

# **NASPAA SELF-STUDY REPORT**

## **Volume I**



## **Master of Public Administration**

**Department of Public and Health Administration  
College of Business and Public Management  
University of La Verne  
2220 Third Street  
La Verne, CA 91750**

# TABLE OF CONTENTS

## VOLUME I

Cover Page .....	i
Table of Contents.....	ii
Summary of Tables.....	iii
Summary of Figures.....	iv
Program Summary .....	v
Standard 1: Eligibility for Peer Review and Accreditation.....	1
Standard 2: Program Mission.....	3
Standard 3: Program Jurisdiction .....	23
Standard 4: Curriculum.....	28
Standard 5: Faculty.....	38
Standard 6: Admission of Students .....	51
Standard 7: Student Services.....	55
Standard 8: Supportive Services and Facilities .....	62
Standard 9: Off-Campus Programs.....	68

## Summary of Tables

Table 1	University of La Verne MPA Enrollment, 2001-2005.....	4
Table 2	Regional Master’s Degree Programs in Public Administration and Public Policy .....	12
Table 3	Changes to the MPA Program.....	22
Table 4	MPA Program Administration .....	25
Table 5	Tabular Representation of the MPA Curriculum Model.....	28
Table 6	MPA Course Distribution .....	29
Table 7	Student Transcript Analysis .....	35
Table 8	Faculty Nucleus .....	38
Table 9.A	Courses Taught by Faculty Nucleus .....	39
Table 9.B	Other Full-time Faculty.....	40
Table 10	Instruction by Practitioners .....	42
Table 11	MPA Class Sizes .....	45
Table 12	Number of Courses Taught by Faculty Nucleus.....	46
Table 13	Faculty Diversity .....	50
Table 14	MPA Admissions/Attrition Records .....	52
Table 15	MPA Probationary Admits.....	54
Table 16	MPA Program Size--Number of Students Registered in Fall Term .....	54
Table 17	MPA Graduates 2002-2006.....	57
Table 18	Summary of MPA Graduates 2002-2006.....	61
Table 19	Budget.....	63
Table 20	Nucleus Faculty Salary Data.....	65
Table 21	Spring Term 2006 Enrollment in Anaheim Location .....	68

## Summary of Figures

Figure 1	The Role of the Assessment System.....	16
Figure 2	Assessment Processes and Frequency .....	17
Figure 3	Academic Organization, University of La Verne .....	23
Figure 4	Internal Organization, Master of Public Administration Program.....	24

## PROGRAM SUMMARY

ITEM	DATA
1. Title of degree (1.3)	Master of Public Administration
2. Off-campus locations (9.1)	One
3. Number of credits normally required for degree (4.3-A)	39 semester hours
4. Total credits in required courses (4.21-B)	39 semester hours
5. Total credits in elective courses (4.22-A)	None
6. Specializations advertised as available (4.22-C)	None
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)	5
10. Number of students in degree program (6.3-D)	Full-Time 38 Part-Time 23 Total 61
11. Is there a thesis or major professional report required? (4.3-C)	No, but a capstone project is required as part of the Graduate Seminar course.
12. Is a comprehensive examination required? (4.3-C)	No.
13. Is an internship available? Is it required? (4.4-B)	Our students are in-service students. Internships are not required.

## **STANDARD 1 – 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). The MPA program was accredited by NASPAA in 2000 and we are applying for peer review and re-accreditation.

### **1.2 Institutional Accreditation**

Institutional accreditation is with the Western Association of Schools and Colleges (WASC). The University of La Verne was first accredited in 1955. The most recent accreditation process was in 2000. The University initiated a strategic planning process in 2005/06 in preparation for the next re-accreditation process.

### **1.3 Professional Education**

*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 program is designed primarily for in-service public and non-profit sector employees in the Southern California region. The 39-unit curriculum is designed to achieve our primary objective and is organized around three areas: (1) management of organizational resources, (2) the changing context of public administration, and (3) analytic and decision-making capacity. Introduction to Public Administration and Graduate Seminar serve as “bridge” or synthesis courses. Leadership, management, diversity, inter-organizational processes, and collaboration are emphasized across the curriculum.

The MPA program at the University of La Verne strengthens students’ leadership and management capabilities by providing them with the skills necessary to move into more senior and executive positions and preparing them for the increasingly interconnected and networked environment of public service.

#### **B. Degree Specification**

The University of La Verne seeks re-accreditation of the Master of Public Administration (MPA) program. The program is offered on the main campus in La Verne, California. The program also has been offered in Anaheim, California since January 2005.

The College of Business and Public Management adopted a matrix organizational structure in 2004/05, which is discussed further in Section 3.1. Program chairs, including the MPA Program Chair, report directly to the Dean of the College and the Associate Dean on program issues. The College has three departments: Public and Health Administration, Applied Business Science & Economics, and Business Management & Leadership. The

department chairs report to the Dean on departmental issues (primarily faculty development and faculty evaluation).

The College also offers a Doctor of Public Administration (DPA) degree, with its own program chair. The DPA program has a stand-alone curriculum of 54 units. Incoming students are required to have obtained a master's degree in a related field prior to enrollment.

Additional graduate degrees offered by the College, as listed in the 2005/06 catalog, include: Master of Business Administration, Master of Business Administration for Experienced Professionals, Master of Business Information Technology, Business Organizational Management -- M.S. (offered only at Point Mugu), Business Organizational Management with Concentration in Health Services Management – M.S., Master of Health Administration, Gerontology – M.S. (with several concentrations), and Leadership and Management – M.S. The College no longer offers the Master of Science: International Administration degree that was discussed in the 1999 Self-Study.

#### **1.4 Program Length**

First MPA admission: September 1973

First MPA graduation: May 1975

## STANDARD 2 – PROGRAM MISSION

### 2.1 Mission Statement

#### A. Background

##### Institutional Setting

The University of La Verne, founded in 1891, is a private liberal arts and professional education institution located in the City of La Verne in the Pomona Valley and San Gabriel Valley area, 35 miles east of Los Angeles. The area served by the main campus includes multiple governments and public agencies, including approximately 42 cities. The region served by both the main campus and Anaheim location includes five Southern California counties with an ethnically diverse population of approximately 21.5 million (California Department of Finance, 2005).

The MPA Program at the University of La Verne consists of weeknight courses. Four terms are scheduled per year (Summer, Fall, Winter, and Spring). Typical student load is one or two courses per term. Students may take up to three courses per term with the advisor's permission, 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.

Students may enroll for courses held at the main campus in La Verne or in Anaheim. The addition of the Anaheim location has provided additional flexibility for students who change employers or move while enrolled in the MPA program. Given the commuter-oriented culture of Southern California and rise of non-traditional work schedules, students also have the option of choosing a location closer to home and/or work.

The University of La Verne presently has over 8,500 students enrolled in its undergraduate, graduate and professional education programs. The University of La Verne has the following colleges:

- § College of Arts and Sciences
- § College of Business and Public Management
- § College of Education and Organizational Leadership
- § College of Law

The University has several branch campuses in Central and Southern California administered through ULV Regional Campuses.



### **Historical Development of the Program**

The MPA Program began in the early 1970s 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. In 1979, the Department of Public Administration was established. Professor 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, including one in Healthcare.

In 1983, the Department of Public Administration offered the MPA program in several locations near the campus. The MPA program was redesigned and scheduled for on-campus management in 1989. This redesign ended all off-campus MPA programs with the exception of the small School of Continuing Education-managed Alaska program. The MPA program in Alaska was discontinued in 1990.

In 1994, the MPA Advisory Board was created. In 1995, the Department of Public Administration joined the National Association of Schools of Public Administration and Affairs (NASPAA) as a member. The MPA program was accredited by NASPAA in 2000. The degree requirements were increased to 13 courses (39 units) in Fall 2001 with the addition of the Introduction to Public Administration course. Dr. Keith Schildt was selected by the faculty as Chair of the MPA Program in 2001 and has been reappointed by the Dean.

In 2003, as part of ongoing reorganization efforts at the University, the School of Public Affairs and Health Administration (which had included the MPA program) was merged with the School of Business to create the College of Business and Public Management. The Department of Public and Health Administration was created in 2004, along with two other departments within the College. A new Department Chair, Dr. Susan MacDonald, was hired in 2005. A matrix organizational structure has been adopted. Faculty are assigned to a primary department, but academic programs (e.g., the MPA) are not tied directly to departments. Program chairs report to the Dean of the College. The MPA program chair reports to the Dean on matters related to the MPA program.

### **Growth in Enrollment and Faculty Size**

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, 2001 – 2005 (Fall Enrollment)**

2001	2002	2003	2004	2005
28	35	39	51	61

**Other Significant Developments in the Program**

Creation of a Hispanic Student Network is planned to link students, alumni, and other public administration professionals. The purpose of the Network will be to provide mentoring and networking opportunities to the growing proportion of Hispanic students, many of whom are first-generation college graduates. Tentatively, the Network will be implemented during the 2006/07 academic year.

## **B. Mission Statement**

### **Master of Public Administration Mission Statement**

The mission of the University of La Verne's Master of Public Administration program is to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations to professionals preparing to take on socially responsible roles in public leadership and service. The mission will be achieved through a curriculum that emphasizes: (1) management of organizational resources, (2) the changing context of public administration, and (3) analytic and decision-making capacity. Students will also develop an understanding of the practice of public administration in diverse public organizations and of the ethical dimensions of public service.

This mission of the Master of Public Administration program is reflective of the **University of La Verne's mission** (University of La Verne 2005/06 Catalog):

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.

Philosophically, 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. Lifelong 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 (values orientation, community & diversity, lifelong learning and community service) has guided the faculty in the development of the Master of Public Administration Program.

##### **B.1. Objectives and Strategies**

###### **1. To continue to offer an innovative and practical curriculum.**

Through the mission statement development process, both students and faculty identified that the University of La Verne's MPA curriculum was different from others in the region because of its innovative approach to instruction and practical curriculum. For example, ULV was one of the first MPA programs in the region to offer a course in strategic planning. The information technology course has been centered on management/leadership concerns instead of technology as such, providing students with an opportunity to develop skills that will be relevant in the future. In addition, the MPA program has long included a separate course on management of professional networks, along with an emphasis on collaboration throughout the curriculum.

The curriculum has been updated incrementally since the last self-study, in response to NASPAA requirements and to build a curriculum that positions professionals to lead and manage in dynamic twenty-first century environments. Faculty and students believe that the innovative and practical features of the program are a major strength of the program and that we should continue to enhance the MPA program to be at the forefront of graduate public administration instruction.

The MPA program faculty provide instruction that is grounded in theory while clearly linked to practice. Students appreciate that we have dedicated public administration faculty who have both strong academic and practitioner backgrounds. Assignments are based on practical workplace concerns and projects, making classic and recent public administration scholarship relevant to students. Thus, students are able to identify and develop leadership and management concepts and skills which will serve them well throughout their professional careers.

##### **Recent Changes to MPA Curriculum**

###### *Additions to Curriculum:*

Added Spring 2005 PADM 584 “Managing Information Technology in Public Organizations”

Added Winter 2005 PADM 585 “Strategic Planning & Organizational Change”

*Other Changes to Curriculum:*

- § PADM 583 “Managing Groups and Coalitions” was changed to “Managing Collaborative Networks” – this was done to highlight the change in course content.
- § PADM 588 “Statistics” and PADM 589 “Research Methods” were merged into one course PADM 582 “Quantitative & Qualitative Analysis for Public Management” – this was done to accommodate PADM 585 “Strategic Planning & Organizational Change” into the curriculum.

*Dropped from Curriculum:*

- § PADM 581 “Comparative Public Administration.” This course was replaced with PADM 584 “Managing IT in Public Organizations”.

**2. To build upon the intellectual and theoretical foundations of public administration.**

As discussed in our 1999 self-study, the MPA Program is based upon the principle that theory guides practice and our students should be both theoretically and professionally prepared. This is particularly emphasized in the following courses:

- § PADM 501 Introduction to Public Administration
- § PADM 531 Organizational Theory
- § PADM 555 Ethics and Leadership

The Organizational Theory course provides students with theoretical perspectives that will be useful in understanding the significance of organizations in society and in analyzing managerial problems in the public sector. Emphasizing the intellectual and theoretical foundations is a key part of the MPA curriculum, as it grounds the practice of public administration within a larger context and tradition. This understanding is critical in fostering a values orientation to public service, in accordance with the University’s mission that encourages students to be reflective of personal, professional, and societal values. Given a rapidly changing environment, technological advances, and the blurring of the private and public sectors, instruction in the foundations of public administration is especially critical.

**3. To emphasize three core areas in the curriculum: management of organizational resources, the context of public administration, and analytic and decision-making capacity.**

The MPA curriculum balances theory and practice along with three core areas. Courses can be roughly divided into these three categories, although there is substantial overlap across the curriculum. For students to be prepared for leadership positions in the public sector, they need to have a broad understanding of a variety of theoretical concepts and professional competencies. Use of this typology is a tool to develop a broad and critical perspective of public administration leadership and management. The purpose and structure of the curriculum is discussed further in Section 4.

#### **4. To develop understanding of the practice of public administration in diverse public organizations.**

The University of La Verne is located within the incredibly culturally and ethnically diverse Los Angeles metropolitan area. The University of La Verne has a multi-cultural emphasis. In 1992 The Hispanic Association of Colleges and Universities (HACU) designated ULV as a Hispanic Serving Institution (HSI). The Hispanic Association of Colleges and Universities (HACU) is a national educational association that represents colleges and universities committed to Hispanic higher education success in the United States (including Puerto Rico), Latin America, and Spain. HACU has 193 member Hispanic-Serving Institutions (HSIs) located in 11 U.S. states and Puerto Rico. To be considered a Hispanic-Serving Institution, the Hispanic enrollment at a college or university must be at least 25 percent of the total student enrollment.

We think our MPA student body is among the most diverse in the nation. Our approach to instruction seeks to draw upon different learning styles and the diverse experiences of our students. We are also establishing a Hispanic Student Network, to provide additional mentoring and networking opportunities.

Our students also serve in organizations that provide service to increasingly diverse residents, including immigrants from a wide variety of countries. 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, non-profit organizations, and volunteer organizations. As discussed in our 1999 self-study, there are few areas in the world with the wide variety of cities, counties and special 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 or other alternative institutional forms. Therefore, the MPA program broadly defines public service. Our course offerings include Managing Collaborative Networks and Regional/Intergovernmental Relations. Our Management of Public Funds course also typically includes instruction about the variety of financing mechanisms and contracting arrangements found in our region.

#### **5. To develop understanding of the ethical dimensions of public service.**

As discussed in the 1999 self-study, 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. This concern is an integral part in the Ethics & Leadership in Public Management course and is also a core value of the entire MPA program.

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 lifelong learning, and engage in community service. The MPA faculty incorporate these values into their approach to teaching and in the personal attention to student development

offered in our program. The fostering of ethical responsibility was a major part of the faculty discussions on the mission statement and the orientation of our program. We have witnessed criminal indictments, allegations of corruption and conflict of interest, and mismanagement in several local and non-profit agencies in our region. These have been in a small minority of agencies, but highlight the importance of developing a public service orientation, encouraging public service as a vocation, and improving public participation in decision-making.

**6. To further develop the MPA program and schedule to reach out to additional public service professionals.**

In January 2005, the MPA expanded to a second location in Anaheim. To date, this program has been a strong success. We expect to further develop the MPA at this site. We also see the potential to market the program to additional professionals, especially to city/county employees, special district managers, and non-profit administrators.

**B.2. Student Population**

Almost all of the MPA students are employed full-time in public service. As noted earlier, most students enroll in one or two courses per term. The MPA student population has been ethnically diverse. A growing proportion of our student body is Hispanic, but the program continues to include a number of African-American students. The proportion of Asian-American students is also growing. Slightly more women than men have been admitted to the MPA program over the last five years.

The students have a variety of positions in city and county government, health care, public utilities, aerospace industries, and non-profit organizations. Most of the students are beginning or mid-career professionals who are seeking to learn more about the changing nature of public service, in order to develop their leadership and management skills and advance in their careers. A few have been international students, since the Los Angeles region is a major commercial center for the Pacific Rim. Occasionally, the MPA program has also attracted some students transitioning from military service to civilian, public sector careers.

Students who enroll primarily at the main campus mostly work or live in La Verne and nearby cities such as Claremont, Diamond Bar, Pomona, San Dimas, Walnut, Chino, Chino Hills, Covina, West Covina, Glendora, Azusa, Montclair, Ontario, Upland, Rancho Cucamonga, and Fontana. The program also attracts students from other municipalities in the San Gabriel Valley portion of Los Angeles County, western San Bernardino County, western Riverside County, and northern Orange County.

The Anaheim location mostly serves Orange County, especially cities located along the 57 Freeway Corridor such as Anaheim, Garden Grove, Fullerton, Irvine, Brea, Orange and Yorba Linda. The Anaheim location has the potential to attract additional students from eastern Los Angeles County, western San Bernardino and Riverside Counties, and northern San Diego County.

### **B.3. Other Public Service Programs Competing in the Same Environment**

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 La Verne. 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 more on public administration.



**Table 2. Regional Master’s Degree Programs in Public Administration and Public Policy**

School	Program	University Affiliation	Distance	Units		Cost	Students
CSU San Bernardino	MPA	Dept. of Public Admin	30 mi	48	quarter	\$3414/year*	211
CSU Los Angeles	MSPA	Dept. of Political Science	25 mi	48	quarter	\$3414/ year*	110
CSU Fullerton	MPA	Division of Politics, Admin. & Justice	15 mi	39 (42 if intern)	Semester	\$3414/ year*	130 (approx)
CSU Dominguez Hills	MPA	Dept. of Public Admin and Public Policy	45 mi	36	Semester	\$3414/ year* \$1050/on-line course	220 campus 125 on-line
CSU Long Beach	MPA	Graduate Center for Public Policy & Admin	45 mi	36	Semester	\$3414/ year* \$1065/dist. course	375 1-2 distance learning cohorts
Cal Poly Pomona	MPA	Dept. of Political Science	8 mi	48 (52 if intern)	quarter	\$3414/year*	51
USC	MPA MPP	School of Policy, Planning & Develop.	35 mi	40-41 48	Semester	\$15729/semester**	200 40
Pepperdine	MPP	School of Public Policy	65 mi	64	quarter	\$30770/ year**	104
Claremont Graduate University	MAPP	Dept. of Politics and Policy	4 mi	48	Semester	\$1214/unit	12-15
ULV	MPA	Dept. of Public & Health Admin	N/A	39	Semester	\$505/unit	61

\*Fees for graduate students taking six or more units, effective Fall 2006. Does not include parking or other campus-specific fees.

\*\*Tuition as of 2005-06. Does not include other fees.

## **B.4. Opportunities and Threats**

### **Opportunities**

The self-study process has helped to identify the unique features of our curriculum and approach to teaching. The process helped identify the program's current strengths and where opportunities exist for the program's future. One of the program's key strengths is that even though there are a number of graduate programs in our region, La Verne's MPA program offers an updated, innovative, and practical curriculum that matches the needs of beginning and mid-career public service professionals. Our faculty members are also dedicated to public administration instruction and to the field of public administration. As discussed in the 1999 self-study and has been a continuing hallmark of the program, our faculty members know students on a personal basis and can assist them in maximizing their individual potential, both academically and professionally. We also offer courses year-round and, with the addition of the Anaheim location, students can pace their progression through the MPA program and choose the location that best fits their needs. These strengths can be further highlighted in outreach efforts to potential students.

The diversity of our students and their sincere regard for each other's values and approaches to public service are also strengths of the MPA Program. 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. Establishing a Hispanic Student Network and enhancing alumni outreach will further build upon our success in this area.

Being located in the greater metropolitan Los Angeles area affords students 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 has had guest speakers from the Southern California Association of Governments and South Coast Air Quality Management District. The City Manager of La Palma, Cathy Standiford, has assisted with courses, and the Assistant City Manager of the City of Santa Ana, Steve Harding, has also been a guest speaker. We also call upon the services of the University's Executive Vice President, Phil Hawkey, a former city manager in Pasadena and Toledo, to teach and guest lecture in our program. We are in the process of identifying additional guest speakers and somewhat formalizing our existing guest speaker practices. We hope to identify potential adjunct faculty and increase the diversity of our faculty in terms of experience and cultural/ethnic background. Guest speakers also help in promoting the MPA program to potential students.

As discussed above, the self study process assisted in identifying opportunities for the near and long term future of the program. Many of these will be discussed in other, relevant sections of the report but can be highlighted here. During the 2006/07 academic year, faculty discussions will include: (1) adding a "contract management" component to our curriculum to help our students learn about this emerging role of the public manager in today's shared governance and delivery service system, (2) adding a "sustainable

development/smart growth” component to our curriculum to allow students to examine the social, economic, and environmental aspects of local and regional community development, (3) creating a Hispanic student network that can be used for mentoring, employment, and recruiting functions, (4) exploring the possible inclusion of an on-line component in the curriculum – perhaps as a hybrid course format, (5) increasing the utilization of DPA students and graduates as adjunct faculty in the MPA, (6) determining the viability of increasing the program’s off campus role, (7) reviewing and developing formal student learning outcomes for each course and the program, and (8) working within the College of Business and Public Management to incorporate non-profit management into one or more of the College’s graduate programs.

### **Threats**

Distance and on-line learning is still a 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. Some of the MPA programs in our region, such as California State University, San Bernardino and California State University, Dominguez Hills, are planning to offer or are offering completely on-line MPA degrees. California State University, Long Beach offers distance learning to cohorts. Other universities outside our region may market to potential students in our service area as well.

We do not anticipate offering a primarily technology-driven, totally online MPA program at the University of La Verne, as the strengths of our current program include personalized attention and the opportunity to directly engage in dialogue among diverse public professionals. We have included some electronic components in some courses, such as on-line discussions and chats. These are designed to supplement in-class meetings and enhance the depth of review by students, rather than replacing the on-ground program and personal interactions. All students are required to have access to e-mail and Internet connections. Upon admission to the program, students are given e-mail accounts and their own password to access Library and Blackboard materials.

### **B.5. Internal Concerns**

We are reaching the limits of our organizational capacity to serve the students in the MPA program. We are fortunate to have had a growing student body, a committed core faculty, and long-term adjunct faculty with both academic and practitioner experience. We have been able to occasionally draw upon DPA graduates with specialized skills to teach a course or to guest lecture. We anticipate adding a sixth core faculty member to the MPA program, who is a part of the Department of Business Management and Leadership Department, and is now teaching the Administrative Law course. However, we recognize that we will be unable to sustain further growth in the MPA program and maintain current levels of faculty-student interaction without additional faculty resources.

We are also constrained by facilities. Public administration faculty members have offices and a small conference area in the Public Administration Academic Center, a small building that has been rented by the University. While this building and its layout greatly facilitate faculty interaction, there are concerns about its long-term adequacy. Discussions

have been initiated within the College and University regarding facility needs, both for faculty and more seminar-style classrooms.

### **C. Mission Process**

The mission process began with a review of the mission statement adopted during the 1999/2000 self-study process:

The Master of Public Administration degree at the University of La Verne 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 theoretical foundations for leadership in public service, (3) to build a firm ethical and values foundation 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.

This mission statement is correct; the statement listed in NASPAA materials is the mission that was in effect *prior* to the 1999/2000 accreditation process. With slight variations in wording, the above mission statement has been used in the University catalog, course syllabi, and marketing materials since 2000.

During Fall 2005, the MPA Program Chair and core faculty held informal discussions to review and compile suggestions for a revised mission statement that would reflect program changes and more precisely describe the MPA program's mission. (The MPA Faculty regularly engage in informal discussions about program issues on a near-daily basis since we have a small core faculty and our building is exclusively for public administration faculty, support staff, and marketing staff.)

The Program Chair also conducted a focus group with MPA students enrolled in the Graduate Seminar courses offered in the Fall and Spring Terms to discuss the MPA program, conduct a SWOT analysis, and solicit suggestions for the mission statement. As discussed in the objectives and strategies discussion in Section 2.1 (B), the students provided insightful input about the unique characteristics of the curriculum that attracted them to the program and about how the program links theory and ethics/value concerns to practical applications.

On January 25, 2006, the MPA faculty met as a whole to synthesize and edit the mission statement. The faculty discussed the values orientation of the program and University of La Verne, theoretical and intellectual foundations, the curriculum, and the professional backgrounds of MPA students. The mission statement was reviewed by members of the MPA Alumni Board.

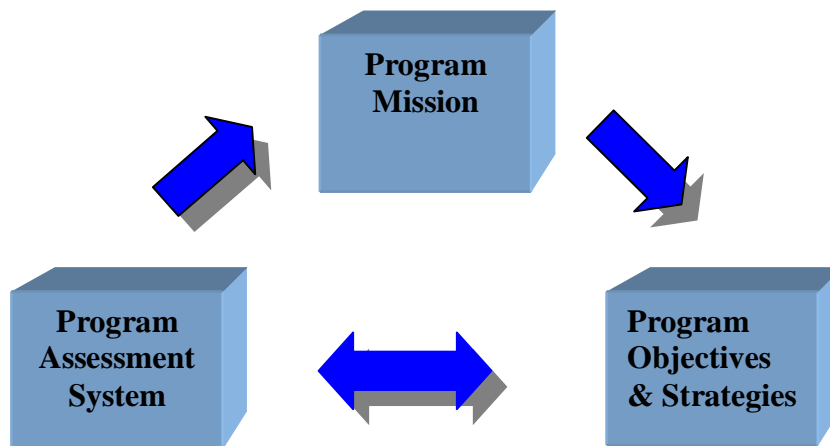
### **D. Variation from Standards**

None.

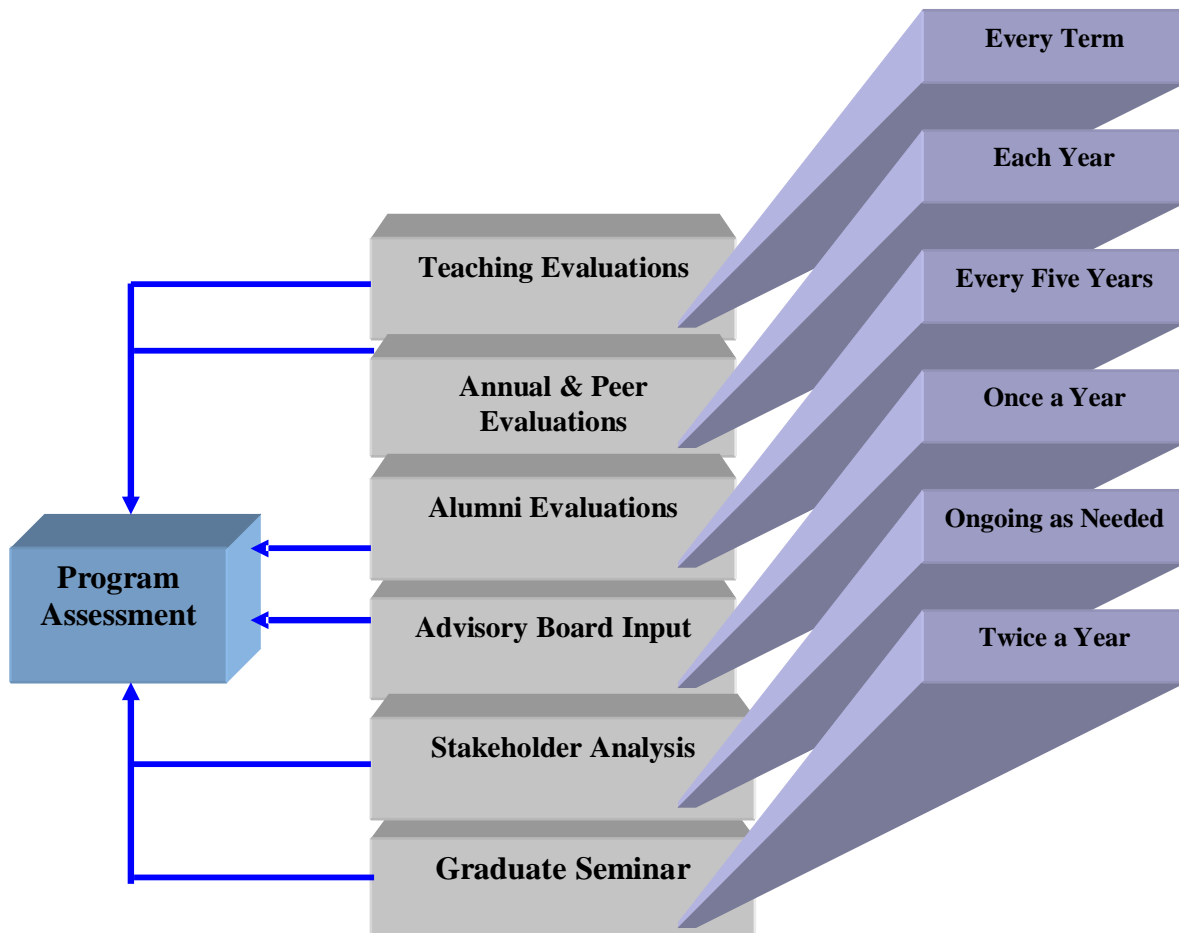
## 2.2 Assessment

The mission of the MPA Program continues to be 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 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 Department. Formal evaluations serve to advance the department's mission by measuring whether or not the curriculum and the delivery of the curriculum provide solid theoretical, ethical, and analytical decision-making components that prepare students for public service. These evaluations have both numerical and narrative comments which are submitted back to the professor after final grades have been submitted. The MPA Program Chair is given course evaluation forms for each course.

As discussed in past annual reports, the University switched to an all-electronic evaluation process in 2003. Initially, this change was accompanied by a change in the Likert scale questions that resulted in some students misinterpreting the scale. The response rate for

graduate course evaluations has been extremely low, which has not yielded usable information for many MPA courses. We have worked with College and University administrators on the feasibility of returning to a paper-based system.

The problems with implementation of the electronic evaluation system have limited our ability to systematically assess teaching performance. However, the use of supplemental assessment tools such as peer evaluations and the graduate seminar have provided valuable information about teaching performance and curriculum. The MPA Chair also regularly discusses student reactions to course requirements, content, text and instructional delivery with faculty. Appropriate plans for improvements and revisions are considered and implemented. Follow-up discussions are held when necessary.

### **Annual & Peer Evaluations**

The University conducts formal faculty evaluations 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.

Faculty peer evaluations in the MPA Program are undertaken in informal, collegial ways and more formally in the university tenure and promotion process. All of the core faculty have regularly observed each other in classroom settings. Our small faculty size and office location fosters interaction on teaching strategies; and our informal collegial nature supports professional critique and encouragement. This process has been facilitated by some co-teaching in the MPA program. For example, the Introduction to Public Administration course has been co-taught by Professors Schildt and Beaumaster in Anaheim. Our DPA program has extensively utilized co-teaching, break-out sessions, and presentations. Guest lecturing also has been part of the faculty hiring process, for both full-time and adjunct faculty.

### **Alumni Evaluations**

The MPA surveys its alumni approximately every five years. Low response rates have plagued the process. Also, at the university level it has been difficult to maintain an accurate alumni database. The self-study process has helped the program identify alumni relations as an important area in need of improvement.

### **MPA Alumni Advisory Board**

The problems with alumni evaluations mentioned above are somewhat mitigated by a formal and informal connection with a subset of MPA Alumni. Each year, the MPA Director invites selected students from the Graduate Seminar course to become alumni board members upon graduation. On an annual basis, the MPA Alumni Advisory Board meets as a committee of the whole to discuss MPA program issues. The Board is also used as a recruiting tool. The Board has been instrumental in curriculum changes that are aimed at meeting the needs of the market place that these students work within. For example, the

Alumni Advisory Board identified the need for a course in strategic planning. They were also instrumental in the curriculum change where the Statistics and Research Methods courses were merged (expressing dissatisfaction with the heavy emphasis on quantitative skills and the need for inclusion of “soft skills” coursework). The MPA Director has frequent informal contact and meetings with board members. The purpose of these contacts is to maintain connections in-between the annual meetings as well as allowing for one-on-one dialogue. The current members of the MPA Alumni Advisory Board are:

- § Joanne Davis, Firefighter
- § Holly Ferrell, High School Drama Teacher (Baldwin Park School District)
- § Robert Lewis, Director of Food Services (Monrovia School District)
- § Shannon Porter, (Redlands University)
- § Jim Smith, Assistant Police Chief (Monterey Park Police Department)
- § Mary Swink, Public Works Director (City of Alhambra)
- § Scott Carroll, Administrative Officer (City of Claremont)
- § Donna Jimenez, Office Manager, Congressman Davis Dreier
- § Carlos Cortez, Staff Assistant, Congressman David Dreier
- § Matt Ballantyne, City Manager, City of San Marino
- § J.R. Ranells, Administrative Analyst, City of La Verne
- § Michelle Zimmerman, Public Relations Specialist, R & R Partners Inc.

### **Stakeholder Analysis**

The MPA Director has frequent contact with senior public sector professionals. Many of these individuals also guest lecture in the MPA and DPA programs. Informally a network of seasoned administrators has formed that includes the following individuals, title, and their work sector:

- § Paul Downey, CEO, non-profit sector
- § Marilyn Ditty, CEO, non-profit sector
- § Ret Wixted, CEO, non-profit sector
- § Robert Rivers, CEO, non-profit sector
- § Cathy Standiford, City Manager, public sector
- § Steve Harding, former city manager and developer, public and private sectors
- § John Higley, retired police officer, public sector
- § Mark Kling, Police Chief, public sector
- § Phil Hawkey, former city manager, public sector
- § Melissa Biel, Fund Development Specialist, non-profit sector

The frequent one-on-one and small group contact with these professionals includes discussions on the changing knowledge, skills, and abilities that an MPA program can help facilitate the development of in our students; recruitment strategies; and, overall aims to keep the MPA at ULV grounded in current concerns and future challenges of practicing public administration.



## Graduate Seminar

Each year during the Spring Term (and occasionally during other terms as needed), 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. Importantly, the course also includes group and individual dialogue on the MPA program – a series of frank discussions on what worked and did not work for the students in their learning experience as well as a SWOT analysis aimed at assisting the MPA Director to identify possible curriculum and assignment changes. This process helped identify the need for an IT course as well as a strategic planning course.

Based upon multiple assessments, we believe the courses reflect student needs, current demands within public and nonprofit sectors, and academic rigor determined by the professorate. This partnership of professionals and students has led to a meaningful curriculum in the development of leaders for public management.

## 2.3 Guiding Performance

### A. Guiding Performance

As previously stated, information from faculty, students, alumni, and practicing senior management professionals is used to guide the program. The faculty are engaged with research and community service activities that inform the assignments and curriculum. Students are encouraged informally (with conversations with faculty and the MPA Director) and formally (through student evaluations) to offer their opinion on the MPA program's performance. Similarly, alumni opinion and expertise are welcomed as valuable input. Lastly, practicing public administrators are engaged in a dialogue on MPA program matters. The confluence of these forces has led to changes in the MPA curriculum, assignments, and general orientation.

### B. Program Changes

The geographic location of the ULV 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.

#### Curriculum Changes

- § Changes since last self-study: the MPA program has made some important and (we would like to think) innovative curriculum changes since the last self study. All of these changes were a product of faculty deliberation, stakeholder critique, and alumni input. We have dropped the Comparative Public Administrative course in favor of an IT Management course. Also, we have changed the title and orientation of the “Managing Groups and Coalitions” course to “Managing Complex Networks” to better reflect the need of these skills in a highly fragmented metropolitan area. We changed the “ethics” course to include a leadership

component. We recently, combined the statistics and research methods courses into a course focusing on program evaluation based on quantitative and qualitative approaches.

- § Incremental changes planned for future – conversations among faculty, alumni, and stakeholders have identified the possible need for two curriculum changes: (1) offer a course on (or otherwise incorporate into the curriculum) “the creation and management of sustainable development communities” and (2) offer a course on (or otherwise incorporate into the curriculum) on “contract management.”

#### Staff Support Changes

- § Reorganization of Program Coordinator Function – we recently hired a very experienced professional to provide administrative support to the graduate PA program chairs.

#### Marketing/Outreach

- § Marketing and recruitment is undergoing a major centralization and reorganization effort at the university. It is anticipated that this effort will provide efficiencies to the recruitment effort.

#### Program Expansion

- § Anaheim – the MPA program has one off-site location in the City of Anaheim (approximately 25 miles south of the main campus). The program is identical to the main campus program – sharing the same faculty and curriculum as well as other program features (e.g., admission criteria, application approval processes, etc).
- § Faculty – we recently hired Susan MacDonald in a full time, tenure track position. She came to ULV from California State University Stanislaus and assumed the duties of department chair in September 2005. Her experience working and researching in California adds to our faculty core knowledge and experience base.
- § Guest Speakers – due to our limited faculty size and our desire to expose our students to a large range of PA thinking and practice, we regularly use guest speakers in our courses. Some courses lend themselves better to this strategy so we have intentionally used guest speakers in certain courses (e.g., the IGR course).

The following table depicts important changes to the MPA program since the last site visit:

**Table 3. Changes to the MPA Program**

<b>Change</b>	<b>Guiding Source(s)</b>	<b>Link to Six Mission Objectives and Strategies</b>
<i>Curriculum</i> Added: PADM 501 Intro to Public Administration	Faculty	(2) Intellectual and Theoretical Foundations of PA
<i>Curriculum</i> Added: PADM 584 Managing IT in Public Organizations Dropped: PADM 581 Comparative PA	Faculty NASPAA Alumni Advisory Board Stakeholders Graduate Seminar	(1) Innovative and Practical Curriculum (2) Management of Organizational Resources
<i>Curriculum</i> Changed Title: PADM 583 Managing Groups and Coalitions to Managing Collaborative Networks	Faculty	(1) Innovative and Practical Curriculum (3) Context of PA
<i>Curriculum</i> Changed Title: PADM 555 Ethics and Decision Making to Ethics and Leadership	Faculty Last NASPAA Site Visit	(1) Innovative and Practical Curriculum (3) Intellectual and Theoretical Foundations of PA (5) Ethical Dimensions of Public Service
<i>Staff Support</i> Reorganization of Program Coordinator Position	Faculty	(6) Further Develop the MPA Program
<i>Marketing/Outreach</i> University-wide reorganization of marketing and recruitment	University-wide Faculty	(6) Further Develop the MPA Program
<i>Program Development &amp; Expansion</i> City of Anaheim Location	Faculty Stakeholders	(6) Further Develop the MPA Program
<i>Program Development &amp; Expansion</i> Faculty Hire: Dr. Susan MacDonald as Department Chair	Faculty	(6) Further Develop the MPA Program

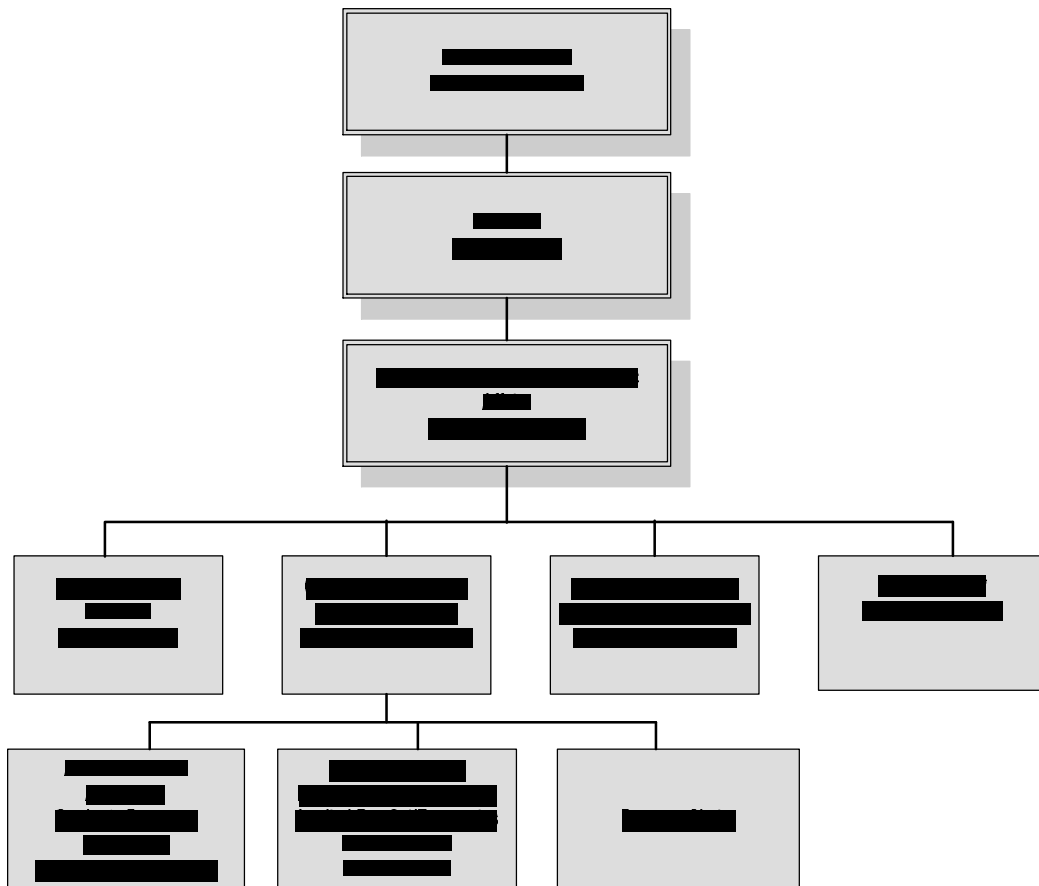
### STANDARD 3 - PROGRAM JURISDICTION

Responsibility for the MPA Program rests with public administration faculty within the College of Business and Public management through the leadership of the MPA Program Director.

#### 3.1 Administrative Organization

Figure 3 illustrates the administrative structure of the University of La Verne and the College of Business and Public Management. The College of Business and Public Management has a matrix organizational structure. Faculty are included within three departments: Business Management & Leadership, Applied Business Sciences & Economics, and the Department of Public and Health Administration. The Department of Public and Health Administration currently has eight full-time faculty. However, Program Chairs report directly to the Dean. The current core faculty for the MPA Program are all faculty of the Department of the Public & Health Administration. Some faculty members in other departments of the College of Business & Public Management have served in the faculty nucleus in past years.

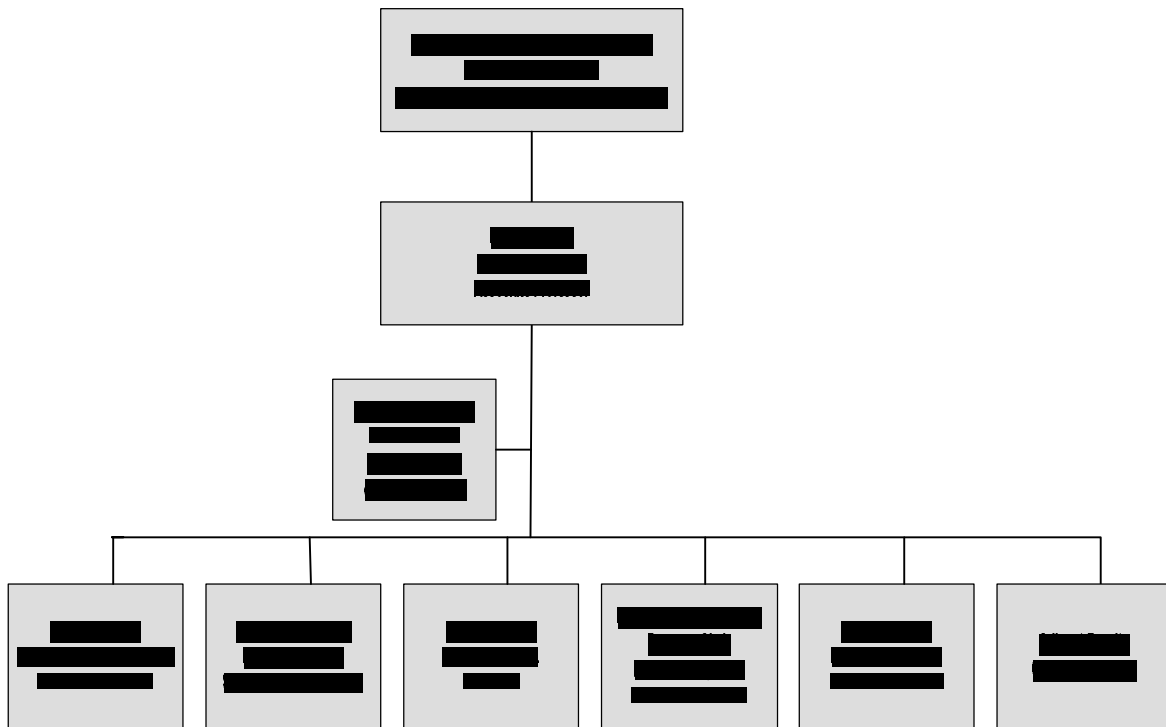
**Figure 3. Academic Organization, University of La Verne**



### 3.2 Recognized Program

The Master of Public Administration Program is headed by Program Chair Keith Schildt. Dr. Schildt was approved by the faculty and is reappointed by the Dean of the College of Business and Public Management. In the self-study year, five full-time faculty members within the Department of Public and Health Administration, including Professor Schildt, taught courses in the program. These faculty members are assigned courses in the program as part of their full-time core workload. The small faculty size provides for a great deal of informal interaction on a regular basis. Periodic departmental meetings are held with full and adjunct faculty in order to improve coordination of the curriculum and to facilitate communication among the faculty. Figure 4 below represents a diagram of the internal organization of the MPA Program at the University of La Verne.

**Figure 4. Internal Organization, Master of Public Administration Program**



### 3.3 Administration

The MPA Program is administered by Program Chair Keith Schildt. Department staff includes a Program Coordinator to assist in student file management, program scheduling, faculty contract management, and evaluation support for the DPA and MPA programs. The current Program Coordinator, Claude Bahouth, was selected after an interview and selection process by public administration faculty. Additional university staff support

includes assistance from the Office of the Registrar and Graduate Admissions which assist in the management of registration and degree completion.

Currently, the core faculty, staff support, and marketing staff have offices in the Public Administration Academic Center, located at 2220 Third Street. Other key administrators and staff, including the Graduate Admissions office, are located nearby on the main campus. Table 3 lists the key roles in the administration of the MPA Program:

**Table 4. MPA Program Administration**

<b>Role</b>	<b>Primary Administrator/Staff</b>	<b>Comments</b>
MPA Program Chair	Keith Schildt	
Program Coordinator	Claude Bahouth	Also provides services to DPA Program
Staff Support	Blake Harrison	Reports to the Department Chair and assists with general office duties
Admissions	Graduate Admission and Academic Service Jo Nell Baker, Director	
Financial Aid	Financial Aid Office Leatha Webster, Director	
Marketing	Barbara Walling	Also provides services to additional programs within the College
Registration	Registrar's Office Marilyn Davies, Registrar	
Advancement and Graduation	Graduate Admission and Academic Service Registrar's Office	

### 3.4 Scope of Influence

#### A. General Program Policy and Planning

Faculty are responsible for program policy and planning. Program mission, program strategies, and course syllabi are approved by the Program Chair with faculty consultation. The mission of the Master of Public Administration degree is approved by the faculty nucleus.

#### B. Degree Requirements

The Program Chair, through individual sessions, directs program planning and degree requirements with each faculty member and informal meetings with all MPA faculty. Program faculty determine degree requirements.

### **C. New Courses and Curriculum Changes**

These are initiated by faculty through the Program Chair and are approved by the faculty. It is part of an overall dialogue with faculty and reflects the informal, collegial nature of the program faculty. For example, discussions regarding the inclusion of a “Contracts Management” component into the MPA curriculum have been ongoing during the self-study year. It has been tentatively decided to include this either in PADM 534 Management of Public Funds or in PADM 583 Managing Collaborative Networks starting in the 2006/2007 academic year. Similarly, discussions on how best to mesh and reduce content overlap between PADM 583 Managing Collaborative Networks and PADM 537 Regionalization & IGR are underway (the NASPAA self-study requirement has highlighted the need to review and develop course outlines that differentiate these two courses). Lastly, preliminary discussions regarding the inclusion of “sustainable development” have just recently begun among faculty. No decision has been made on its possible inclusion.

As discussed elsewhere in this report, assessment through the graduate seminar course, MPA Advisory Board and other stakeholders has led to curriculum changes in the MPA program. Only substantial changes to the curriculum require University review.

### **D. Admissions**

Admissions is determined by faculty and governed by University policy as managed by the Graduate Admissions and Academic Service Office. The MPA Program Chair meets with the core faculty and Graduate Admissions staff as needed on admissions criteria and standards.

### **E. Certification of Degree Candidates**

Certification is based upon Departmental approval and is implemented by the Registrar’s Office of the University of La Verne. Monitoring certification is the responsibility of Graduate Admissions.

### **F. Course Scheduling and Teaching Assignments**

All teaching appointments are conducted through an approval process managed by the Program Chair. Teaching contracts are approved through the College of Business and Public Management.

### **G. Use of Financial Aid and Other Resources**

Financial aid, such as student loans, is based on University policy. A limited number of research assistant positions have been awarded.

### **H. Appointment, Promotion, and Tenuring of Program Faculty**

Promotion and tenure policies related to the faculty of the Master of Public Administration Program are determined by University policies. 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.



## STANDARD 4 - CURRICULUM

### 4.1 Purpose of Curriculum

The curriculum of the MPA reflects the three ways the mission of the program will be achieved (with emphases on (1) management of organizational resources, (2) the changing context of PA, and (3) analytic and decision making capacity) and to develop in the students an understanding of the practice of PA in diverse settings as well as the ethical dimensions of public service. Taken together, these five elements of the MPA mission are linked to the purpose of curriculum as depicted in the following.

**Table 5. Tabular Representation of the MPA Curriculum Model**

Mission Statement Elements of the Curriculum	MPA Courses
The Management of Organizational Resources	§ PADM 530 Human Resource Management § PADM 534 Management of Public Funds § PADM 584 Managing Information Technology in Public Organizations
The Contextual Nature of Public Administration	§ PADM 537 Regionalization & Intergovernmental Relations § PADM 583 Managing Collaborative Networks § PADM 531 Organizational Theory § PADM 561 Administrative Law
The Development of Analytic and Decision Making Capacity	§ PADM 582 Quantitative and Qualitative Analysis § PADM 585 Strategic Planning § PADM 533 Policy Formation & Analysis § PADM 534 Management of Public Funds
Understanding Diversity in the Practice of Public Administration	§ Included in PADM 530 Human Resource Management
Understanding the Ethical Dimensions of Public service	§ PADM 555 Ethics and Leadership

### 4.2 Curriculum Components

#### A. Background Information:

1. Credit System: Semester hours
2. Length of Term: 10 Week Terms
3. Number of Terms: 4 Terms per year
4. Full Time Status:
  - 3 courses within 2 terms
  - 6 courses in 4 terms
  - Minimum for FT status: 3 courses within 2 terms
  - Maximum for FT: 6 courses within 2 terms
  - Normal Maximum: 4 courses within 2 terms

5. Time Limitation: 8 Years to complete degree upon admission  
 6. Class Contact Hours 3 Credits – 38.33 hours of contact  
 7. Numbering System All courses are exclusively graduate and numbered at 500

## B. Course Distribution:

**Table 6. MPA Course Distribution**

Course Level	Required Prerequisites	Required Graduate	Additional Curriculum Components	Total
Lower Division	NA	NA	NA	0
Upper Division	NA	NA	NA	0
Upper Division and Graduate	NA	NA	NA	0
Exclusively Graduate	*	39	*	39
Total		39		39

\* The MPA Program Chair can allow electives based upon student need with consent and approval of the faculty.

## C. Capable Professionals

The five Mission Statement Based Elements of the Curriculum are the basis from which students are able to develop their competencies as “capable professionals.” These competencies equip students to manage tasks in complex environments, to form partnerships necessary to meet emerging challenges, to acquire and assess critical information and data in meaningful ways, and to provide leadership for public service. The “capable professional” must be able to work in diverse settings, understand data, utilize theory to improve practice, and set ethical standards that shape public processes.

## D. Assessment and Guiding Performance

As discussed in Sections 2.2 and 2.3, assessment processes and information gathered from faculty, students, alumni, and practicing senior management professionals are used to guide the program. Several curriculum changes have resulted. The Comparative Public Administrative course is no longer being offered and an IT Management course has been added. The title and orientation of the “Managing Groups and Coalitions” course was changed to “Managing Complex Networks” to better reflect the need of these skills in a highly fragmented metropolitan area. We changed the “ethics” course to include a leadership component. The statistics and research methods courses were combined into a course focusing on program evaluation based on quantitative and qualitative approaches. A strategic planning course also has been added. Review and discussions have begun on how to best incorporate additional course material on contract management and sustainable development into the curriculum.

## E. Graduate Classes

All MPA courses are generally for graduate students only. University policy allows undergraduates to take a limited number of graduate level courses prior to their matriculation but this has not occurred in the MPA. In the past, some MPA courses are taken by students in other master’s programs but this has not occurred recently in the MPA.

## F. Required Prerequisites

There are no prerequisite courses with the possible exception of the requirement that students enroll in Introduction to PA (PADM 501) within their first two terms of registration.

By University policy, students may be admitted on probationary status. This typically occurs when one aspect of the application seems deficient (e.g., written statement of purpose, GPA). The students are then required to get “Bs or better” in their first 3 or 5 courses in the program and/or required to get assistance at the Writing Resource Center. The practice of probationary status has been very limited.

### 4.2.1 Common Curriculum Components

There are 13 required courses that are designed to enhance students’ values, knowledge, and skills to act ethically and effectively.

#### A. Required Graduate Courses

Core Courses	Semester units:
PADM 501 Introduction to Public Administration	(3)
PADM 530 Human Resource Management in Public Organizations	(3)
PADM 531 Organizational Theory	(3)
PADM 533 Policy Formation and Analysis	(3)
PADM 534 Management of Public Funds	(3)
PADM 537 Regionalization and Intergovernmental Relations	(3)
PADM 555 Ethics and Leadership in Public Management	(3)
PADM 558 Strategic Planning	(3)
PADM 561 Administrative Law	(3)
PADM 582 Quantitative & Qualitative Analysis	(3)
PADM 583 Managing Collaborative Networks	(3)
PADM 584 Information Technology Management	(3)
PADM 596 Graduate Seminar	(3)

#### B. Ethical Action

Besides requiring a specific course in ethics (PADM 555 Ethics and Leadership in Public Management), each course in some way allows time for student interaction with the values

and morals of public management. When students are asked in class or in their assignments what would be the moral or ethical thing to do, they have a host of classroom experiences from which to draw. The faculty member responsible for the “ethics” course has given terrific examples of how to incorporate “moral reasoning” into policy, methods, organization theory, administrative systems, and other courses. Finally, the institution has a strong moral and ethics base. One of the tenets of the university encourages students to come here to examine their values in a culturally diverse, heterogeneous environment.

### **C. Curriculum Coverage**

Our mission statement includes emphasizing three core areas in the curriculum: management of organizational resources, the context of public administration, and analytic and decision-making capacity. Understanding diversity in the practice of public administration and understanding the ethical dimensions of public service are also included in the MPA curriculum model. Thus, the mission statement and curriculum model closely matches the components to be covered in the curriculum according to NASPAA standards. Following is a summary of the courses that have a major emphasis in each component, which presents similar information as included in Table 5 in Section 4.1.

#### **1. Management of Public Service Organizations**

- *Human Resources*  
Human Resource Management in Public Organizations  
(Also: Managing Collaborative Networks; Ethics and Leadership in Public Management, and Administrative Law)
- *Budgeting and Financial Processes*  
Management of Public Funds
- *Information Management, Technology Applications, and Policy*  
Managing Information Technology in Public Organizations

#### **2. Application of Quantitative and Qualitative Techniques of Analysis**

- *Policy and Program Formulation, Implementation, and Evaluation*  
Quantitative and Qualitative Analysis  
Policy Formation & Analysis
- *Decision-making and Problem Solving*  
Quantitative and Qualitative Analysis  
Strategic Planning  
Policy Formation & Analysis

#### **3. Understanding of the Public Policy and Organizational Environment**

- *Political and Legal Institutions and Processes*  
Administrative Law  
Regionalization & Intergovernmental Relations
- *Economic and Social Institutions and Processes*  
Management of Public Funds

- *Organizational and Management Concepts and Behavior*  
Regionalization & Intergovernmental Relations  
Managing Collaborative Networks  
Organizational Theory  
Ethics & Leadership

#### 4.2.2 Additional Curriculum Components

All courses are offered over a two-year sequence. The Class Schedule is published every term and lists courses available for the current term. Full-time faculty are selected who have demonstrated expertise in the field and successful teaching experience. During the self-study year, five full-time faculty constitute the MPA core faculty.

##### A. Elective Design

There are no electives in the curriculum.

While the curriculum reflects national standards and traditional and emerging theoretical constructs, there are special circumstances where “one size does not fit all”. In these cases, other courses fulfill the MPA mission and may be substituted with the approval of the MPA Director. Two remaining courses from the MPA curriculum fit special circumstances.

PADM 590 Selected Topics in Public Administration	3 semester units
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PADM 599 Independent Study	3 semester units
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The PADM 590 course was offered once in recent years, in Winter 2005/06, as the Research Methods course which is being phased out.

There were a total of five directed studies in the self-study year and five in the preceding year. Most of these courses were for individual students nearing graduation who needed a single course that was not going to be offered for a few terms. Usually, these courses were matched with the relevant course number, rather than being offered as PADM 599. These are approved on a case-by-case basis, with efforts being made to limit this option.

##### B. Elective Courses for Broad Advanced Training

Not applicable.

##### C. Elective Courses for Specializations

Not applicable.

#### 4.2.3 General Competencies (Summary)

The mission of the La Verne MPA curriculum is to prepare students for professional management careers in public service.

### 4.3 Minimum Degree Requirements

#### A. Degree Credit Hours

The MPA consists of 13 courses and 39 units. There are no provisions for reducing the credits required based on prior undergraduate preparation or significant professional employment experience.

#### B. Degree Length

The degree can be completed within 7 terms (slightly less than 2 years) by taking 2 courses per term for six terms and one course in the 7th term. Unless authorized by the MPA Director, students may not take more than 2 courses per term.

#### C. Concluding Requirements

The Graduate Seminar (PADM 596) is the culminating activity of the degree program and must be taken after all or almost all coursework is completed. Each year during the Spring Term (and occasionally during the Fall Term), the MPA programs offer the Graduate Seminar course for those students who are at or nearing completion of the program of studies. This course synthesizes and integrates the various other courses in the MPA curriculum. Using a text that they have not had in their MPA studies, the students synthesize the various elements of the MPA curriculum. For example, recently the course has utilized Moore's Creating Public Value: Strategic Management in Government to generate discussion regarding integrating HR, fiscal, IT, IGR, and other approaches of PA to create public value. The assignments for the course include short essays linking to similar assignments in their Introduction to PA course (e.g., What is PA? What is the appropriate role of the public administrator? What is the relationship between democratic governance and PA?) as well as a well-framed proposal for a feasible, unique public serving program that creates public value.

The central text for Graduate Seminar in school year 2006/07 will be Forester's Planning in the Face of Power. This book was chosen after deliberation with faculty (and necessitated by the use of Moore's book in the new Strategic Planning course).

Importantly, the course also includes group and individual dialogue on the MPA program – a series of frank discussions on what worked and did not work for the students in their learning experience as well as a SWOT analysis aimed at assisting the MPA Director to identify possible curriculum and assignment changes. This process helped identify the need for an IT course as well as a strategic planning course.

#### D. Course Formats

The standard and uniform course scheduling format offers each course on a weekday evening for 10 weeks. Courses are offered Monday through Thursday. Occasionally, on-line discussion may be substituted for a class meeting.

On occasion, courses are offered on a Directed Study basis when compelling reasons warrant. Professors meet with the student at least four times during the term meeting the

goals, topics and requirements of the course on a one to one basis. Students are rarely allowed to take more than one course in this fashion.

**E. Student Transcript Analysis**

The attached table includes grades for all 2004/05 and 2005/06 graduates, rather than a random sample.

**Table 7. Student Transcript Analysis****2004/05 and 2005/06 Graduates**

	501	530	531	533	534	537	555	561	581*	582	583	584	585	588	589	596	Dir Study
1	A	A	A	A	A	A-	A	A	A-		A			A	A	CRD	
2	A	B	A-	B+	A-	B	A	A-	A-		A			B+	B	CRD	
3	A	A	A	A	A	A-	A	A	A-		A			A	A	CRD	
4	A	A	A	A	A	A-	A	A	A-		A			A	A	CRD	
5	A	A	A-	A-	A	A-	A	A	A		A			A	A	CRD	
6	A	A	A-	A	A	A-	A-	A	A		A			A	A	CRD	
7	A	A	A	B+,2 units**	A	A-	A	A	A-		A			A	A	CRD	A, 1 unit
8	A	A-	B+	B+	A-	A-	A	B+	A		A-			B+	A-	CRD	
9	A	A	A	A	A	A-	A	A	A		A			A	A	CRD	
10	A-	A-	B+	A	A	A-	A	A-	A		A			B	A	CRD	
11	A	A	A	A	A	A	A	A	A		A			A	A	CRD	
12	A-	B+	A	A-	A-	A-	A-	B+	A		A-			A-	B+	CRD	
13	A	A	B+	A-	A	B+	A	B	A		B+			B+	B+	CRD	
14	A	A	A-	A	A-	B	A	A	A		A			A	A	CRD	
15	A	A	A	A	A	A	A	A	A		A			A	A	CRD	
16	B+	A-	B+	B	B-	B	A-	B	A-		B			B-	B	CRD	
17	A	A	A	A	A	A-	A	A	A		A			A	A	CRD	
18	A	A	A-	A	A	B+	A	A	A-		A			A	A	CRD	
19	A-	A	A	B+	A	B+	A	B	A-		A			C	B	CRD	



	501	530	531	533	534	537	555	561	581*	582	583	584	585	588	589	596	Dir Study
20	A	A	A-	A-	A	A-	A	A	A		A			A	A	CRD	
21	A	A	A	A	A	B+	A	A	A		A			A	A	CRD	
22	A-	A	A	A-**	A	A-	A	A	A-		A			A	A***	CRD	
23	A	A	A	A	A	A	A	A			A	A		A	A***	CRD	
24	B	A-	A	B-	A	C+	B+	A			A-	A-	A-	A		CRD	
25	B-	A	B+	A	A	A-	A	A-			A-	A		B+	A***	CRD	
26	B-	A	A	A	A-	A-	A-	A	A		A			B+	A-	CRD	
27	A-	A	A-	A	A	A	A	A			A	A		A	A***	CRD	
28	A	A-	A-	A-	A	B	B+	A		A-	B	A	A			CRD	
29	A	A	A	A	A	A	A	A			A	A		A	A***	CRD	
30	A	A	A	A	A	A	A	A			A	A		A-	A	CRD	
31	B+	A	B+	A	A	A-	A-	A-			A	A		A	A***	CRD	
32	A-	A**	A**	A	A-	B-**	A	A			A	A**		A	A	CRD	

\*Comparative Public Administration course being phased out.

\*\*Transferred from another university.

\*\*\*Research Methodology course being phased out; taken as Selected Topics.

#### **4.4 Internships**

##### **A. Internship Design**

For those students desiring a practical application of their academic coursework who are not currently employed in the public sector, the MPA Program allows students to secure their own internships with public agencies. However, this rarely occurs due to the in-service status of the MPA students.

##### **B. Internship Status:**

The internship is voluntary.

##### **C. Internship Supervision**

Supervision would be provided by agency personnel. Agency personnel would provide information to the Program Chair or designated faculty member serving as advisor. .

##### **D. Internship Placement**

There were no internship placements in the self study year.

## STANDARD 5 - FACULTY

Faculty are selected who possess qualifications that can provide students with academic and professional insight to enhance the management of public organizations. The MPA Program tries to balance academic and managerial-professional faculty strengths across the program.

The major qualification to teach in the Master of Public Administration Program is a doctorate in an appropriate field. On rare occasions, the faculty member may not hold a doctorate but is chosen to teach in the program because of his/her professional experience or managerial expertise.

### 5.1 Faculty Nucleus

Five full-time public administration faculty have primary responsibility for teaching in the Master of Public Administration Program.

#### A. Critical Mass

The professional background and academic preparation of the faculty nucleus is quite broad in the MPA Program. All five primary faculty members hold doctorates. Several of the faculty have some public service experience and one has extensive experience in public service.

#### B. Faculty Nucleus

Table 8 provides a summary listing for faculty members primarily responsible for the masters program. Each of the faculty are significantly involved in the MPA Program.

**Table 8. Faculty Nucleus**

Name	Rank & Title	Tenure Status	Administrative Unit	Degree & Field
Suzanne Beaumaster	Associate Professor	Tenured	Department of Public and Health Administration	Ph.D. Public Administration
Susan MacDonald	Associate Professor	Tenure-Track	Department of Public and Health Administration	Ph.D. Public Administration
Jack Meek	Professor	Tenured	Department of Public and Health Administration	Ph.D. International Relations
Keith Schildt	Associate Professor (promoted to Professor effective July 1, 2006)	Tenured	Department of Public and Health Administration	Ph.D. Political Science
Matt Witt	Assistant Professor (promoted to Associate Professor effective July 1, 2006)	Tenure-Track	Department of Public and Health Administration	Ph.D. Urban Studies

### C. Teaching Assignments

Table 9 provides the course responsibility of each faculty nucleus member for the self-study year and the previous year.

**Table 9.A. Courses Taught by Faculty Nucleus** (all courses were three course credits)

Name	Academic Year	Course #	Title
Suzanne Beaumaster	Summer 2004	PADM 583	Comparative Public Administration
	Winter 2005	PADM 531	Organization Theory
	Spring 2005	PADM 501	Introduction to Public Administration
	Spring 2005	PADM 531	Organization Theory
	Fall 2005	PADM 584	Managing IT in Public Organizations
	Winter 2006	PADM 584	Managing IT in Public Organizations
	Spring 2006	PADM 533	Policy Formation & Analysis
Susan MacDonald	Fall 2005	PADM 501	Introduction to Public Administration
	Winter 2006	PADM 534	Mgmt of Public Funds
	Spring 2006	PADM 501	Introduction to Public Administration
Jack Meek	Winter 2005	PADM 583	Collaborative Networks
	Fall 2005	PADM 533	Policy Formation & Analysis
	Spring 2006	PADM 583	Collaborative Networks
Keith Schildt	Fall 2004	PADM 501	Introduction to Public Administration
	Winter 2005	PADM 561	Administrative Law
	Spring 2005	PADM 596	Graduate Seminar
	Summer 2005	PADM 501	Introduction to Public Administration
	Summer 2005	PADM 585	Strategic Planning
	Fall 2005	PADM 596	Graduate Seminar
	Winter 2006	PADM 585	Strategic Planning
	Spring 2006	PADM 582	Quant & Qual Analysis
	Spring 2006	PADM 596	Graduate Seminar
Matthew Witt	Winter 2006	PADM 537	Regionalism/Intergovernmental Relations

## D. Course Load

All full-time faculty have a six course per school year normal course load. Because of year-round academic programming for the MPA program and compressed scheduling, courses in the Fall, Winter, and Spring terms normally are included in the regular course load. By College of Business & Public Management policy, courses in the Summer term normally are treated as over-loads.

Below is a summary of release time for full-time faculty during the self-study year (each with one release).

Suzanne Beaumaster	Chair, DPA Program
Susan MacDonald	Chair, Department of Public and Health Administration.
Keith Schildt	Chair, MPA Program
Matt Witt	Chair, BPA Program

## E. Other Full-Time Faculty

**Table 9.B. Other Full-time Faculty**

<b>Additional Faculty, 2004-05 Nucleus</b>			
Marcia Godwin	Summer 2004	PADM 533	Policy Formation & Analysis
Jesse Overall	Spring 2005	PADM 588	Statistics
Nancy Wallis	Spring 2005	PADM 555	Ethics & Leadership
Julius Walecki	Fall 2004	PADM 537	Regionalism/Intergovernmental Relations
Robert Barrett	Summer 2005	PADM 561	Administrative Law

Table 9B lists the other full time faculty that have taught in the MPA in the self study year and preceding year. Of these, three faculty members are no longer employed with the University. Marcia Godwin was employed full time with the University during the academic years 2003/04 and 2004/05 on one year, non-tenure track contracts. Jesse Overall has retired. Nancy Wallis is no longer employed with the University. Julius Walecki and Robert Barrett continue to be employed within the College of Business and Public Management.

## **5.2 Professional Qualifications**

All nucleus full-time faculty and other full-time faculty have earned doctorates (100%).

## **5.3 Practitioner Involvement**

### **A. Instruction by Practitioners**

Instruction by practitioners in the MPA Program at the University of La Verne is highly valued. There is careful reliance upon obtaining highly qualified and highly experienced practitioners to teach in the program. A total of four required courses were taught by part-time faculty in 2004-05 (27% of courses). Four courses were also taught by part-time faculty in 2005-06 (19% of courses), which included one course taught by the Executive Vice President of the University. In addition, a part-time faculty member taught one directed study in 2004-05.

**Table 10. Instruction by Practitioners**

<b>Name</b>	<b>Degree &amp; Field</b>	<b>Job Title/Agency</b>	<b>Year</b>	<b>Course Title</b>
Melissa Biel	D.P.A., Masters of Nursing Admin.	Community Health Eval. Specialist/ Health Research Education Trust	Summer 2004 Fall 2004 Spring 2005 Fall 2005 Winter 2006	Collaborative Networks (Directed Study) Human Resource Mgmt in Public Org Collaborative Networks Human Resource Mgmt in Public Org Special Topics (Research Methods)
Philip Hawkey	J.D., M.P.A.	Executive Vice President/ University of La Verne, Past City Manager/Cities of Pasadena and Toledo, Ohio	Spring 2006	Human Resource Mgmt in Public Org
Suzanne Holmes	D.P.A.	Core Faculty/Capella University Consultant/S.B. & T., Inc. Health Administration/Faculty	Fall 2005	Ethics & Leadership
Ray Remy	M.B.A.	Past Executive Director, Southern California Assoc. of Govts Past Deputy Mayor, City of Los Angeles	Fall 2004	Introduction to Public Administration
Larry Schroeder	D.P.A. (ABD status)	Finance Director/City of Lakewood	Summer 2004	Management of Public Funds

## **B. Practitioner Involvement**

Practitioners are actively involved in the MPA through adjunct assignments, guest lecturing, and involvement in the Stakeholder Analysis process. In addition to the instruction provided by practitioners (see Table 10) and Stakeholder Analysis (see Section 2.2), the use of practitioners as guest lecturers augment faculty expertise. For example, a recent course in public policy had the former Speaker of the State Assembly and current Mayor of the City of Anaheim (Curt Pringle). Also, during the self study year and as part of their doctoral course assignment, many of our DPA students (many of whom are practitioners) presented short lectures in the MPA courses. The best example of the use of practitioners is Professor Jack Meek’s valuable use of guest lecturers in his Managing Collaborative Networks course, which allows students the opportunity to hear first hand the barriers and challenges associated with metropolitan governance.

## **5.4 Faculty Quality**

### **A. Faculty Data Sheets**

Faculty data sheets are provided in Volume II of this self study.

### **B. Promotion and Tenure**

MPA faculty, like all faculty at the University of La Verne, are promoted through a University-governed process. The College of Business and Public Management’s Faculty Personnel Committee represents the faculty in determining promotion and tenure. In evaluating faculty, the following performance areas are considered: (a) Teaching Effectiveness, (b) Scholarly Competence, (c) Service to the University, and (d) Service to the Community. Performance criteria must be used with reasonable flexibility, balancing strengths and weaknesses, and allowing for individuality without losing sight of the need for good quality service. Reviews are based upon a variety of measures, including student evaluations, collegial or peer reviews, departmental support, and Annual Faculty Growth Reports submitted by the faculty member. Additional information required for promotion includes:

- a. the report and evaluation by the Chairperson of the Department
- b. confidential letters of recommendation/non-recommendation from faculty members
- c. student evaluations of the faculty member as a counselor
- d. the letter of recommendation or non-recommendation by the Chairperson of the Department
- e. student evaluations of the faculty member as an instructor
- f. peer evaluations from faculty external to the University of La Verne

Since the last study, tenure has been granted to two professors who have teaching responsibilities with the MPA Program.



## 5.4.1 Instruction

### A. Quality of Instruction

A more detailed discussion about the quality of instruction is included in Section 2.2 on assessment. To summarize, the quality of instruction is upheld through four processes. First, each adjunct professor is screened for acceptance through review of qualifications by the Program Chair and serves as a guest lecturer prior to hire. Typically, all MPA full-time faculty, and all MPA adjunct faculty, hold a doctorate in either Public Administration, Political Science, Law, or Higher Education. Beyond academic expertise, faculty are screened for specialties, such as Administrative Law or Public Fund Management. Second, each prospective faculty member is reviewed by students through course evaluations. Third, the Program Chair informally monitors professors and works with each one on personal teaching approaches, methods to improve curriculum delivery, and syllabus development. Finally, faculty evaluations are balanced with experience in organizational settings. Each evaluation is reviewed by the MPA Program Chair.

### B. Workload Policy

All full-time faculty have a six course per school year normal course load. Because of year-round academic programming for the MPA program and compressed scheduling, courses in the Fall, Winter, and Spring terms normally are included in the regular course load. By College of Business & Public Management policy, courses in the Summer term normally are treated as over-loads. Faculty are allowed to teach additional courses on a voluntary basis and most have elected to increase their workload for this extra compensation. Many of these additional courses are at the undergraduate level with small class sizes or on-line courses, which pays the instructor on a per student basis.

## C. Class Sizes

Table 11. MPA Class Sizes

Class Size	Number of Course Sections			
	2002-2003	2003-2004	2004-2005	2005-2006
1-9	5	3	2	3
10-19	6	2	5	13
20-29	4	7	6	4
30-39	0	1	2	1
40-49	0	0	0	0
Over 50	0	0	0	0
<b>Total Courses</b>	15	13	15	21
<b>Directed Studies</b>	5	3	5	5

**D. Actual Credit-Hours Taught****Table 12. Number of Courses Taught by Faculty Nucleus**

Nucleus Faculty Member	2004-2005				2005-2006			
	DPA	MPA	UG	Total	DPA	MPA	UG	Total
Suzanne Beaumaster*	7	4	8	19	4	3	8	15
Susan MacDonald				N/A	3	3		6
Jack Meek	6	1		7	5	2		7
Keith Schildt**	4	3	4	11	3	5	5	13
Matthew Witt***			21	21	3	1	14	18

\*Dr. Beaumaster also had 4 DPA directed studies in 2004-05 and 4 in 2005-06. The undergraduate courses listed are two sections per term of Core 300, Values and Critical Thinking, which typically are taught together in one classroom.

\*\*Dr. Schildt also had 3 MPA directed studies in 2004-05 and 6 in 2004-05. The undergraduate courses listed are relatively small sections of statistics and senior seminars, taught by overload contract.

\*\*\*Dr. Witt also had 1 undergraduate directed study in 2004-05 and 5 in 2004-05. Some of the undergraduate courses listed had relatively small class sizes.

Faculty normal workload is six courses per academic year. By university policy, all summer courses are to be taught as overload contracts. The year-round format of the MPA requires offering summer courses.

Faculty voluntarily elect to teach beyond their typical six course workload to increase their overall compensation. Typically, these overload courses are at the undergraduate level with small class sizes or are on-line courses.

For the Academic year 2005/06, 74% of the courses taught in the MPA were taught by the core MPA faculty nucleus.

**5.4.2 Research**

The faculty of ULV are actively engaged in research. The demands of three Public Administration degree programs (BPA, MPA, and DPA) for a small faculty necessitates a

focus on teaching, which places time constraints on other activities, especially research. However, the faculty are proud of their accomplishments. The following provides a summary of some of the recent research publications by the MPA core faculty.

- ✓ **Beaumaster, Suzanne** (2007) “e-Participation Models” in Garson, David G., *Modern Public Information Technology Systems: Issues and Challenges*. Idea Group Publishing.
- ✓ **Beaumaster, Suzanne** (2002) *Local Government IT Implementation Issues: A Challenge for Public Administration*. Proceedings of the 35<sup>th</sup> Annual Hawaii International Conference on System Sciences. IEEE Publications, January 2002.
- ✓ **MacDonald, Susan H.** (2005) “Arbitrage” in the *Encyclopedia of Public Policy and Public Administration*. NY: Marcel Dekker.
- ✓ **MacDonald, Susan H.** (2005) “Orange County Bankruptcy” in *The Encyclopedia of Public Policy and Public Administration*. NY: Marcel Dekker.
- ✓ **MacDonald, Susan H.** (2002) “Globalization and Risk: A Contingent Response for Democratic Governance” in *ATP: Administrative Theory and Praxis* (March 2002), v. 24, no. 1: 31-54.
- ✓ **Meek, Jack** (2006) “Decision Making Within Metropolitan Areas” in Gotug Morkol (ed). *Handbook of Decision Making in Public Administration*. Marcel Dekker (Forthcoming).
- ✓ **Meek, Jack** (2005) "Complex Systems and the Conjunctive State," in Kurt A. Richardson, Wendy J. Gregory, and Gerald Midgley (Eds.). *Systems Thinking and Complexity Science: Insights for Action. Proceedings of the 11th ANZSYS? Managing the Complex V Conference*. Christchurch, New Zealand, 5th-7th December 2005. ISBN 0976681447. William H. Newell and Jack W. Meek.
- ✓ **Meek, Jack** (2005) “Emerging Forms of Metropolitan Governance.” In Wan Lefu, Chen Ruilian, Xiong Meijuan (eds.) *Public Administration Research*. University of Macau.
- ✓ **Meek, Jack** (2004) “Policy Networks,” *Encyclopedia of Public Administration and Public Policy*. Marcel Dekker. Updated version of 2003 article.
- ✓ **Meek, Jack** (2003) “Policy Networks,” *Encyclopedia of Public Administration and Public Policy*. Marcel Dekker.
- ✓ **Meek, Jack** (2002) “Local Public Administration in the Metropolitan Context,” in *The Future of Local Government Administration: The Hansell Symposium*. Washington D.C.: The International City Management Association. Co-authored with Keith Schildt and Matt Witt.

- ✓ **Meek, Jack** (2006) “Complexity, Interdisciplinarity and Public Administration: Implications for Integrating Communities,” *Public Administration Quarterly* (Forthcoming) with William H. Newell.
- ✓ **Meek, Jack** (2006) “Business Improvement Districts (BIDs) in Southern California: Implications for Local Governance” *Journal of Public Administration* (forthcoming) with Paul Hubler.
- ✓ **Meek, Jack** (2005) “Sub-regional Transportation Initiatives: Implications for Governance,” *Journal of International Public Administration*, Jeremy Plant, editor. Vol. 28, Nos. 13 &14, pp. 1081-1094. with Paul Hubler.
- ✓ **Schildt, Keith & Beaumaster, Suzanne** (2005) Strategic Information Technology Management: Organizational, Political, and Technological Forces in a Public Utility System . *Proceedings of the 38<sup>th</sup> Annual Hawaii International Conference on System Sciences*. *IEEE Publications, January 2005*.
- ✓ **Schildt, Keith & Beaumaster, Suzanne** (2004) *Strategic Information Technology Management: The City of Anaheim Technological Initiatives*. with Keith Schildt, *Proceedings of the 37<sup>th</sup> Annual Hawaii International Conference on System Sciences*, IEEE Publications, January 2004.
- ✓ **Witt, Matthew T.** (Under review for symposium, June 2006). Never a straight line. *Administrative Theory & Praxis*.
- ✓ **Witt, Matthew T.** (Under review for symposium, September 2006). Sorrowful empire, distempered union: Negative dialectics and the art(s) of freedom. *Administrative Theory & Praxis*.
- ✓ **Witt, Matthew T.** (Forthcoming, March 2006). Notes from the margin: Race, relevance and the making of public administration. *Administrative Theory & Praxis*. 26(2). Pagination not available.
- ✓ **Witt, Matthew T.** (September/October 2005). America’s palimpsest: Ground Zero Democracy and the Capitol Mall. *Public Administration Review*, 65(5), 563-579.
- ✓ **Witt, Matthew T.** (2005). The standard error of a mean estimate. *Administrative Theory & Praxis*, 26(4), 35-40.
- ✓ **Witt, Matthew T.** (2004). Dialectics of control: Portland’s experience with neighborhood associations. In C. Ozawa (Ed.), *The Portland Edge*. Washington, D.C.: Island Press.
- ✓ **Witt, Matthew T.** (Spring, 2004). Memeing versus nothingness: When less is...important. *Public Performance & Management Review*, 27(3), 134-139.

- ✓ **Witt, Matthew T.** (December, 2003). Apples & oranges everywhere, but what of fruit? *Administrative Theory & Praxis*, 25(4), 574-580.

### 5.4.3 Experience and Service

The MPA core faculty are very actively engaged in professional service to the local and broader communities. The following provides a summary, by individual faculty member, of their recent activity.

Associate Professor Suzanne Beaumaster:

- § Member/Trainer/Consultant, Wholistic Diva
- § Member, City of Pomona Historical Society

Professor Jack Meek:

- § Member Commission on Peer Review and Accreditation (COPRA), *National Association of Schools of Public Affairs and Administration (NASPAA)*
- § Site Visitor for NASPAA with Fred Thomson and Martin Vanacore, March 4-6, 2003: California State University, Dominguez Hills.
- § Member, Future Planning Committee, Policy Studies Organization (PSO)
- § Member, San Gabriel Valley Economic Partnership of Commerce and Cities
- § Member, Regional Advisory Board, Southern California Association of Governments

Professor Keith Schildt:

- § Board of Director: National Association of Nutrition and Aging Service Providers
- § Member: Orange County Elder Abuse Prevention Coalition
- § Official Observer (appointed by Congressman David Dreier): The 2005 White House Conference on Aging
- § Member: Association of Nutrition Service Agencies' Advocacy Committee
- § Member: County of Orange Older Adult System of Care Strategic Planning Committee
- § Board of Director & Corresponding Secretary: California Association of Nutrition Directors for the Elderly (CANDE): (2005 and 2006 Annual Conference Chair)
- § Member: Credentialing Advisory Board, International City/County Managers Association (ICMA).
- § Member: Internship Sub-Committee, International City/County Managers Association (ICMA).
- § Member: National Association of Schools of Public Affairs and Administration (NASPAA), Local Government Management Education Committee
- § Member: Orange County Nutrition Service Providers Coalition.

Associate Professor Matthew Witt:

- § 2003: Founder and Director, *Project Hope & Reconciliation*.
- § 2001: Consultant, City of Los Angeles Human Relations Commission. Neighborhood council planning issues.

## 5.5 Faculty Diversity

### A. Diversity Plans

The faculty of the MPA lack ethnic/racial diversity. This has been an ongoing concern of the faculty, especially given the increasing number of Hispanic students in the program. However, ULV is limited in its recruitment opportunities due to market constraints. ULV offers a below market faculty salary relative to our external comparison group making it difficult to compete and attract individuals in a smaller labor pool. The self study process identified the need to overcome these challenges and faculty discussions in the future shall focus on mitigating this problem (e.g., through the use of guest speakers).

### B. Diversity Data

**Table 13. Faculty Diversity**

Faculty	AA/EE/ADA Category	Rank	Tenure Status
A	White, Female	Associate Professor	Tenured
B	White, Male	Professor	Tenured
C	White, Male	Professor	Tenured
D	White Female	Associate Professor	Tenure-Track
E	White Male	Assistant Professor	Tenure-Tack

### C. Faculty Searches—2002 - 2006

The only full time, tenure track search was conducted in 2004/05 for the Chair of the Public and Health Administration Department. Sixteen applications were received. Most did not return the AA/EEO/ADA survey. However, the applicant pool appeared to include three women and three male Asian-Americans. Interviews were held with a white female, white male, and an Asian male. An offer was made to and accepted by a white female candidate, who had a practitioner background, experience teaching graduate students, and was then employed at a California public university with a diverse student body.

## **STANDARD 6 - ADMISSION OF STUDENTS**

### **6.1 Admission Goals and Standards**

Preparing and developing public service leaders is a serious responsibility for faculty. Through caring, yet careful, screening, applicants receive admission into the MPA. If there is a doubt as to whether the student can perform at acceptable levels, a Probationary Admission is granted and faculty are alerted to look for opportunities to provide some special attention for those returning to college work after a long absence or who just need a little bit of encouragement. If grades of B or better are not earned, the student is asked to withdraw from the program. Full Admission must be granted before enrolling in the fourth course in the program of study.

The electronic records list some admissions as being made with prerequisites. Generally, these students are completing their bachelor's degrees and need to present documentation about completion, rather than having to actually take prerequisites. In one case, one international student was admitted who was required to show completion of an English class prior to enrollment in the MPA program. Since there are no prerequisite requirements as such, students listed as being admitted with prerequisites are included in the totals for regular admits as opposed to probationary admits in table 14.

#### **A. Mission, Assessment and Guiding Performance**

The mission statement of the MPA is the guiding principle of the admission process. Preparing and developing leaders for the complexity of public management means ensuring the goals of the applicant are commensurate with the values of the program

#### **B. Admission Process**

The admission process begins with a contact generated by the applicant or our enrollment manager who invites the person to apply. The enrollment manager sends literature to prospective students and encourages them to come in for an appointment with the program director. 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 exclusive evening format.

In some cases, transfer credit can be allowed for courses taken from another institution. The department policy states the courses must have been taken within the last five years, have relevancy and equivalency to a particular course in the ULV program, have earned a grade of B or better, and been a course accepted into that particular institution's graduate program. In actual practice, few courses are transferred into the MPA.

#### **C. Representation**

Recruiting and maintaining minorities, women, and persons with disabilities has not been a problem for this program. The diversity of our student body is seen as one of our key strengths, as mentioned elsewhere in this self-study.



## 6.2 Baccalaureate Requirement

Because the MPA has a primarily in-service emphasis, baccalaureate degrees are not limited to specific majors as a preparation for the vocabulary and concepts associated with public administration. A review of our current and past students reveals, however, a predominantly public management-oriented audience. This enriches the activities of each of our classes in that students bring a wide variety of first-hand observations to be contrasted to the theoretical lessons of the day. We are fortunate to have a diverse student body who seek out our program because of its good reputation and equitable academic practices.

Applicants from non-US institutions are welcome and their official records retrieved and evaluated by the Graduate Student Services department for authenticity and reputation.

## 6.3 Admission Factors

### A. Admission Factors

The admission policy has a minimum requirement of an undergraduate degree from an accredited institution, a grade point average of 2.5 or better, and two positive references attesting to the ability of the applicant to successfully complete graduate level college coursework.

### B. Admissions Record

**Table 14. MPA Admissions/Attrition Records**

2001/2002							
Status	Minority Female	Minority Male	White Female	White Male	Unknown Female	Unknown Male	Total
Applicants	12	8	6	8	1	0	35
Full Admit	12	8	6	8	1	0	35
Admit with Requirements	0	0	0	0	0	0	0
Registered	10	8	4	5	1	0	28
Active Students (approx.)	1	0	0	1	0	0	2
Graduates	7	4	3	4	0	0	18

<b>2002/2003</b>							
<b>Status</b>	<b>Minority Female</b>	<b>Minority Male</b>	<b>White Female</b>	<b>White Male</b>	<b>Unknown Female</b>	<b>Unknown Male</b>	<b>Total</b>
Applicants	9	7	5	9	0	0	30
Full Admit	9	7	5	8	0	0	29
Admit with Requirements	0	0	7	1	0	0	1
Registered	7	7	4	8	0	0	26
Active Students (approx.)	0	0	0	0	0	0	0
Graduates	4	7	1	5	0	0	17
<b>2003/2004</b>							
<b>Status</b>	<b>Minority Female</b>	<b>Minority Male</b>	<b>White Female</b>	<b>White Male</b>	<b>Unknown Female</b>	<b>Unknown Male</b>	<b>Total</b>
Applicants	7	10	6	6	0	0	29
Full Admit	7	9	6	5	0	0	27
Admit with Requirements	0	1	0	1	0	0	2
Registered	7	8	6	6	0	0	27
Active Students (approx.)	1	4	0	2	0	0	7
Graduates	6	2	5	2	0	0	15
<b>2004/2005</b>							
<b>Status</b>	<b>Minority Female</b>	<b>Minority Male</b>	<b>White Female</b>	<b>White Male</b>	<b>Unknown Female</b>	<b>Unknown Male</b>	<b>Total</b>
Applicants	23	13	9	7	0	2	54
Full Admit	21	9	9	6	0	2	47
Admit with Requirements	2	4	0	1	0	0	7
Registered	18	10	8	7	0	2	45
Active Students (approx.)	14	4	6	3	0	2	29
Graduates	2	3	1	2	0	0	8
<b>2005/2006</b>							
<b>Status</b>	<b>Minority Female</b>	<b>Minority Male</b>	<b>White Female</b>	<b>White Male</b>	<b>Unknown Female</b>	<b>Unknown Male</b>	<b>Total</b>
Applicants	16	13	3	11	1	1	45
Full Admit	13	12	3	10	1	0	39
Admit with Requirements	3	1	0	1	0	1	6
Registered - to date	11	10	2	10	0	1	34
Active Students (approx.)							N/A
Graduates							N/A

### C. Probationary Student Assessments

Probationary Students are those who are fully admitted, but with requirements. These students have low undergraduate grade point averages

**Table 15. Probationary Admits (Self-Study and Three Preceding Years)**

Year	Admitted	Registered	Terminated	Graduated	Active
2002/03	1	1	0	1	N/A
2003/04	2	2	0	0	1
2004/05	7	5	1	0	3
2005/06	6	4	0	0	4

### D. Enrollment/Size of Program

**Table 16. MPA Program Size—Number of Students Registered in Fall Term**

Year	Full-Time*	Part-Time	Total	Minority	Female
2002	N/A	N/A	35	17	18
2003	N/A	N/A	39	18	20
2004	N/A	N/A	51	26	21
2005	38	23	61	36	30

\*Full-time = six classes in a period of one fiscal year, summer through spring.  
Based on first time registration only. Only readily available for Fall 2005

Computerized records do not include information on students with disabilities.

## STANDARD 7 - STUDENT SERVICES

### 7.1 Advisement and Appraisal

The size of the program and the personalized attention given to students by MPA faculty and staff results in advisement and performance appraisal that is continuous and objective.

#### A. Advising System.

The students' first contact with the program is typically through the person responsible for marketing the program either via telephone or at an educational fair (or similar such event). Anecdotal evidence suggests that historically a large proportion of our students have learned about the program through friends or co-workers. Although this latent network is still a valuable source of students, recently it appears that the ULV website has become a growing source of initial information about the program.

The marketing individual provides these initial contacts with program information, the value and appropriateness of the MPA degree, and answers questions about application logistics, program cost, and similar such items.

Once an application is received, the interaction continues with the program and Graduate Admissions office tracking the receipt of documents for admission. The applicant is usually spoken to again and encouraged to speak with admitted and continuing students in the program for their perspectives. When all documents have been received and authenticated, the admission packet is sent to the program chair who makes admission decisions.

Upon admission, the student is contacted by the Program Director and or the Program Coordinator/Advisor to discuss an appropriate course of study and course completion plan. At this point, the student is encouraged to explore again his/her personal goals and the goals of the program in order to resolve any possible questions.

Throughout the student's time in the program, he/she has access to professors and peers for networking possibilities and career development analysis and refinement. The course options are few, and the curriculum firmly established, so there is little program variation from one student to the next. Because of the wide range of in-service students and the sectors from which they come, there are many opportunities for students to assist each other in career development. For example, one recent graduate is currently working with an alumnus on reconstruction efforts related to Hurricane Katrina.

Academic progress is monitored in two ways. First of all, professors alert the program coordinator/advisor of students who have demonstrated less than acceptable performance. Secondly, at the conclusion of each term, course grade sheets are reviewed by the program chair and program coordinator for possible problems with academic performance. If warranted, the student is asked to meet with the program chair to discuss program completion and any potential problems associated with that completion. Sometimes students are prohibited from taking too large a course load. Other times, students are offered the services of the department's Writing Lab or Computer Lab.

Persons with disabilities have as much opportunity to complete the program as non-disabled students. The only student with a disability who has enrolled in the program since its founding has completed it successfully.

Minorities and women apply and succeed in the program; as discussed in several other sections, we have an extremely diverse student body. We are considering the establishment of a Hispanic Student Network in 2006/07, as recommended by students in the graduate seminar. This network is expected to increase mentoring and support for Hispanic students, many of whom are first-generation college graduates.

### **B. Financial Assistance**

The University offers financial aid resources to graduate students through grants. The program offers, on a limited basis, program assistantships in which the recipient works with a program faculty member (typically helping with research, data collection, or data entry) in exchange for remission of a portion of tuition. For the past three years, the MPA program chair has worked with the DPA program chair to combine budgetary resources for these assistantships allowing an overall greater impact on the PA student body. During the self study year and previous year, these assistantships went to DPA students.

### **C. Student Attrition**

There is attrition for many reasons; e.g. lack of financial resources, personal health problems, changes of work environment or conditions, and family obligations and responsibilities. At this juncture, the program does not formally track attrition. The self study process identified the need to formalize this process. Student files are divided into active and inactive status.

## **7.2 Placement Service**

### **A. Placement Assistance**

The students in this program are in-service students. On a limited number of occasions, the program director facilitates a meeting between the student and a seasoned public manager to discuss career opportunities. Informally, students use their current and former classmates as a network of contacts for career changes.

**B. 1. Follow-up on Graduates****Table 17. Employment Status of Recent Graduates**

Name	Position	Employer	Location
<b>2002 – 2003 Masters of Public Administration Graduates</b>			
Alsudiary, Faisal		Saudi Consulate	
Bravo, Melinda			
Genovese, Richard	Firefighter		
Gomez, Lorena			
Gulla, Sheryl	Probation Officer	County of Orange-Probation Department	City of Orange, CA
Lewis, Robert	Director of Food Services	Monrovia Unified School District	Monrovia, CA
Metellus, Johane		Higher Education Administration	Gamsville, FL
Murray, Celeste			
Roberts, Angelia	Storekeeper for Power Distribution	City of Los Angeles – Department of Water and Power	Los Angeles, CA
Roman, Alberto	Human Resource Officer II	San Bernardino Unified School District	San Bernardino, CA
Sobalza, Julie			

<b>2003 – 2004 Masters of Public Administration Graduates</b>			
Coria, Joseph	Director of Community and Government Affairs	White Memorial Medical Center	Los Angeles, CA
Cortez, Carlos	Staff Assistant	Office of Representative David Dreier	Glendora, CA
D’Silva, Angelique	Auditing for Housing Urban Development, Section A	California Quadel	Los Angeles, CA
Fenoy, Stephanie	School Teacher (K-12)	Baldwin Park School District	
Hubler, Paul	Project Manager for Community Relations	Alamida Corridor East Construction Authority	Irwindale, CA
Hudson, Donna			
Jimenez, Donna	Field Representative	Office of Representative David Dreier	Glendora, CA
Menchaca, John Manuel	Vice President	East Los Angeles Remarkable Citizens Association, Inc.	Los Angeles, CA
Meza, Georgina	Police Activities Coordinator	City of Anaheim Police Department	Anaheim, CA
Porter, Shannon		Redlands University	Redlands, CA
Ranells, James	Administrative Analyst	City of La Verne	La Verne, CA
Soronen, Robin	Assistant to Assistant City Manager	City of Pomona	Pomona, CA
Vail, Marcia	Administrative Services Captain	City of El Monte Police Department	El Monte, CA
Woodmansee, Richard		Irwindale Police Department	Irwindale, CA
<b>2004 – 2005 Masters of Public Administration Graduates</b>			
Adeyinka, Adewumi			

Andrade, Valerie	Project Specialist	City of Fontana	Fontana, CA
Arrula, Damien	Senior Management Analyst	City of Claremont	Claremont, CA
Carbajal, Corina			
Chu, Patton	Information Tech. Manager	City of El Monte	El Monte, CA
Cornils, Adam		Police Department	Pasadena
Holmes, Michael	Genery Manager	Walnut Valley Water District	Walnut, CA
Mumford, Mike	Fire/Ambulance Services	City Government	
Nault, Joseph		MEL Professional Temporaries	Baton Rouge, LA
Nwadike, Bismarck			
Olmstead-Bowen, Susan	Finance Accounting	City of Long Beach	Long Beach, CA
Ortega, Ricardo	6 <sup>th</sup> Grade Math and Science Teacher , also internship with City of Sierra Madre: Office of Community Service and Personnel Director	Mountain Valley School District	El Monte, CA Sierra Madre, CA
Purcell, Robin	Instructor	La Puente Valley Regional Occupations Program	City of Industry
Sexton, Melissa		District Attorney: San Bernardino	
Sullivan, Julie		Office of Representative David Dreier	Glendora, CA
Taylor, Shelia			
Taylor, Curtis	Energy Trader-Scheduler	City of Burbank	Burbank, CA
Vazquez, Adolfo	Management Aide	City of Santa Ana – Community Development Agency, Housing and Neighborhood development	Santa Ana, CA



Williams, Gabrielle	Principal Development Specialist	Community Development	Monterey Park, CA
<b>2005 – 2006 Masters of Public Administration Graduates</b>			
Carroll, Scott	Admin. Officer	City of Claremont	Claremont, CA
Castro, Cesar		Glendale Police Department	Glendale, CA
Daley, Ann	Child Support Officer II	Los Angeles County Child Support Services	West Covina, CA
De La Paz, Ariel	Park Operations Supervisor	City of Pomona	Pomona, CA
Duhart, Nathalie	Workers Compensation Claim Representative	State Compensation Insurance Fund	San Bernardino, CA
Harrison, Richard	Student	University of La Verne: College of Law	Ontario, CA
Hernandez, Roger	Council Member	City of West Covina	West Covina, CA
Latham, Eric		UCLA Extension	Los Angeles, CA
Pearson, Barbara	Director of Altadena Library District	Altadena Library District	Altadena, CA
Sosa, Jeannette	Administrative Assistant	City of San Dimas	San Dimas, CA
Turner, Anne	Consultant		
Watson, L'Tanga	Community Liaison	U.S. Forest Service	Louisiana
Zimmerman, Michelle	Public Relations Account Executive	R. & R. Partners, Inc.	Scottsdale, AZ

**B.2. MPA Graduates (Self-Study and Three Preceding Years)****Table 18. Summary of MPA Graduates**

<b>Year</b>	<b>Sector</b>	<b>Number</b>
<b>2002-2003</b>	County Government	1
	City Government	1
	College or University	1
	K-12 Administration	2
	Employed in Home Country	1
	Unknown	5
	<b>Total</b>	<b>11</b>
<b>2003-2004</b>	Federal/State	1
	City Government	3
	Public Safety Sworn/Staff	3
	Special District	1
	Staff to Elected Official	2
	K-12 Teacher	1
	College or University	1
	Non-Profit	1
	Health Care	1
	Unknown	1
	<b>Total</b>	<b>15</b>
	<b>2004-2005</b>	County Government
City Government		7
Public Safety Sworn/Staff		2
Special District		1
K-12 Teacher		2
Staff to Elected Official		1
Katrina Clean-Up		1
Unknown		4
<b>Total</b>		<b>19</b>
<b>2005-2006</b>	Federal Government	1
	State Government	1
	County	1
	City Government	3
	Public Safety Sworn/Staff	2
	Special District	1
	College or University	1
	Non-Profit Consultant	1
	Private Sector	1
	Continuing Education	1
	Elected Official	1
<b>Total</b>	<b>14</b>	

## **STANDARD 8 - SUPPORTIVE SERVICES AND FACILITIES**

### **8.1 Budget**

The University of La Verne has an annual budgetary process whereby Colleges estimate enrollment and budgetary needs in the winter of the fiscal year. The MPA submits its budgetary requests to the College of Business and Public Management. As is the case for each department throughout the College of Business and Public Management, the Department of Public and Health Administration does not have a budget, *per se* (note: a departmental budget was created effective July 1, 2006).

#### **A. Budget Process**

The process to create an annual revenue and expense budget for the MPA typically begins in early December for the upcoming school year. The Director of Finance provides templates to program directors in December and meetings occur between program directors and senior managers through January. During February, a draft budget emerges that, in the case of the MPA, the Dean of the College of Business and Public Management takes to Senior Management. By the end of March the individual budgets are merged to form a university-wide budget, which is presented to Faculty Senate, Faculty Assembly and the Compensation Task Force. During April, the draft budget is presented for comment to the University Budget Council and formally submitted to the President. By the end of April, the draft budget is presented to the Board Finance & Budget Committee and to the full Board of Directors by the middle of May.

#### **B. Budget Sufficiency**

Over the past four years, the financial resources have been sufficient to support the mission of the Master in Public Administration Program as the program grew in size. The University provides office space, classroom space, library support, computer support, faculty travel support, and administrative support to manage program operations. Revenue for the MPA Program is carefully monitored along with the other College of Business and Public Management programs.

**Table 19. Budget**

<b>Master of Public Administration:11221001 (1336)</b>		<b>2004/2005</b>
<b>Object</b>	<b>Object Description</b>	
<b>Revenue</b>		
4101	Tuition and Fees	\$ 468,542.00
4104	Application Fees	\$ 1,200.00
4110	Change of Program Fees	\$ 100.00
4115	Academic Service Fees	\$ 6,160.00
<b>Salary/Wages</b>		
6101	Regular Faculty Salaries*	\$ 85,338.00
6102	Part-time Salaries*	\$ 26,489.00
6115	Administrative Salaries*	\$ 39,047.00
6131	Other Administrative Compensation	
6151	Retirement Benefits*	
6152	FICA	
6153	Unemployment Compensation	
6154	Workers Compensation	
6155	Health and Welfare Benefits	
6156	Employees Benefits	\$ 33,031.00
<b>Supplies/Services</b>		
6201	Supplies	\$ 750.00
6204	Bookstore Textbook Purchases	\$ -
6206	Advertising / Marketing	\$ -
6207	Printing & Duplication	\$ 1,870.00
6214	Contracted Services	\$ 785.00
<b>Operations</b>		
6301	Postage, UPS, and Shipping	\$ 300.00
6302	Seminar & Conferences	\$ 1,950.00
6303	Dues Memberships Subscriptions	\$ 2,050.00
6304	Travel, Lodging and Meals	\$ 4,425.00
6310	Publication	
6338	Institutional Memberships	\$ 1,962.00
6350	Special Events	\$ 500.00
<b>Capital</b>		
6403	Equipment (Not Computer)	\$ -
6405	New Furniture and Fixture	\$ -
6601	Institutional Grants	\$ 7,360.00
Total Revenue		\$ 476,002.00
Total Expenses		\$ 205,857.00
Net Income (Revenue less Expenses)		\$ 270,145.00

\* Prorated salaries and benefits for public administration faculty and staff

<b>Master of Public Administration: 11221001 (1336)</b>		<b>2005/2006</b>
<b>Object</b>	<b>Object Description</b>	
<b>Revenue</b>		
4101	Tuition and Fees	\$ 410,031.00
4104	Application Fees	\$ -
4110	Change of Program Fees	\$ 450.00
4115	Academic Service Fees	\$ 5,755.00
<b>Salary/Wages</b>		
6101	Regular Faculty Salaries*	\$ 94,532.00
6102	Part-time Salaries*	\$ 21,875.00
6115	Administrative Salaries *	\$ 19,620.00
6131	Other Administrative Compensation	
6151	Retirement Benefits*	
6152	FICA	
6153	Unemployment Compensation	
6154	Workers Compensation	
6155	Health and Welfare Benefits	
6156	Employees Benefits	\$ 30,022.00
<b>Supplies/Services</b>		
6201	Supplies	\$ 750.00
6204	Bookstore Textbook Purchases	\$ -
6206	Advertising / Marketing	\$ -
6207	Printing & Duplication	\$ 1,870.00
6214	Contracted Services	\$ 785.00
<b>Operations</b>		
6301	Postage, UPS, and Shipping	\$ 300.00
6302	Seminar & Conferences	\$ 1,950.00
6303	Travel and Transportation	\$ 4,425.00
6310	Publication	
6338	Institutional Memberships	\$ 1,962.00
6303	Dues Memberships Subscriptions	\$ 2,050.00
6350	Special Events	\$ 500.00
<b>Capital</b>		
6403	Equipment (Not Computer)	\$ -
6405	New Furniture and Fixture	\$ -
6601	Institutional Grants	\$ 7,360.00
Total Revenue		\$ 416,236.00
Total Expenses		\$ 188,001.00
Net Income (Revenue less Expenses)		\$ 228,235.00

\* Prorated salaries and benefits for public administration faculty and staff

### C. Salary Information

Salaries at the University of La Verne are determined by University Council after a review of all program revenues and budgetary requests. Faculty salaries are determined by rank and years of service

**Table 20. Nucleus Faculty Salary Data**

Rank	Number	Mean	Median
Professor	1	89,310	89,310
Associate Professor	3	61,899	61,680
Assistant Professor	1	52,243	52,243

Source: Dean, College of Business and Public Management, University of La Verne

The salary schedule, per course, for part-time faculty teaching graduate courses in 2005-06 is:

Length of Teaching Service with ULV	Without Terminal Degree	With Terminal Degree
One through four years	\$ 2,300	\$ 2,524
Five through eight years	\$ 2,400	\$ 2,625
Nine years and above	\$ 2,500	\$ 2,725

Source: Human Resources Department, University of La Verne, [www.ulv.edu/hr](http://www.ulv.edu/hr)

## 8.2 Library Services

### A. Library Support

#### General

The Wilson Library is the primary library for the university. The library re-opened in 1996 after a multi-million dollar renovation. The library directly carries many public administration books and has hard-copy subscriptions to major public administration journals. Some items, such as the Encyclopedia of Public Administration and Public Policy, are available both in hard copy and electronic form. Full-text journal articles are available on-line via the Proquest and Academic Source Premier data bases. The library also has an interlibrary loan program for any journal articles which are not available on-line. Of example, the University of California, Los Angeles library regularly provides articles through interlibrary loan to other universities throughout Southern California.

Holdings at the Wilson Library are supplemented by the library at ULV College of Law in Ontario, about 15 miles from the main campus. Students can request books from the law library be sent to the main library for next day delivery or can visit the law library in person.

The University of La Verne is also a member of the Link+ consortium, which provides interlibrary book borrowing from other college campuses. Virtually any academic book can be requested electronically and generally arrives at the Wilson library within a week. Link+ borrowers can also directly go to other university libraries. For example, the main library at the Claremont Colleges (located about five miles from La Verne) allows for guest access by Link+ students from other campuses. Guests can browse through electronic and journal offerings. Link+ students can also check out books directly there rather than waiting for books to be transferred to the Wilson library.

### **Off-campus Access**

The University of La Verne specializes in the education of the adult student, and has implemented a wide variety of methods and systems to facilitate library access from off-campus. Students have remote access to the library through an 800 toll-free number or a dedicated e-mail address which enables them to make tailored queries to the reference desk regarding their needs in research and reference.

Additionally, electronic access via the Internet is offered from both the ULV Web home page, and from the Department's Web home page, allowing browsing and search capabilities into Wilson holdings from computer work stations either at work or in the home.

### **B. Library Program Role**

Library orientation is part of the Introduction to Public Administration course. Additionally, the reference librarians routinely provide assistance to MPA students during the coursework.

## **8.3 Support Personnel**

### **A. Computer Support**

The department has its own small computer lab which it shares with BOM. Its use is primarily for DPA students to work on their dissertations but is available for all PA students. In addition, the university has a number of computer labs available for instruction and assistance, and has computers available for student assignments. All faculty have computers in their offices and selected faculty have software programs for their own research and related needs.

### **B. Audio-Visual Support**

The department has its own television/VCR, overhead transparency projector, and LCD projector and laptop. Generally, public administration courses are scheduled in "smart"

classrooms with computer, video, and projection equipment already installed. Blackboard is the platform used for electronic discussions and messaging. The university assigns instructional technology staff to each program.

### **8.5 Faculty Offices**

All full-time faculty offices are located in the Public Administration Academic Center (PAAC). The center has one central room where faculty meetings are held during the day and is used occasionally for classes that are held in the evening. In addition, there is a small “commons area” where selected journals, newspapers and student projects are housed. There are eleven offices, a center classroom/conference area and a commons area in the Public Administration Academic Center. Each faculty member has his/her own office. Although the space is rather tight, it is adequate and does foster a lot of informal interaction – this allows for a considerable amount of MPA program related matters to be discussed in a casual, collegial atmosphere and maximizes our efficiency.

### **8.6 Classrooms**

Classes are offered in various locations across the small, walkable campus. Most of these classrooms are “smart classrooms” offering a technology enhanced room with computer, internet, projection, and video and audio capacity. All have chalk or erasable boards. The university has a “Space Committee” that is tasked with recommending classroom and office space recommendations. There has been an improvement over the last few years in the type of classrooms available for MPA classes; the acquisition of an office building that has been converted to Leo Hall has alleviated some of the space issues with evening classes. However, classroom space is still at a premium for evening classes.



## STANDARD 9 - OFF-CAMPUS PROGRAMS

### 9.1 Definition and Scope

The MPA degree at the University of La Verne is offered off campus at one location: in the City of Anaheim, California. The program began there in January 2005 and is identical to the program on the main campus in terms of curriculum, faculty, and application processes. The only minor exception is that administrative support is provided by the Regional Campus Administration – the off campus administrative unit of the university.

The program was originally intended to be primarily for City of Anaheim employees. However, due to city budget constraints and the restricted availability of tuition reimbursement for Anaheim employees, not all those that expressed a desire for the program were financially able to afford the opportunity. Approximately 14-17 students are in each course offered in Anaheim and six are City of Anaheim employees. Occasionally, students who typically take their courses at the main campus have taken courses in Anaheim. The following table lists the students attending the Anaheim location during the spring term of the self study year and is typical for previous terms.

**Table 21. Spring Term 2006 Enrollment in Anaheim Location**

Student Name	Employer	# of MPA courses Taken in Anaheim
Belinda Brewer	City of Anaheim, Police Dept	11
Maria Briseno	Ford Motor Credit	11
Dereck Burks	Retired	11
Marcie Edwards	City of Anaheim, Public Utilities	11
John Kelly	City of Anaheim, retired Police Department	11
Robert Briggs	City of Anaheim, Public Utilities	11
Donald Calkins	City of Anaheim, Public Utilities	11
Dennis Schmidt	City of Anaheim, Public Utilities	11
Matthew Stone	Orange County Water Authority	7
Deven Upadhyay	Orange County Water Authority	7
Christine Nagera	Boeing	7
Rita Gallardo	City of Hawaiian Gardens	7
Roger Hernandez	City of Covina, council member	3

Renee Latu	Santa Ana Watershed Association	1
Matt Jones	City of Los Angeles, retired Police Department	1
Trolanda Webster	Los Angeles County Home Health	2
Albert Chang	Self-employed	1

The first group of Anaheim students (N=8) is scheduled to graduate in January 2007 and a second cohort (N=4) will graduate in May 2007.

## 9.2 Program Mission, Assessment and Guidance

The addition of the Anaheim location is part of our goal of continuing to expand the MPA program. As discussed above, the initial enrollment targeted City of Anaheim employees, but has attracted students who work for other employers. Some MPA students who have taken most of their courses on the main campus have also chosen to take one or more classes in Anaheim.

The addition of the Anaheim location has provided additional flexibility, in terms of which day or days of week students take classes. With commuting patterns in Southern California and the potential for students to change employers during the course of the MPA program, the Anaheim location facilitates retention and completion of the program in a timely manner. The location also provides additional opportunities for guest speakers and adjunct professors.

The Anaheim location is subject to the same assessment procedures and processes as the main campus program, including the feedback received through the graduate seminar course.

## 9.3 Program Jurisdiction

The only difference from the program offered on the main campus is that administrative support is provided by Regional Campus Administration. Program coordination services are provided for both Anaheim and main campus students by the program coordinator at the main campus.

## 9.4 Curriculum

The curriculum is identical to what is offered at the main campus. As of the date of this self study report, 11 of the 13 courses in the curriculum have been offered in Anaheim. The courses in Anaheim are typically offered on Monday and Wednesday evenings (to coordinate with the typical Tuesday and Thursday evening course schedule of the main campus MPA program, which allows the program to maximize its use of full time faculty at both locations). Initially, the Anaheim program had smaller class sizes, but otherwise courses are offered the same as at the main campus.

## **9.5 Faculty**

To date, three of the five core faculty in the 2005/06 self-study year have taught at the Anaheim location; a fourth will be teaching in Anaheim in Fall 2006. One long-term MPA adjunct faculty member has taught in Anaheim. Two additional adjunct faculty members who have taught in the DPA program for a number of years have also taught MPA courses in Anaheim. Instructors are available to students to the same degree as with the main campus program.

## **9.6 Admission of Students**

The same admission policies govern admission to students choosing to take courses in Anaheim. There are some minor differences in admissions recordkeeping because Regional Campus Administration provides administrative support to off-campus locations.

## **9.7 Student Services**

Student services and recordkeeping by the program are the same for main campus and Anaheim students.

## **9.8 Support Services and Facilities**

The City of Anaheim provides the use of an executive conference room, white board, and minor supplies (e.g., erasable markers) at no direct cost to the university. In exchange, Anaheim employees receive a slight discount in their tuition rates (the tuition has been discounted \$25 per unit).

Library access is identical for main campus and Anaheim students. If students do not find it convenient to come to the main campus, the library will mail books to graduate students. The Link+ program also allows access and borrowing privileges at other university libraries in the region; participating Link+ colleges near Anaheim include Chapman University and California State University, Fullerton.