

2018/19 Annual Report, Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

Master of Public Administration (MPA) Program University of La Verne

Marcia L. Godwin, Professor of Public Administration and MPA Director¹

Accreditation Maintenance Report

1. Master of Public Administration Mission Statement

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

The mission will be achieved through a curriculum that emphasizes:

- (1) Management of organizational resources
- (2) The changing context (contextual nature) of public administration
- (3) Analytic and decision-making capacity
- (4) Practice of public administration in diverse public organizations
- (5) Ethical dimensions of public service

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

The NASPAA universal competencies included the following:

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

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

Mission and Goals

The MPA program faculty and related stakeholders revisited the mission of the MPA program of the University of La Verne for the self-study report (2012/13). Much of the discussion focused on advancing social and environmental justice under the overarching concept of the "civic professional." Attention was also placed on integrating the MPA mission with the University President's initiative around "The La Verne Experience," where emphasis is placed on integrated curriculum, moving theory to practice.

¹ Administrative and data analysis support were received from Li-Fen (Leanne) Liu, Assessment Analyst for the College of Business and Public Management; Claude Bahouth, MPA Program Advisor. The University's Institutional Research, Human Resources and Financial Aid Offices also provided data. We thank them for their contributions.

2. Substantive Changes

Jack Meek serviced as Past President of NASPAA for 2018/19. Marcia Godwin completed her fourth year as MPA Director. She was a first-time NASPAA site visitor this past year. Adrian Velazquez Vazquez served his first year as President of the Southern California chapter of ASPA, one of the largest chapters in the United States.

Students continued to participate in the NASPAA Student Simulation competition. For the first time, we had a student, Tyler Bennett, as a winner of a regional competition. He was part of a winning team at the University of San Francisco location. Rogelio Espinoza Huerta, a spring 2018 MPA graduate, was hired by the City of Phoenix for its prestigious Management Intern program. He was featured in a profile by Spanish-language station Telemundo in Summer 2018.

The MPA scholarship initiative to provide a 15% tuition credit governmental agencies has continued. The Board of Trustees approved an increase in tuition from \$785 to \$800 per unit effective 2019/20. MPA enrollments appear to have benefitted from an outreach program to ULV alumni. The number of prospective applicants also increased due to digital marketing efforts. However, our admissions and recruitment staff person has been assigned to additional programs.

We have had significant changes in university enrollment management staff and processes. Graduate programs converted to a new admissions management software system in mid-2019, which has eliminated manual processes. We are also converting our students to an online Degree Works system. It significantly improves scheduling and students' ability to access and track their academic progress. We welcomed a new staff person to fill our college-level graduate career development position. She has assisted a large number of our MPA students. We also hosted a panel in Fall 2018 that featured several recently hired and promoted alumni.

Our long-time program advisor left in Summer 2019 in order to work for an organization for which she has been a volunteer. We greatly appreciate her service to the university and our students.

The university updated its strategic plan and has its self-study year for reaccreditation. These processes complemented our own efforts to prepare for the MPA self-study in 2019/20. We continued efforts in Spring 2019 to review our mission statement and mission-based competencies.

3. Program Evaluation

3.1 Competency Assessment 2018/19

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

The 2018/19 Program Competency Assessment Report (see Table 1) indicates that students are meeting faculty goals on achievement on reported competencies. We have continued to focus on the admissions process and our introductory course. We have recommended that some new students take only one course at a time at the start of the program and have also advised students upon admission about the availability of support through our Academic Success Center. The one student who scored as unsatisfactory had serious attendance issues. We are in the process of revising the assessment assignments for PADM 531. PADM 586 is a concentration course and was not offered in 2018/19.

3.2 Graduate Exit Surveys

Graduate Exit Surveys are conducted twice each academic year during Graduate Seminar courses. The survey was modified slightly in 2015/16 (See Table 2.) In general, results are very similar to past years. There were slight decreases related to faculty expertise and program satisfaction, but higher scores in some other areas. Given the relatively small number of responses, these may be random fluctuation or due to experiences in 1-2 courses. We review course evaluations and also engage in reflection activities in graduate seminar courses. These continue to demonstrate strong satisfaction with courses and the overall program. We will continue to monitor these areas.

The career advising from the college's Career Development Specialist continued to rank somewhat lower, which appears to relate to staff turnover. However, we have a new graduate career development specialist who has interacted much more extensively with students, an adjunct faculty member who is a city manager and former HR director has been mentoring, and core faculty also have been offering more career mentoring services. A college-level career fair, with public service representation, was initiated this spring. We are also offering professional networking events.

**Table 1. MPA Outcome Assessment Summary Report (Academic Year 2018-2019)
Fall 2018 and Winter, Spring, Summer 2019**

Course	Objective	On Campus				Sum
		Excellent	Good	Satisfactory	Unsatisfactory	
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	19	8	1	0	28
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	19	5	0	0	24
PADM531	Obj3: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting	n/a	n/a	n/a	n/a	0
PADM533	Obj8: Describe and work within the institutional, structural, and political contexts of policy making	19	2	0	0	21
PADM534	Obj1: Utilization of organizational resources in efficient & effective ways	11	10	1	1	23
PADM555	Obj7: To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model	19	4	3	0	26
PADM582	Obj5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques	13	9	3	0	25
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	n/a	n/a	n/a	n/a	0

Course	Objective	On Campus				Sum
		Excellent	Good	Satisfactory	Unsatisfactory	
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	68%	29%	4%	0%	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	79%	21%	0%	0%	100%
PADM531	Obj3: Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
PADM533	Obj8: Describe and work within the institutional, structural, and political contexts of policy making	90%	10%	0%	0%	100%
PADM534	Obj1: Utilization of organizational resources in efficient & effective ways	48%	43%	4%	4%	100%
PADM555	Obj7: To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model	73%	15%	12%	0%	100%
PADM582	Obj5: Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques	52%	36%	12%	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	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!

Table 2. MPA Exit Interviews, 2013/14 to 2018/19

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

Program Satisfaction Assessment	2014 (n=21)	2015 (n=26)	2016 (n=26)	2017 (n=28)	2018 (n=29)	2019 (n=22)
Program						
Preparation for your future occupation or career advancement	4.6	4.7	4.8	4.6	4.5	4.7
Degree to which course content was stimulating and interesting	4.4	4.8	4.7	4.7	4.8	4.6
Expertise of faculty in their content areas	4.9	4.9	4.8	4.9	4.9	4.5
Degree to which our program has stimulated your interest in public affairs	4.6	4.9	4.9	4.9	4.6	4.9
Extent to which the program has allowed you to make connections with others in the profession	4.0	4.7	4.5	4.4	4.6	4.8
Faculty and Staff						
Assistance you received from ULV MPA support staff	4.8	4.9	4.8	4.8	4.8	4.9
Career advising you received from ULV MPA faculty and staff	3.9	4.6	4.3	4.5	4.3	4.3
Academic advising you received from ULV MPA faculty and staff	4.5	4.9	4.7	4.8	4.6	4.8
Career advising you received from the College of Business and Public Management's Career Development and Placement Specialist	n/a	n/a	4.7	4.1	4.2	4.1
Faculty						
Teaching ability of the ULV MPA faculty	4.6	4.7	4.6	4.4	4.5	4.2
Accessibility of the faculty	4.6	4.7	4.5	4.2	4.7	4.6
Attitude of the faculty toward students	4.6	4.7	4.5	4.6	4.6	4.5
Facilities						
Class size	4.7	4.9	4.8	4.9	4.8	4.7
Classroom facilities	4.6	4.6	4.3	4.4	4.2	4.6
Student resource/reference room in CBPM building	4.4	4.8	4.5	4.0	4.1	4.4
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	4.5	4.7	4.6	4.6	4.7	4.4
Overall quality of ULV MPA courses	4.5	4.7	4.7	4.4	4.6	4.5
Overall education you have received from the ULV MPA program	4.5	4.7	4.7	4.5	4.6	4.4
Would you recommend the La Verne MPA program to others?						
- Extremely (Very likely, Likely)	66%	82%	92%	89%	96%	96%
- Moderately (Not sure)	34%	16%	6%	4%	4%	0%
- Not at all (Very unlikely, Unlikely)	0%	2%	3%	7%	0%	4%

How well has the MPA program prepared you to:

Program Satisfaction Assessment	2014 (n=21)	2015 (n=26)	2016 (n=26)	2017 (n=28)	2018 (n=29)	2019 (n=22)
NASPAA Competencies						
Lead and manage in public governance	n/a	n/a	4.7	4.7	4.5	4.7
- Respond to the ethical dilemmas of public service	4.4	4.7	4.8	4.7	4.7	4.7
- Communicate and work with elected officials	n/a	n/a	4.7	4.5	4.5	4.2
- Understand the role of analysis and professionalism in democratic governance	4.6	4.7	4.8	4.6	4.7	4.6
- Respond to demographic, economic, political, and societal changes impacting public administration	n/a	n/a	4.6	4.7	4.7	4.9
Articulate and apply a public service perspective	n/a	n/a	4.8	4.9	4.7	4.9
- Understand the legal and constitutional dimensions of public service	4.3	4.4	4.5	4.6	4.4	4.7
- Understand the different roles of the public, nonprofit, and private sectors	n/a	n/a	4.8	4.7	4.7	4.9
- Enhance democratic values through management	4.2	4.5	4.7	4.7	4.7	4.8
Communicate and interact productively with a diverse and changing workforce and citizenry	n/a	n/a	4.8	4.7	4.7	4.7
- Work productively and collaboratively with others in your work organization	4.3	4.9	4.9	4.9	4.8	4.9
Participate in and contribute to the policy process	n/a	n/a	4.8	4.7	4.6	4.4
Analyze, synthesize, think critical, solve problems, and make decisions	n/a	n/a	4.8	4.9	4.7	4.7
- Apply quantitative analysis techniques to policy and management problems	4.2	4.6	4.7	4.2	4.5	4.3
- Understand the budgetary and fiscal dimensions of policy decisions	4.0	3.7	4.6	4.4	4.5	4.6
Practical Competencies						
Work independently on policy or management projects	4.5	4.4	4.8	4.6	4.6	4.5
Communicate with colleagues and citizens orally and by writing	4.5	4.9	4.8	4.7	4.7	4.8
Do effective work in a group	3.8	4.5	4.8	4.8	4.8	4.7
Understand yourself and your professional goals	4.4	4.8	4.8	4.9	4.7	4.6
Other Competencies						
Understand the organizational and management dimensions of public service	4.5	4.7	n/a	n/a	n/a	n/a
Do effective work in a group	4.3	4.8	n/a	n/a	n/a	n/a

4. Faculty Nucleus

Table 3. Faculty Nucleus, 2018/19

Faculty Member	Qualification	Program Involvement
Marcia Godwin, Director	Academically Qualified	Teaching, Governance
Suzanne Beaumaster	Academically Qualified	Teaching, Governance
Soomi Lee	Academically Qualified	Teaching, Governance
Jack Meek, Past Director	Academically Qualified	Teaching, Governance
Keith Schildt	Academically Qualified	Teaching, Governance
Adrian Velazquez	Academically Qualified	Teaching, Governance
Matthew Witt	Academically Qualified	Teaching, Governance

5. Faculty Coverage

Table 4. Percentage of Courses Taught by Full and Part-Time Faculty, 2018/19

	Full Time Faculty	Part Time Faculty
All Courses	76%	24%
Required Courses	75%	25%

6. Admissions

Table 5. Admissions

	2014/15	2015/16	2016/17	2017/18	2018/19
Applicants	81	71	69	55	95
Admitted Students	36	33	41	23	42
Enrolled Students	25	22	20	19	32

Note: Applicants includes all those who initiated applications per data compiled by the Institutional Research Office.

Table 6. Detailed Admissions Information, 2013/14 to 2018/19

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Admission	Number Applied	126	81	71	69	55	95	497
	Number Admitted	38	36	33	41	23	42	213
	Number Matriculated	26	25	22	20	19	32	144
Average GPA Scores	Number Applied	3.1	3.3	3.1	3.0	3.0	3.0	3.1
	Number Admitted	3.1	3.3	3.1	3.0	3.1	3.0	3.1
	Number Matriculated	3.1	3.3	3.1	3.1	3.0	3.0	3.1
Age	Number Applied	29.1	30.0	29.0	30.6	32.0	29.7	30.1
	Number Admitted	29.5	31.6	28.7	30.5	33.7	30.0	30.7
	Number Matriculated	31.5	32.6	29.3	30.7	33.3	30.2	31.4
% Male	Number Applied	48.4%	42.0%	42.3%	37.7%	43.6%	40.0%	42.3%
	Number Admitted	31.6%	41.7%	36.4%	31.7%	43.5%	47.6%	38.7%
	Number Matriculated	26.9%	48.0%	36.4%	40.0%	42.1%	37.5%	38.5%
% Minority*	Number Applied	37.3%	49.4%	47.9%	58.0%	65.5%	64.2%	53.7%
	Number Admitted	60.5%	69.4%	69.7%	65.9%	69.6%	81.0%	69.3%
	Number Matriculated	73.1%	76.0%	72.7%	85.0%	73.7%	87.5%	78.0%
% Race and Ethnicity Unknown	Number Applied	18.3%	17.3%	16.9%	15.9%	1.8%	5.3%	12.6%
	Number Admitted	21.1%	19.4%	15.2%	17.1%	4.3%	2.4%	13.2%
	Number Matriculated	15.4%	20.0%	18.2%	10.0%	5.3%	0.0%	11.5%
Black or African American	Number Applied	5.6%	4.9%	4.2%	8.7%	10.9%	11.6%	7.7%
	Number Admitted	10.5%	0.0%	3.0%	7.3%	8.7%	9.5%	6.5%
	Number Matriculated	15.4%	0.0%	0.0%	5.0%	10.5%	12.5%	7.2%
Hispanic/ Latino	Number Applied	30.2%	39.5%	42.3%	43.5%	52.7%	44.2%	42.1%
	Number Admitted	47.4%	61.1%	63.6%	53.7%	56.5%	61.9%	57.4%
	Number Matriculated	57.7%	64.0%	72.7%	75.0%	63.2%	65.6%	66.4%
Asian	Number Applied	1.6%	4.9%	1.4%	5.8%	1.8%	7.4%	3.8%
	Number Admitted	2.6%	8.3%	3.0%	4.9%	4.3%	7.1%	5.1%
	Number Matriculated	0.0%	12.0%	0.0%	5.0%	0.0%	9.4%	4.4%
White	Number Applied	4.0%	3.7%	7.0%	14.5%	18.2%	17.9%	10.9%
	Number Admitted	2.6%	8.3%	3.0%	14.6%	26.1%	11.9%	11.1%
	Number Matriculated	3.8%	4.0%	4.5%	5.0%	21.1%	9.4%	8.0%
American Indian or Alaskan Native	Number Applied	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.2%
	Number Admitted	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.4%
	Number Matriculated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	Number Applied	0.8%	1.2%	0.0%	0.0%	0.0%	1.1%	0.5%
	Number Admitted	2.6%	0.0%	0.0%	0.0%	0.0%	2.4%	0.8%
	Number Matriculated	3.8%	0.0%	0.0%	0.0%	0.0%	3.1%	1.2%
Non Resident Alien	Number Applied	38.9%	28.4%	28.2%	11.6%	12.7%	10.5%	21.7%
	Number Admitted	13.2%	2.8%	12.1%	2.4%	0.0%	2.4%	5.5%
	Number Matriculated	3.8%	0.0%	4.5%	0.0%	0.0%	0.0%	1.4%
Native Hawaiian or other Pacific Islander	Number Applied	0.8%	0.0%	0.0%	0.0%	1.8%	1.1%	0.6%
	Number Admitted	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%
Out of State	Number Applied						3.2%	3.2%
	Number Admitted						2.4%	2.4%
	Number Matriculated						3.1%	3.1%

7. Graduation Rates

Table 7a. Graduation Rates of Students First Enrolling in 2013/14 (Fall 2012 to Summer 2014)

	Initially Enrolled (2013/14)	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students	26	9	15	19	19

Note: Cumulative numbers.

Table 7b.

Graduation rates of La Verne MPA students reflect that most students are working in public service. Full-time students complete the program in seven terms (just under two years) while part-time students complete the program thirteen terms (just over three years). Some students change between full and part-time status. In general, the majority of MPA students at any given time are part-time. There also is variation in the number of students choosing to take courses during the Summer Term. Students in the dual degree program with the College of Law are usually part-time in the MPA program.

Cumulative graduation rates:

		Year Beginning MPA Program				
Graduation Rates	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
2 years	30%	36%	40%	33%	11%	35%
3 years	51%	80%	53%	53%	36%	58%
4 years	70%	86%	77%	69%	64%	73%
5 years	81%	89%	81%	n/a	68%	73%
6 years/total	81%	89%	86%	75%	71%	73%

Note: Students have five years to complete the program, but occasionally time extensions have been granted. Cumulative total does not add to 100% because of students who transferred to another program, discontinued program voluntarily, or were academically disqualified. Beginning with the 2016/17 report, NASPAA changed reporting criteria. Excluding those who had academic probation or disqualification issues, the graduation rate was 95%.

Full-Time: seven terms (2 years), 2 courses per term

Part Time: thirteen terms (3 years), 1 class per term

While students often change the number of courses taken per term, most are considered part time and three years is advertised in the University's catalog.

8. Job Placement Statistics

Table 8. Employment of MPA Graduates

Employment Statistics	2014/15	2015/16	2016/17	2017/18	2018/19
Foreign government (all levels) or international quasi-governmental	-	2	1	-	-
National or central government in the same country as the program	1	-	1	-	1
State, provincial or regional government in the same country as the program	2	1	1	3	1
City, County or other local government in the same country as the program	12	14	15	14	11
Nonprofit domestic-oriented	4	2	2	9	5
Non-profit/NGOs internationally-oriented	-	-	-	-	-
Private Sector – Research/Consulting	2	1	1	-	-
Private Sector but not research/consulting	6	2	2	2	2
Obtaining further education	-	-	-	-	-
Unemployed	1	4	3	1	1
Status Unknown	3	-	1	1	-
Total	31	26	27	30	21

Source: MPA Program, based on graduate seminar surveys and student-provided updates

Note: Private sector includes law firms with graduates from the dual degree (MPA/JD) program with the College of Law.

9. Tuition and Fees

Table 9. Total Cost to Complete Degree Program (based on 2018/19 tuition and fees)

Tuition and Fees	Cost
Tuition (\$785/unit, 39 units)	\$30,615
Fees (registration, \$390; graduation, \$160)	550
Total Cost	\$31,165

Source: University Catalog

International students also pay Health Center Fee (\$60/term = \$420) and Medical Insurance Fee (\$264/term = \$1,848)

Full-Time Students Receiving Financial Aid: 67%

Part-time Students Receiving Financial Aid: 71%

International (Full and Part-Time) Receiving Financial Aid: 0%

Please note that Full-Time is not a consistent category. Students often switch back and forth between Full-Time (two courses per term) and Part-Time (one course per term).

10. Program Distinctiveness (for NASPAA distribution)

The University of La Verne offers the only private, NASPAA accredited, MPA program in Inland Southern California. The MPA is a full service program with individualized advising, professional networking events, career development services, and an ICMA Student Chapter. It is the only MPA program in our region with a dual degree MPA/JD program and urban management and nonprofit concentrations.

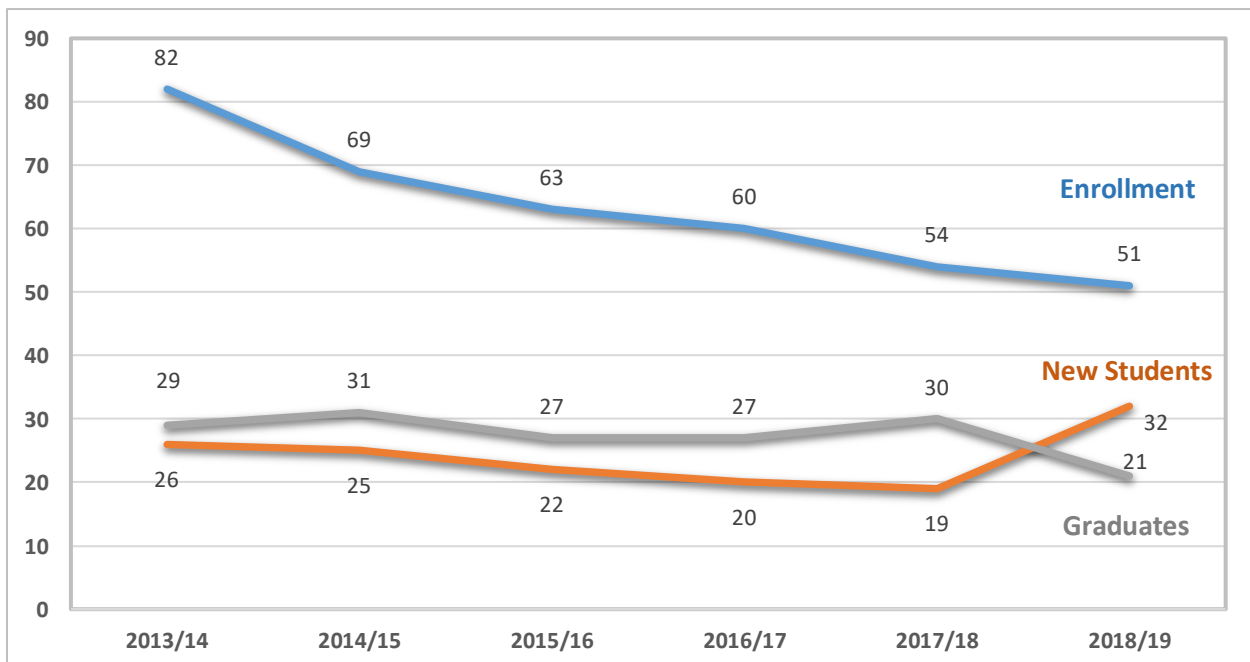
The MPA incorporates university and public service values into teaching and in personalized attention to student development. The development of civic professionals is a guiding theme for our program. The University of La Verne is a designated Hispanic Serving Institution (HSI).

11. Concentrations/Specializations: Nonprofit, Urban. Other: dual degree with College of Law, Gerontology, Public Health. Students may also select a set of electives instead of a named concentration.

Additional Information

MPA Enrollments, 2013/14 to 2018/19

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total Enrollment	82	69	63	60	54	51
New Students (Matriculated)	26	25	22	20	19	32
Graduates	29	31	27	27	30	21



Note: This chart does not include attrition rate information. Therefore, the number of new students needs to be higher than the number of graduates in order to maintain enrollments.