Many applicants are now settled in a career path and poised for promotion. The MPA admissions committee most often includes a stipulation that limits the student to taking one class only in the first term (GPAs closer to the 2.80 level) and one class only for three terms for lower GPAs. We have found that this type of stipulation allows for more personalized advising and referral to support services, like our Academic Success Center. It also provides for students to adjust to taking coursework again, with many having earned their undergraduate degree some years earlier.

Since the pandemic, the university has waived the requirement for two letters of recommendation, although we do still receive them for many students. The \$50 application fee, which had been waived only for information session attendees and alumni, has now been waived for all applicants. We also have provided more flexibility on receipt of final transcripts. When we had the program for university undergraduates two summers ago, we also waived letters of recommendation. We have not experienced a decline in the quality of applicants with these provisions, but it is helpful for applicants to document support for their education through letters from work supervisors. It also helps in the assessment of whether an internship should be recommended or required.

4.2.1c Admissions Criteria (check all that apply)

Bachelors Degree, Required
 Letter of Recommendation, Required
 Resume, Required
 Standardized Tests, N/A
 GRE, No
 GMAT, No
 LSAT, No
 TOEFL, No
 Other Standardized Test, No

4.2.2a Please provide the following application, admission, and enrollment data for the Self-Study Year (SSY).

4.2.2a Admission Numbers	Self Study Year (SSY)
Total SSY Applicants	75
Total SSY Admits	44
Total SSY Enrollments	25
Fall SSY Total Full Admissions	33
Fall SSY Total Conditional Admissions	11
Fall SSY Total Full Enrollments	17
Fall SSY Total Conditional Enrollments	8
Fall SSY Total Pre-Service Enrollments	5
Fall SSY Total In-Service Enrollments	20

4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year: 43**4.2.2c Admitted/Enrolled Students and Mission. Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data. (Limit 250 words)**

Most MPA students are employed full-time in public or nonprofit service, which is reflective of our mission to prepare professionals for socially responsible roles in public service. We also have some students who are ready to apply for public service employment, who may have an internship requirement upon admission. As discussed further below, it has been relatively common for students to obtain employment before taking the internship course. In addition, dual degree MPA/JD students who have a second-year law externship related to public service may also have the MPA internship requirement waived upon completion. We had eight newly enrolled students with admission conditions in the self-study year. Seven were limited to one

class per term at the beginning of the program; the eighth student had a writing requirement.

Most students enroll in one or two courses per term. Therefore, the Full-Time Equivalent is less than the number of students enrolled in the program. As discussed in Standard 4b, the MPA student population has been ethnically diverse. Faculty are generally pleased with our students' match with our mission, their academic development, and positive approach to graduate education. However, we have struggled to maintain enrollments. The new economic admissions system, digital marketing efforts, and relatively new enrollment management leadership have succeeded in increasing the number of applicants. As discussed with Standard 6, we believe that we would benefit for a strategic visit related to increasing enrollments, growing out concentrations, tuition modeling, and outreach.

Standard 4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

4.3.1 Academic Standards and Enforcement. Describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

Upon admission, the student contacts the Program Coordinator/Advisor to discuss an appropriate course of study and course completion plan. At this point, student is encouraged to explore personal goals and the goals of the program. Students also receive a written guide with key information. The MPA Program Director assumed the advising role for most of 2019-20 because of a staff vacancy. During this time, the Program Director converted the plans to study to the online Degree Tracker system, available via the MyLaVerne Portal. This system is used for students who first enrolled in Fall 2017 or later. The front page includes all completed and registered classes with grades. The system also matches courses to concentrations. The plan of study allows for notes and any director-approved items to be recorded. A note is also added to prompt students on when to complete the Advanced Standing process before they can take Graduate Seminar.

A two-year tentative MPA course schedule is posted on MPA Community on our Blackboard site. Other academic standard and policies are available in the University catalog and through Graduate Academic Services. We engage in active program advising and have been very successful in eliminating any scheduling situations that would delay graduation or require a directed study. The advisors closely monitor student retention and the university sends out multiple alerts during the registration period.

Academic progress is monitored several ways. Professors alert the program coordinator/advisor of students who have demonstrated less than acceptable performance. Secondly, at the conclusion of each term, grades are reviewed by and program coordinator/advisor for possible problems with academic performance. If warranted, the student is asked to meet with the program director to discuss program completion and any potential problems associated with that

completion. Students are always offered the services of the University's Academic Success Center.

4.3.2 Support Systems and Special Assistance. Describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

We carefully monitor the academic progress of all new students. This process is facilitated by offering our introductory course twice per year. Professors alert the program coordinator/advisor of students who have demonstrated less than acceptable performance; our course-embedded assessment process also can flag issues that might not be apparent by focusing solely on the overall course grade. Our program advisor directly contacts students who appear to be struggling, including but not limited to those on academic probation. If warranted or if the student prefers, the student is asked to meet with the program director. We may require or counsel appointments with our Academic Success Center, which provides graduate-level writing and statistics resources. We may also advise dropping down from two courses a term to just one; some students voluntarily switch back and forth depending on their professional workload or family circumstances. Our university has also expanded its counseling and other support services, to make reporting and self-referrals much more accessible. During the pandemic, we have offered CARES grant and a donor-funded emergency grant program to students who may be struggling financially and/or have technological needs.

We also offer support services within classes, which reflects our working adult population. Librarians are available to attend classes and the Academic Success Center offers course-embedded tutoring services.

4.3.3a. Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3-year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	30.00	9.00	17.00	23.00	24

4.3.3b

Please define your program design length: Terms, 7

4.3.3c Completion Rate additional information / explain. Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

Our students primarily are working adults. Students who choose to take two courses per term are considered full-time and may graduate in just under two years (7 terms). Therefore, the students who graduated within two years were full-time throughout their program or may have been part-time for only 1-2 terms. The students who graduated within three years had a mix of full-time and part-time terms; they may have started part-time as they became acclimated to graduate work, had changes in work schedules, or taken summers off. Those who graduated within four years were exclusively part-time students, taking one class per term for 13 terms and graduating in just over three years. In this particular cohort, we did have one student who petitioned to take three courses one term and graduated in six terms; this student was a veteran who did not work during the program. We also had one student who struggled to complete coursework, but was able to graduate within our five-year time limit. Six students did not complete the program; two were on academic probation and one chose to transfer to another program with a different mission.

4.3.4 Career counseling and professional development services. Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

Most of the students in the La Verne MPA program are in-service students. However, many are posed for promotion and we do have some students are attending the La Verne program at the entry stage of their careers. The University has developed a Career Service Office that is able to facilitate general needs of a very broad set of stakeholders and offers life-long services to alumni. Since the last self-study, our college has established its own career development office to provide more specialized support. These staff have provided valuable support to students, especially in updating resumes and cover letters to reflect updated skills and qualifications. We also especially embedded these activities in our introductory and graduate seminar courses. Currently, one of the two college positions is vacant, but we hope to continue these activities. The full-time faculty and practitioner part-time faculty also directly and regularly mentor students.

We regularly sent out announcements of job openings and professional networking opportunities to our students. Interestingly, even students who are not actively seeking employment appreciate the job announcements as they often know colleagues and family members who may be interested. Since our last self-study, we have added federal agency announcements and have joined the Los Angeles area steering committee for the Volcker Alliance's Government to University Initiative. We offer student-professional dinners twice per year through the Southern California ASPA Chapter, host a City Manager in Residence, invite Advisory Board members to program events, and host professional network events (Municipal Management Association of Southern California, San Gabriel Valley Public Affairs Network, Women Leading Government, etc.) We are developing our ICMA Student Chapter and an MPA alumni chapter.

4.3.4a(1) Internship Requirement. Describe your program's internship requirement(s), any prerequisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

Internships are a requirement for students that do not have one-year or more of experience in public or nonprofit organizations. The internship course can be taken as part of a concentration or set of electives. A minimum of 160 hours of experience in a paid or unpaid position in a diverse public or nonprofit organization is required. Dual degree MPA/JD students without prior public service experience can have the requirement waived if their law program externship is related to public service. Students can be granted a waiver by the MPA Director if they fill out a waiver form and provide documentation of job responsibilities and employment. The internship information is made available on the MPA Community Blackboard site. The internship is placed on the program of study by the end of the year of coursework, which has served as an incentive to begin seeking out employment or an internship early in the program.

4.3.4a(2) How many internship placements did the program have during the Self Study year? 1

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.) California Department of Corrections

4.3.4a(4). Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

Until the pandemic, our pre-service students were very successful in rapidly gaining public sector employment. With the pandemic, we have delayed the requirement to take the internship course until later in the program and may follow other MPA programs in allowing for some extenuating circumstances exceptions through the substitution of a more experiential learning course. Still, we are continuing to strive to match students with job and internship opportunities.

Each student must schedule an initial conference with the MPA Internship Director, Professor Keith Schildt, to discuss the internship requirements and career goals in advance. Approval of the internship placement by the MPA Internship Director is required prior to beginning the internship. The MPA Program Director often also counsels students about internship and job opportunities because of her background in local government and involvement with the Government to University initiative.

The internship site supervisor is expected to assist the student in drafting a proposed internship plan that clearly identifies the tasks and responsibilities of the intern, the dates and hours to be committed to internship activities, and the intern's proposed independent projects. In addition, the supervisor must provide appropriate supervision to assist the intern in meeting the expectations and performing the activities of their internship. Efforts are made to maximize the intern's time and enhance skills and learning while at the internship site. Any major changes in the scope of the activities, time commitment, or other issues must be approved by the MPA Internship Director.

Typically, the internship is used to assist students in career development and the Internship Director has been active in working with internships students during their academic tenure. As noted before, we encourage pre-service students to apply for paid employment or seek out an internship early in the MPA program.

4.3.4a(5). Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

The internship site is selected with advice from the Internship Director and is based on the career interests of the student. As noted, most of our students are in-service and, until the pandemic, the

public service employment market was very strong in the Los Angeles region. Therefore, we have had relatively few students take the internship course each year. The internship reported this year is an ongoing virtual internship with the California Department of Corrections, with a student interested in criminal justice issues. A Spring 2020 graduate had an internship with the City of Santa Ana doing public information work and was quickly hired into a 3/4-time permanent position in economic development at the City of San Marino. A Summer 2019 graduate had an internship with a public affairs firm and then was hired by the premier multi-family and master planning developer in our region; the firm's leader also maintains strong philanthropic programs, sponsors educational fellowships, and engages in community outreach. Two other students, who both graduated in Fall 2019, opted for internship waivers in favor of other concentration courses after obtaining paid positions with the cities of Buena Park and Claremont. An internship waiver was approved this summer for a student who obtained employment in a healthcare organization.

4.3.4b. Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	1
City, county, or other local government in the same country as the program	11
Nonprofit domestic-oriented	4
Private sector (not research/consulting)	1
Unemployed seeking employment	1
Status Unknown	1
Total Number of Graduates	20

Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services. Describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

***Diversity training and workshops for students, faculty, and staff
Frequent guest speakers of a "diverse" background
Formal incorporation of "diversity" as a topic in required courses
Student activities that explicitly include students of a diverse background
Etc. (Limit 250 words)***

4.4.1 Ongoing "Diversity" Activities

These activities are described in fuller detail in our diversity plan (appendix to Standard 3), since the diversity and inclusivity are core values of our university and program. To repeat the discussion in Standard 3, we consider diversity/inclusivity/equity a major strength of our program, with these topics embedded in our curriculum. Diversity/inclusivity is a core value of the University and we are a Hispanic Serving Institution. The MPA mission includes competencies related to the changing context of public administration and the practice of public administration in diverse public organizations, which are assessed in PADM 501, Administration & Society, and PADM 531, Organizational Theory and Development. The updated diversity plan broadens the scope and review of our efforts to: (1) full-time and part-time faculty, (2) students, (3) advisory board and alumni chapter, (4) speakers and special events, and (5) curriculum. Some of the highlights include:

- Increased diversity of adjunct faculty
- Continued student diversity
- Support of students through university CARES grant and donor-funded emergency grants during the pandemic
- Diversified membership on the MPA Advisory Board
- Alumni outreach, to draw upon the diversity of our alumni
- Scheduled panel events with alumni and diverse professionals
- Three faculty receiving course transformation grants for diversity/inclusivity
- University adoption of a course assessment and audit tool
- Faculty service as co-chair of Faculty Diversity Committee
- Faculty publication on the racialized context of public administration
- Experiential and community engaged learning opportunities

Briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of 'underrepresented populations' may vary between programs, given mission-oriented 'audience' and stakeholders, target student populations, etc). (Limit 250 words)

4.4.2 Program Recruitment Diversity Activities

The diversity of our student body is seen as one of our key strengths, as mentioned elsewhere in this self-study. We are fortunate to have a diverse student body that seek out our program because of its good reputation and equitable academic practices. A report on our student diversity with regard to applicants, admitted and matriculated students, is available in the admissions report attached as an appendix to this standard. Our university's efforts in recent years to open a Veterans Success Center and advertise its rankings for veteran services appears to have contributed to a small increase in the number of veterans. Our university faculty and administrative leadership has also become more diverse since our last self-study. As covered in the Standard 6 discussion, we would like to undertake a gap analysis on public service professions, including the nonprofit sector, to strategically grow our program.

4.4.3a Ethnic Diversity - Enrolling Students	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	1	4	1	3	
Asian, non-Hispanic/Latino	3	0	1	1	
Hispanic / Latino	9	22	9	29	
White, non-Hispanic/Latino	5	2	4	3	
Two or more races, non-Hispanic/Latino			2	0	
Race and/or Ethnicity Unknown	3	2	2	0	
Total	21	30	19	36	

Provide any additional information regarding the diversity of your student population. (Limit 250 words)

We have included the total Fall student enrollment in this chart, rather than the number of new enrollees, to provide a complete picture of our student population. (Our relatively small program size also makes it difficult to preserve confidentiality in a cross-tabulated format.) The number reporting two or more races may include Hispanic/Latino as one of the races. New students for 2019-20 were: 76% female, 64% Hispanic/Latino, 12% Black/African American, and 8% two or more races. We have not had any nonresident aliens or American Indian/Alaska Native in recent

years. We have admitted international students and DACA recipients, including increased numbers for 2020-21. We do not know yet how many will enroll. Due to the pandemic, international students have found it difficult to travel to the United States.

4.4.3c. Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

A report on our student diversity with regard to applicants, admitted and matriculated students, is available in the admissions report attached as an appendix to this standard.

Standard 5: Matching Operations with the Mission: Student Learning

Standard 5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

The La Verne MPA Assessment Program is attached as part of the appendix to this standard. In addition, the most recent summary of assessment outcomes (preliminary 2019-20 data) is included in the appendix for Standard 1.

The La Verne MPA program addresses its program mission learning goal "to understand the intra and inter organizational aspects of public administration" and the NASPAA universal competency "to lead and manage in public governance" through Program Objective 6 where each student is to: Understand the unique nature and challenges of leadership in the public sector, highlighting the discussion of internal and external factors that make government and not-for profit organizations different from organizations in the private sector.

Learning outcomes for Objective 6 (51) where students demonstrate the ability to:

6-1 Analyze the unique challenges of public sector leadership and identify the differences between government and private sector leadership.

6-2 Understand how the most successful leaders are able to influence followers through the effective communication of well-reasoned ideas, proposals, and values reflective of the greater good.

To participate in and contribute to the public policy process

The La Verne MPA program addresses the NASPAA universal competency "to participate in and contribute to the public policy process" through Program Objective 8, where each student is to: Describe and work within the institutional, structural, and political contexts of policy making.

Learning outcomes for Objective 8 (PADM 533) where students demonstrate the ability to:

8-1. Conduct research and provide an informed written comment using the www.regulations.gov website.

8-2. Conduct research and utilize descriptive statistics, and develop a realistic advocacy strategy to influence public policy.

To analyze, synthesize, think critically, solve problems, and make decisions

The La Verne MPA program addresses its program mission learning goal "to understand the role of quantitative analysis plays in public administration decision making" and the NASPAA universal competency "to analyze, synthesize, think critically, solve problems, and make decisions" through Program Objective 5, where each student is to: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.

Learning outcomes for Objective 5 (PADM 582) where students demonstrate the ability to:

- 5-1. Summarize and describe quantitative information in several different forms.
- 5-2. Understand, perform, present, and interpret inferential statistics.
- 5-3. Apply statistics to public policy/administration analysis.

To articulate and apply a public service perspective

The La Verne MPA program addresses its program mission learning goal "to understand the inherent social role and ethos for the public, private and nonprofit sectors" and the NASPAA universal competency "to articulate and apply a public service perspective" through Program Objective 4A where each student is to: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors.

Learning outcomes for Objective 4A (PADM 501) where students demonstrate the ability to:

- 4-1. Be able to define the unique nature of public administration through the use of key public administration concepts, identifying the role of the public administrator and their decision-making alternatives in the public administrative context.
- 4-2. Understand the nature of the issue and its operational definition, the challenges and consequences of policy issues, the adequacy of administrative processes within an administrative context, and the differences with nonprofit or private processes.

To communicate and interact productively with a diverse and changing workforce and citizenry

The La Verne MPA program addresses its program mission learning goal "to understand the implications of diversity in public organizations"" and the NASPAA universal competency "to communicate and interact productively with a diverse and changing workforce and citizenry" through Program Objective 3, where each student is to: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting.

Learning outcomes for Objective 3 (PADM 531) where students demonstrate the ability to:

- 3-1. Analyze theories of organizational theory and behavior as applied to the field.
- 3-2. Evaluate methods of managing and enhancing culture in the workplace based on contemporary theory.

- 3-3. Apply theories to organizations to illustrate efficacy in practices.
- 3-4. Analyze theories of decision-making for application in the public sector.
- 3-5. Think critically and communicate effectively in organizational settings.

Standard 5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

Program mission learning goal: Effective Use of Public Resources

Program Objective 1. Utilization of public resources in efficient & effective ways.

Learning outcomes for Objective 1 (PADM 534) where students demonstrate the ability to:

- 1.1 Comprehensively understand budgeting and fiscal management.
- 1.2. Conduct fiscal analyses

Program mission learning goal: To understand the concepts of fairness and justice in public service

Program Objective 7: To demonstrate comprehensive understanding of and skill in applying the Ethical Problem Solving Model.

Learning outcomes for Objective 7 (PADM 555) where students demonstrate the ability to:

- 7-1 Comprehensively understand ethical principles and the ability to apply ethical reasoning to one's own development as a public service professional.
- 7-2 Comprehensively understand organizational ethics and the ability to apply practices to public service organizations.

Standard 5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals

Our mission including preparing professionals to take on socially responsible roles in public leadership and service. Most of our students work in the broader Los Angeles region and for local government agencies. Therefore, we offer an Urban Management & Affairs concentration within our program; most of our graduates select this concentration, but most of the coursework is applicable to other types of public service professions. For example, our course offerings include Managing Sustainable Communities, Managing Complex Systems, and Collaborative Public Management. If students wish to have the named concentration, they are required to take

the urban theory and politics course. These courses emphasize socially responsible leadership and service along with skills needed to be collaborative and adaptable.

Nonprofit was the second concentration offered by our program, in recognition of the growing importance of this area, much as NASPAA has now updated its standards to include both the public and private sectors in public service. The courses have been offered by the MS in Management & Leadership program, drawing students from both the MPA and MSLM programs along with a few students from the MBA for experienced professionals program.

More recently, we have added Public Health and Gerontology (Aging Studies) concentrations. Public health and social gerontology professionals provide public service and are offered within our department. Part of the impetus for offering these concentrations came from our students who had participated together in elective comparative public administration travel courses. We are also now offering an elective summer applied research course that includes both health and public administration students.

Having students from multiple concentrations has added depth to our core courses as well, as students consider issues and topics from multiple perspectives. Our mix of courses also appears to align well with the proposed new College of Health and Community Well-Being. We are considering whether to move the MPA program and other programs in our department to the new college when it is established.

5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.

Students revisit their concentrations in our Graduate Seminar course. They appreciate the opportunity to tailor their coursework to different interests and being able to emulate working collaboratively with diverse groups. We see the potential for growth in our newer concentrations. We have several new students starting this fall who have employment related to public health, including some who were hired as a result of the pandemic. They are interested in public administration as a field, but also wish to take specialized courses. The nonprofit sector is growing in the Los Angeles region as well. Our catalog changes in 2019-20 have included revising the Gerontology program to more of an Aging Studies focus.

All of the NASPAA competencies relate to these concentrations - expanding the conceptualization of a public service perspective, communicating with diverse populations, leading through governance, participating in policy processes, and being able to synthesize while decision making. Having this diversity of students, thus, deepens learning in our core courses as well as in the concentration/elective courses.

5.3.3 Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).

The MPA program offers the Urban Management and Affairs courses. In conjunction with our department chair, faculty are scheduled who have the same level of qualifications as with core courses. Most of the concentration courses are taught by nucleus faculty, including the required Urban course. The Deputy Director of the Port of Long Beach, a DPA alumnus, has taught our collaborative public management course for several years. Our sustainable communities class is currently taught by a doctoral candidate with experience and coursework in the fields of public health, environmental policy, and urban politics.

The nonprofit courses are taught by another department, but we have had a relatively active role. We also have periodically directly offered a grant management course, open to nonprofit and urban students; we are doing so again this fall with the part-time faculty member who also teaches nonprofit fundraising. We discuss the faculty nonprofit further in the diversity plan. All are very experienced and two have earned doctorates.

The public health and aging studies concentrations are offered within our department, which means that scheduling is overseen by our department chair. The public health courses are part of the Master of Health Administration program, which is directed by an MPA nucleus faculty member. The full-time faculty member in the Aging Studies concentration also has an MPA degree and teaches in our DPA program.

5.3.4 Optional: If the program would like to add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.) please do so here.

The concentration courses offered through the MPA program receive course evaluation ratings similar to core courses and there do not appear to be any differences in graduation rates and retention for those choosing the nonprofit or public health concentrations. We have, though, had a few MPA students who chose to transfer to the Master of Health Administration program. We do consider the Applied Research and Comparative Public Administration courses to be innovative, in offering experiential learning to multiple majors. We also received permission from NASPAA to recruit students from across our department for the global pandemic student simulation two years ago, which provided another opportunity to strengthen networking across degrees and concentrations.

PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

Recommends attaching an appendix.

Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

Definition of student learning outcome for the competency being assessed:

The La Verne MPA program addresses its program mission learning goal "to understand the inherent social role and ethos for the public, private and nonprofit sectors" and the NASPAA universal competency "to articulate and apply a public service perspective" through Program Objective 4A where each student is to: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors.

Learning outcomes for Objective 4A (PADM 501) where students demonstrate the ability to:

- 4-1. Be able to define the unique nature of public administration through the use of key public administration concepts, identifying the role of the public administrator and their decision-making alternatives in the public administrative context.
- 4-2. Understand the nature of the issue and its operational definition, the challenges and consequences of policy issues, the adequacy of administrative processes within an administrative context, and the differences with nonprofit or private processes.

Evidence of learning that was gathered:

As with the other competencies, the MPA faculty engage in an iterative learning process that includes:

1. Define the goals and learning objectives of the MPA program.
2. Break down each learning objective into several measurable learning outcomes.
3. Prepare a matrix that shows all the learning objectives and outcomes and the MPA courses in which they are going to be assessed.
4. Develop the instruments to measure or assess the learning outcomes.
5. Develop a rubric for the assessment of the learning outcomes.
6. Set an overall target for student learning.
7. Collect assessment data.
8. Analyze the data.
9. Continuously re-evaluate the curriculum, goals, objectives, learning outcomes, instruments, and rubric.

More specifically, this course is offered twice a year and assessments are completed with each course. Students in Graduate Seminar also complete a course matrix assignment, which is a good gauge of student retention and learning since the course must be taken in the first or second term.

How evidence of learning was analyzed:

Program assignments are archived for further review. The assessment "scorecard" with outcomes is reviewed annually by the faculty and MPA advisory board. Professor Godwin, the MPA Director, also received a course transformation grant in Summer 2020 and used the first part of the grant period to review the PADM 501 syllabus, materials, and course objectives.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

Including this competency for assessment in the PADM 501 course guides faculty in emphasizing the evolving nature of public service and promoting student interactions. We have rotated faculty for the course in recent years and moved the course to remote learning with the pandemic. We are revisiting course materials in light of the prospect of having both in-person and remote learning modalities in the future. We consider this course to be the gateway to the field of public administration and also our core values. With Professor's Godwin's review, we are considering having the other program competencies more directly introduced as complementary objectives but continuing to focus assessment on the public service competency. As we update our assessment plan in 2020-21 for the 2019 NASPAA standards, we expect to update terminology about public service and the learning outcomes.

Mission-Specific Required Competencies: One Assessment Cycle (If applicable)*Definition of student learning outcome for the competency being assessed:*

Program mission learning goal: To understand the concepts of fairness and justice in public service

Program Objective 7: To demonstrate comprehensive understanding of and skill in applying the Ethical Problem Solving Model.

Learning outcomes for Objective 7 (PADM 555) where students demonstrate the ability to:

7-1 Demonstrate comprehensive understanding of ethical principles and the ability to apply ethical reasoning to one's own development as a public service professional.

7-2 Demonstrates comprehensive understanding of organizational ethics and the ability to apply practices to public service organizations.

Evidence of learning that was gathered:

As with the other competencies, the MPA faculty engage in an iterative learning process that includes:

1. Define the goals and learning objectives of the MPA program.
2. Break down each learning objective into several measurable learning outcomes.

3. Prepare a matrix that shows all the learning objectives and outcomes and the MPA courses in which they are going to be assessed.
4. Develop the instruments to measure or assess the learning outcomes.
5. Develop a rubric for the assessment of the learning outcomes.
6. Set an overall target for student learning.
7. Collect assessment data.
8. Analyze the data.
9. Continuously re-evaluate the curriculum, goals, objectives, learning outcomes, instruments, and rubric.

More specifically, this course is offered once or twice a year and assessments are completed with each course. Students in Graduate Seminar also complete a course matrix assignment.

How evidence of learning was analyzed:

Program assignments are archived for further review. The assessment "scorecard" with outcomes is reviewed annually by the faculty and MPA advisory board. This course was taught as a remote learning class for the first time in Summer 2020. Because there was enough advance time, Professor Godwin focused the remaining part of her course transformation grant to revise the course for this new modality. She will be directly surveying students on different aspects of the course (student lead break-out discussion, online discussion, live discussion, recorded guest speakers, course materials, and video components).

How the evidence was used for program change(s) or the basis for determining that no change was needed:

The initial objectives were based on an illustrative case of ethical decision-making. After the rubric was developed to assess the learning objective, evidence of student performance was based on case analysis where various dimensions of case assessment were assessed. However, the faculty teaching the course now use a casebook, with a variety of cases in ethical-decision-making. Therefore, the course objectives were revised to separate out more individualized conceptions of ethical decision-making and organizational ethics. Now that we have experience with both in-person and remote learning, we will be revisiting whether to continue with these objectives.

As a program, the first part of our mission statement review indicated that ethical responsibility is a core value for faculty, students, and stakeholders. We, therefore, are considering whether to revise the mission-based competency description to more specifically identify ethical responsibility. We are also examining whether the original focus on fairness and justice may be better served by refining our assessment related to diversity, inclusivity, and equity.

Standard 5.4 Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Be certain to indicate the relative frequency of each activity.

We describe these activities in detail in the diversity plan that is included as an appendix to Standard 3. Both experiential learning and interactions with practitioners are integral to our mission to prepare our students for socially responsible roles. To outline these:

Adjunct faculty practitioners from city government, county government, port operations, and public health. Each teach a minimum of once per year. In recent years, we have scheduled a practitioner to teach the Management & Leadership core course, to ensure that all students have a course taught by a practitioner.

Practitioner guest speakers. Every term. (These have continued through the transition to remote learning with live sessions and recorded guest speaker interviews.)

Professional networking dinners, through American Society of Public Administration Southern California Chapter. Twice per year

City Manager in Residence program. Annually, sometimes overlapping with alumni board and other events

Alumni and practitioner panels for career networking and current issues. Once to twice per year
MPA advisory board members. Invited to program events; minimum of twice per year at
Graduate Seminar capstone presentations.

Comparative public administration course. Had been offered about every other year prior to the pandemic

Policy formation course, includes interest and nonprofit advocacy groups. Core course, required of all students.

Applied research course. Offered annually, summer term, elective/concentration course.

NASPAA Student Simulation. Three students per year participate in the competition. We offer other simulation exercises in other courses.

As discussed in our diversity plan, we plan to expand our ICMA student chapter and develop an alumni mentoring program.

Standard 6: Matching Resources with the Mission

Standard 6.1 Resource Adequacy: The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

If available, please provide the budget of the degree seeking accreditation: \$690,000 (revenues)
6.1a Overall budget for program: Stable

6.1b Please describe the adequacy of your program's budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program's ability to support its faculty, staff, and students, including the areas noted above.

We believe that we would benefit from a strategic site visit, which would include a review of program resources, tuition modeling, and outreach strategies. We also would like to strategically plan for growing our enrollment and students within our concentrations. We have a matrix budgeting structure and share supporting personnel with other areas, which makes it difficult to benchmark resources with other MPA programs. The MPA-specific revenues have gone up with tuition increases. However, the direct expenditure budget, which does not include full-time faculty salaries and other support services, declined in 2019-20 and 2020-21. We maintain a full-service program with a high number of student events and personalized program features.

The budget listed in 6.1a represents the total MPA revenues. Direct expenditures in the MPA budget have ranged from \$117,000 to \$156,000 per year over the last five years. Full-time faculty expenditures are part of the Department of Public and Health Administration budget. Expenses charged directly to the MPA program have included half of an academic program advisor, adjunct faculty, full-time faculty overload contracts, the MPA scholarship initiative, NASPAA membership fees, NASPAA conference expenses for the principal representative, and food expenses for the MPA advisory board and graduate seminar poster sessions. In the last few years, we have also reimbursed students for the non-NASPAA reimbursed portion of expenses for participating in the student simulation competition.

The MPA expenditure budget has been reduced because of a vacancy in the program advisor/coordinator position, who had also performed a number of other administrative responsibilities for the program. The MPA Director took upon program advisor/coordinator responsibilities for most of 2019-20, without extra compensation or course releases. Beginning in July 2020, an existing program advisor took on the bulk of the advising responsibilities. We estimate that the MPA program is about one-fourth of her workload, not including program coordination activities that are yet to be reassigned. During the transition, we moved student programs of study from a manual to an online system, ahead of the pandemic. This change has improved efficiency and made us better prepared for moving to telework. The university also upgraded its admissions system to a more fully automated system a year ago, which has especially improved the speed and efficiency of graduate admissions.

Faculty at the university also have been scheduled to teach one additional course for 2020-21, with no extra compensation, as part of pandemic-related cutbacks. It is unclear to what extent that the extra teaching will reduce MPA expenditures since summer courses are not part of regular teaching loads and we have a limited number of adjunct faculty.

Faculty have received faculty development funds through the department budget. While the travel portion has been cut for this year, funding is continuing for professional memberships and virtual conference registrations. The university also has a separate, competitive faculty development grant program. The college also has been generous with research stipends and support; funding has been temporarily suspended with the pandemic. The college has funded NASPAA conference sponsorships in recent years, a local host sponsorship for the 2020 ASPA conference, and the Pi Alpha Alpha initiation fees for our first inductees. MPA nucleus faculty have had graduate assistants, which is derived from also having a Doctor of Public Administration (DPA) program. Because of budget cuts with the pandemic, we do not know yet if we will have GAs this academic year. All full-time faculty have offices and there is a separate MPA reference room. There is a conference room in the middle of our office area; it has been used as a small classroom part of the time.

The MPA Director is the primary administrative support for the program in addition to the program advisor. The Director receives 1.5 course releases (2 releases in a self-study year) and a \$2,000 stipend, intended to compensate for the year-round nature of the program. Newly adopted university-wide policies on department chairs and program directors would increase the stipend. However, it was not enacted in 2020-21 because of the pandemic. The program also benefits from an admissions counselor in graduate admissions, who is assigned to several programs. The department chair, who is part of the MPA nucleus faculty, supervises faculty and oversees department scheduling. A departmental administrative assistant also regularly assists the MPA program (student announcements, meeting scheduling, book orders, catering orders, Pi Alpha Alpha honor society, etc.) Our college has had its own career development staff, who have provided valuable career, resume, and cover letter development services. The college currently has one career development specialist; the second position, which had been dedicated to graduate programs, is currently vacant because of the pandemic.

The Academic Success Center, Student Affairs, Graduate Academic Services, Registrar, Library, and Informational Technology provide services to our programs. Within the last few years, tutoring services for graduate students has expanded. Tutors are also available for in-class embedded sessions.

Tuition affordability is a concern. We are currently providing a 15% MPA scholarship to government employees as an alternative to employer partnership agreements. Two years ago, we offered a similar scholarship to undergraduate alumni and may offer it again in the future. Several MPA students have received university CARES grants and funds from a donor-funded emergency grant program. In the last few years, we have established an MPA fund for donations. To date, it has a balance of \$1,345. We would like work further with Advancement on more focused fundraising activities for student activities and scholarships.

During the self-study year and two preceding years, how frequently were your required courses offered?

	Required Course (list them by course catalogue name and number)	Frequency
Course 1	PADM 501, Administration & Society	More than one semester, session, or quarter per year
Course 2	PADM 510, Management & Leadership	More than one semester, session, or quarter per year
Course 3	PADM 531, Organizational Theory & Development	More than one semester, session, or quarter per year
Course 4	PADM 533, Policy Formation	One semester, session, or quarter per year
Course 5	PADM 534, Budgeting & Fiscal Management	More than one semester, session, or quarter per year
Course 6	PADM 555, Ethics in Administration	One semester, session, or quarter per year
Course 7	PADM 561, Legal Environments in Public Administration	More than one semester, session, or quarter per year
Course 8	PADM 582, Quantitative Methods	More than one semester, session, or quarter per year
Course 9	PADM 596, Graduate Seminar	More than one semester, session, or quarter per year

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Urban Management and Affairs	16	4	7	5
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Nonprofit	5	4	6	6
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Public Health	0	4	5	4
Specialization	Number of students graduating with each concentration/specialization in SSY	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Gerontology/Aging Studies	0	4		

6.2c Explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

We currently offer courses with adequate frequency. The introductory course (PADM 501) and Graduate Seminar (PADM 596) are offered twice a year, as are most concentration courses. With current enrollments and with smaller summer term enrollments, we rotate some of the summer core offerings. We have offered an Applied Research course and a travel course (Comparative Public Administration) that can count toward multiple concentrations. The urban and nonprofit courses are generally offered annually. Some of the public health courses are offered twice a year. The gerontology/aging studies concentration has been revised and the frequency of course offerings has not been set yet. So far, we have had some students take gerontology courses as electives.

The specialization table does not include two (2) students who were dual degree MPA/JD students as JD courses are transferred as a Law concentration. The above table also does not include one student who graduated with electives rather than a named concentration. Additional years are shown in the appendix to this standard. We have also added information on the nonprofit concentration. This concentration is currently offered in another department. Over the last five years, about half of the nonprofit graduates have been from the MPA program. We are continuing with analysis of nonprofit course enrollments and other evaluative criteria.

We may have some scheduling challenges in the future because the university is increasing minimum class sizes from seven to ten, although exceptions can be made.

Standard 7: Matching Communications with the Mission

Standard 7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

7.1.1 Please provide a URL to the following information, which is to be made public, and kept current, by the program.

Degree Title	https://business.laverne.edu/mpa/
Organizational Relationship between Program and University	https://business.laverne.edu/graduate/
Modes of Program Delivery	https://business.laverne.edu/mpa/
Number of Credit Hours	https://business.laverne.edu/mpa/
Length of Degree	https://business.laverne.edu/mpa/
List of Dual Degrees	https://business.laverne.edu/mpa/
List of Specializations	https://business.laverne.edu/mpa/
Number of Students	https://business.laverne.edu/mpa/program-outcomes/
Mission of the Program - From Standard 1	
Mission Statement	https://business.laverne.edu/mpa/
Faculty - From Standard 3	
Number of Faculty Teaching in the Program	https://business.laverne.edu/faculty/
Program Faculty identified including credentials	https://business.laverne.edu/faculty/
Cost of Degree - From Standard 4.1	
Tuition Cost (in state and out-of-state)	https://business.laverne.edu/mpa/
Description of Financial Aid Availability, including Assistantships	https://business.laverne.edu/mpa/scholarship/

Admission - From Standard 4.2

Admission Criteria

<https://business.laverne.edu/mpa/requirements/>

Career Services - From Standard 4.3

**Distribution of placement of graduates,
graduating from the year prior to the
data year (number)**

<https://business.laverne.edu/mpa/program-outcomes/>

Current Student - From Standard 4.3

Internship Placement List

<https://business.laverne.edu/mpa/program-outcomes/>

Graduates - From Standard 4.3

**Completion Rate (Percentage of class
entering five years prior to data year
that graduated within 2 years and 4
years)**

<https://business.laverne.edu/mpa/program-outcomes/>

University of La Verne

Master of Public Administration 2019-2020 Self-Study Appendix I

Standard 1, Managing the Program Strategically

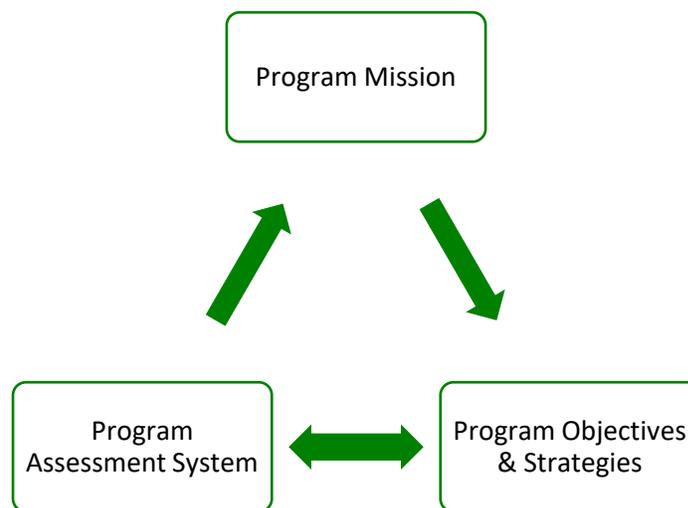
Included:

1. Mission Assessment Process
2. Teaching Evaluation Summary, 2015-16 to 2019-20
3. Exit Survey Summary
4. Course Embedded Assessment Outcomes, 2019-2020
5. MPA Catalog Changes Based on Program Assessment, 2013-2020
6. Meek, Jack W., and Marcia L. Godwin. "Iterative learning: Programmatic lessons from a course embedded approach to program mission assessment." *Journal of Public Affairs Education* 20, no. 3 (2014): 305-320.
7. Godwin, Marcia L., and Jack W. Meek. "The scholarly practitioner: Connections of research and practice in the classroom." *Teaching Public Administration* 34, no. 1 (2016): 54-69.

1. Mission Assessment Process

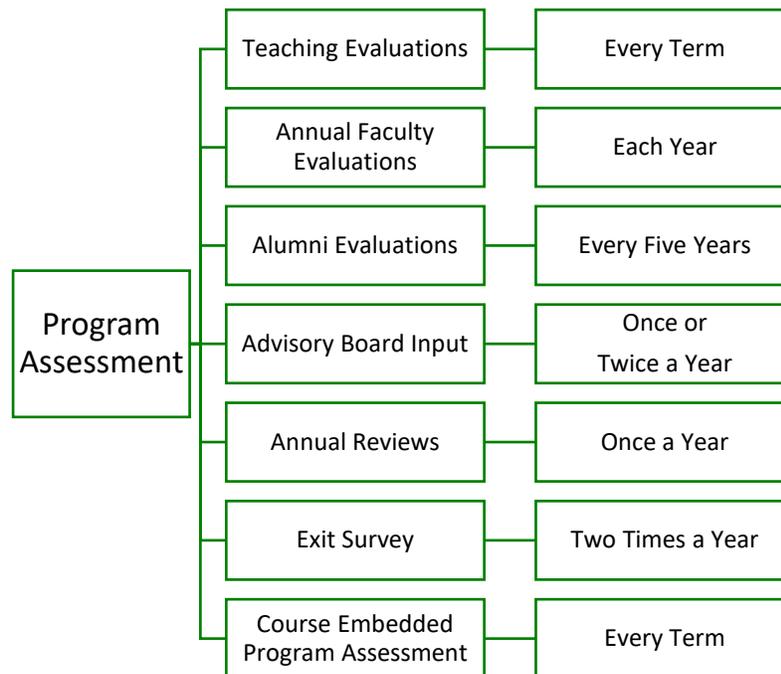
The mission of the MPA Program continues to be assessed through a variety of formal and informal processes which encompass the primary stakeholders: students, faculty, alumni and advisory board. Our program assessment informs the overall relationship between our program mission and program strategies, as well as how successfully our mission has been achieved and the continued relevancy of our mission. Below is a graphic representation of how we view the role of our assessment system:

Figure 1. The Role of the Assessment System



Specifically, the following assessment instruments and activities are undertaken to assess students' performance and ensure that the program carries out its mission:

Figure 2. Assessment Processes and Frequency



Below is a discussion of each of the evaluation strategies:

Teaching evaluations. Formal evaluations are governed by University procedures through the Institutional Research Office. Formal evaluations of teaching serve to advance the department's mission by assessing student evaluations of faculty performance. These evaluations have both numerical and narrative comments that are submitted back to the professor after final grades have been submitted. The MPA Program Director and the Department Chair are given course evaluation forms for each course. Program wide teaching evaluations are shared with the MPA Advisory Board and are compared to overall College averages. For a report on teaching evaluations of the MPA program, see the second section of this appendix. This report indicates that overall MPA faculty performance in teaching has improved in the last five years and is consistent with other faculty in the college. Where low performance is indicated on individual courses, the Department Chair reviews these outcomes with the specific faculty in order to find ways to improve performance.

Annual faculty evaluations. The University conducts formal faculty evaluations on non-tenured faculty on an annual basis. Faculty meet with their respective Department Chairs each year to discuss each member's development, review course evaluations, and develop a written report that outlines current strengths and weaknesses as well as the professional development plan for the upcoming school year. These annual reports and evaluations are a critical element in each faculty member's promotion and tenure review process. Two faculty, Matthew Witt and Marcia Godwin were promoted to Professor and two other faculty, Adrian Velazquez and Soomi Lee, were promoted to Associate Professor and granted tenure since the last self-study. Thus, we now

have five nucleus faculty at the professor level and two nucleus faculty at the associate professor level.

Since our last self-study, several professors have been recognized by the college and university. Suzanne Beaumaster received the college teaching award and Marcia Godwin received the college research award (awarded previously to Jack Meek and Matthew Witt). Marcia Godwin also joined Jack Meek and Matthew as members of the La Verne Academy, which inducts only 1-2 members per year. Marcia Godwin also received the university's Ellsworth Johnson Service Award, which had been awarded previously to Jack Meek. Soomi Lee has received research fellowships from the college.

The university is in the process of implementing a post-promotion evaluation and compensation system. To that end, full professors resumed submitting annual reports at the end of the 2019-2020 year. The university is also considering a researcher-scholar program to replace the current competitive process of awarding research course releases. Details on post-promotion compensation increases and the extent of the research-scholar program have not been finalized due to the pandemic.

Alumni evaluations. The MPA program periodically surveys its alumni. We have compiled a curated list of MPA alumni for a 2020-21 survey. This survey will reflect changed circumstances with the pandemic and include the solicitation of volunteers for the MPA alumni chapter and to serve as mentors. As discussed below, we conduct exit surveys of all MPA students in the Graduate Seminar course along with other program evaluation activities.

MPA Advisory Board. The MPA Advisory Board formally meets one to two times per year to review MPA program updates, admissions profiles, graduating student profiles, course evaluations, program learning assessment outcomes, graduate exit interviews, internship reports, faculty productivity and to entertain program development initiatives. The Board is also a source for potential internships and continuous program networking. The Board has been instrumental in curriculum changes that are aimed at meeting employer needs. The Board last meet in person in Fall 2019 and reviewed possible changes to the MPA statement. More informally, Board members attend Graduate Seminar poster sessions and other program events. As discussed in the diversity plan, we have diversified our Board membership and have identified the need to further expand our Board and the represented sectors.

Annual program reviews. Annual program reviews are required for accreditation for NASPAA. These program reviews are important assessments of program strengths and weaknesses and are shared with the MPA faculty and MPA Advisory Board. Copies of the MPA program Annual Reviews are made available on the program website, <https://business.laverne.edu/mpa/>, in the Program Outcomes section.

Graduate exit survey. The MPA program offers the Graduate Seminar course for those students who are at or nearing completion of the program of studies. This course is intended to be a culminating event, which synthesizes and integrates the various other courses in the MPA curriculum. The course includes a graduate student exit survey that offers a chance for graduating students to assess the program and program mission. These assessments are summarized for review by the faculty and advisory board. Periodically, the course also includes a SWOT analysis aimed at assisting the MPA program. With these assessments, we identify possible curriculum and assignment changes for consideration of the faculty and advisory board. The 2019-2020 Exit Survey report is presented in the third section of this appendix.

Course embedded assessment. In 2007-2008, faculty of the MPA program developed a mission driven program where mission assessment embedded in courses. The most recent version of the Assessment plan is presented in the appendix to Standard 5. Here, we present the 2019-2020 assessment outcomes in the fourth section of this appendix.

Based upon multiple assessments, we believe the program meets our mission objectives and that student are well served with the competencies they acquire within public and nonprofit sectors. We feel that the program has achieved academic rigor and professional relevance.

2. Teaching Evaluation Summary, 2015-16 to 2019-20

Year	#of Courses*	Median	Mean	College Mean	ULV Mean
2015-16	21	3.63	3.60	3.60 – 3.67	3.55 – 3.64
2016-17	20	3.68	3.59	3.60 – 3.71	3.57 – 3.65
2017-18	17	3.66	3.62	3.61 – 3.73	3.56 – 3.67
2018-19	12	3.71	3.67	3.63 – 3.71	3.57 – 3.65
2019-20**	17	3.78	3.70	3.62 – 3.65	3.57 – 3.60

Note: four-point scale, with 4 as most effective. College and ULV averages include responses for all types of sources. The range is derived from the reported mean for each term, but it is possible that terms and semesters are mixed together.

Five year, core courses: 3.71 median, 3.62 mean

Five year, concentration/elective courses: 3.65 median, 3.65 mean

*Does not include courses with three or fewer responses, internships, or directed studies. 2018-19 included more small sections with lower response rates.

**Does not yet include Summer 2020.

3. Exit Survey Summary, 2015-2020

This survey has been completed by La Verne MPA graduates to help us assess how well we are meeting our program objectives in the Master of Public Administration (MPA).

1 = Poor • 2 = Below average • 3 = Average • 4 = Above average • 5 = Excellent • 0 = No opinion

n/a = phased out and duplicate questions.

Program Satisfaction Assessment	2015 (n=26)	2016 (n=26)	2017 (n=28)	2018 (n=29)	2019 (n=22)	2020 (n=22)
Program						
Preparation for your future occupation or career advancement	4.7	4.8	4.6	4.5	4.7	4.7
Degree to which course content was stimulating and interesting	4.8	4.7	4.7	4.8	4.6	4.7
Expertise of faculty in their content areas	4.9	4.8	4.9	4.9	4.5	4.8
Degree to which our program has stimulated your interest in public affairs	4.9	4.9	4.9	4.6	4.9	4.9
Extent to which the program has allowed you to make connections with others in the profession	4.7	4.5	4.4	4.6	4.8	4.5
Faculty and Staff						
Assistance you received from ULV MPA support staff	4.9	4.8	4.8	4.8	4.9	4.8
Career advising you received from ULV MPA faculty and staff	4.6	4.3	4.5	4.3	4.3	4.4
Academic advising you received from ULV MPA faculty and staff	4.9	4.7	4.8	4.6	4.8	4.8
Career advising you received from the College of Business and Public Management's Career Development and Placement Specialist	n/a	4.7	4.1	4.2	4.1	4.5
Faculty						
Teaching ability of the ULV MPA faculty	4.7	4.6	4.4	4.5	4.2	4.5
Accessibility of the faculty	4.7	4.5	4.2	4.7	4.6	4.4
Attitude of the faculty toward students	4.7	4.5	4.6	4.6	4.5	4.5
Facilities						
Class size	4.9	4.8	4.9	4.8	4.7	4.9
Classroom facilities	4.6	4.3	4.4	4.2	4.6	4.5
Student resource/reference room in CBPM building	4.8	4.5	4.0	4.1	4.4	4.6
Student computer lab (PAAC)	n/a	n/a	n/a	n/a	n/a	n/a
Commons Room in PAAC	n/a	n/a	n/a	n/a	n/a	n/a
Overall Program						
ULV MPA program as a whole	4.7	4.6	4.6	4.7	4.4	4.6
Overall quality of ULV MPA courses	4.7	4.7	4.4	4.6	4.5	4.7
Overall education you have received from the ULV MPA program	4.7	4.7	4.5	4.6	4.4	4.7
Would you recommend the La Verne MPA program to others?						
- Extremely (Very likely, Likely)	82%	92%	89%	96%	96%	81%
- Moderately (Not sure)	16%	6%	4%	4%	0%	13%
- Not at all (Very unlikely, Unlikely)	2%	3%	7%	0%	4%	6%

How well has the MPA program prepared you to:

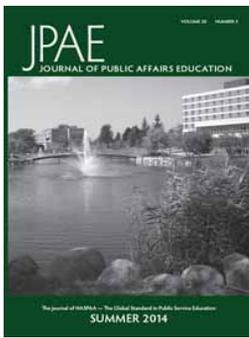
Program Satisfaction Assessment	2015 (n=26)	2016 (n=26)	2017 (n=28)	2018 (n=29)	2019 (n=22)	2020 (n=22)
<i>NASPAA Competencies</i>						
Lead and manage in public governance	n/a	4.7	4.7	4.5	4.7	4.5
- Respond to the ethical dilemmas of public service	4.7	4.8	4.7	4.7	4.7	4.6
- Communicate and work with elected officials	n/a	4.7	4.5	4.5	4.2	4.6
- Understand the role of analysis and professionalism in democratic governance	4.7	4.8	4.6	4.7	4.6	4.6
- Respond to demographic, economic, political, and societal changes impacting public administration	n/a	4.6	4.7	4.7	4.9	4.7
Articulate and apply a public service perspective	n/a	4.8	4.9	4.7	4.9	4.7
- Understand the legal and constitutional dimensions of public service	4.4	4.5	4.6	4.4	4.7	4.4
- Understand the different roles of the public, nonprofit, and private sectors	n/a	4.8	4.7	4.7	4.9	4.7
- Enhance democratic values through management	4.5	4.7	4.7	4.7	4.8	4.5
Communicate and interact productively with a diverse and changing workforce and citizenry	n/a	4.8	4.7	4.7	4.7	4.6
- Work productively and collaboratively with others in your work organization	4.9	4.9	4.9	4.8	4.9	4.5
Participate in and contribute to the policy process	n/a	4.8	4.7	4.6	4.4	4.5
Analyze, synthesize, think critical, solve problems, and make decisions	n/a	4.8	4.9	4.7	4.7	4.7
- Apply quantitative analysis techniques to policy and management problems	4.6	4.7	4.2	4.5	4.3	4.4
- Understand the budgetary and fiscal dimensions of policy decisions	3.7	4.6	4.4	4.5	4.6	4.5
<i>Practical Competencies</i>						
Work independently on policy or management projects	4.4	4.8	4.6	4.6	4.5	4.7
Communicate with colleagues and citizens orally and by writing	4.9	4.8	4.7	4.7	4.8	4.7
Do effective work in a group	4.5	4.8	4.8	4.8	4.7	4.7
Understand yourself and your professional goals	4.8	4.8	4.9	4.7	4.6	4.6
<i>Other Competencies</i>						
Understand the organizational and management dimensions of public service	4.7	n/a	n/a	n/a	n/a	n/a
Do effective work in a group	4.8	n/a	n/a	n/a	n/a	n/a

4. Course Embedded Assessment, 2019-2020 (preliminary)

Course	Objective	On Campus					Sum
		Excellent	Good	Satisfactory	Unsatisfactory	Sum	
PADM501	Obj4: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors	1	4	0	2	7	
PADM510	Obj6: Understand the unique nature and challenges of leadership in the public sector, highlighting the discussion of internal and external factors that make government and not-for profit organizations different from organizations in the private sector	17	2	0	0	19	
PADM531	Obj3: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting	19	9	1	1	30	
PADM533	Obj8: Describe and work within the institutional, structural, and political contexts of policy making	14	5	0	0	19	
PADM534	Obj1: Utilization of organizational resources in efficient & effective ways	4	2	1	0	7	
PADM555	Obj7: To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model	13	12	6	0	31	
PADM582	Obj5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques	11	19	1	0	31	
PADM586	Obj4: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors	4	2	0	0	6	
Course	Objective	Excellent	Good	Satisfactory	Unsatisfactory	Sum	
PADM501	Obj4: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors	14%	57%	0%	29%	100%	
PADM510	Obj6: Understand the unique nature and challenges of leadership in the public sector, highlighting the discussion of internal and external factors that make government and not-for profit organizations different from organizations in the private sector	89%	11%	0%	0%	100%	
PADM531	Obj3: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting	63%	30%	3%	3%	100%	
PADM533	Obj8: Describe and work within the institutional, structural, and political contexts of policy making	74%	26%	0%	0%	100%	
PADM534	Obj1: Utilization of organizational resources in efficient & effective ways	57%	29%	14%	0%	100%	
PADM555	Obj7: To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model	42%	39%	19%	0%	100%	
PADM582	Obj5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques	35%	61%	3%	0%	100%	
PADM586	Obj4: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors	67%	33%	0%	0%	100%	

5. MPA Catalog Changes Based on Program Assessment, 2013-2020

Program Improvements (What and Why)	Data Source Driving the Improvements	Date
Specified that Applied Research can apply to any concentration	Course has been successfully offered in Summer terms, with projects based on student interests.	Fall 2020
Minor curriculum changes to Public Health and Aging Studies (formerly Gerontology) concentrations.	Student and faculty feedback on possible overlap of topics.	Fall 2020
Added PADM 536, Policy Analysis, to Urban Management & Affairs concentration	Substitution for PADM 586, Economic Analysis, to align with student needs.	Fall 2020
Added MPA concentrations in Public Health and Gerontology to expand options for students and provide flexibility on electives. No other MPA program in the region offers these concentrations.	Course evaluations, Comparative PA (students from MPA, MHA, and MS Gero); student feedback in graduate seminar; faculty meeting feedback on cross-program integration.	Fall 2017
The internship course as an elective or concentration course, not an extra course. Clarified internship requirements and timing, including for MPA/JD dual degree students.	MPA Admissions Committee feedback; internship program and student employment data.	Fall 2017
Changed title from Applied Policy Research to Applied Research. The broader focus provides additional opportunities for experiential learning.	Course evaluations on courses with experiential learning; graduate seminar reflection essays and feedback on program outcomes.	Fall 2017
Clarified the evaluation of professional experience in admissions criteria. Also updated statement of purpose about interest in public service and its values	Program mission; MPA Admissions Committee; assessment data and program data on academic performance.	Fall 2016
Phase-out of policy concentration adopted in 2014. Some courses continue to be offered as electives or concentration courses.	Limited student enrollment.	Fall 2015 Last graduate in 2017/18.
Scholarship initiative for public sector employees to extend initiatives offered via formal partnership agreements. Matches with program and departmental missions on developing civic professionals.	Program mission; MPA advisory board feedback; enrollment data.	Fall 2015
Revised core courses and changed governance concentration to urban affairs and management. These changes enhanced core competencies of the program around civic professionalism and regional issues.	NASPAA Annual Reports and 2013 Program Review.	Fall 2014
Comparative public administration course. Began offering summer travel course to provide more experiential opportunities, including for students who have primarily lived in Southern California. This course is designed to allow for faculty and students to examine administrative systems across contextual differences.	Program mission; MPA Advisory Board feedback on experiential learning; student course evaluations and graduate seminar feedback on program outcomes	Adopted Fall 2013; first offered in Summer 2014



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Iterative Learning: Programmatic Lessons from a Course Embedded Approach to Program Mission Assessment

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University of La Verne

ABSTRACT

In this paper, we refer to *iterative learning* as a developmental approach toward assessment—a course-embedded program mission assessment—used by University of La Verne Master of Public Administration (MPA) program faculty. Iterative learning draws upon an understanding that informed assessment is a developmental process that evolves through deliberation, refinement, and discussion. The paper places this approach within the ongoing efforts in a field that is developing program assessment and competencies. We present lessons learned from our multiyear effort, including challenges and future directions.

KEYWORDS:

assessment, learning outcomes, NASPAA standards, program evaluation

This paper draws from experiences of a Master of Public Administration (MPA) program that transitioned from NASPAA's tradition of relying on input assessment for accreditation to the new post-2009 mission-driven and national competencies standards. The program achieved accreditation and reaccreditation under pre-2009 standards and in 2012–13 underwent self-study in preparation for reaccreditation review under the post-2009 standards.

In managing the assessment transition, program faculty were guided by a college-wide assessment initiative that relied upon a mission-driven and course-embedded outcomes approach. This approach included a 10-step model through which faculty designed mission assessment activities in six areas central to the

mission. The initial design of the embedded outcomes assessment program was piloted in 2007 and refined in subsequent years. Starting in 2009, the program integrated the NASPAA national competencies with the six program mission elements.

Program reports on course-embedded outcomes assessment were, and continue to be, shared with program faculty, college dean, and the program advisory board. The embedded outcomes assessment is now a “scorecard” that assesses program achievement in terms of students meeting NASPAA and program competencies. The process of sharing reports with faculty, college, and advisory board has led to a number of programmatic adjustments to improve student competency achievement.

This paper reviews the iterative process for development of the program assessment model integrated with NASPAA competencies that includes mission-specific and program concentration learning outcomes. The paper also outlines evidence developed from learning outcomes and how these were used alongside more traditional program assessment strategies—exit interviews, student SWOT assessments, alumni surveys—for program improvement. The term *iterative learning* is used to refer to program learning in all areas of the assessment process: developing assessment strategies, reviewing assessment reports, refining assessment strategies, and overall program refinement and reflection. We describe this learning as iterative or repeated because assessment review is revisited at monthly faculty meetings, at the end of terms, and at faculty retreats. Assessment has been a continuous process rather than a one-time program evaluation.

What follows in this paper are sections that frame the La Verne assessment experience within the literature on assessment and MPA programs. The paper outlines the program setting and mission, followed by an outline of the current La Verne assessment model and outcomes used in guiding program performance. The paper closes with an evaluation of the challenges faced in assessment design and implementation. The central theme of this paper is that the La Verne program viewed assessment as an iterative learning opportunity for the program where experimentation in assignment design was both a functional necessity and valuable practice for informing program development.

FRAMING THE ASSESSMENT EXPERIENCE

The iterative learning interpretation of the experience outlined in this case reflects the development approach in assessment that the faculty engaged in, along with an understanding that informed assessment would involve deliberation, refinement, and discussion. Much of our discipline's current understanding of assessment efforts comes from examples of new initiatives, often based on findings from pilot efforts or single courses (e.g., Dalehite, 2008;

Fitzpatrick & Miller-Stevens, 2009; Jones et al., 2013; Powell, 2009). In practice, though, these initiatives are part of more comprehensive MPA assessment programs.

Successful assessment programs are fundamentally iterative. The University of Delaware, for example, has used a process in which iterative and interactive consideration of its mission and goals, assessment measures, course experiences, and planning promote alignment across its MPA Program (Aristigueta & Gomes, 2006). California State University, Long Beach, has described its assessment system as “holistic rather than layered” and as fostering collaboration with “multiple participants who engage in assessment at multiple points of time during a student's academic career” (Powell, 2009, p. 271).

Key challenges, therefore, are how to develop an iterative process and to bring faculty into both assessment development and measurement. One option is to rotate the faculty members who teach the capstone class and to use collaboratively developed rubric measures (Fitzpatrick & Miller-Stevens, 2009). Reflective essays can serve a similar purpose in courses oriented around experiential learning (Koliba, 2004). However, we argue that embedding assessment into multiple courses is necessary to fully realize faculty collaboration and fulfill learning objectives, relying on previous studies that have demonstrated the value of using indicators and rubrics into such varied coursework as a literature review assignment and budgeting course (Dalehite, 2008; Peat, 2006).

This course-embedded approach can be developed in parallel with efforts to incorporate competency-based outcomes into curricula. One way to interpret the La Verne MPA Assessment approach is within a larger assessment framework of models of professionalism established in the work of Bowman, West, and Beck (2010) that lists technical, ethical, and leadership competencies. We agree that MPA programs should “add value” to the public interest (Newcomer & Allen, 2010, p. 208). We further have ascribed to the view that com-

petency outcome assessments are a vital part of program review, along with other assessment tools (Getha-Taylor, Hummert, Nalbandian, & Silvia, 2013, pp. 154–155).

PROGRAM SETTING AND FOUNDATION

Geographically, the Los Angeles area includes wealthy residential enclaves, growing edge cities, aging suburbs, immigrant communities, and urban areas in transition. Overlaid in this environment are a myriad of formal government agencies, quasi-governmental agencies, nonprofit organizations, and volunteer organizations. Few areas in the world have the wide variety of cities, counties, and special water, flood control, air quality, and other districts found in Southern California. This region has also been a leader in the development of public-private partnerships, formal and informal inter-local agreements, nonprofit organizations and other alternative institutional forms. *Therefore, the MPA Program broadly defines public service, and our course offerings reflect our approach to addressing these areas of study within our metropolitan region.*

The university's mission statement embodies a concern for the development of students as individuals who appreciate other cultures and points of view, understand the merits of life-long learning, and engage in community service. The mission statement was updated in 2012–13 as part of a university-wide strategic planning initiative. The university is designated as a Hispanic Serving Institution (HSI). The university is further extending its mission through development of the La Verne Experience programs for both undergraduate and graduate students that emphasize civic engagement, experiential learning, cross-course, and interdisciplinary learning.

The MPA faculty seek to incorporate these and other public service values into their approach to teaching and in the personal attention to student development offered in our program. The fostering of ethical responsibility is a major part of the faculty discussions on the mission statement and the orientation of our program. As a department, we are developing

civic professionalism as a guiding theme to highlight the importance of developing a public service orientation, encouraging public service as a vocation, and improving public participation in decision making.

MISSION DEVELOPMENT AND PROGRAM OBJECTIVES

The MPA Program mission has been a constant since its inception in 1974. The current refined mission is as follows:

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 for professionals preparing to take on socially responsible roles in public leadership and service.

The faculty established that the La Verne mission would be achieved through a curriculum that emphasizes:

1. The effective use of public 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

In 2007–08, the program faculty relied on a college-wide effort to develop an assessment program that reflected the mission of the program. This multistep process—defining core elements of the program mission, identifying goals and learning objectives, identifying courses for assessment, developing instruments to measure learning outcomes, developing rubrics for assessment of learning outcomes, setting targets for student learning—provided the foundation for an assessment process that was based on an accumulation of faculty-developed designs over several years.

With the advancement of universal competencies required of NASPAA-accredited programs in 2009, the program faculty sought to integrate NASPAA universal competencies with program mission learning objectives where possible. The NSAPAA universal competencies include 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 universal competencies are framed within the La Verne MPA mission and the areas of emphasis.

MISSION PROCESS

The current mission of the MPA Program dates back to an initial spring and summer 1999 process that began with a review of the then existing mission. The review process included current students, alumni, administration

officials, and local public agency stakeholders. The review led to the development of a new mission statement—and our current mission statement—adopted during the 1999–2000 self-study process. After a substantial review process, the mission statement was reaffirmed by the faculty as part of this review in preparation for the 2006 program self-study. Since 2007, members of the MPA advisory board have reviewed the mission statement of the La Verne MPA Program each year. The MPA faculty regularly engage in discussions about program issues in monthly meetings and through informal dialogue because we have a small core faculty and our area of offices is exclusively for public administration faculty and support staff.

MISSION ASSESSMENT

The mission of the MPA Program is assessed through a variety of formal and informal processes that encompass the primary stakeholders: students, faculty, alumni, and advisory board. Our program assessment informs the overall relationship between our program mission and program strategies, as well as how successfully our mission has been achieved and the continued relevancy of our mission. Figure 1 is a graphic representation of how we view the role of our assessment system.

FIGURE 1.
The Role of the Assessment System

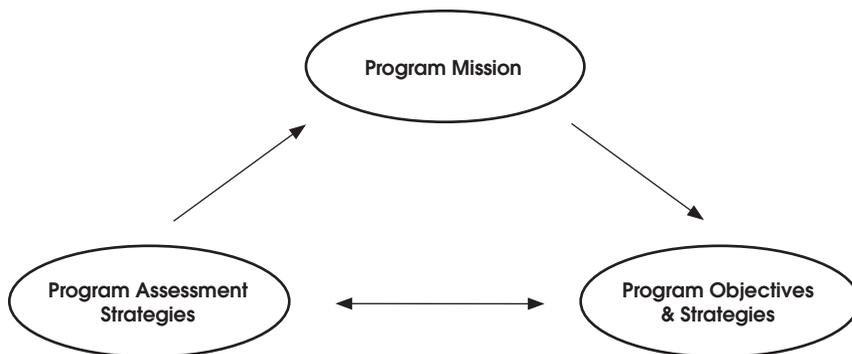
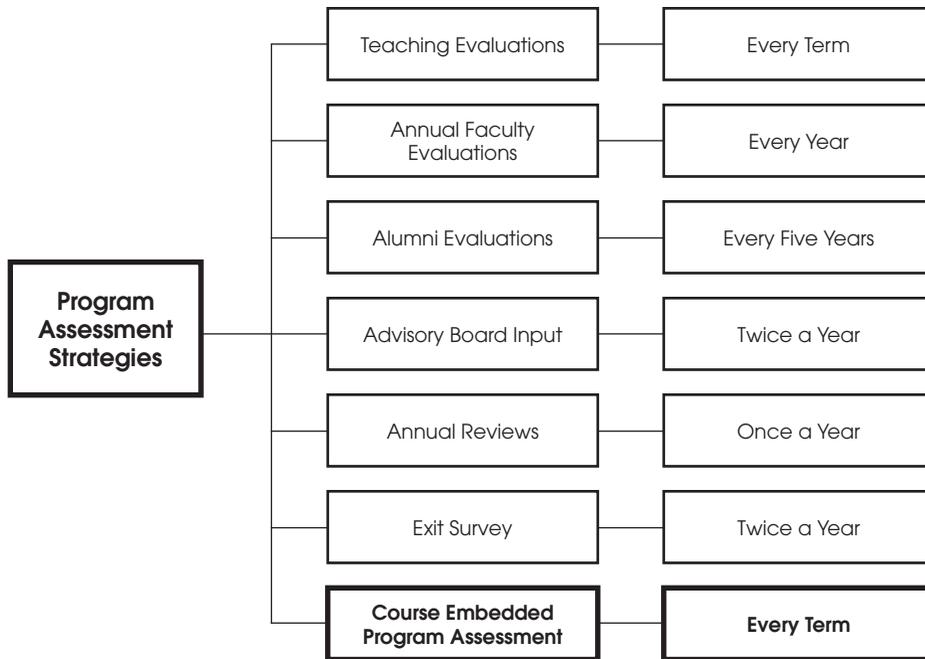


FIGURE 2.
Assessment Strategies and Frequency



The following assessment strategies and activities are undertaken to assess components of program performance—faculty, students, alumni—and ensure that the program carries out its mission (Figure 2). Course-embedded assessment is noted in bold, to emphasize its central role in the assessment process and as the most recent addition to our assessment efforts.

In the following subsections, we discuss each of the evaluation strategies.

Teaching Evaluations

Formal evaluations are governed by university procedures through the Institutional Research Office. Formal evaluations of teaching serve to advance the department’s mission by assessing student evaluations of faculty performance. These evaluations have both numerical and narrative comments that are provided to the professor after final grades have been submitted. The MPA Program director and the department

chair are given course evaluation forms for each course. De-identified evaluation summaries are shared with the MPA advisory board and are compared to overall college averages. Our evaluation is similar to other universities in that the department chair reviews instances of low performance with both full-time and adjunct faculty. However, assessment strategies and outcomes are now available as supplements to student evaluations.

Annual Faculty Evaluations

The university conducts formal faculty evaluations on nontenured faculty on an annual basis. Faculty meet with their respective department chairs near the end of each school year to discuss each member’s development, review course evaluations, and develop a written report that outlines current strengths and weaknesses as well as the professional development plan for the upcoming school year. These annual reports and evaluations are a

critical element in each faculty member's promotion and tenure review process. As with many universities, ours has an increased emphasis on faculty research. However, our university also recognizes service and participation in curriculum development. Therefore, a benefit of our assessment model is that it provides opportunities for tenure-track faculty to be more directly involved in curriculum design and sharing of best practices.

Alumni Evaluations

The MPA program surveys its alumni approximately every five years. Two alumni surveys were used in the most recent accreditation review; one was implemented by the university institutional research in 2011 and one was carried out by the college in 2012. The 2011 and 2012 reports indicate a strong faculty and strong support of the program mission components and curriculum. In addition, alumni report that the program was successful in preparing them for their positions in public affairs. The 2011 report indicates that students seek: (a) classes offered on Saturday or some fully online; (b) stronger career services office; (c) stronger feedback from faculty, and (d) more opportunities to work with faculty. Our assessment program has led to improvements in faculty feedback to students, especially when assessment outcomes are included in grading rubrics. The increased communication among faculty through the assessment model has also facilitated dialogue about the links between student performance, career development, and lifelong learning.

MPA Advisory Board

The MPA advisory board meets semiannually to review MPA Program updates, admissions profiles, graduating student profiles, course evaluations, program learning assessment outcomes, graduate exit interviews, internship reports, and faculty productivity as well as to entertain program development initiatives. The board is also a source for potential internships, and members have served as mentors through an annual city-manager-in-residence program and periodic networking programs. The latter program was a direct response to student

interest in career advice and service that was evident in alumni surveys and graduate exit surveys (discussed in the next subsection).

The board has been instrumental in curriculum changes that are aimed at meeting the needs of the marketplace that these students work within. For example, the board identified the need for a course in strategic planning, and in 2006, the board recommended merging the Statistics and Research Methods courses.

In 2009–10, the board reaffirmed the program commitment to face-to-face over online course delivery due to the program mission of developing among students the ability to undertake socially responsible roles in public leadership and service. In 2011 and 2012, the board indicated that the program should consider adding curriculum emphasis areas (such as economic development) and developing certificates for public service employees. These examples illustrate the important role of the advisory board in reflecting stakeholder needs from graduates of the MPA Program.

Annual Program Reviews

Annual program reviews are required for accreditation by NASPAA. These program reviews are useful assessments of program strengths and weaknesses. The reports are used to gather annual data—such as graduation rates and graduate profiles—that are shared with the MPA faculty and MPA advisory board. In our experience, the assessment program has led to increased evaluation of other program data as well. For example, we examined whether some assessment outcomes were tied to a possible mismatch in student interests in public administration rather than academic ability. This review led to refinement and clarity in program recruitment and program admission requirements. The annual reviews also report on mission development, program diversity, program resource adequacy, and other areas required by NASPAA for national accreditation.

Graduate Exit Survey

The MPA Program offers the Graduate Seminar course for those students who are at or nearing

TABLE 1.
MPA Assessment Matrix

University Learning Goals	Universal Competencies (NASPAA)	Defined Learning Objectives	Assigned Course	Assigned Elective Courses	Public Service Values
The effective use of public resources		Objective 1: Utilize public resources in efficient and effective ways. Objective 2: Evaluate the effectiveness of planning, procurement, and implementation of IT in a public sector organization.	PADM 534 Management of Public Funds PADM 584 Managing IT in Public Organizations		Serving professionally with competence, efficiency, and objectivity
Understand the intra- and inter-organizational aspects of public administration	Lead and Manage in Public Governance	Objective 3: Appraise the organizational environment, both internal and external, as well as the culture, politics, and institutional setting.	PADM 531 Org. Theory		
Understand the inherent social role and ethos for the public, private, and nonprofit sectors	Articulate and Apply Public Service Perspective	Objective 4A: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the non-profit and private sectors. Objective 4B Articulate the unique mission of a non-profit organization and its programs, organizational structure, and governance.	PADM 501 Public Administration and Society	PADM 538 Collaborative PA MGMT 533 Accounting and Compliance for Nonprofits	Demonstrating respect, equity, and fairness in dealing with citizens and fellow public servants
Understand the role quantitative analysis plays in public administrative decision making	Analyze, Synthesize and Make Decisions	Objective 5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.	PADM 582 Quantitative Analysis for Public Administration		
Understand the implications of diversity in public organizations	Communicate with a Diverse Workforce	Objective 6: Identify and discuss the significant strategic human resources management implications for managing diversity.	PADM 530 Human Resource Management		Acting ethically so as to uphold the public trust
Understand the concepts of fairness and justice in public service		Objective 7: To demonstrate comprehensive understanding of and skill in applying the Ethical Problem-Solving Model	PADM 555 Ethics		Pursuing the public interest with accountability and transparency
	Participate in the Public Policy Process	Objective 8: Describe and work within the institutional, structural, and political contexts of policy making	PADM 533 Policy Formation and Analysis		

completion of the program. This course is intended to be a culminating event that synthesizes and integrates the various other courses in the MPA curriculum. The course includes a graduate student exit survey that offers a chance for graduating students to assess the program and program mission. These assessments are summarized for review by the faculty and advisory board. Periodically, the course also includes a SWOT analysis aimed at assisting the MPA Program. With these assessments, the MPA program director can identify possible curriculum and assignment changes for consideration of the faculty and advisory board.

Based on multiple assessments, areas of program improvement reflected the need for assistance with career development and more opportunities for professional networking. The program response to these assessments led to the initiation—and now regularly scheduled fall and spring conference/dinner sessions jointly sponsored by our regional section of the American Society for Public Administration (ASPA) and our college.

Course-Embedded Assessment

In 2007–08, faculty of the MPA Program developed a mission-driven program in which mission assessment was embedded in courses. The result of this effort led to a curriculum map of program learning outcomes; universal competencies were embedded in selected courses. Public service values were viewed as central to the program mission and were later added to the curriculum map. Table 1 provides the resultant curriculum map or matrix.

The matrix serves as both a planning tool and the heart of the course-embedded assessment program. As can be seen, the NASPAA Competencies and University of La Verne Learning Goals are synthesized and matched with core courses in the MPA curriculum. More specific learning objectives go with each course and are assessed; efforts are made to have a minimum of two assessments for each objective.

Program mission assessments are assigned to selected courses that are part of the curriculum

map. These assignments are initiated by faculty and reported to program faculty in meetings. Each faculty member develops assignments that allow for the assessment of student performance by faculty. Each faculty member then scores students on the assignment and submits scores at the end of each term. The assessment strategies vary by course, but the evaluations are reported by each faculty member according to a standardized four-point scale.

All program assessments are managed through the dean's office. That office—through an assessment coordinator—sends out program assessments to assigned classes at the beginning of the term. The assessments are returned to the coordinator, who summarizes course assessments and develops a report for each term. The summary interpretation of the data is reported in a “scorecard” that is distributed to program faculty as well as the program advisory board and posted on the MPA website. Table 2 is an example of the scorecard. Although the embedded assessment process may appear to be quite time-consuming, it usually requires less work than assessments outside regular coursework. Embedded assessments have been found to “match up well with local learning goals” and “yield information that faculty and staff value and are likely to use for teaching and learning” (Suskie, 2009, p. 27).

The program faculty initially set a performance goal of 80% for student achievement for each of the program mission objectives. The scorecard indicates that 80% or more of the students accomplish each of the mission objectives and NASPAA universal competencies. Areas where the program performance is weakest are objective 3 (organizational appraisal), for which 13% of students are at minimally satisfactory or unsatisfactory levels, and objective 4 (unique nature of public administration), where 9% of the students are at only satisfactory levels.

As an example of how the scorecard has been used in curricula review, it was found that student performance on case assignments in a course designed to orient students to the La Verne MPA Program—PADM 501, Public

TABLE 2.
MPA Program Scorecard—Outcome Assessment Summary Report: 2008–2012

Course	Objective	On Campus				Sum
		Excel- lent	Good	Satis- factory	Unsatis- factory	
PADM501	Objective 4: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors.	N = 30	N = 33	N = 6	N = 0	N = 69
		43%	48%	9%	0%	100%
PADM530	Objective 6: Identify and discuss the significant Strategic Human Resources Management Implications for Managing Diversity.	N = 50	N = 28	N = 0	N = 1	N = 79
		63%	35%	0%	1%	100%
PADM531	Objective 3: Appraise the organizational environment, both internal and external, as well as the culture, politics, and institutional setting.	N = 33	N = 13	N = 6	N = 1	N = 53
		62%	25%	11%	2%	100%
PADM533	Objective 8: Describe and work within the institutional, structural, and political contexts of policy making.	N = 75	N = 12	N = 3	N = 1	N = 91
		82%	13%	3%	1%	100%
PADM534	Objective 1: Utilize organizational resources in efficient and effective ways.	N = 25	N = 14	N = 0	N = 0	N = 39
		64%	36%	0%	0%	100%
PADM555	Objective 7: Demonstrate comprehensive understanding of and skill in applying the Ethical Problem-Solving Model.	N = 26	N = 8	N = 0	N = 0	N = 34
		76%	24%	0%	0%	100%
PADM582	Objective 5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.	N = 87	N = 41	N = 6	N = 3	N = 137
		64%	30%	4%	2%	100%
PADM584	Objective 2: Evaluate the effectiveness of planning, procurement, and implementation of IT in a public sector organization.	N = 7	N = 5	N = 0	N = 0	N = 12
		58%	42%	0%	0%	100%

Administration and Society—was not as strong as faculty desired. The focus on the public administrator role was identified as needing further development, especially given the focus on the NASPAA-required program competency “to lead and manage in public governance.” This area of program competency is being addressed by the addition of a leadership course in the core curriculum. As another example, program faculty, in review of the program emphasis on “the effective use of public resources,” found that an existing course, Management of Public Funds, needed to be renamed and focused more on budgeting and public finance from a fiscal sustainability perspective.

GUIDING PERFORMANCE

As previously stated, faculty, students, alumni, and advisory board members provide information used to guide the program. The assessments outlined earlier have led to changes in the MPA curriculum, assignments, and general orientation. These changes have been derived directly from our iterative efforts with course-embedded assessment to align the curriculum with learning goals and competencies. We present here two kinds of changes based on assessments that guide the performance of the MPA Program: (a) ongoing program changes from the previous Self-Study Report, 2007–2012; and (b) proposed program changes based on the 2012 Program Report and 2013 SSR.

Program Changes from 2007 Through 2012

The geographic location of the University of La Verne places the MPA Program in a very diverse, dynamic metropolitan environment. The program has attempted to keep pace with its environment. The curriculum has begun to focus on the management of public-serving organizations in a highly fragmented, disarticulated metropolitan area. A summary of selected program changes from 2007 through 2012 is presented in Table 3.

Proposed Changes for 2014–15

The 2012 Program Report and the 2013 Self-Study Report relied on evidence developed through the assessment process. Based on the information provided in this report, the following areas indicate that the mission of the program is in good order and that the program should take on some added dimensions in the coming years to that will take advantage of La Verne program niche and positively impact the region. The following are three recommendations and corresponding activities:

Enhance curriculum and career support for students. Based on evidence from faculty review of student competencies, the following curricular enhancements have been adopted for implementation in Fall 2014:

- Revised the ‘governance’ concentration focus to be more reflective of our regional orientation, such as ‘urban affairs and management’
- Created a program concentration option in the area of ‘policy’ that enhances the analytic competencies for a *civic professional*
- Developed courses dedicated to leadership, public budgeting and legal foundations to enhance the core competencies of a *civic professional*

As expressed in the Program Setting and Foundation section, *civic professionalism* refers to a public service orientation, encouraging public service as a vocation, and improving public participation in decision making. Our department has adopted a statement on civic

professionalism that emphasizes providing our students with the theories, tools, and techniques to actively engage in improving the general welfare of all citizens as well as to be agents of change in organizational settings, activists in their community, and/or advocates in the legislative process.

Develop networks for students and stakeholders.

Based on alumni and graduate exit surveys, career development and professional networks are highly desired and recommended. To address this concern, the following program strategies are under consideration:

- Developing an Honors Society chapter
- Developing professional links with the International City/County Management Association (ICMA)—become a Cal-ICMA chapter
- Finding a systematic and ongoing way to incorporate practitioners into the curriculum and co-curricular work of the program. Options include guest lectures, mentorship, symposium, city-manager-in-residence program, and an ICMA student-led organization.
- Providing graduate financial assistance in the form of tuition discounts (assistantships) and scholarships should be part of attracting, assisting, and maintaining graduate students in the MPA Program
- Developing a student mentoring program with the guidance and participation of the advisory board
- Developing a stronger alumni relations program

Each of these strategies has received attention in the 2013–14 academic year. We are moving forward with establishment of the ICMA chapter and developing student leadership. The La Verne MPA Program celebrated its 40th anniversary in Winter 2014. The event reestablished personal and career connections among students and alumni. Finally, the program is bringing in its sixth manager-in residence to assist students with career preparation.

TABLE 3.
Selected Changes to the MPA Program: 2007–2012

Change	Guiding Source(s)	Link to Mission Objectives and Strategies
Curriculum <i>Added:</i> PADM 501, Intro to Public Administration	Faculty	Intellectual and Theoretical Foundations of PA
Curriculum <i>Added:</i> PADM 584, Managing IT in Public Organizations	Faculty NASPAA, Advisory Board, Alumni	Management of Organizational Resources
Curriculum <i>Added:</i> PADM 581, Comparative PA	Faculty	
Curriculum <i>Changed Title:</i> PADM 583, Managing Groups and Coalitions to PADM 538, Collaborative Public Management	Advisory Board Faculty	Context of PA
Curriculum <i>Changed Title:</i> PADM 555, Ethics and Decision Making to Ethics and Leadership	Faculty NASPAA Site Visit	Intellectual and Theoretical Foundations of PA Ethical Dimensions of Public Service
Staff Support Reorganization of Program Coordinator Position	Faculty	Program Support
Program Development & Expansion Concentrations in Governance, Nonprofit Management	Students	Further Develop the MPA Program
Program Development & Expansion Dual Degree Program with Law School	Students	Context of PA

EXPERIMENTATION AND ITERATIVE LEARNING: CHALLENGES IN THE DESIGN AND IMPLEMENTATION OF MISSION ASSESSMENT

Although faculty, students, and stakeholders are supportive of our assessment efforts, designing and implementing course-embedded mission assessment over the last several years has not been easy. We encountered a number of challenges that can serve as lessons for other MPA programs considering similar efforts.

First, not all of the program assessment proposals and initial features are part of the current assessment program. There was considerable experimentation with assessment strategies. Generally, we have found it best to use course-embedded outcomes primarily in core concentration classes and to keep assess-

ments distinct for each course. For example, we had originally intended for students to address three central questions of public administration in the first course and then reflect upon those in the final course of the program (pre- and post-test assessment). However, we had problems with file management, due to university archiving policies, and the final course changed to a more project-based format. In addressing this challenge, the program is considering a different kind of assessment tool, such as an online portfolio program that would allow for developmental assessment to take place.

A second challenge in design and implementation is that each faculty member connects uniquely to the program assessment process. Initially, some saw assessment as an additional

burden on course faculty and a separate process that does not yield meaningful benefits. Others embraced assessing students' competency acquisition in a way that offers meaningful feedback to the program. This range of connection with the value of assessment influences the depth of program assessment quality.

One lesson of the iterative approach to assessment is that with an experimenting approach to assessment—or a culture of experimentation—faculty dialogue and discourse can lead to a more meaningful discourse on and faculty support for the benefits of assessment strategies. We have a relatively small department and have worked to build consensus on the assessment program rather than following a top-down approach through faculty evaluations.

The faculty dialogue concerning the breadth and depth of statistical preparation and competency of our students is a good example how the value of assessment can be demonstrated. Assessment outcome reports created a common framework for informed consideration of the need to orient the quantitative methods course more around building competencies related to statistical analysis and professional presentation of findings.

Third, the shift from the traditional “input” assessment to “outcomes” assessment has not been easy. Faculty and staff have traditionally relied on standard university-driven reports assessing input standards for quality program management: number of students, student-faculty ratios, size of classes, admission standards, graduation rates, facilities, faculty qualifications. The move to embrace outcome measures—measures based on program mission—is a marked shift in program management and measurement.

This shift requires program resources to address new kinds of measurement. Beyond the challenge of operationalizing program mission elements, program managers and faculty are now asked to measure new kinds of program *mission-related* information related to program admissions, faculty research, student research,

graduate service placement, student competency achievement, and transparency in program outputs. Some of these measures are new to the university setting and call upon different information support systems. One lesson we learned in overcoming this challenge was to clearly define the administrative roles in data gathering and to distinguish which parts are to be administered by the university, the college, and the program. This advancement takes management time and resources, but improving the clarity of administrative responsibility along with establishing the significance of the information is an important task. If data is not gathered regularly and in routine ways, it will be difficult to determine patterns that would be useful for the program to consider.

Fourth, it was a significant shift for all faculty, including adjunct or part-time faculty, to incorporate the values of assessment into their course management. In our experience, adjunct faculty initially did not embrace or treat the assessment process equally. Part of this challenge is related to expectations at the hiring stage of adjunct faculty, where program assessment either was not part of the orientation process or adjunct faculty saw their role as being limited to teaching classes and grading student assignments. In addition, some adjunct faculty, like some of the full-time faculty, feel there is an additional burden in carrying out the program assessment. We have eased this burden somewhat as our dean added an additional administrative support position within his office to act as a liaison to faculty on assessment. With the changes to our curriculum taking place in Fall 2014, we are currently reexamining whether learning outcomes and related assessment ought to be different for the selected courses taught by adjunct practitioners.

Fifth, based on our iterative learning approach to assessment, we came to the realization that variation needed to be accepted—or even promoted—on the assessment assignments, but not on assessment criteria or assessment elements. It has been our view that each faculty member brings unique academic and professional experience to courses they are assigned

and that these experiences should be honored. We expect faculty to address mission-based competencies, but individual faculty decide which assignments can be used in determining the assessment outcome; one feature of successful assessment programs is to foster an environment of “reasonable risk taking” in developing assessment activities (Suskie, 2009, pp. 79–83). Students benefit from the unique contributions of the faculty as well, which further offsets what the program assessment loses in assignment consistency.

A final challenge faced by our program and others is the need to balance faculty discretion with matching outcome assessment to pedagogical frameworks. Donald Kirkpatrick and James Kirkpatrick’s four levels of learning outcomes (reaction, learning, transfer, results) is one of the most cited (e.g., Newcomer & Allen, 2010, p. 214; Suskie, 2009). A number of other outcome frameworks are available, including some that trace student development or recognize different types of learning (affective, social, ethical, and cognitive; Nilson, 2010, pp. 17–31). Newcomer and Allen’s (2010) logic model for MPA programs was informed by these frameworks and includes short-term, intermediate, and long-term outcomes. In addition, some emerging approaches to assessment are more student driven (Kimoto, Mulder, Jackson, & Frasco, 2012). Other programs have used assessment surveys or scales that break down competencies into multiple dimensions (Jones et al., 2013; Getha-Taylor et al., 2013; Levesque-Bristol & Cornelius-White, 2012).

An aspect of this concern is the multitude of competency models. So far, our assessment program has incorporated both NASPAA competencies and elements of our MPA Program mission. As we refine the MPA mission, we are more directly examining competencies associated with *civic professionalism*. We may need to further adapt our list of competencies around our university’s mission statement and forthcoming graduate student competencies. We are fortunate that our experience parallels that of Missouri State University; our univer-

sity’s increasing emphasis on civic engagement and experiential learning also aligns well with our MPA Program approach (Levesque-Bristol & Cornelius-White, 2012).

Nevertheless, bringing together multiple mission statements and competency models adds complexity to assessment design. It also provides little opportunity to explore external competency models, as the University of Kansas has done with its use of the Canadian Public Service model for assessing the development of pre-service students (Getha-Taylor et al., 2013).

THE VALUE OF ASSESSMENT AND RECOMMENDATIONS

Overall, the La Verne experience with the design and implementation of course-embedded mission assessment has been positive. The value of assessment is evident in the program changes from 2007 to 2012 and in those proposed for 2014–15. The iterative learning approach, very much a reflection of the experimenting culture of the program, has offered opportunities to explore assessment alternatives that are more meaningful to program faculty. As an added value, iterative learning has opened up avenues to involve new faculty in course design and to more purposefully consider our mission and desired competencies.

The following discussion includes suggested activities for programs considering how to more fully integrate the NASPAA competencies into their assessment programs. Table 4 is a summary of these activities.

We suggest that programs can save effort by more purposefully selecting the courses that will be regularly assessed. We believe there is value in extending assessment beyond the introductory and capstone courses, but not necessarily for every course. One way of keeping the process manageable is to start with the five NASPAA competencies and try to match each with a single core course. This does not mean that the NASPAA competency is the only objective of a course; each course generally would have additional competencies or learning objectives. It also does not exclude the NASPAA

TABLE 4.
Recommended Activities to Design and Implement Course-Embedded Assessment

Activities	Guidelines
Match NASPAA competencies to core courses.	<ul style="list-style-type: none"> • Select one course per competency. • Consider whether to include assessment on university/program competencies or add later. • Continue any existing assessments with introductory and capstone courses.
Establish working groups to develop assessment strategies.	<ul style="list-style-type: none"> • Use course “depth charts” of the faculty who teach a course or may teach in the future. • Involve new faculty and practitioner adjuncts.
Design assessment strategies.	<ul style="list-style-type: none"> • Keep assessments simple. • Create a menu of assessment options, to give flexibility. • Embed assessment into assignment rubrics. • Consider peer review and outside evaluators (advisory board members or alumni).
Pilot and then implement assessment strategies.	<ul style="list-style-type: none"> • Start with full-time faculty before expanding to adjuncts. • Be willing to adapt and change strategies.
Engage in iterative learning.	<ul style="list-style-type: none"> • Restructure faculty meetings to allow for constructive dialogue on assessment. • Consider periodic evening or Saturday workshops with practitioner adjuncts. • Solicit student feedback.
Compile results.	<ul style="list-style-type: none"> • Use support staff, if possible, to compile results into a scorecard. • Routinize, so that assessment is compiled as soon as possible at the end of semesters or terms.
Evaluate and redesign.	<ul style="list-style-type: none"> • Use in conjunction with other assessment strategies and ways of evaluating student performance; avoid reading too much into a score. • Revisit regularly, not just with periodic program reviews. • Give credit to faculty for assisting in course and assessment development.

competencies from being valued across a curriculum, nor does it exclude a program from deciding to revisit the competencies in a capstone course. If possible, we would suggest piloting course-embedded assessment first with courses taught by core full-time faculty, but involving adjunct faculty in the assessment design from the beginning.

We recommend limiting the number of assessments within each course and keeping the effort required to compile assessment data to a minimum. For example, having a competency item within an assignment rubric is both simple and transparent to students. Having peers and/or outside evaluators (such as members of advisory boards) complete simple forms or electronic surveys on final projects can be effective. This stra-

tegy has the added benefit of providing broader and more objective feedback. These efforts have been successfully used in our own classes.

Regardless of program size, we further recommend that small work groups be established for each course included in the assessment program. The memberships would consist of the “depth charts” for each course—the faculty who regularly teach a course or may be called upon to teach a class in the future. These work groups would then develop the assessment strategies for each course; in some cases, the groups may develop a menu of options for faculty. Although this work initially may be more time-consuming, it is preferred to either a top-down or a trial-and-error approach. We have taken this depth-chart approach to updating course outlines and are now using the same process to update our assessment program.

It bears repeating that dedicating time to the assessment process is difficult. Our experience with iterative learning has prompted a reexamination of how we spend our time at faculty meetings. We are currently experimenting with expediting informational items and setting aside more time for dialogue on program development, course design, mission, and assessment.

As the program assessment program matures, program goals and student performance can be shared among the faculty, who can then make program improvements that reflect the goals they wish to achieve. Programs will then be well positioned to refine their assessment programs and to more purposefully incorporate emerging models and frameworks into future efforts.

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The scholarly practitioner: Connections of research and practice in the classroom

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Abstract

This article outlines how Master of Public Administration (MPA) and Doctor of Public Administration (DPA) programs from one university in the United States approach the integration of theory, research, and practice. The article reviews the historic missions of US public administration programs that focus on the development of public service professionals and specialized practitioners. Next, we share how the MPA program integrates theory and research with practice in the development of civic professionals. Examples from the MPA program are shown in a taxonomy with illustrative examples. This article also contrasts the MPA with the DPA program that follows a scholarly practitioner model. Rather than exclusively following a traditional theory-to-practice model, practice-to-theory and more experiential research projects are critical to the development of graduate public administration students working in complex environments. More student-centric and student-initiated approaches provide more opportunities for student engagement and also are aligned with emerging pedagogical models.

Keywords

academic-practitioner research, civic professional, curriculum design, public administration research, reflectivity, scholarly practitioner, theory-to-practice

Introduction

One of the most difficult challenges in the field of public administration is developing intentional connections between research and practice in the classroom. Graduate program faculty teaching in public policy, administration, and affairs are confronted with two often disconnected spheres of reference:

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1. The *sphere of academic research* that honors scientific protocols with the goal to contribute to the testing and development of theory, and
2. The *sphere of practice*, also known as the *sphere of applied research*, that is based on improving practice through the application of theory that informs research.

The *sphere of academic research* can often be detached from practice because its primary purpose is to enhance theory development and provide generalizable findings. In contrast, the *sphere of practice* is often directed toward immediate challenges and demands. The purpose of this kind of research is to understand the logic of particular situations and provide practical and immediate recommendations for action. Public administration educators increasingly view these approaches as interconnected and integral to graduate public administration education.

This article outlines how the faculty in a department in the United States with two graduate programs, a Master of Public Administration (MPA) and a Doctor of Public Administration (DPA) program, address the challenge of connecting these areas. Rather than exclusively following a traditional theory-to-practice model, we believe that practice-to-theory and more experiential research projects are critical to the development of civic professionals in complex public sector environments. We also believe that more student-centric and student-initiated approaches provide more opportunities for student engagement and also are better aligned with emerging pedagogical models.

First, though, we trace purposes for graduate public administration programs in the United States. A historical context helps to explain why theory development and academic research are often disconnected from professional public administration education. It is also helpful to revisit distinctions in the types of public service professionals and their career trajectories, which lead to different challenges in connecting theory and research to practice.

Next, we provide an overview of the MPA and DPA programs at the University of La Verne. We include a taxonomy of the kinds of linkages we make among theory, research and practice in and out of the classroom. We believe these linkages – between the program and the university – are necessary for continued success of our students and institution. We close with some comments on the challenges and continued progress we seek in developing the scholar practitioner and civic professional.

The purposes of graduate public administration education in the United States

It is insufficiently recognized that American public affairs education largely grew from the progressive reform movement of the late nineteenth and early twentieth centuries that led to the establishment of the council-manager form of government in municipalities across the United States. It is notable that the New York Bureau of Municipal Research was founded in 1906, and the International City Management Association (now the International City/County Management Association) in 1915. While American scholars often drew upon European models and writers in calling for the establishment of public

administration as a field of study (Stillman, 1973; Wilson, 1887), the federal bureaucracy did not fully develop until the New Deal programs of the 1930s. In most parts of the country, public affairs education was therefore established around the development of local government professionals, rather than the more nationalized and top-down approach prevalent in other countries (Mosher, 1975; Stone and Stone 1975).

Alice and Donald Stone (1975) identified four long-standing strands of public administration education that warrant renewed attention: civic education, the study of particular social sciences disciplines that inform public administration, the development of administrative professionals, and training in administration for more specialized practitioners. According to the Stones, the first two categories have been part of academic scholarship while the latter two categories have constituted American public administration education. Professional education is “concerned with applications, operations, and performance, not primarily with theory, abstractions, and research methodology” (Stone and Stone, 1975: 26).

This division between theory/research and practice has been a recurring theme in the public administration literature. A number of strategies have been suggested for bringing academics and practitioners together to co-produce research, create incentives for academics to engage in practitioner research, and encourage practitioners to become “pracademics” (Bolton and Stolcis, 2003; Bushouse et al., 2011; Orr and Bennett, 2012; Posner, 2009).

While we support these efforts, a more fundamental change is needed to integrate the spheres of academic research and practice. Our faculty members were influenced by the work of Donald Schön (1983, 1987) and his emphasis on the “reflective practitioner” during the formative years of our graduate public administration programs. Our faculty sought a more active orientation of the practitioner beyond mere reflection (Meek and Johnson, 1998) to one that would embrace an informed scholarly foundation through the inclusion of intellectual and theoretical contributions. The ideal connections between theory, research, and practice show practice driving both theory and research (Figure 1).

Following this perspective means that research is explicitly articulated around problems and issues facing professionals such as technological change, employee development, shifting economic conditions, and emerging governance arrangements (Bolton and Stolcis, 2003). In turn, curricula should go beyond the basics of administrative processes related to human resources, budgeting, and policy-making. Courses should incorporate reflection and consideration of how emerging issues may be connected to theory and research, especially as managers have been found to view their responsibilities through theoretical and normative dimensions (Herzog, 1993). Professionals also can play vital roles in using their reflections-in-action to critique academic research (Kernaghan, 2009). Managers and administrators may additionally contribute to scholarship through storytelling (Hummel, 1991); this type of research is becoming more prevalent with recent advances in narrative, content, and social network analysis tools that are blurring the distinctions between qualitative and quantitative research.

Similarly, there are no longer clear-cut boundaries between civic education, learning about discipline-based theories, and the sphere of practice. Complexity theory, theories about collaborative networks, and behavioral economics – just to name a few emerging bodies of theory – match well with public administration concerns in the twenty-first

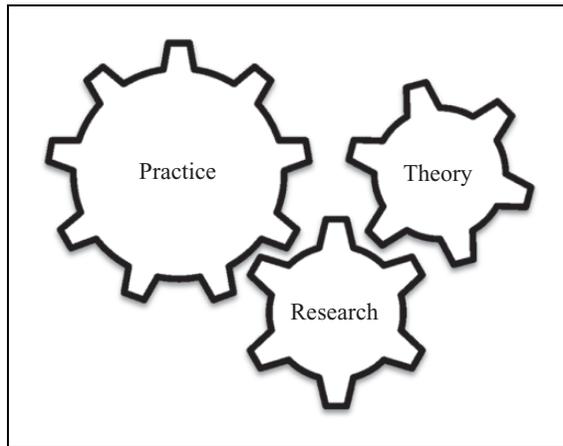


Figure 1. Practice, research, and theory connections from a reflective practitioner perspective.

century and the interdependent, complex environments that administrators must navigate (Cairney, 2015). Professional organizations such as the National League of Cities and the International City/County Management Association also are actively promoting civic engagement as necessary for reestablishing community connections, underscoring that civic education is no longer separate from the sphere of practice (Godwin, 2014). Camilla Stivers eloquently links practice, research and theory as being central to creative public service in the twenty-first century:

Finally, in a fluid and unpredictable universe, the one really practical foundation is the one offered in communities of inquiry. This sort of inquiry lies at the core of governance of the common ground. The pragmatic administrator looks for opportunities to generate democratic processes of inquiry . . . Pragmatism requires not a transformation of reality but a change in awareness so that action can be consciously creative, and a change in approach, so that inquiry can be democratic. (Stivers, 2008: 138)

Challenges remain in linking the different types of public affairs education. In the evaluating our own graduate programs, we have made significant progress in bringing together theory, practice, and research under the umbrellas of *civic professionalism* and the *scholarly practitioner* model. However, there are distinctions between students who have administrative professional backgrounds and those have more specialized practitioner experience that impact how they learn about theory and practice. We elaborate on these issues in the sections that follow.

Master of public administration (MPA) program – Development of the civic professional

Our University's mission statement emphasizes ethical reasoning, diversity and inclusivity, lifelong learning, and community and civic engagement. The University is

designated as a Hispanic Serving Institution (HSI) by the federal government and recently received Carnegie Foundation Community Engagement classification. The area served by the main campus includes over one hundred cities and four counties along with a myriad of special districts, quasi-governmental agencies, non-profit organizations, and volunteer organizations.

The dynamic geographical setting and university mission have shaped our public administration programs. *Civic professionalism* has been adopted by the faculty as a guiding theme to highlight the importance of developing a public service orientation, encouraging public service as a vocation, and improving public participation in decision-making. Emphasizing civic professionalism across the curriculum directly brings together civic education and practitioner skills development.

The MPA program has retained a strong core of students with local government backgrounds. At the same time, we have had increasing diversity in terms of profession and experience as our program has grown. There is a joint MPA/JD program with students from our University's law school that now attracts several students per year. The urban affairs/governance concentration remains popular, but we have experienced growing enrollment in a relatively new nonprofit management concentration as well. The typical student has several years of employment and is seeking the MPA close to the time of applying for promotions or advancement, but we had a higher proportion of younger students without public sector experience during the Great Recession when job openings were limited. There is still considerable variation in experience and the level of previous coursework related to public administration.

This diversity has created both opportunities and challenges in terms of student receptivity to theory and embedded research within courses. Our region has been a leader in the development of public-private partnerships, formal and informal inter-local agreements, and non-profit organizations carrying out public activities by contract with governments. Having students from a variety of professions and in different career stages fosters the examination of public issues from multiple perspectives. Many students also choose our program because of its developmental and integrated approach to civic professionalism, which means that most students share a similar perspective about the nature of public service.

The challenges have been mainly with students who are considered pre-service or are transitioning to public service from other employment. For example, MPA recent graduate Anthony Fletcher had worked as a camera operator for television stations in Los Angeles before transitioning to public service through a paid internship at a local water district doing public education outreach. He described some challenges in connecting theory to practice early in the MPA program because of lacking experience. He identified a particular challenge in "understanding the difficulty of public servants resolving problems for citizens while abiding by the organization's policy."

MPA curriculum – integrating theory, research, and practice

Our approach to curriculum development starts with benchmarking other universities and then brings in distinctive and integrative elements. Our MPA program was

reaccredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) in 2014, and our self-study review included comparisons with highly-ranked MPA programs and concentrations, as identified by *US News and World Report*, and local programs in our region. We use relatively standard titles for most of our core courses and for the naming of concentrations. We recently changed the Governance concentration to the Urban Affairs and Management after finding that employers and prospective students preferred a more standardized name. However, the courses within the concentration and related assignments remain distinctive.

We are also responsible for meeting NASPAA standards (revised in 2009) that emphasize developing competencies necessary for professionals in public service positions and preparing them for the increasingly interconnected and networked environment of public service. Fortunately, the competencies and related emphasis on public service values match well with our own emphasis on civic professionalism and facilitate connecting research and practice within our program (Meek and Godwin, 2014). In addition, the NASPAA guidelines encourage programs to develop their own mission statements. Our long-standing mission is “to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations for professionals preparing to take on socially responsible roles in public leadership and service” (Meek and Godwin, 2014: 307). This mission statement fosters curriculum development around maintaining a balance between theory and practice.

Strategies that we have undertaken to link theory and practice have included developing several courses around emerging areas of scholarship and having more applied projects and active reflection in core courses. We have found that moving from traditional lecture and discussion formats to more experiential activities leads to more sharing amongst our students and for students to customize their work to match where they are in their career development. A pre-service student might interview professionals in a position that she might seek in the future or gain experience in team-building through group assignments while a more experienced student may undertake analyzing issues that he is currently facing in the workplace and act as a mentor to others in group assignments.

Our basic MPA curriculum is shown in Table 1, with examples of how courses have linked theory, research, and practice. Even more traditional subjects have been infused with more experiential research projects and professional development assignments. To elaborate on a few courses, the budgeting and fiscal management course is being reoriented around fiscal sustainability and participatory budgeting programs; students will do a participatory budgeting simulation and will also participate in a statewide nonprofit initiative to solicit input on priorities for the state budget. The quantitative methods course provides analytical skills for applied research and making public presentations with data analysis. The faculty member who teaches this course does volunteer data analysis for a human rights organization. Several students who have taken the course have become graduate research assistants for the faculty member or volunteered themselves for nonprofit organizations.

We have found that the courses that are directly titled after theoretical perspectives are often cited by students as distinctive courses contributing to their decision to enroll in

Table 1. Master of Public Administration curriculum links to theory and practice.

Courses	Links to theory and practice
<i>Core (9 courses, all required)</i>	
Public Administration & Society	Theoretical concepts are applied to cases; provides context for pre-service students and practitioners; develops analytical and presentation skills.
Public Management and Leadership	Analyzes contemporary leadership theories and applicability to public and nonprofit sectors.
Organizational Theory and Development	Evaluation of theories in the context of current issues such as diversity and inclusivity, generational differences, and organizational change.
Policy Formation	Students analyze state legislation and submit public comments on federal rules. Some classes have been placed policy in the context of food policy.
Budgeting and Fiscal Management	Fiscal sustainability and transparency are guiding themes. Students complete a participatory budgeting simulation and engage in other exercises.
Ethics in Public Administration	Students develop their own ethics code. Some classes have included executive guest speakers who present their own experiences with ethical concerns and corruption.
Legal Environment for Public Administration	Links constitutional foundations to legal foundations and the practice of administrative law.
Quantitative Analysis for Public Management	Development of practical competences in analytical and statistical techniques, including the presentation of data analysis to elected officials and the public.
Graduate Seminar	Culminating activity that includes research analysis developed and presented by each student; includes reflective essay on the MPA and career development.
<i>Urban Management and Affairs Concentration (4 of the following courses)</i>	
Urban and Community Politics	Includes themes related to civic engagement. Activities include analysis of demographic trends and equity and more experiential evaluations of different communities.
Collaborative Public Management	Theoretical emphasis on governance. Upcoming class will act as a consultant to a collaborative in Southern California.
Managing Complex Systems	Complexity theory and tools related to managing complex organizations and within complex urban systems
Managing Sustainable Communities	Sustainability is a guiding theme for examining local planning processes and metrics for different dimensions of sustainability in urban and suburban environments.
Economics of the Public Sector	Different policy issues are analyzed through rational choice, public choice, and behavioral economics theoretical perspectives.
Comparative Public Administration	Examines practices in different regions and countries. A recent course included travel to Portland, Oregon and examination of its neighborhood associations and regional governance.

our MPA program. They have also yielded the most faculty-student research endeavors and been of practical value to our students and graduates. For example, the Collaborative Public Management course covers theories and research related to governance and collaborative networks. As included in the reference list at the end of this article, the faculty member who developed this course has worked with several masters and doctoral students on research articles and presentations related to business improvement districts, transportation collaborative networks, and collaborations in port management. This course resonates with both pre-service and established students. Anthony Fletcher, the pre-service student mentioned earlier, singled out this course as most preparing him for his current position where he must “collaboratively work with other water districts, cities, and non-profits on water conservation and education.”

Similarly, a new course, *Managing Complex Systems*, links complexity theory to practice and research. Our department hosted the international *Challenges of Making Public Administration and Complexity Theory Work (COMPACT)* conference in 2013. Two faculty members co-edited a volume based on papers at the conference that included contributions by additional faculty members (Meek and Marshall, 2014). This experience directly introduced students to communities of inquiry. Another course with a theoretical orientation is *Managing Sustainable Communities*, a long-standing course that was ahead of related scholarship calling sustainability an emerging paradigm in public administration (Florino, 2010). Finally, a new course, entitled *Economics of the Public Sector*, includes rational choice, public choice, and behavioral economic theories.

We are moving towards more co-production activities as our program increases its emphasis on experiential learning. One of our early initiatives in this area was in having *Policy Formation* taught through the lens of food politics. Students had the option to volunteer for organizations advocating for genetically modified organism (GMO) labeling and promoting more local food production. Students, in exit surveys, have consistently identified this course as being the most transformative, in terms of being able to engage directly in an issue and in learning about the real impacts of policymaking related to food production and safety. Pre-service students have gained practical experience while current practitioners have said that this course got them out of their comfort zone and into recognizing other ways of creating public value. The *Collaborative Public Management* course this year is also engaging in co-production. An adjunct faculty member, who is a former city manager and current CEO of a public-private collaborative, is teaching this course. The students will be acting as a consultant team for another collaborative organization.

We expect to have more co-production activities in the future. We intend to add a policy concentration, contingent upon increasing enrollment. It will include an *Applied Policy Research* course with client-based research and presentation of white papers. Our university also is in the initial stages of establishing partnership arrangements with a neighboring community that include community-based problem solving and interfaith collaborations. We would note that embedding co-production into the curriculum requires much more advance planning than our long-standing practices of providing volunteer consulting support and placing students into project-oriented internships. The use of senior adjunct faculty, who are practitioners, appears to be a promising strategy to be able to develop the partnerships necessary for co-production to be successful.

Table 2. Taxonomy, with examples, connecting research and the classroom.

	Illustration	Goal	Outcome	Comment
Research then class	Conservation project	Engaging students with on-going research efforts	Demonstrates relevance of research to theory and practice	On-going and current research
Research in class	City project assessment	Engaging students with publically relevant research	Student practice with research process within governmental setting	On-going and current research
Research in class to inform practice	Capstone analysis projects	Developing student research capacity and professional relevance	Student capacity in conducting research	Student driven research interests
Class as research sample	Class survey on network involvement	Increasing student awareness through personal involvement	Student familiarity with research process	Connecting literature on networks to individual student participation
Research with students	See Appendix; includes both MPA and DPA students	Relevant research practices and public relevant information for decision	Student research experience	Connecting students to current research

Taxonomy of integrating theory, research, and practice

Another way of looking at our efforts to intentionally bridge the *sphere of academic research* with the *sphere of practice* is to identify research activities. We have developed a taxonomy and illustrative examples in Table 2. This table is just a fraction of how much research activity has arisen from the integration of theory, research, and practice within the MPA curriculum. In addition, the MPA program includes practitioner adjuncts and guest lecturers, off-site experiential learning, an annual practitioner-in-residence program, dinner symposia, and networking with MPA advisory board members.

The doctor of public administration (DPA) program – Development of the scholarly practitioner

Next, we turn to our Doctor of Public Administration (DPA) program. Although many universities do not have a professional doctorate program in public administration, there are lessons to be learned about how differing student backgrounds and perspectives may lead to different opportunities and challenges in how theory, practice, and research are

connected. In particular, our DPA students have similarities with the types of students that enroll in executive or post-experience MPA programs. As discussed earlier, the formative years of the DPA program were strongly shaped by Schön's (1983, 1987) conceptualization of the reflective practitioner. The term *scholarly practitioner* has been used in our program mission since it incorporates the qualities desired in a professional doctorate program where students are required to complete a full, original dissertation that makes a contribution to the field of public administration (Meek and Johnson, 1998).

Students applying to the DPA program must have an earned master's degree. Master's degrees held by DPA students have included business administration, counseling, education, engineering, environmental health, information technology, management and leadership, and social work. Some students are up-and-coming professionals who enroll relatively soon after completing a master's degree while others are nearing retirement. The program has a much higher proportion of specialized practitioners compared to the MPA program. In addition, the mid- to late-career DPA students who have had more generalist public administration backgrounds often received their MPA degrees a long time ago, with variation in instruction on research and computerized data analysis tools.

These differences mean that many DPA students approach graduate public administration through more of a practice-to-theory perspective or even practice-to-theory-to-research. They often bring both reflection-in-action and reflection-on-action perspectives, which goes hand in hand with their interest in the DPA program. Nevertheless, there is often a steep learning curve about both theory and research; they are often attempting to integrate *the sphere of academic research* and the *sphere of practice* for the first time.

The most successful students have strong intellectual curiosity combined with a well-developed sense of public service. For example, Joe DeLadurentay has been a police chief for local cities. Currently, he teaches part-time at another university and has a consulting firm. He has observed to us that "the theories presented in the DPA program permitted me to translate those theories into powerful strategic plans for a private business, non-profit groups and most importantly, public sector entities desiring to move their organizations into a more strategic environment." He has further commented on his development as a scholarly practitioner, that

I continue to buy or borrow books, journals or internet sources that keep me abreast of the world of PA and Public Policy. The DPA in and of itself has increased my longevity and desire to keep teaching and consulting when others have folded their tents and gone home . . . It has created a new energy that continues and periodically accelerates to a point where it is impossible to shut off my brain!

DPA curriculum – sequential development and integration of theory, research, and practice

The DPA schedule originally included separate cohorts with a revolving wheel of courses that promoted a supportive student culture and student-to-student mentoring, but did not consistently prepare students for the transition to developing their own dissertations. An annual cohort model was implemented about eight years ago, with

Table 3. Doctor of Public Administration curriculum and development of the scholarly practitioner.

Courses	Scholarly practitioner development
<i>First Year</i> Foundations: Scope of Public Administration, Constitutional Foundations, Ethics and Decision-making Methodological: Nature of Inquiry, Qualitative Analysis, Quantitative Analysis	<i>"See"</i> Academic and practitioner perspectives about public administration; methodological tools for applied research and academic publications
<i>Second Year</i> Urban Theory and Governance, Policy, Collaboration, Economic Perspectives, Organizational Development, Program Evaluation	<i>"Do"</i> Theoretical perspectives with linkages to practice and possible dissertation topics. Includes applied assignments and reflection from a scholarly practitioner perspective
<i>Third Year</i> Civic Engagement I and II, Dissertation Seminar, Research Specialization I, II, and III	<i>"Create"</i> Co-production and action-based research Development of dissertation topic and proposal

sequencing of courses. The program is currently phasing in a more explicitly developmental curriculum, which we have called "see, do, create," that also connects courses to dissertation development earlier in the program. Students also now take two classes per term rather than three per semester, which provides opportunities for more in-depth study of particular subjects.

As shown in Table 3, students take three sequenced courses on public administration foundations and another three courses on academic and applied research in the first year. The second year includes courses on policy and program administration and management, which links the first-year courses to emerging theories and their own experiences as practitioners. The third year includes civic engagement along with more self-directed and experiential assignments leading to dissertation development. We also anticipate introducing more flexibility into the structure and purpose of dissertations, so that in the future we may see more action research projects and dissertations that connect more directly to career development goals for those wishing to move into executive management or consulting.

The revised curriculum has already led to more seminar-style classes, with students linking theories and research approaches to their work experiences. Both authors of this article have experienced some of our most positive experiences in teaching this past year as students began seeing themselves as a community of inquiry. They gained confidence as they rotated leading class lectures on theory-based topics and extensive discussions about their own work environments.

These sessions also built confidence about the students' own abilities to develop meaningful dissertation topics that have a theoretical perspective. For example, the DPA policy course for second year students led off with a guest speaker (via Skype) who had

done extensive research on prostitution diversion programs and had spent considerable time struggling with how to connect this work to social construction theory. While this speaker was a relatively junior faculty member, two students in senior-level law enforcement positions appreciated her level of expertise and approach to research. Those students, along with others in the course, then realized that they could also draw upon their own experiences to look at how recipients of public services are socially constructed and were then able to confidently evaluate the other policy theories covered in the course.

We have been pleasantly surprised at the improvements we have seen for far in students' capabilities to integrate theory, research, and practice. We are also assigning more reflection essays throughout the curriculum, which has captured students' progression towards a more reflective or scholarly practitioner approach. Comments received back from students include that they are living the theories they are learning about and that the curriculum is especially useful in helping them navigate collaborative networks such as those involving mental health, education, and public safety. Tools learned in an organizational development class also helped a student in "providing the administration ideas to restructure the organization in order to better serve our employees and the community." Another student in law enforcement commented that:

I am also engaged in negotiating multi-million dollar, long term contracts with private vendors for goods and services (inmate telephone and commissary services). I frequently encounter the public administration/politics dichotomy, along with differing, and often conflicting values during negotiations. My experience has been that it is more than a dichotomy, it is a trichotomy (public administration + politics + private management/values). The coursework has assisted me with viewing the relationships with a "fish-eye" lens and through a global thinking network.

However, students have continued to report some concerns. Even with going from three courses per term to two, they often feel overwhelmed with the possibilities for their dissertations. As one second-year student put it, "I am actually less confident in developing my own research since each term provides me with additional options, interests, and topics to focus on." There also were some concerns about the order of courses, although not about the value of having courses sequenced. We anticipate some refinements to help students select their dissertation topics earlier in the program. We are expanding co-production activities for DPA students as well, especially with a two-course Civic Engagement course to more directly work on applied projects that can tie in to dissertation research.

Implications and conclusion

There are similarities and differences between our masters and doctoral students in their professional experience and commitment to research, which we have summarized in Table 4. We have found that there are relatively few intrinsic barriers to the integration of theory, research and practice. Our biggest challenges have been in matching the

Table 4. Comparison of student perspectives and program design.

	MPA	DPA
Program mission	Civic Professional	Scholarly Practitioner
Professional experience	Most early career; some pre-service and mid-career	Most mid-career, but ranges from early career to retirement eligible
Professional orientation	PA Professionals	Specialized Practitioners and PA Professionals
Public service/Civic education orientation	Strong (part of application process)	Strong (part of application and interview process)
Theory/Practice orientation	Pre-Service: theory to practice Others: integrated theory/practice	Practice to theory
Curriculum design	Mix of theory-driven and subject courses	Yearly cohorts with sequenced themes and topics
Curriculum Orientation to Research	Competency-based Experiential/action research	Developmental (see, do, create)
Research-related assignments	Theory-based problem solving Experiential/action research Analytical research	Reflection essays Research critiques Student-led lectures Papers to develop dissertation
Culminating assignments	Capstone analysis project Reflection essays (Career development, competencies and learning outcomes)	Comprehensive exam Dissertation

curriculum to students with different professional experiences. Strategies for bridging the differences include:

- Consider adopting program missions, such as the development of civic professionals or scholarly practitioners that foster linkages between theory, research, and practice.
- Identify students as pre-service, administrative practitioners, or specialized practitioners.
- Integrate theory, research, and practice for programs with pre-service and administrative practitioners. Build in more experiential projects and to have a variety of

student-practitioner interactions for programs that have more pre-service and early career students.

- Sequence courses and consider a more cohort based approach for programs with a high proportion of specialized practitioners.
- Embrace more theory-based courses that facilitate integration with practice and applied research.
- Retain the shells of standard courses, but redesign course delivery and activities around student developmental goals and the integration of theory and practice.
- Look for opportunities to embed more co-production and experiential projects into courses, including providing course development support to practitioner adjuncts.

We acknowledge the need for future study on our scholarly practitioner and civic professional models, along with other models based on the conceptualization of graduate public administration students as reflective practitioners. Nevertheless, we conclude with the recommendation that it is time to consider alternatives to the traditional theory-to-practice conceptualization of public administration education in favor of practice-to-theory and integrated perspectives. Rather than minimizing the importance of theory and research, an integrated approach to curriculum development provides students with opportunities to incorporate theoretical concepts and applied research techniques into class assignments and into their workplaces.

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Appendix

Examples of joint research and publications efforts with students

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Examples of joint research and papers with students

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University of La Verne

Master of Public Administration 2019-2020 Self-Study Appendix II

Standard 3, Matching Operations with the Mission: Faculty Performance

Included:

1. Diversity Plan
2. Faculty Biographies

1. The La Verne MPA Diversity Plan Updated 8.28.20

NOTE: in future NASPAA reports, the title will be Diversity, Equity, and Inclusion Plan

The MPA Program designed and adopted the “MPA Faculty Diversity Plan” on October 1, 2007. It was updated on July 24, 2013. The purpose of this plan is to guide the MPA program’s efforts in creating a diverse learning environment. The plan acknowledges the need for and the positive learning outcomes that can be achieved with an effective diversity plan for both students and faculty.

In review of the plan, reports are provided to the MPA Advisory Board and MPA faculty in program meetings. The MPA faculty discussed the plan during the self-study year. The faculty and MPA Advisory Board will be reviewing individual courses and the curriculum in 2020-21.

The previous plan was focused solely on faculty diversity. It consisted of a three-pronged approach: (1) diversity in full-time faculty recruitment strategy, (2) diversity in the assignment of adjunct faculty to MPA program courses, and (3) diversity in the assignment of guest speakers in the MPA program. As discussed further in this updated plan, (1) we have not had a recruitment for full-time faculty since our last self-study; (2) we have succeeded in enhancing the diversity of adjunct faculty; and (3) we are continuing efforts to have diversity in guest speakers and program panels.

This update broadens the scope and review of our efforts to: (1) full-time and part-time faculty, (2) students, (3) advisory board and alumni chapter, (4) speakers and special events, and (5) curriculum.

1. Faculty

Full-Time Faculty. The last full-time faculty hire was for the 2012-13 academic year. The seven nucleus faculty members include two persons of color: one Latinx and one Asian. Both were international faculty at the time of hire, from Mexico and South Korea respectively. The faculty includes four male and three female faculty.

As a Hispanic and Minority Serving Institution, the university takes a proactive approach to recruiting for diversity and training faculty search committee members. Our recruitment and other efforts have been enhanced with the relatively recent hire and then promotion of Alexandra Burrel, PhD., as Chief Diversity, Equity, and Inclusion Officer.

Adjunct Faculty. The MPA Director, in cooperation with the Department Chair, develops a diverse adjunct faculty pool. We have had to limit the number of adjunct faculty because of enrollment levels; the number of adjunct faculty declined from eight (8) in our last self-study year (2012-13) to four (4) in 2019-20. Two retired city managers had been teaching regularly in our program and stepped down from teaching a few years ago. We consider it a significant accomplishment that we have a core group of active practitioners as adjunct faculty. They are diverse in terms of both demographic and professional background. One identifies as both Asian and Hispanic/Latinx, one as Black/African-American, and one as Latinx. Two of the four

have earned doctoral degrees; a third is a PhD candidate. Adjunct faculty teaching in 2019-20 include:

- Noel Hacegaba, DPA, Deputy Executive Director, Administration and Operations, Port of Long Beach. Selected as keynote speaker for 2020 ASPA Conference. Teaches Collaborative Public Management. <https://www.polb.com/port-info/news-and-press/dr-noel-hacegaba-08-23-2019/>
- Brandon Jacobs, MHA. Deputy Director, Riverside University Health System-Behavioral Health (County of Riverside). Teaches Quantitative Methods.
- Marcella Marlowe, PhD, City Manager, City of San Marino. Immediate past president of Women Leading Government. Teaches Management & Leadership; has also taught Organizational Theory & Development in the MPA and DPA programs.
- Jovita Murillo, PhD candidate. Teaches Managing Sustainable Communities. Also teaches in the Master of Health Administration program.

To date, nonprofit is our second-largest concentration. The faculty include one full-time faculty member in Marketing and three adjunct faculty. All four are female and one is Black/African American.

Goals. We would like to increase our adjunct faculty pool, but we are constrained by enrollments and university policies on class sizes and teaching loads. Full-time faculty are required to teach one additional course at no extra compensation in 2020-21 because of budget cutbacks related to the pandemic, which has reduced the number of courses available to adjuncts. However, we may have opportunities to expand online offerings and/or expand to other regions. Immediate goals include:

- Provide mentoring to adjunct faculty, especially for online teaching. (Three of our four adjuncts have already taught online because of the pandemic.)
- Continue to identify practitioners as possible adjunct faculty and invite them to participate as guest speakers.
- As discussed further below, continue to involve alumni and advisory board members in MPA activities.

2. Students

The University of La Verne's Fall 2019 enrollments (Fact Book 2013-2019) reflect the following: 50.4% Latinx, 19.7% White, 6% Black/African American, 6% Asian/Pacific Islander, .24% American Indian/Alaskan Native, 7.4% International/non-resident alien (new designation in Fact Book), 6.7% Other, and 3.5% two or more races. The overall student body is 61% women and 38.8% men, with 1% not reporting.

MPA admissions data on newly enrolled students for 2019-20 reflect the following: 64% Latinx, 16% White, 12% Black/African American, 0% Asian/Pacific Islander, 0% International/non-resident alien, and 8% two or more races. There were 68% women and 32% men. Compared to past years and historical averages, the percentage of Asian students is lower and the percentage

of Black students is higher. The average age in 2019-20, 35.7 years, is higher than our steady average of about 32 years. We have continued to admit international students, but are experiencing difficulties with students obtaining visas.

Our demographics are very similar to other MPA programs in our region, based on a Fall 2019 panel at NASPAA. Public service professions in our region, especially in the nonprofit sector and public health, are disproportionately female and Latina. We have a high proportion of students who are either first-generation college graduates or the first in their families to obtain a graduate degree. In the last few years, we have had a slight increase in the proportion of veterans.

With the pandemic, we have offered CARES grants and donor-funded emergency grants to students. To the best of our knowledge, a number of MPA students have applied and received these grants. Upgrading technology and internet access have been amongst the most-requested items, in addition to coverage of basic expenses.

Goals. These goals relate to student recruitment and retention. Additional items are covered in the other sections.

- Conduct a gap analysis on professions/employers in order to identify ways to diversify our student body.
- With Enrollment Management, conduct tuition comparisons and modeling, related to affordability for pre-service and lower income students.
- Consider ways to provide funding for technology and internet costs.
- Explore collaborative efforts and new opportunities for student outreach with possible move to a new College of Health and Community Well-Being.

3. Advisory Board and Alumni

Advisory Board. We have diversified our advisory board in terms of demographics, career stage, and profession. In the past, the advisory board had primarily been a city management executive group. The current membership includes 12 members. We have also added the University's Director of Civic and Community Engagement (an MPA alumnus) as an ex-officio. The membership includes seven men and five women. Three are Latinx and one is Black. The professions represented include city government (6), county government (1), regional governments (2), special districts (1), private university (1), private municipal property tax consulting firm (1).

Alumni Chapter and Outreach. We have a nascent MPA alumni chapter. Our university has had affinity groups, which participate in homecoming and special events. We plan to develop the MPA chapter into more of a mentor, guest speaker, and outreach group. We also hope to routinize connections with our ICMA Student Chapter, Pi Alpha Alpha chapter, and regional organizations. As cited by Moody's, the University of La Verne's alumni giving has been below average for comparable universities. Yet, our graduating MPA students and alumni regularly express an interest in staying involved and credit the MPA program for establishing meaningful connections that surpass their undergraduate experiences.

Goals.

- Continue to diversify and expand the MPA advisory board. Areas for expansion include: nonprofit sector, public safety, counties, state, federal, and public health.
- Develop MPA alumni chapter and alumni outreach activities.
- Expand fundraising efforts related to student expenses for program activities and scholarships.

4. Speakers and Special Events

Pre-pandemic, we regularly hosted two ASPA Professional dinners per year and have had a city-manager-in-residence program. We have also partnered with professional organizations such as the San Gabriel Public Affairs Network, Women Leading Government, and the Municipal Management Association of Southern California in hosting events. Since Fall 2018, we have more purposefully planned 1-2 panel events a year for career development and to broaden our guest speaker pool: Alumni career development panel (Fall 2018), professional networking dinner with MMASC (Fall 2019), and pandemic frontline worker panel (Spring 2020).

Goals.

- Routinize fall career panel with alumni guest speakers, drawing upon mid-career and emerging leaders.
- Work with ASPA and sponsor on broadening speaker selection for ASPA dinners.
- Partner with DPA program on “hot topics” panels and inviting MPA students to featured speakers.

5. Curriculum

Diversity/inclusivity is a core value of the University of La Verne and an integral focus of our courses. Recently, the university faculty adopted a course assessment tool, as a supplement to the Faculty Handbook to incorporate inclusivity and diversity more directly into course design and teaching approaches. Three MPA faculty also received course transformation grants in Summer 2019 to design courses for diversity and inclusivity. An MPA faculty member, Adrian Velazquez Vazquez, recently served as co-chair of the Faculty Diversity Committee and has been an advocate for these efforts. Faculty have also published in this area. As just one example, Professor Matthew Witt recently examined how institutional practices in the United States emerge from and serve “dual state” practices and commitments founded on and devoted to recapitulating a racialized social contract (Public Integrity, 2018).

Another university core value is civic and community engagement. A term of faculty within our department received an engaged department grant through a program established by a university donor. A summer course, Applied Research, and our comparative public administration travel courses have emphasized diversity and engagement. These opportunities could increase with the development of the new College of Health and Community Well-Being.

As noted in #3, the move to remote instruction during the pandemic has helped to identify student technology and internet needs. The university has also loaned computer equipment to students. Access to technology will remain critical as we consider continuing with a mix of different instructional modalities and videoconferencing into the future. Our learning management system also has been upgraded to handle more video-based components.

Goals.

- Continue to participate and support university faculty development efforts and grant/fellowship activities promoting diversity/inclusivity and community engagement.
- Revisit core and concentration course offerings to highlight and further emphasize diversity, inclusivity, and equity.
- Update course assessment related to diversity, inclusivity, and equity.
- Increase student access to technology, possibly through a combination of university efforts and fundraising.

2. Full-Time Faculty Biographies

Suzanne Beaumaster

Professor of Public Administration
Director, Doctor of Public Administration Program

Suzanne Beaumaster, PhD, is Professor of Public Administration at the College of Business and Public Management and started with the University of La Verne in 1997. Professor Beaumaster offers courses in organizational theory and development, introduction to public administration, and ethics. Her research focuses on organizational theory and the utilization of information in public sector organizations. She is the author of *Translating Organizational Theory: A Concise Guide to Prominent Domains* (Kendall Hunt, 2018). Current scholarship includes issues about aging, public bureaucracies, and leadership. She is a long-time chair of NASPAA's doctoral education committee and regularly leads workshops on doctoral education.

Professor Beaumaster holds a Bachelor of Business Administration degree from Ohio University (1988) a Master of Public Administration degree from Northern Kentucky University (1992) and a PhD in Public Administration and Public Affairs (1998) from Virginia Tech.

Marcia Godwin

Professor of Public Administration
Master of Public Administration Director

Marcia L. Godwin, PhD, is Professor of Public Administration and Master of Public Administration (MPA) Director at the University of La Verne. Professor Godwin has taught introduction to public administration, graduate seminar, ethics, policy formation, and quantitative analysis in the MPA program. She has published in the areas of local government, public engagement, participatory budgeting, elections, emotional labor, and public affairs education. She is a longtime contributor to the biennial *Roads to Congress* series and became a coeditor in 2016. Her research has been published in *Administrative Theory and Praxis*; *Journal of Public Affairs Education*; *Policy Studies Journal*; *Politics, Groups, and Identities*; *State and Local Government Review*; *Teaching Public Administration*; and other publications. She also served as coeditor and contributor, with Sean D. Foreman, of *Local Government and Mayoral Elections in 21st Century America*. She is on the editorial board for *State and Local Government Review*. Godwin provides regular commentary on California elections and local government issues to local and national media outlets. She was inducted into the La Verne Academy in 2020.

Professor Godwin has extensive experience in local government administration in Southern California. She continues to be active with a number of nonprofit and professional organizations. She was a founding member of Women Leading Government. She also has been involved with faculty governance as the founding chair of the Faculty Budget Committee and is currently the cochair. She also has served as Chair of Faculty Assembly and as a Faculty Senator. She previously served, on a half-time basis, as chair/director of the University's Institutional Review Board (2011-2014) to develop its policies and procedures. She is on the Board of Directors of HdL, Cohen, and Cone; it provides property tax consulting services to most California cities.

Professor Godwin received her PhD in Political Science from Claremont Graduate University (2000), MA in Public Policy from Claremont Graduate University (1997), Master of Public Administration from CSU

Northridge (1990), and BA in Political Science from California Polytechnic State University, San Luis Obispo (1986, summa cum laude).

Soomi Lee

Associate Professor of Public Administration

Soomi Lee, PhD, is Associate Professor of Public Administration. She was a visiting research fellow in the Department of Economics at the University of California at Irvine and a visiting scholar at the Czech Academy of Sciences. She earned a PhD in economics and political science from Claremont Graduate University. She holds master's degrees in economics and political science.

Her primary teaching areas include quantitative research methods and economics of the public sector at the University of La Verne. She also teaches an honors course on universal basic income, one of the first college courses in the nation. Her primary research areas include public finance, political economy, and regional/urban economics. Her work appeared in *Urban Affairs Review*, *Public Finance Review*, *State Politics and Policy Quarterly*, *Social Science Journal*, *Cityscape*, and *Basic Income Studies*. She is a contributor to the American Politics and Policy blog at the U.S. Center of the London School of Economics. Her media appearances include *Politifact* and *Washington Examiner*.

She received the best paper award for the public finance and budgeting section from the Western Social Science Association, Lincoln Scholarship from the Lincoln Institute of Land Policy, and La Verne Scholar Award from the La Verne Academy at the University of La Verne. She also won the Manjeri & Patel Thakur Best Paper Award for faculty at the College of Business and Public Management for two years.

She serves as a board member for the United States Basic Income Guarantee Network that promotes public awareness and discussion on a guaranteed minimum income. She is active in professional academic organizations in her field. She chaired the organizing committee of the North American Basic Income Guarantee Congress in 2019. She is also a program chair for the North American Regional Science Association meeting in 2020. She also provides her expertise as a referee to *Journal of Urban Affairs*, *Social Science Journal*, *Journal of Politics*, *Public Choice*, *Journal of Organizational and Behavioral Economics*, *Journal of European Social Policy*, *Basic Income Studies*, *Palgrave*, and *Sage*.

Jack W. Meek

Professor of Public Administration

Director, Center for Research, College of Business and Public Management

Jack Meek, PhD, is a University of La Verne Academy Professor and Professor of Public Administration. Professor Meek serves as Director of the Center for Research and offers courses in research, managing complex systems and collaborative public management.

His research focuses on metropolitan governance including the emergence of local and regional collaboration and partnerships, policy networks and citizen engagement. Professor Meek has over sixty academic publications. He has co-authored and co-edited books on [governance networks](#), [business improvement districts](#), [intergovernmental relations](#) and [complex governance systems](#). He serves on the editorial boards of *the International Journal of Organizational Theory and Behavior*, *Complexity*, *Governance and Networks*, *Journal of Globalization Studies*, and *Forum for Social Economics and Social Agenda*.

Professor Meek served as President of the 300- member *National Association of Schools of Public Policy Affairs and Administration* (NASPAA) in 2018. This global network of graduate schools of public service seeks to ensure excellence in education and training for public service and promotes the ideal of public service.

Professor Meek has served as visiting lecturer/scholar at University of International Business and Economics (Beijing), Erasmus University in Rotterdam (Netherlands), Universidade Estadual do Norte Fluminense in Campos, Brazil, the University of Southern California (USA) and Claremont McKenna College (USA). Professor Meek also serves on the Executive Boards of the Section on Complexity, Governance and Networks of the American Society for Public Administration (ASPA) and the Southern California Chapter of ASPA.

He is the former Coordinating Dean of the School Public and Health Administration, Chair of the Department of Public Administration, and Director of the MPA Program at the University of La Verne.

Keith Schildt

Professor of Public Administration
Director, Master of Health Administration

Professor Schildt is Professor of Public Administration and Director of the Master of Health Administration program. He holds a PhD in political science and master's degrees in both public administration and urban studies. He teaches public policy, health administration, research methods, and graduate seminar. He does research in food and nutrition policy. Prior to working in academia, Professor Schildt worked in municipal government. He has also been a strategic management consultant and policy analyst to a wide variety of government and nonprofit organizations.

Professor Schildt has been on the Board of Directors and served leadership roles for a number of nonprofit organizations; for example, he is past President of the National Association of Nutrition and Aging Service Providers, was on the Board of the Association of Nutrition Services Agencies, and the California Association of Nutrition Directors for the Elderly. He also helped form the California Nutrition Coalition, a 501C3 education and advocacy organization. He is currently chair of Slow Food California Legislative Committee, a board member of Slow Food California, and Regional Governor for Southern California: Slow Food USA. He is also chair of the Slow Food Orange County Chapter, past chair of the North American Food Systems Network, a committee member of the Sierra Club Food & Agriculture Grassroots Network, and member of the Climate Reality Leadership Corps, Orange County Chapter.

Adrian M. Velazquez Vazquez

Associate Professor of Public Administration

Adrian M. Velazquez Vazquez, PhD (University of Texas at Dallas, 2007), is Associate Professor of Public Administration. Dr. Velazquez teaches courses in leadership, constitutional foundations, and civic engagement. His research centers on the analysis of immigration policies and phenomena. His work has been published, presented and recognized at national and international conferences in Portugal, China, Colombia, France, Tunisia, Peru, Chile, Ireland, Ecuador, Singapore, and Mexico, among others.

Dr. Velazquez holds a PhD in Public Affairs from the University of Texas at Dallas, where he also obtained an MPA degree with a Policy Analysis concentration. Previously, he graduated with a law degree from the Universidad de Guanajuato. Dr. Velazquez also serves in various roles at many

professional organizations, such as President of the Southern California Chapter of the American Society for Public Administration (ASPA), Member of ASPA's Financial Management Committee, and Board Member for the International Association of Schools and Institutes of Administration (IASIA) and the Latin American Group for Public Administration (LAGPA). In Mexico, Dr. Velazquez worked as a consultant for the private sector before entering public service in the Water State Commission of Guanajuato, where he worked as Department Manager of Legislative Support.

Matthew Witt

Professor of Public Administration
Chair, Department of Public and Health Administration

Matthew Witt, PhD, is currently Chair of the Department of Public & Health Administration, and professor of public administration at the University of La Verne, where he teaches undergraduate, masters and doctoral level coursework in urban studies, urban community and politics, and urban theory, respectively. Additionally, he teaches public administration ethics as a core course in the MPA curriculum. Dr. Witt is published in leading public administration journals examining how racism has affected public administration scholarship, and serves on the editorial boards for the journals *Administrative Theory & Praxis* and *Public Integrity*. He is recently engaged as creative content coordinator for the media branch of the start-up international business consulting firm, *Systemic Frog*.

Dr. Witt is a leading scholar of state crimes against democracy (SCADs), with work appearing *Public Administration Review*, *Public Integrity*, and *Administration & Society* and *American Behavioral Scientist*. He is co-editor of "State Crimes Against Democracy: Political Forensics in Public Affairs" (Palgrave-Macmillan Press, 2012). With others, he was scheduled for Roundtable Presentations for 2020 (ASPA and PatNet), both of which were canceled because of the quarantine conditions. He currently has one piece under review with *Administration & Society* (working title: "Between Administration and Society: Camus, Plagues and Coronavirus"), and one piece under process examining the correlates between urban design and healthy biome. He is a member of the La Verne Academy.

Joining with the community based-organization Sustainable Claremont in partnership with the civic initiative, Compassionate Pomona, Dr. Witt is joining La Verne faculty in Arts & Sciences to initiate a tree planting program incorporating curricular design components and community-based asset mapping.

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Master of Public Administration 2019-2020 Self-Study Appendix III

Standard 4a, Matching Operations with the Mission: Serving Students

4.3.4b Employment Statistics for MPA Graduates

MPA Graduate Employment	2016	2017	2018	2019	2020
National or central government in the same country as the program	-	1	-	1	-
State, provincial or regional government in the same country as the program	1	1	3	1	-
City, county, or other local government in the same country as the program	14	15	14	11	15
Government not in the same country as the program (all levels) or international quasi-governmental	2	1	-	-	-
Nonprofit domestic-oriented	2	2	9	4	5
Nonprofit/NGOs internationally-oriented	-	-	-	-	-
Private Sector - Research/Consulting	2	1	-	-	-
Private Sector but not research/ consulting	1	2	2	1	4
Unemployed (seeking employment)	4	3	1	1	-
Status unknown	-	1	1	1	-
Total	26	27	30	20	24

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Master of Public Administration 2019-2020 Self-Study Appendix IV

Standard 4b, Matching Operations with the Mission: Serving Students

MPA Admission Records

		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total
Admission	Number Applied	119	126	81	71	69	55	95	75	446
	Number Admitted	45	38	36	33	41	23	42	44	219
	Number Matriculated	27	26	25	22	20	19	32	25	143
Average GPA Scores	Number Applied	3.0	3.1	3.3	3.1	3.0	3.0	3.0	3.1	3.1
	Number Admitted	3.1	3.1	3.3	3.1	3.0	3.1	3.0	3.1	3.1
	Number Matriculated	3.1	3.1	3.3	3.1	3.1	3.0	3.0	3.0	3.1
Age	Number Applied	30.1	29.1	30.0	29.0	30.6	32.0	29.7	32.4	30.6
	Number Admitted	31.0	29.5	31.6	28.7	30.5	33.7	30.0	34.3	31.5
	Number Matriculated	32.9	31.5	32.6	29.3	30.7	33.3	30.2	35.7	31.9
% Male	Number Applied	49.6%	48.4%	42.0%	42.3%	37.7%	43.6%	40.0%	40.0%	40.9%
	Number Admitted	46.7%	31.6%	41.7%	36.4%	31.7%	43.5%	47.6%	43.2%	40.7%
	Number Matriculated	55.6%	26.9%	48.0%	36.4%	40.0%	42.1%	37.5%	32.0%	39.3%
%Minority*	Number Applied	29.4%	37.3%	49.4%	47.9%	58.0%	65.5%	64.2%	60.0%	57.5%
	Number Admitted	31.1%	60.5%	69.4%	69.7%	65.9%	69.6%	81.0%	65.9%	70.2%
	Number Matriculated	48.1%	73.1%	76.0%	72.7%	85.0%	73.7%	87.5%	76.0%	78.5%
% Race and Ethnicity Unknown	Number Applied	29.4%	18.3%	17.3%	16.9%	15.9%	1.8%	5.3%	5.3%	10.4%
	Number Admitted	31.1%	21.1%	19.4%	15.2%	17.1%	4.3%	2.4%	2.3%	10.1%
	Number Matriculated	22.2%	15.4%	20.0%	18.2%	10.0%	5.3%	0.0%	0.0%	8.9%
Black or African American	Number Applied	2.5%	5.6%	4.9%	4.2%	8.7%	10.9%	11.6%	8.0%	8.1%
	Number Admitted	2.2%	10.5%	0.0%	3.0%	7.3%	8.7%	9.5%	6.8%	5.9%
	Number Matriculated	0.0%	15.4%	0.0%	0.0%	5.0%	10.5%	12.5%	12.0%	6.7%
Hispanic/ Latino	Number Applied	25.2%	30.2%	39.5%	42.3%	43.5%	52.7%	44.2%	49.3%	45.3%
	Number Admitted	26.7%	47.4%	61.1%	63.6%	53.7%	56.5%	61.9%	56.8%	58.9%
	Number Matriculated	40.7%	57.7%	64.0%	72.7%	75.0%	63.2%	65.6%	64.0%	67.4%
Asian	Number Applied	1.7%	1.6%	4.9%	1.4%	5.8%	1.8%	7.4%	2.7%	4.0%
	Number Admitted	2.2%	2.6%	8.3%	3.0%	4.9%	4.3%	7.1%	2.3%	5.0%
	Number Matriculated	7.4%	0.0%	12.0%	0.0%	5.0%	0.0%	9.4%	0.0%	4.4%

		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total
White	Number Applied	5.9%	4.0%	3.7%	7.0%	14.5%	18.2%	17.9%	18.7%	13.3%
	Number Admitted	11.1%	2.6%	8.3%	3.0%	14.6%	26.1%	11.9%	22.7%	14.5%
	Number Matriculated	14.8%	3.8%	4.0%	4.5%	5.0%	21.1%	9.4%	16.0%	10.0%
American Indian or Alaskan Native	Number Applied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.2%
	Number Admitted	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	0.4%
	Number Matriculated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	Number Applied	0.8%	0.8%	1.2%	0.0%	0.0%	0.0%	1.1%	5.3%	1.3%
	Number Admitted	2.2%	2.6%	0.0%	0.0%	0.0%	0.0%	2.4%	4.5%	1.2%
	Number Matriculated	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	3.1%	8.0%	1.9%
Nonresident Alien	Number Applied	33.6%	38.9%	28.4%	28.2%	11.6%	12.7%	10.5%	10.7%	17.0%
	Number Admitted	24.4%	13.2%	2.8%	12.1%	2.4%	0.0%	2.4%	4.5%	4.0%
	Number Matriculated	14.8%	3.8%	0.0%	4.5%	0.0%	0.0%	0.0%	0.0%	0.8%
Native Hawaiian or Other Pacific Islander	Number Applied	0.8%	0.8%	0.0%	0.0%	0.0%	1.8%	1.1%	0.0%	0.5%
	Number Admitted	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Number Matriculated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out of State	Number Applied	32.8%						3.2%	6.7%	4.9%
	Number Admitted	0.0%						2.4%	2.3%	2.3%
	Number Matriculated	0.0%						3.1%	0.0%	1.6%

University of La Verne

Master of Public Administration 2019-2020 Self-Study Appendix V

Standard 5, Matching Operations with the Mission: Student Learning

Assessment Program

Missions, Goals, Objectives, and Learning Outcomes

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) The effective use of public 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

The NASPAA universal competencies include 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.

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

The public services values established by the La Verne MPA mission are embedded within the competencies established to meet the program mission and universal competencies of NASPAA programs

Assessment at La Verne

The MPA Assessment Program was designed in the Fall of 2007 based on the Colleges' "Course Embedded Outcomes Assessment Program" (program steps are listed below). The initial program assessment included a pilot test that was conducted in the Fall term of 2007 with regular implementation beginning with courses offered in the Winter term of 2008. Additional program assessment continued in the Spring and Summer terms of 2008. A revised program assessment was instituted in the Fall of 2011 in incorporate the newly established universal competencies established by NASPAA. Core and concentration courses were revised in response to the 2012-2013 MPA Self-Study and 2014 Site Visit. The faculty adopted the revised curriculum in 2015 for Fall 2015 implementation.

The steps that the MPA faculty undertakes to implement the assessment plan are listed below. Other programs within the college also use course-embedded assessment, although on a less frequent schedule than utilized in the MPA program.

1. Define the goals and learning objectives of the MPA program.
2. Break down each learning objective into several measurable learning outcomes.
3. Prepare a matrix that shows all the learning objectives and outcomes and the MPA courses in which they are going to be assessed.
4. Develop the instruments to measure or assess the learning outcomes
5. Develop a rubric for the assessment of the learning outcomes.
6. Set an overall target for student learning.
7. Collect assessment data.
8. Analyze the data.
9. Continuously re-evaluate the curriculum, goals, objectives, learning outcomes, instruments, and rubric.

The Assessment Matrix Table serves as a road map for the MPA course embedded outcome assessment efforts. (See Table 1.) The learning goals and objectives for the MPA program are based on the MPA program mission. These are integrated with the NASPAA universal competencies. Four of the five NASPAA competencies are matched with MPA program goals; the fifth, on the policy process, is listed only as a NASPAA competencies, but also reflects our university's core value of civic/community engagement and our department's mission to develop civic professionals. Two goals are specific to our program mission: the effective use of public resources and understanding fairness and justice in public service.

Each of the learning objectives encompasses skills and abilities are broken down into learning outcomes. Each learning outcome is measured to reflect the ability of the student to perform a specific task.

For each learning outcome or set of outcomes, faculty have developed instruments or assignments or components of assignments to measure the students' ability to perform tasks or demonstrate their skills. The choice of the instrument is a function of the learning objective and outcomes. For some objectives or outcomes, a case study might be the most appropriate instrument; while for others, it might be an exam, simulation, term paper, or a class project.

A rubric or a scoring guide, developed by faculty teaching the assessed courses, is used to assess student ability and skill level. The rubrics ensure consistency in the evaluation of the student ability across sections and over time. These are summarized on assessment sheets for faculty to complete.

The MPA Program faculty set a target objective for student achievement on each of the learning outcomes at 80% of students taking a course achieving “good or excellent” scores. These targets have been exceeded.

The program completed a full cycle of the learning outcomes and objectives by the end of the Spring Term of 2009. A revised program assessment was instituted in the Fall of 2011 in order to incorporate the newly established universal competencies established by NASPAA. There were additional modifications in 2015 with curriculum changes. This resulted in the elimination of Objective 2, which had been associated with an information technology course that is no longer offered; the program goal on efficient public resources continues to be assessed in another core course. We also added a leadership and management class, which is now the course used for assessment of the corresponding NASPAA competency. Our organizational theory course was revised to include organizational development and has been matched with the NASPAA competency on communicating with a diverse workplace. There have been some minor modifications to subobjectives, rubrics, and assessment sheets as we gained experience with the revised curriculum, rotated faculty, and modified instruments. Those changes are annotated here.

Therefore, we have maintained continuous “full cycle” assessment on all five NASPAA universal competencies since 2011. An annual assessment scorecard is reported to NASPAA and reviewed annually by both faculty and our MPA advisory board. A variety of related evaluative activities are part of our Graduate Seminar course as well.

Currently, seven of our nine core courses are part of the course-embedded assessment program. One faculty member also chooses to complete an assessment on a concentration/elective course.

We will be revising our assessment plan in 2020-21 to reflect the revised NASPAA core competencies. We are also completing a multi-year review of the MPA mission statement and mission-based competencies. These processes may be impacted by consideration of whether to move the MPA program to a proposed new College of Health and Community Well-Being.

- **Table 1. MPA Assessment Matrix**

La Verne Learning Goals	Universal Competencies (NASPAA)	Defined Learning Objectives	Assigned Course	Assigned Elective Courses	Public Service Values
The Effective Use of Public Resources		Objective 1: Utilization of public resources in efficient & effective ways Objective 2: Deleted with phase-out of IT course	PADM 534 Budgeting & Fiscal Mgmt		Serving professionally with competence, efficiency and objectivity
Understand the intra and inter-organizational aspects of public administration	Lead & Manage in Public Governance	Objective 6: Understand the unique nature and challenges of leadership in the public sector, highlighting the discussion of internal and external factors that make government and not-for profit organizations different from organizations in the private sector.	PADM 510 Management & Leadership		
Understand the inherent social role and ethos for the public, private, and nonprofit sectors	Articulate, Apply Public Service Perspective	Objective 4A: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors. Objective 4B: Formerly used for an elective nonprofit course	PADM 501 Public Admin and Society	PADM 586 Economics of the Pub Sector	Demonstrating respect, equity and fairness in dealing with citizens and fellow public servants
Understand the role quantitative analysis plays in public administrative decision making	Analyze, Synthesize & Decision Making	Objective 5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques	PADM 582 Quantitative Analysis		
Understand the implications of diversity in public organizations	Communicate with a Diverse Workforce	Objective 3: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting	PADM 531 Organ. Theory & Development		Acting ethically so as to uphold the public trust
Understand the concepts of fairness and justice in public service		Objective 7: To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model	PADM 555 Ethics		Pursuing the public interest with accountability and transparency
	Participate in the Public Policy Process	Objective 8: Describe and work within the institutional, structural, and political contexts of policy making	PADM 533 Policy Formation		

The Master of Public Administration learning goals translate into the following program objectives and learning outcomes for the MPA:

Objective 1: Utilization of public resources in efficient & effective ways.

Learning outcomes for Objective 1 (PADM 534):

- 1-1 Assess comprehensive understanding of budgeting and fiscal management
- 1-2 Assess skills in conducting fiscal analysis

Objective 2: No longer in use (former Managing IT Course)

Objective 3: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting.

Learning outcomes for Objective 3 (PADM 531):

- 3-1 Analyzes theories of organization/org. behavior as applied to the field.
- 3-2 Evaluates methods of managing and enhancing culture in the workplace based on contemporary theory.
- 3-3 Applies theories to organizations to illustrate efficacy in practices.
- 3-4 Analyzes theories of decision-making for application in the public sector.
- 3-5 Thinks critically and communicates effectively in organizational settings.

Objective 4A: Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors.

Learning outcomes for Objective 4A (PADM 501):

- 4A-1 Be able to define the unique nature of public administration through the use of key public administration concepts, identifying the role of the public administrator and their decision making alternatives in the public administrative context.
- 4A-2 Understand the nature of the issue and its operational definition, the challenges and consequences of policy issues, the adequacy of administrative processes within an administrative context, and the differences with nonprofit or private processes.

Learning outcomes for Objective 4A (PADM 586):

- 4A-3 Identify and explain the principal forms of market failure that provide a justification for government intervention.
- 4A-4 Describe the main policy instruments used to mitigate market failures and explain the principles that guide their optimal use
- 4A-5 Identify and address the limitations of government intervention

Objective 4B: No longer in use, specific to nonprofit concentration offered in another department.

Objective 5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.

Learning outcomes for Objective 5 (PADM 582):

- 5-1 Summarize and describe quantitative information in several different forms.
- 5-2 Understand, perform, present, and interpret inferential statistics.
- 5-3 Apply statistics to public policy/administration analysis.

Objective 6: Understand the unique nature and challenges of leadership in the public sector, highlighting the discussion of internal and external factors that make government and not-for profit organizations different from organizations in the private sector.

Learning outcomes for Objective 6 (PADM 510):

- 6-1 Analyze the unique challenges of public sector leadership and identify the differences between government and private sector leadership.
- 6-2 Understand how the most successful leaders are able to influence followers through the effective communication of well-reasoned ideas, proposals, and values reflective of the greater good.

Objective 7: To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model.

Learning outcomes for Objective 7 (PADM 555):

- 7-1 Demonstrate comprehensive understanding of ethical principles and the ability to apply ethical reasoning to one's own development as a public service professional.
- 7-2 Demonstrates comprehensive understanding of organizational ethics and the ability to apply practices to public service organizations.

Objective 8: Describe and work within the institutional, structural, and political contexts of policy making.

Learning outcomes for Objective 8 (PADM 533):

- 8-1 Student demonstrates ability to: (1) conduct research and (2) provide an informed written comment using the www.regulations.gov website.
- 8-2 Student demonstrates ability to: (1) conduct research and (2) utilize descriptive statistics, and (3) develop a realistic advocacy strategy to influence public policy.

Table 2: Learning Outcomes Measurement Grid for the MPA Program

	PADM 501	PADM 510	PADM 531	PADM 533	PADM 534	PADM 555	PADM 582	PADM 586
Learning Outcome 1-1					X			
Learning Outcome 1-2					X			
Learning Outcome 3-1			X					
Learning Outcome 3-2			X					
Learning Outcome 3-3			X					
Learning Outcome 3-4			X					
Learning Outcome 3-5			X					
Learning Outcome 4A-1	X							
Learning Outcome 4A-2	X							
Learning Outcome 4A-3								X
Learning Outcome 4A-4								X
Learning Outcome 4A-5								X
Learning Outcome 5-1							X	
Learning Outcome 5-2							X	
Learning Outcome 5-3							X	
Learning Outcome 6-1		X						
Learning Outcome 6-2		X						
Learning Outcome 7-1						X		
Learning Outcome 7-2						X		
Learning Outcome 8-1				X				
Learning Outcome 8-2				X				

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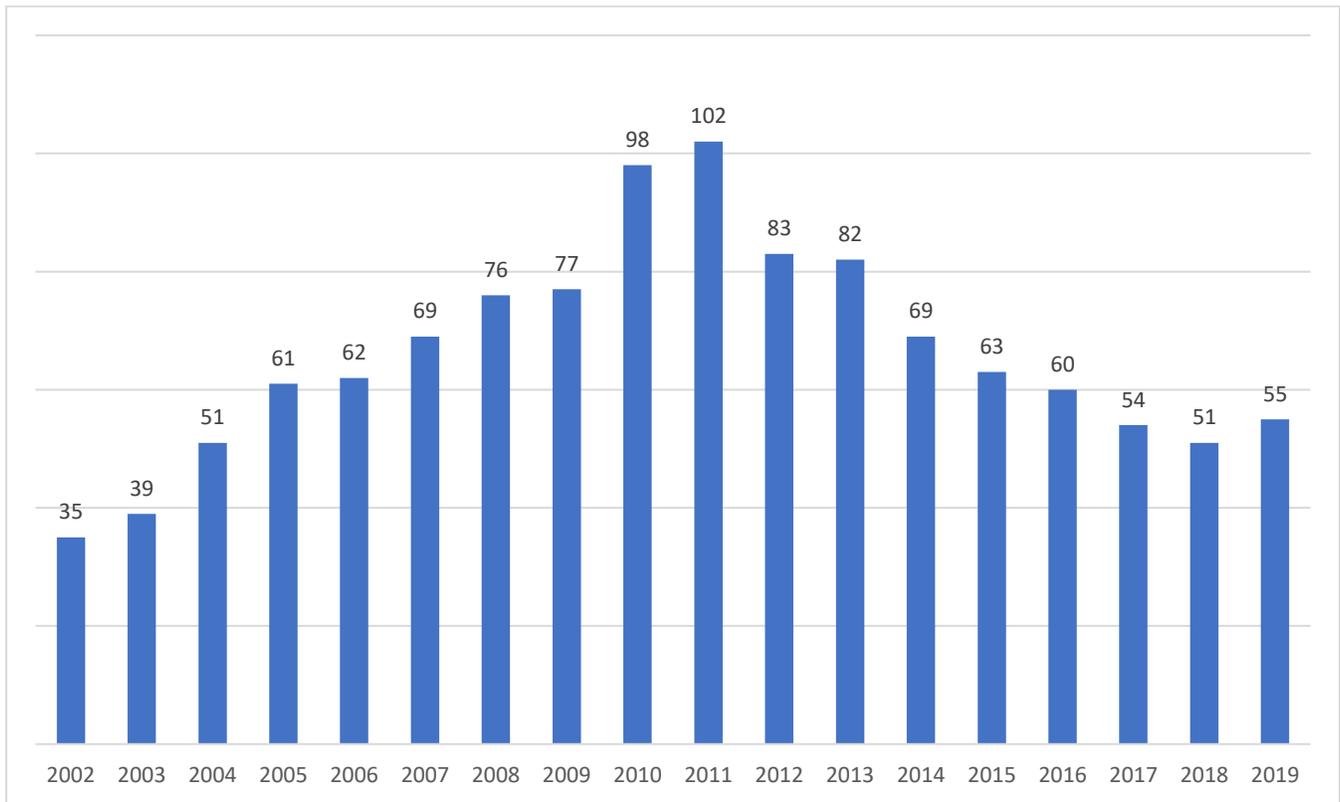
Master of Public Administration 2019-2020 Self-Study Appendix VI

Standard 6, Matching Resources with the Mission

Included:

1. Number of MPA Students by Year
2. MPA Tuition by Academic Year
3. MPA Budget, 2015/16 to 2019/20
4. MPA Graduates by Concentration, 2015-2020
5. Nonprofit Graduates by Degree, 2015-2020

Number of MPA Students by Year (Fall Enrollments)

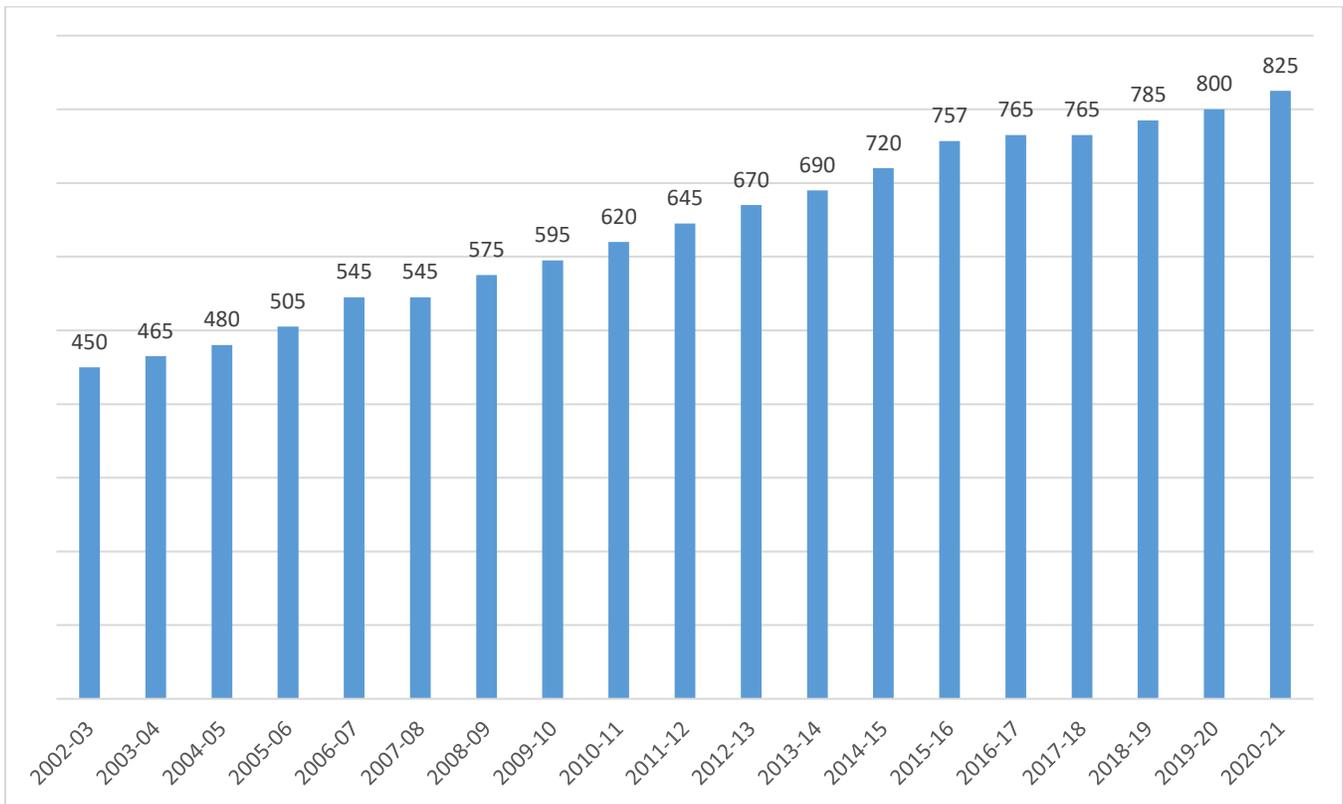


Notes:

Peak enrollments occurred due to increased numbers of graduate students during the Great Recession and when MPA courses were also offered in Orange County (second location).

New admissions software was implemented in 2019, along with new marketing strategies for graduate programs.

MPA Tuition by Academic Year



Key Items:

- 2008-09: Last year all master's programs had the same tuition. Education programs now have lower tuition.
- 2015-16: MPA, MHA, and MS Gero program tuition differentiated from other programs in College of Business and Public Management (lower tuition increases)
- 2020-21: MPA and MHA, \$825/unit
MS in Athletic Training, \$700/unit
Education programs, \$700/unit and \$775/unit (depends on degree)
Marriage and Family Therapy, \$870/unit
Other master degrees, College of Business & Public Management, \$910/unit

6.1a MPA Budget, 2015-16 through 2019-20

Year	Tuition/ Unit	Change	Gross Revenues	Change	Direct Expenditures	Change	Course Enrollments	Change
2015-16	\$757		\$709,007.90		\$125,948.34		330	
2016-17	\$765	1.1%	\$705,367.39	-0.5%	\$140,124.18	11.3%	316	-4.2%
2017-18	\$765	0.0%	\$692,309.25	-1.9%	\$156,216.93	11.5%	306	-3.2%
2018-19*	\$785	2.6%	\$647,532.49	-6.5%	\$135,326.25	-13.4%	267	-12.7%
2019-20	\$800	1.9%	\$689,636.81	6.5%	\$117,227.64	-13.4%	292	9.4%
Net Change	\$43	5.7%	-\$19,371.09	-2.7%	-\$8,720.70	-6.9%	-38	-11.5%

Tuition/unit is before any discounts/scholarships, most notably the MPA scholarship initiative. It also does not include the \$30/course registration fee. 2020-21 tuition is \$825/unit

An extra discount was offered in Summer 2020, which applied to students not receiving other discounts/scholarships.

Gross Revenues is all revenues for MPA courses. Revenue for enrollments in other programs offering concentration courses is deposited with those programs. In addition, depending on enrollment term, dual degree students do not always pay extra tuition for MPA courses.

Direct Expenditures does not include full-time faculty salaries, which are charged to the Department of Public and Health Administration. There are also indirect university costs. Reduction in 2019-20 is due to staff vacancy (1/2 of advisor).

Course Enrollments is the number of course registration fees. It has returned to approximately the level we were at as we entered the Great Recession, but does not count concentration courses taken in other programs. Unlike then, we appear to have a higher percentage of full-time students.

*There was an accounting change in the allocation of summer term revenues beginning with 2018-19. Therefore, across-year comparisons may not be accurate.

6.2b. MPA Graduates by Concentration, 2015-2020

Concentration	2015	2016	2017	2018	2019	2020	Total	Percent
Urban Management & Affairs	10	20	17	19	14	16	96	
Governance (former name)	6	1	2	0	0	0	9	65.6%
Nonprofit	6	2	2	5	3	5	23	14.4%
Public Health	0	0	0	0	1	0	1	0.6%
Law (MPA/JD dual degree)	0	1	1	2	2	2	8	5.0%
Policy (phased out)	2			2			4	2.5%
None (director-approved courses)	7	2	4	4	1	1	19	11.9%
Total	31	26	26	32	21	24	160	100.0%

Nonprofit Concentration Graduates by Degree Program

Nonprofit Concentration	2015	2016	2017	2018	2019	2020	Total	Percent
Master of Public Administration	6	2	2	5	3	5	23	48.9%
MS in Leadership & Management	4	2	3	4	5	2	20	42.6%
MBA Experienced Professionals	0	1	1	2	0	0	4	8.5%
Total	10	5	6	11	8	7	47	100.0%

Note: based on graduation calendar year. Totals may not match other MPA self-study data that was compiled by academic year (July 1-June 30).