

NASPAA SELF-STUDY REPORT

Volume I

August 1999

Master of Public Administration Degree
Department of Public Administration
School of Organizational Management
University of La Verne
2220 Third Street
La Verne, CA 91750

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Preface to the 1999 Self-Study Report

This 1999 Self-Study Report of the La Verne Master of Public Administration Program includes responses to each of the concerns about the program presented in the COPRA Interim Report of November 5, 1998. The November COPRA Interim Report was based upon a review of the 1998 Self-Study Report submitted by the University of La Verne.

The faculty of the MPA Program, under the guidance of the MPA Program Director, Ray Garubo, reviewed the concerns listed by COPRA. The COPRA concerns were studied carefully and viewed as an additional perspective in the continuous improvement process of the program. The faculty have revised or restated program operations and approaches to address each concern. Some of the revisions include minor adjustments, while other revisions involve more detailed explanations. Below is a table which presents each of the COPRA concerns and where each of the concerns is addressed. COPRA questions and concerns are **bold faced** in this report. The explanatory or illustrative response is *italicized*.

Item	COPRA Interim Report Concern	Self Study Response and Information
1	Standard 4.1 Purpose of the Curriculum	1, 35
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PROGRAM SUMMARY

ITEM	DATA
1. Title of degree (1.3)	Master of Public Administration
2. Off-campus locations (9.1)	None
3. Number of credits normally required for degree (4.3-A)	36 semester hours
4. Total credits in required courses (4.21-B)	36 semester hours
5. Total credits in elective courses (4.22-A)	None
6. Specializations advertised as available (4.22-C)	City Management Emphasis
7. Number of credits which can be reduced for undergraduate education (4.3-B)	None
8. Number of credits which can be reduced for significant professional experience (4.3-B)	None
9. Number in faculty nucleus (5.1-B)	7
10. Number of students in degree program (6.3-D)	Full-Time 30 Part-Time 28 Total 58
11. Is there a thesis or major professional report required? (4.3-C)	Yes, if selected in lieu of a comprehensive examination.
12. Is a comprehensive examination required? (4.3-C)	Yes, if selected in lieu of Thesis or major professional report.
13. Is an internship available? Is it required? (4.4-B)	Internships are not required but are available on a limited basis.

STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

The Master of Public Administration (MPA) Program is eligible for peer review and accreditation (because it meets the criteria in Standard 1.0) and we are applying for peer review and accreditation.

1.2 Institutional Accreditation

Institutional Accreditation is with the Western Association of Schools and Colleges (WASC). The most recent accreditation was June 10, 1995. Accreditation arrangements for off-campus locations are within the University accreditation. The next scheduled WASC accreditation visit at the University of LaVerne will be February 1-4, 2000.

1.3 Professional Education

(Item 1) The Commission requested information regarding where “diversity skills” training and “public affairs” training are in the core curriculum of professional education. The Commission also requested clarification of what “policy” means within the context of the curriculum. The Commission also requested clarification of the methods by which the five-stated program objectives and strategies are achieved within the program.

The primary objective of the MPA Program is professional education preparing persons for leadership and management roles in public affairs, policy, and administration.

A. Leadership and Management Objective

The Master of Public Administration degree at the University of LaVerne is designed to prepare students for leadership careers in public service. We achieve this mission by pursuing five objectives and strategies: (1) to develop an advanced understanding of the public to be served; (2) to build solid theoretical foundations for leadership in the public sector; (3) to build a firm ethical and values foundations for leadership in the public sector; (4) to build a substantive analytic and decision-making capacity for leadership in public administration; and (5) *to build a solid foundation of motivational, organizational, policy, and human diversity abilities required of leaders in public administration.*

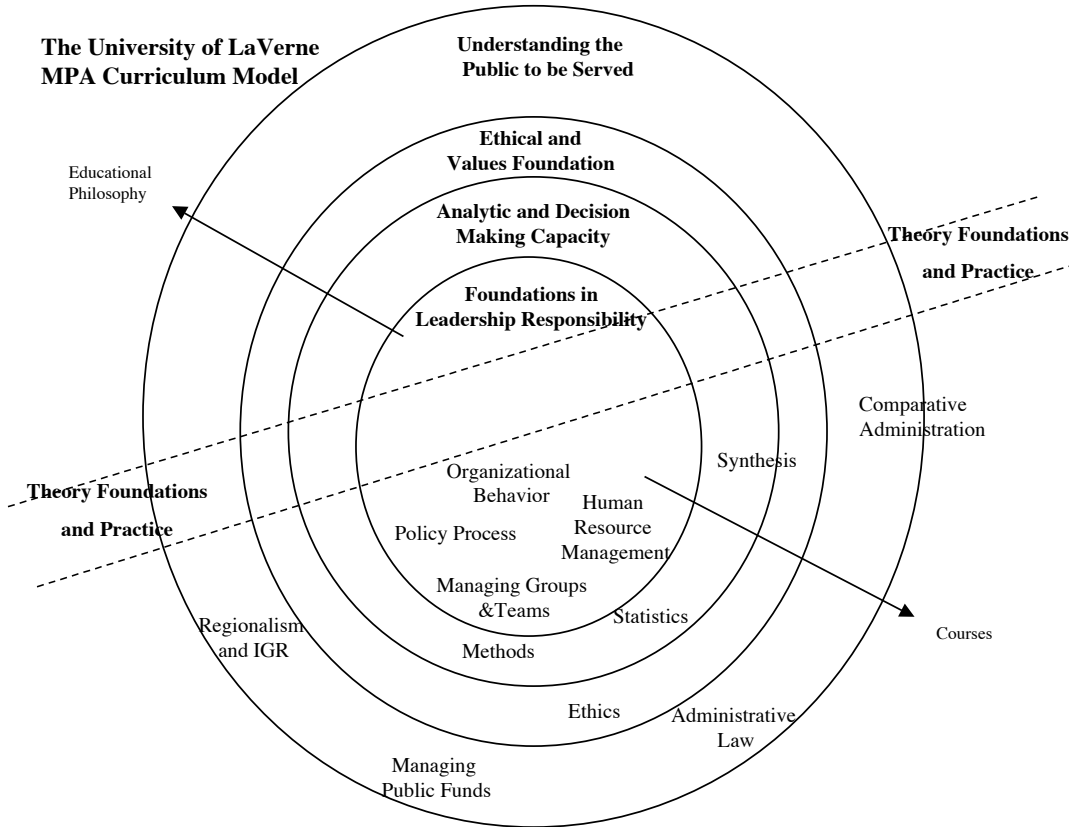
Figure 1 below graphically presents one view of the MPA curriculum at the University of La Verne. The graph depicts the 12 core courses and how each is connected to the five objectives and strategies of the leadership and management mission of the La Verne MPA Program. This graph is reproduced and the curriculum receives greater discussion in both Standard 2 and Standard 4 of this report. The graph is presented here for introductory purposes only, in order to visualize how the program mission and curriculum strategy are linked.

In building a solid foundation in diversity abilities, the La Verne program incorporates diversity into the following two courses: Human Resource Management (PADM 500) and Seminar in Organization Theory (PADM 531). In building a solid foundation in policy abilities, the La Verne program strengthens students’ policy theory and policy analysis abilities. The policy formation course (PADM 533) includes the examination of policy analysis tools such as benefit-cost analysis. In addition, students conduct a policy

analysis as a major part of their assignment in the course. The course objectives and course outline have been revised to better represent this emphasis.

The La Verne program achieves its program objectives and strategies through an assessment strategy which guides performance. A more detailed discussion of this approach to assessing program objectives and strategies appears in Section 2.3 Guiding Performance.

Figure 1 University of La Verne --MPA Curriculum Model



B. Degree Specification

The University of LaVerne seeks accreditation of the Master of Public Administration degree program.

The Department of Public Administration also offers a Master of Science: Leadership and Management (MSLM) degree. The MSLM degree serves students working primarily in private and non-profit settings who seek a concentrated study of human relations in organizations and human resource development. The MSLM program offers coursework specializing in human relations and human resource management. Graduates of this program seek or hold various leadership roles in organizations, primarily in personnel and human resources. The MSLM program is not seeking accreditation at this time and is not included in this the accreditation review. MSLM courses are not used for the MPA degree. *The course of study follows for the MSLM.*

Master of Science of Leadership and Management Course of Study
Coure Courses: 15 semester hours

<i>MGMT 500</i>	<i>Management: Theory and Practice</i>	<i>(3)</i>
<i>MGMT 520</i>	<i>Leadership: Theory and Practice</i>	<i>(3)</i>
<i>MGMT 521</i>	<i>Ethics and Decision-Making</i>	<i>(3)</i>
<i>MGMT 522</i>	<i>Human Resource Management</i>	<i>(3)</i>
<i>MGMT 570</i>	<i>Career and Self Assessment</i>	<i>(1)</i>
<i>MGMT 571</i>	<i>Innovation in Organizations</i>	<i>(1)</i>
<i>MGMT 572</i>	<i>Information Technology</i>	<i>(1)</i>

Research Sequence: 7 semester hours

<i>MGMT 585</i>	<i>Organizational Research I (Methods)</i>	<i>(3)</i>
<i>MGMT 588</i>	<i>Organizational Research II (Statistics)</i>	<i>(3)</i>
<i>MGMT 593</i>	<i>Professional Seminar</i>	<i>(1)</i>

Elective Courses (general MSLM students only):

12 semester hours may be selected from the emphasis area courses or from the courses listed below:

<i>MGMT 590</i>	<i>Selected Topics in Leadership and Management</i>	<i>(3)</i>
<i>MGMT 598</i>	<i>Organizational Internship</i>	<i>(3)</i>
<i>MGMT 599</i>	<i>Graduate Independent Study</i>	<i>(3)</i>

Human Resource Mangement Emphasis:

<i>MGMT 525</i>	<i>Management of Diversity</i>	<i>(3)</i>
<i>MGMT 526</i>	<i>Training and Development</i>	<i>(3)</i>
<i>MGMT 554</i>	<i>Negotiations and Bargaining</i>	<i>(3)</i>
<i>MGMT 580</i>	<i>Principles of Effective Communication</i>	<i>(3)</i>

Organizational Development Emphasis:

<i>MGMT 523</i>	<i>Organizational Theory and Devlopment</i>	<i>(3)</i>
<i>MGMT 525</i>	<i>Management of Diversity</i>	<i>(3)</i>
<i>MGMT 569</i>	<i>Conflict Management and Organizational Change</i>	<i>(3)</i>
<i>MGMT 582</i>	<i>Managing Groups and Teams</i>	<i>(3)</i>

Strategic Management Emphasis:

<i>MGMT 524</i>	<i>Strategic Planning and Resource Management</i>	<i>(3)</i>
<i>MGMT 563</i>	<i>Strategic Marketing</i>	<i>(3)</i>

<i>MGMT 569</i>	<i>Conflict Management and Organizational Change</i>	(3)
<i>MGMT 580</i>	<i>Principles of Effective Communication</i>	(3)
<i>Culminating Activity: 3 semester hours</i>		
<i>MGMT 594</i>	<i>Thesis</i> or <i>MGMT 596</i>	<i>Graduate Seminar</i>
		(2)

The Department of Public Administration also offers a Master of Science: International Administration (MSIA). This new degree program replaces the International Emphasis in the MPA program.. Administration and management are distinguishable skills that are presented and emphasized in this graduate degree program. Courses are offered simultaneously in Taiwan and at the home campus.

<i>PADM 500</i>	<i>Human Resource Management in Public Organizations</i>	(3)
<i>PADM 506</i>	<i>Communication in Public Administration*</i>	(3)
<i>PADM 521</i>	<i>Cross Cultural Communication</i>	(3)
<i>PADM 523</i>	<i>International Management</i>	(3)
<i>PADM 525</i>	<i>Economic Theories</i>	(3)
<i>PADM 527</i>	<i>Government and Business Partnering</i>	(3)
<i>PADM 531</i>	<i>Organizational Theory</i>	(3)
<i>PADM 533</i>	<i>Policy Formation and Analysis</i>	(3)
<i>PADM 534</i>	<i>Managing Public Funds</i>	(3)
<i>PADM 537</i>	<i>Regionalization and Intergovernmental Relations</i>	(3)
<i>PADM 555</i>	<i>Ethics and Decision Making in Public Management</i>	(3)
<i>PADM 588</i>	<i>Statistics</i>	(3)
<i>PADM 589</i>	<i>Research Methods</i>	(3)
<i>PADM 596</i>	<i>Graduate Seminar</i>	(3)

**Does not count toward degree requirements*

1.4 Program Length (History of Program)

First MPA admission: September 1973

First MPA graduation: May 1975

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

A. Background

The University of LaVerne, founded in 1891, is a private liberal arts and professional education institution located in the City of LaVerne in the San Gabriel Valley area, 35 miles east of Los Angeles. The area includes multiple governments and public agencies, including some 42 cities and five counties that serve an ethnically diverse population of approximately fifteen million.

(Item 3) The Commission requested an expansion of the comments in this section including information on full-time versus part-time weekend and executive participants, and evening versus daytime participants and to describe the relationship of the student mix to the Program Mission.

The MPA Program at the University of La Verne serves the surrounding cities of Claremont, La Verne, Pomona, San Dimas, Walnut, Chino, Azusa, Rancho Cucamonga, and Fontana, as well as more distant municipalities in the San Gabriel Valley. Seventy-five percent of all students are local, in-service students. In addition, because the Los Angeles region is a major commercial center on the Pacific Rim, many international students find Los Angeles a valuable area in which to seek advanced degrees. International students in the MPA program make up ten percent of the program's student body and typically come from the countries of Taiwan, Korea, and Thailand. Many of these students are younger and do not hold organizational positions upon entry to the program. These international students make up the bulk of the pre-service students and upon graduation return to their home countries to seek various organizational positions. *Since the previous Self Study Report, 90% of international students have selected the Master of Science International Administration degree (MSIA) and do not apply to the MPA. Thai and Taiwanese students generally choose the MSIA program, while applicants from the United Arab Emirates specifically desire the MPA and apply to this program.*

The University of La Verne presently has 6,000 students enrolled in its undergraduate, graduate and professional education programs. The University of La Verne has the following schools and colleges:

- College of Arts and Sciences
- School of Organizational Management
- School of Business and Global Studies
- College of Law
- School of Continuing Education

The University of LaVerne is accredited by the Western Association of Schools and Colleges, the State Bar Association of California, and the California Department of Education. Several professional programs, Law, Business, Health, and Chemistry, are seeking accreditation by their respective national accrediting bodies.

The MPA Program began in 1971 when the History/Political Science program at the University of La Verne broadened its offerings in the field by establishing a Master in Public Administration program off-campus. The first five MPA students graduated in 1974. In 1979, the Department of Public Administration was established. Allan Lachman, a political scientist from U.C. Santa Barbara, joined the faculty and became the first Chair of the

Department. Five full-time faculty members served in the discipline, one in Healthcare.

Approximately 50 students were in the MPA program at that time. In 1983, the Department of Public Administration offered the MPA program in several locations near the campus, managed by the Department. In 1989, the DPA, under the direction of Stuart Mandell, developed an Advisory Council to assist the program. There were 22 students in the MPA program that year. The MPA program was redesigned and scheduled for on-campus management. This redesign ended all off-campus MPA programs with the exception of the small SCE-managed Alaska program. The MPA offered in Alaska was discontinued in 1990. In 1992, the MPA program hosted a "Career Conference" for MMASC. In 1994, the MPA Advisory Board was created under the leadership of Prof. Ray Garubo. In 1995, the University of La Verne underwent accreditation review and was applauded by WASC as a model university for adult education. In that same year, the Department of Public Administration joined the National Association of Schools of Public Administration and Affairs (NASPAA) as a member.

The Department of Public Administration, in cooperation with the School of Organizational Management, is responsible for four graduate degrees: the MPA degree, the MSLM, the MSIA and a Doctoral Degree in Public Administration. The Department of Public Administration also offers an undergraduate degree in Public Administration and a Bachelor's degree in Organizational Management administered by the School of Continuing Education. At various times in the past, MPA courses have been offered off-campus. Since 1989, however, the MPA has been an entirely on-campus degree program.

There are no full-time day students in the MPA program. Classes are offered in the evenings and on Saturdays. Students may take up to three courses per 11 week term (9 semester units) with the advisor's permission. However, this is rare and only permitted under extraordinary circumstances, such as: availability of future courses, job requirements, and financial considerations. Most students enroll in one or two courses per term.

There is no executive program emphasis in the MPA. Students in the MPA program are primarily in-service (career) public employees. The Program Mission sets the course of study for this in-service student population by emphasizing preparation for leadership and management roles in their present or future public organization. Many students in law enforcement and public health need an MPA to qualify for career advancement within their agencies. The MPA student continues to work full-time as a public employee while at the same time investing in leadership and/or managerial training for himself or herself through the integrated curriculum of the MPA Program.

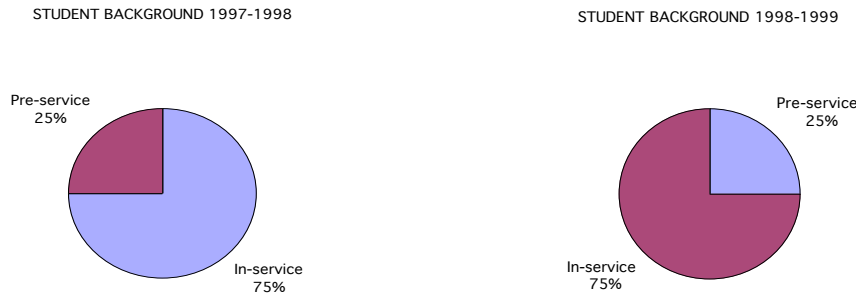
Our data for 1998-1999 indicates that we have a diverse student body:

75% percent of our MPA students are employed professionals in public service

25% are pre-service (pre-career) or have very little work experience.

There is a rather wide variation in the stage-of-career of MPA students

- 40% of students are at an early stage in their careers
- 50% of the students are at the intermediate stage of their careers
- 10% of the students are at the senior levels of career achievement.
- 80% of the MPA students work in city, county, special district, or local non-profit organizations.
- 15% of MPA students are international students.
- 42% of the student body in 1998-99 were female.

Figure 2 Student Background

A more detailed description of the students in the La Verne MPA Program is available in Section 6 and Section 7 of this self-study.

The pattern of MPA student enrollment is shown in Table 1, which follows:

Table 1 University of La Verne MPA Enrollment (in FTE*), 1986-99

1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
21	19	22	20	19	22
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
25	30	32	39	45	44
			1998-99		
			30		

* FTE refers to full time equivalent, or 18 units (6 courses) per year

The full-time faculty has grown steadily over the years, in range and in variation of specialization, and also in its qualifications. The full-time faculty members are as follows, showing their doctoral degree, the institution from which that degree was earned, and their specialization:

Table 1998	Jack W. Meek, Ph.D., The Claremont Graduate University, International Relations
Table 1999	Ellsworth Johnson, Ph.D., The University of Southern California, Public Administration
Table 2000	Raymond C. Garubo, Ph.D., The Claremont Graduate University, Educational Administration
Table 2001	Keeok Park, Ph.D., State University of New York (SUNY), Stonybrook, Political Science
Table 2002	Suzanne Beaumaster, Ph.D., Virginia Polytechnic State University, Public Administration
Table 2003	Janat Yousof, Ph.D., The University of Southern California, Public Administration

Beginning in the 1999-2000 academic year, Keith Schildt, Ph.D. in Political Science, Northern Illinois University, joined the Department of Public Administration and will be responsible for the Human Resource course in the MPA Program.

In addition, there are several part-time faculty members:

- Leon Daniel, D.P.A., University of La Verne, Vice President of Finance, Pomona First Federal Bank, Pomona, California
- Jack Furay, Sr., J.D., Southwest Law School; D.P.A., University of La Verne, Siepler & Furay Law Firm, Glendale, California
- Phil Hawkey, J.D. Cleveland State University, M.P.A, The Ohio State University, Executive Vice President, University of La Verne, La Verne, California

- Louis Moret, D.P.A., University of La Verne, Chief Operating Officer of Southern California Association of Governments (SCAG)
- Frank Adshead, Ph.D., University of Southern California, Director of Education, International Institute of Municipal Clerks (IIMC)

B. Mission Statement

University Mission and Program Mission: Connections

The mission of the Master of Public Administration at the University of La Verne is developed within the broader mission development processes at the University. The current mission of the University La Verne was developed during the University Strategic Planning activities conducted during the 1994-95 academic year. The mission of the University is used to guide degree program missions throughout the University of La Verne. The mission of the Master of Public Administration program is reflective of the University Mission. The mission of the University is stated in the 1999-2000 catalogue as follows:

Mission of the University of La Verne

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

The University of La Verne emphasizes four major concerns that affirm a positive and rewarding life for its students:

1. A Values Orientation

The University of La Verne affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in light of this affirmation.

2. Community and Diversity

The University of La Verne promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to promote appreciation of bio-diversity by helping students understand the impact/dependence of human beings on their environment.

3. Life-long Learning

The University of La Verne commits itself to an approach to education that is life-long in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.

4. Community Service

The University of La Verne believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.

This overall mission focus (a values orientation, community & diversity, lifelong learning and community service) has guided the faculty in the development of the Master of Public Administration Program. The MPA Program embraces the central tenants of the University in focusing on the provision of a degree designed to prepare students for careers in public service. The specific mission, objectives and strategies of the MPA Program at the University of La Verne are provided below:

Formal Mission Statement of the Master of Public Administration

(Item 2) The Commission requested further information on how preparation at the international level is provided in the core program.

Mission of the Master Degree in Public Administration
at the University of La Verne

**The mission of the Master of Public Administration degree
at the University of La Verne is to educate professional and pre-professional students for
leadership careers in public service.**

The 1999-2000 general catalogue of the University of LaVerne provides a more specific elaboration of the program mission. The catalogue states, “Leadership in public service is the foundation for courses in this degree program. Students will acquire an understanding of professional leadership and build their leadership skills in ethical and efficient management of public and public served organizations. The theoretically based curriculum will prepare pre-service and in-service students in understanding human behavior and motivation, quantitative analysis of data, knowledge of complex organizational functioning, and understanding of how policy is made and changed, and an exposure to how culture and diversity influence organizations and management.”

This mission elaboration is a clarification of the La Verne mission in that there is no specific academic focus on the preparation of students for management at the international level. Our focus, instead, is on preparing students for leadership in public service and involves an understanding of how diversity and cultural phenomena influence public management.

The Master of Public Administration degree at the University of LaVerne achieves the above mission by pursuing the five objectives and strategies described below:

Program Objectives and Strategies				
<i>To Develop an Advanced Understanding of the Public to Be Served</i>	<i>To Build a Solid Theoretical Foundation for Leadership in Public Administration</i>	<i>To Build a Solid Ethical and Values Foundation for Leadership in Public Administration</i>	<i>To Build a Solid Analytical Foundation for Leadership in Public Administration</i>	<i>To Build a Solid Foundation of Motivational, Organizational, Policy and Diversity Approaches to Leadership in Public Administration</i>

Objective and Strategy Number One:

To Develop an Advanced Understanding of the Public to Be Served

The demand for professional public leadership is enormous given the size and diversity of the Los Angeles area population. Such a demand requires diverse educational opportunities for individuals interested in public service. Therefore, the University of LaVerne broadly defines public service to include all forms of institutional expression of public activity. This definition includes formal government agencies and organizations, quasi-governmental agencies and organizations, non-profit agencies and organizations, and volunteer agencies and organizations. The expression of these activities must be understood to be a collective good or benefit. The distinction is not, therefore, between governmental and non-governmental forms of service, but rather between public service on the one hand, and work in organizations that clearly have a profit making or primarily commercial purpose on the other.

This broad definition of leadership in public service attracts a varied student population. For example, Janet Chu is included among the 1995 cohort of MPA graduates. She is the director of a non-profit youth agency contracted with Los Angeles County. That cohort also included Patricia Lee Kircher, a dean at a nearby private college. The 1995 MPA cohort also included three police officers, two local (one a captain) and one county, one county probation officer, one local government management analyst, one school teacher, two business employees and one pre-career student.

This broad definition of public service is well suited to the characteristics and dynamics of the Southern California public sector. There are few areas in the world with the wide variety of cities, counties, and special area water, flood control, air quality and other districts that one finds in Southern California. This region has also been a leader in the development of public-private partnerships, formal and informal inter-local agreements, non-profit organizations carrying out public activities either by contract with governments or on the basis of fees for service, and other alternative institutional forms.

As part of this educational philosophy, the MPA Program offers a theoretically based curriculum that includes course requirements that utilize the experiences of its students for assignments and activities. For example, students are asked to critique their experiences by using the theories explained in class. They write an essay or share in a small group exercise about the relevancy a particular theory (or theories) might have on their past experience. This technique goes beyond telling “war stories” and pursues the MPA and University mission of lifelong learning and a values orientation.

Objective and Strategy Number Two:

To Build a Solid Theoretical Foundation for Leadership in Public Administration

The University of LaVerne MPA Program strongly supports the notion that theory guides practice and that our students should be both theoretically and professionally prepared. All courses in the MPA Program have strong theoretical content. For example, the course PADM 531 Seminar in Organizational Theory, offered by Assistant Professor Suzanne Beaumaster, provides the student with theoretical perspectives which will be useful in understanding the significance of organizations in society and in analyzing managerial problems in the public sector. These perspectives are used to explore the behavioral implications of organizations and consequences for public management practices which are discussed in the seminar sessions. In the course PADM 533 Seminar in Policy Formation, offered by Professor Jack Meek, the policy-making process is viewed from the perspective of various identifiable patterns of

behavior (theories) in specific policy arenas. Understanding policy implementation and policy outcomes through these perspectives contribute to student insight when they choose policy topics for examination.

All courses have both applied and practical material. In the course PADM 583 Managing Groups and Coalitions, offered by Associate Professor Dick Coolbaugh, student teams of three to four students are formed and participate in a case study exercise which serves the dual purpose of experiencing the formation and implementation of team projects and developing an understanding of the selected case. In the course PADM 555 Ethics and Decision Making, offered by Professor Ellsworth Johnson, a case assignment is required that focuses on a “tough decision” from the student’s work in which there is more than one stakeholder or participant. These experiences allow for the application of theoretical learning in settings that are relevant to the students.

Many members of the faculty have had extensive professional public management experience and bring that experience to the classroom. Adjunct Professor Lou Moret, who taught the PADM 537 Regionalism and Intergovernmental Relations course in 1998 and 1999, has over twenty years of experience at the local and state level. Associate Professor Dick Coolbaugh, who taught the PADM 583 Managing Groups and Coalitions course, spent thirty years as an officer in the U.S. Navy. Professor Ellsworth Johnson, who teaches the PADM 555 Ethics and Decision Making course, spent ten years at a Leadership Institute in Los Angeles developing inner-city programs. In addition, some courses are taught by affiliated faculty (all of whom have a doctoral degree) who are presently in positions of leadership in the public sector. In this way, the LaVerne MPA bridges the world of practice and the world of theory.

Objective and Strategy Number Three:

To Build a Solid Ethical and Values Foundation for Leadership in Public Administration

The educational philosophy upon which the MPA is based includes an important emphasis on values and ethics. It is important to us that our graduates are not only professionally effective public officials and public leaders, but also that they conduct themselves ethically in the pursuit of their professional responsibilities. As part of the MPA core curriculum, all students take PADM 555 Ethics and Decision Making, which reviews the primary schools or approaches to ethical reasoning and applies these approaches to situations that illustrate moral issues and dilemmas. This is also presented cross-culturally by encouraging the international students to comment on their specific background training.

Objective and Strategy Number Four:

To Build a Solid Analytical Foundation for Leadership in Public Administration

Leaders in public service must be equipped to engage in field analysis and research for the purposes of problem solving and decision-making. The MPA core curriculum includes a two course sequence: PADM 588 Statistics, and PADM 589 Research Methods, which engage

students in theory testing and applications of theory to everyday problems in public management. These two courses cover descriptive and inferential statistical procedures, multivariate analysis and other basic analytic techniques. In addition, they cover the logic of inquiry in the social and organizational world, systems of data gathering, the development of research designs, the formulation of hypotheses, and the presentation of findings. They also cover techniques of observation, case description and analysis, and other forms of qualitative field research.

Objective and Strategy Number Five:

To Build a Solid Foundation of Motivational, Organizational, Policy and Diversity Approaches to Leadership in Public Administration

The MPA Program at the University of LaVerne prepares persons for leadership positions in the public sector.

First, the leader must understand human motivation and human needs in the organizational context. The core course, PADM 500 Human Resource Management in Public Organizations, is designed to facilitate this understanding.

Second, the leader must understand how organizations are structured and how they function. The MPA course PADM 531 Seminar in Organizational Theory covers theories of organizational design, organizational behavior, organizational communication, decision-making, and leadership and management.

Third, the leader must understand the processes of policy formation, policy adoption, and policy implementation. The MPA course PADM 533 Seminar in Policy Formation is designed to describe the policy making process, patterns of agenda setting, the evolution of policy networks, the role of policy entrepreneurs, the use of symbols in policy formation, and the salience of policy context to policy making, policy implementation and policy outcomes.

Finally, the contemporary leader must know and understand diversity and the global context of effective public service. To meet this goal, the MPA core includes PADM 581 Comparative Public Administration which covers different approaches to comparative administration, different stages of national development, the importance of culture in different forms of organization and management, and the concept of development in comparative administration.

Contemporary public sector leadership requires a working understanding of human behavior and motivation, a knowledge of complex organizational functioning, an understanding of how policy is made and changed, and an exposure to how culture, diversity and national distinctions influence organization and management.

The demand for professional leadership in the area's public organizations is increasing. This demand is the chief impetus for the MPA at the University of LaVerne. To fulfill this need, the LaVerne program emphasizes small class sizes, personal attention to student development by faculty, and Internet and World-Wide-Web communication which enhance scholarly discussions among class members. By contrast with the other available programs, La Verne's convenient schedule, small class size, and personalized attention are unique.

There are nine universities offering a Master's degree in public policy and administration in the Los Angeles area in addition to the University of LaVerne. Six of these schools are state

funded and three are private universities. The private universities tend to focus on policy analysis, while the state universities tend to focus on public administration.

Table 2 Regional Master's Degree Programs in Public Administration and Public Policy

School	Program	University Affiliation	Distance from ULV	Units	Unit System	Cost per Unit	Number of Students
CSU San Bernardino	MPA	Department of Public Admin	30 mi	48	quarter	\$700	100
CS Los Angeles	MSPA	Department of Political Sc.	25 mi	48	quarter	\$164	147
CSU Fullerton	MPA	School of Humanities and Social Services	15 mi	39-42	sem	\$918- \$1584/ year	130
CSU Dominguez Hills	MPA	Department of Public Admin	45 mi	36	sem	\$918- \$1584/ year	150
CSU Long Beach	MPA	Graduate Center for Public Policy & Admin	45 mi	36	sem	\$590 - \$923	300
Cal Poly Pomona	MPA	Dept. of Political Science	2 mi	46	quarter	\$409- \$631	To be offered Fall 1999
USC	MPA MPP	School of Public Admin	35 mi	40-41 48	sem	\$706	130
Pepperdine	MPP	School of Public Policy	65 mi	64	quarter	\$23,000 year	47
Claremont Graduate University	MAPP	School of Politics and Economics	2 mi	36	sem	\$913	15
ULV	MPA	Department of Public Administration	na	36	sem	\$400	58

Opportunities and Threats

Distance learning is the chief threat to traditional programs and, paradoxically, the chief opportunity presented by this dynamic environment. The advancement of technology has led to enormous opportunities by making courses accessible to almost all in-service students via the Internet. Many universities are placing great emphasis on technology in order to make professional education more accessible.

Currently, the MPA Program at the University of LaVerne relies on e-mail and the Internet as a complement to course delivery. Students are assigned university identification numbers which allow for communication within and across courses. For example, in PADM 533 Seminar in Policy Formation, students select policy topics for exploration and are asked to place topic selections in a electronic discussion group. Students are then given opportunities for dialogue and discussion on the topics chosen. The instructor reviews this communication and uses it in class discussions.

It is not clear how distance learning will shape the future of professional education in public administration in the Los Angeles area. Clearly the advantages of access, self-paced learning and on-line interaction and discussions need to be utilized within the learning environment. We believe that these technologies will enhance learning. However, moving to an educational delivery system which relies solely on such technology denies the student the traditional, valued personal interaction among faculty and peers. A solely technology-driven program is not an approach currently considered by the Department of Public Administration or by the University of LaVerne. The Department and University are pilot-testing various distance learning options, but in ways which will enhance the learning process within a larger framework while retaining the traditional goals of the curriculum. For example, students are presently exchanging ideas through restricted chat rooms, mail lists, and web sites. All students are required to have access to e-mail and Internet connections. Upon admission to the program, students are given an e-mail account and their own password to access the Wilson Library collection and the ProQuest Direct journal accessing service. They are also added to an electronic list where professors can contact them in between classes, and the program director can send important announcements. Students report feeling a stronger connection to the program when they are able to communicate through this medium from their work or home.

The strengths of the MPA Program begin with the diversity of its students and their sincere regard for each other's values and approaches to public service. Besides Hispanic-Americans, African-Americans, Asian-Americans and the other minority groups of Southern California, the student body has had international students from Thailand, China, Taiwan, Nigeria, The United Arab Emirates, and Korea. This diversity and rich mixture of experiences and skill levels has provided students with a truly unique educational experience. Students report that they have learned not only about public service and leadership, but also about themselves and their own cultural points of view. Graduates come away from the program with more insight and sharper human relations skills after being with such a diverse set of learners.

Small class size continues to be a strength of the program and is, according to enrollment management data, one of the top reasons applicants seek admission to ULV. Our faculty members know students on a personal basis and can assist them in maximizing their individual potential both academically and professionally.

Being located in the greater metropolitan Los Angeles area affords the student many opportunities to hear guest speakers from the federal, state, county, special district, and municipal levels of government as they describe the interface of theory and practice. For example, the Intergovernmental Relations course is now taught by the chief operating officer of the Southern California Association of Governments (who holds a doctorate in public administration), bringing students into the inner workings of multiple levels of government for analysis. This geographical area is rich in public policy controversies that are empirically investigated, and has Pacific Rim contrasts as well. Courses have an international ingredient as students compare and contrast public policy in many cultural and national contexts.

One challenge facing our faculty is the assessment of student potential for success in professional graduate study and public service. At ULV, the final judgement on admissions is based on a combination of several indicators rather than on a single criterion. Providing applicants with diverse backgrounds the opportunity to pursue graduate study serves to increase the quality and diversity of professional personnel entering public service. This procedure supports the MPA primary mission of preparing persons for leadership and management roles in public affairs, policy, and administration.

Admission criteria are continuously evaluated in faculty meetings with the core problem being that of assessing the competency and potential of international (preservice) applicants with comparatively lower grade point averages. The admission process, which includes three letters of reference, an acceptable essay, a personal interview and a grade point average of at least 2.5, is strengthened by ongoing faculty evaluation. The admissions process is discussed in sections 6.1-6.3.

C. Mission Process

For the past ten years, the mission of the Master of Public Administration Program has been developed in the context of the Department of Public Administration's overall mission. The Department Mission is also guided by the University Mission. This connection was previously discussed in more detail in Section 2.1.B Mission Statement. Mission development is a Departmental process involving all members of the faculty, student representatives, alumni, administration, and stakeholders. The Department has relied upon focus groups and retreats to develop mission statements and program objectives.

Mission development for the MPA Program was formally undertaken in 1989 and again in 1994. This process led to self study reports for 1990 and 1995 as well as two 5-year strategic plans for 1990-1995 and 1995-2000. These strategic planning processes were completed in preparation for WASC accreditation. The plans were submitted by the Department to the Coordinating Dean of the School of Organizational Management and the Vice President for Academic Affairs. Mission review and the next WASC Commission visit will be in February of 2000.

The 1994 strategic sessions utilized selected alumni as participants in a focus group. Feedback from these sessions served to inform the MPA Director of ways in which to continuously improve the MPA Program. In the alumni sessions, a discussion of seeking NASPAA accreditation was brought to the attention of the faculty. Beginning in 1989 and continuing through the 1994 strategic planning sessions, department faculty reviewed NASPAA guidelines. In the 1994 planning session, department faculty agreed to join NASPAA, attend national meetings, and begin the process of enhancing the curriculum according to NASPAA guidelines.

We are presently in the fourth year of our current strategic plan. In the summer of 1999 we began our next planning cycle. During the new planning cycle, discussions will proceed regarding ways to continuously improve the quality of the MPA Program via the NASPAA guidelines. These discussions will culminate in an April 2000 report to the Coordinating Dean of the School of Organizational Management and the Vice President of Academic Affairs. This strategic plan will guide the Department for the years 2000-2005.

D. Deviation from Standards

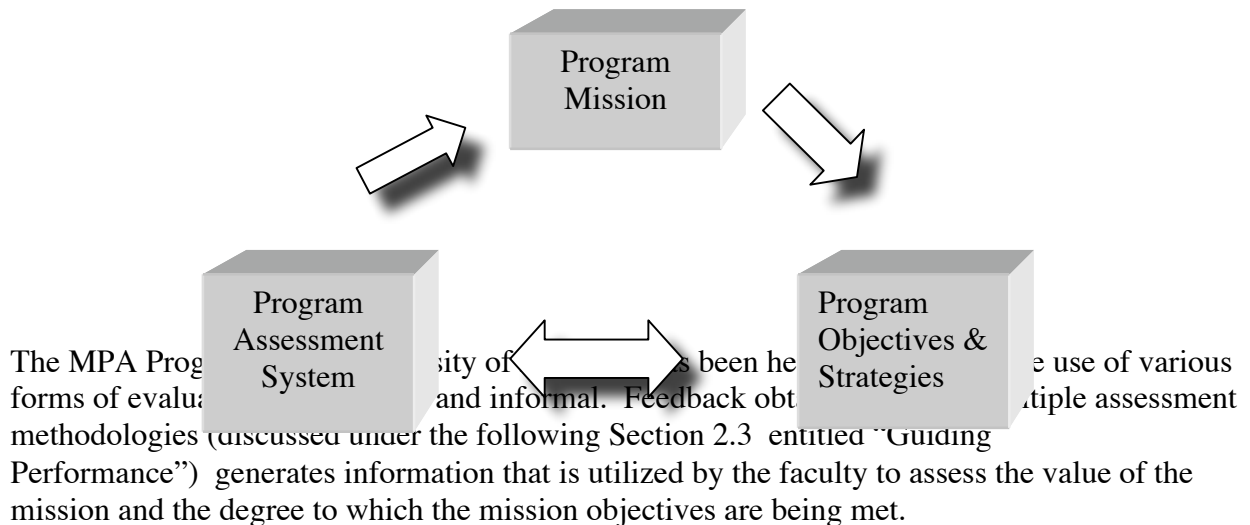
The University of LaVerne Master of Public Administration Program meets all the standards set out in the Master of Public Administration Guidelines of the National Association of Schools of Public Affairs and Administration.

2.2 Assessment

- A. The mission of the MPA Program is assessed through a variety of formal and informal processes which encompass three primary stakeholders: students, faculty and public administration professionals. 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 3 The Role of the Assessment System



B. Program changes and the institutional environment

(Item 4) The Commission requests further clarification regarding the sufficiency of these efforts (alumni surveys and focus groups) in generating assessment information. The Commission also requests information on the extent to which all relevant constituencies were involved in the mission development and re-examination process.

Changes which take place as a result of these evaluative processes developed by the Department have improved the delivery and quality of our MPA curriculum. Faculty course evaluations allow for alterations in course design, assignment of texts, appropriateness of assignments and strength of the faculty. Often, faculty use course evaluations to improve text selection. For example, the course PADM 533 Seminar in Policy Formation adjusted its use of theories of policy formation to include more fundamental concerns of policy management and implementation. In this course, students are asked about the relevancy of contemporary thematic treatises often assigned for practical considerations in public service settings. The appropriateness of both theme and book selection is centrally considered.

Alumni surveys and focus groups have also informed the MPA curriculum and curriculum delivery. Specifically, this feedback has resulted in the development of more energizing and enriching classroom activities that capitalize on the diverse student body. *Alumni surveys have taken various forms. First, in 1989, there was a Department-wide alumni survey used to capture the views of alumni with regard to overall program relevancy, career impact, course values, instructor efficacy and other curricular matters, including library and support. One deficiency noted in the alumni report was the need to improve library support of books and journals in the related fields of Public Administration. This report, coupled with other Department reports at the University, led to an overall effort to improve library support. This improvement was led by the Vice President of Academic Affairs and undertaken by the University which was, at that time, seeking regional re-accreditation from the Western Association of Schools and Colleges.*

Second, in 1994, the Department held alumni focus group meetings to inform the Department as to how each of the programs fared in terms of program relevancy, program impact, career preparation and overall University support. The MPA alumni focus group meeting was directed by Dr. Ray Garubo. The alumni reported support for current curriculum programming and suggested various ways to improve upon our curriculum relevancy. Alumni, especially those in local city management settings, wished the program to continue strengthening our practical approach to the curriculum. As a result, Dr. Garubo works with faculty to ensure that assignments and reading materials meet these on-going needs.

Third, since 1994, the MPA Director, Dr. Garubo, has informally contacted alumni with regard to program relevancy. This methodology has allowed the Program Director to stay in touch with alumni with regard to changes in their environments and how these changes affect our curricular offerings. Dr. Garubo reports this alumni feedback in Department and Program meetings and in one-on-one sessions with the MPA faculty.

Fourth, in 1999, in preparation for the MPA self-study, the Department requested a consultant, Professor David Williams of the University of West Virginia (former Chair of COPRA), to conduct an alumni/student focus group assessment of our program. Professor Williams reports that our program mission and curriculum match the need of our diverse student body and that our advising and integrated curriculum are the hallmarks of our program.

2.3 Guiding Performance

(Item 5) The Commission found the assessment information in 2.3 insufficient, and therefore requested more specific information regarding the nature, frequency, and outcomes as to how the program actually insures regular assessment of the program mission. The commission furthermore requested clarification regarding the definition of constituencies and where they fit into the Program's assessment process.

A. Use of information to guide program: program adjustment to information.

Feedback obtained through multiple assessment methodologies is utilized in several ways specifically described below. The primary strategies of the evaluation system include the following: teaching evaluations, peer evaluations, alumni evaluations, advisory board input, stakeholder analysis, faculty coordination of curriculum, and student comprehensive evaluations. In guiding performance, these various strategies feed directly to monthly content-focused faculty reviews which serve as the main arena for decisions and modifications with regard to the program.

Taken together, assessment data are utilized to make appropriate course adjustments, develop new curricula, make employment, promotion, and tenure decisions, develop ongoing plans for teaching excellence, improve student interface with the University support systems, and energize and enrich the academic experience of our students.

With regard to relevant program constituencies as to where they fit into the Program's assessment process, the Department views four stakeholder groups as central to understanding and defining our mission: students, alumni, the public leadership profession, and the public administration academy. We embrace these constituencies through an overall evaluation system described above. Figure 4 on the next page demonstrates our assessment strategies: