

Accreditation Maintenance Report

Commission on Peer Review and Accreditation of the Network of Schools of Public Policy, Affairs, and Administration Annual Accreditation Report

Instructions:

Please fill in the following narrative and quantitative fields with information related to conformance with Network of Schools of Public Policy, Affairs, and Administration Accreditation Standards. If the program wishes to provide additional context to its data, supplementary documents may be uploaded at the bottom of the form.

Programs should fill out a separate report for each accredited degree. **Programs with multiple campuses or modalities should provide data disaggregated by campus or modality. To do so, complete the first table for questions 6, 9, 10, and 12 in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Question 6 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.** Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts within the program, such as executive or 3+2 cohorts.

This annual report form is designed to accommodate programs accredited under both the pre-2009 and the current accreditation standards (approved in 10/2009). All questions are required for programs accredited under the current accreditation standards.

The annual data report year is defined as the Academic Year prior to the report's submission. The program will indicate in the report if its university defines its Academic Year as "Fall, Spring, Summer" or "Summer, Fall, Spring".

Advisory: Where possible, COPRA attempts to collect data in the formats used by IPEDS and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. COPRA recommends liaising with the appropriate offices at your university when reporting accreditation data.

1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please click [here](#) to enter the revised mission statement. Please describe the changes and the mission revision process (Question 3) regarding substantive change.

The mission of the Master of Public Administration Program at Eastern Kentucky University is to maintain and build upon our tradition of national distinction as an exemplary MPA Program by:

providing a high quality education for a diverse body of public and nonprofit practitioners and pre-service students in the theories that inform the field of public administration; providing the tools and techniques of public service and administrative practice that enhance performance in the public interest through professional expertise, technical skills and ethical behavior; and supporting the practice of public administration and its ability to serve the public interest, with emphasis on the local, state and regional level.

2a. Indicate the mode(s) of program delivery that most accurately describe your program (check all that apply)

d. Completely online (students never have to come to campus)

2c. Does the program include an executive cohort or track? No

3. Has your program made any substantive changes since the most recent review or annual report? If so, please elaborate.

As noted in the 2022-23 annual maintenance report, the Department of Education's initiatives required converting all certificates within the university into university-level certificates. In line with this change, the MPA program started offering university certificates in Applied Policy, Community Development, and Nonprofit Management beginning in the 2022-23 academic year. After completing four required courses, students not pursuing a degree will be awarded a certificate.

The MPA faculty reviewed the university's certificates. Because the elective courses required for the certificates are only offered in the summer, concerns have been raised that this may prevent students who do not pursue a degree from receiving financial aid. As a result, no students have attempted any of the certificates. Additionally, offering the flagged university certificates has increased the administrative burden of preparing ECU's program review report. In Fall 2024, therefore, the request to change the curriculum was submitted to suspend the university certificates in Applied Policy, Community Development, and Nonprofit Management. Once approved by the university, these certificates will not be offered starting Fall 2025. This change will not affect students enrolled in the MPA program.

As discussed in last year's self-study report, the departure of the fifth faculty member at the end of the AY 2023-24 has reduced the program's current core faculty to four. Our program has conducted a search for a new core faculty member. The search was not successful, and the program resumed the new search process in Fall 2025. The search process is detailed in Question 17. In the meantime, a visiting professor was hired to cover the vacant position during AY 2024-25.

4. Program Evaluation: Please discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. If you wish to upload any supplements, you may do so at the bottom of the form.

The MPA Program's Assessment Plan: 2025-2030 outlines our ongoing and planned assessment activities in accordance with the accreditation standards of the National Association of Schools of Public Affairs and Administration (NASPAA) and the Southern Association of Colleges and Schools (SACS). The schedule in the assessment plan specifies that data will be collected, analyzed, and reviewed on a three-year cycle. According to the plan, universal competencies 4 and 5 are evaluated during the 2024-2025 academic year.

Universal competency 4: To articulate, apply, and advance a public service perspective

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service education that supports the practice of public administration and its ability to serve the public interest, with an emphasis on the local, state, and regional levels.

Learning outcomes: Students will a) demonstrate their ability to articulate and apply a public values perspective through an applied internship, culminating in a capstone paper, or by choosing a research topic that examines a public or nonprofit issue. Students will also (particularly those students serving in a nonprofit or public internship) b) adopt public service values and standards that reflect duty and responsiveness to political and administrative oversight, as well as the public interest.

Where the Information is Learned: POL 870 Internship in Public Administration capstone course. Data are collected every 3 years.

Methods of Assessment: Student learning is assessed using the POL 870 Capstone Paper. A total of fourteen POL 870 capstone papers from the recent academic year were selected at random. A faculty work group, comprising the MPA Director and four other core MPA faculty members (Randall Swain, Matthew Howell, Kerem Kalkan, and Ozan Cam), assessed student performance on the capstone papers.

Determination of proficiency levels (exceeds standards, meets standards, near standards, or below standards) was assessed using the following criteria:

-Purpose and Significance: To "Exceed Standards," papers must provide a superior context and demonstrate a clear understanding of the purpose and significance of the capstone course. Papers that "Meet Standards" offer sufficient and/or underdeveloped context to illustrate the purpose of the capstone. Papers that are "Near Standards" lack enough context and/or do not show a clear understanding of the purpose and significance of the capstone course. Papers that are "Below Standards" have introduction and concluding sections that provide little context, with minimal demonstration that the student understands either the goals or focus of the final project.

-Knowledge, Skills, and Research Base: Papers that "Exceed Standards" demonstrate a superior ability to consistently use, synthesize, and apply literature, theories, and examples from the MPA courses to the student learning objectives and internship experience. Papers that "Meet Standards" demonstrate a sufficient ability to consistently use, synthesize, and apply literature, theories, and examples from the MPA courses to the student learning objectives and internship experience. Papers that are "Near Standards" either minimally or inconsistently use, synthesize, and apply literature, theories, and examples from the MPA courses to the student learning objectives and internship experience. Papers that are "Below Standards" do not synthesize or apply literature, theories, and examples from the MPA courses to the student learning objectives and internship experience.

-Grammar, Syntax, and Mechanics: Papers that "Exceed Expectations" in this category effectively communicate the purpose, procedure, and conclusions of the project with a clear mastery of written communication. Papers that "Meet Expectations" use written language efficiently to convey the purpose, procedure, and conclusions with coherent language that adheres to the formatting criteria. Papers that are "Near Standards" have some issues in writing mechanics, style, organization, or other systematic errors. Papers that are "Below Standards" are poorly written, unprofessional in appearance, and unacceptable as a capstone paper.

Procedures for Using Assessment Results to Improve the Program: Faculty working groups, comprised of the MPA Director, the Instructor of Record, and one other core MPA faculty, will meet to discuss direct assessment results and course evaluations. Faculty prepare recommendations and share them with the MPA Director and the MPA committee. Revisions to core course teaching methods, assignments, and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

Results/Observations: The results show that 90% of the representative sample achieved proficient or exceeds proficiency across all categories of the rubric. This meets the stated goal that 90% of students should achieve or exceed proficiency. Students are overall able to make connections across the course material and integrate their base of knowledge with the capstone experience.

Meaningful Changes: After reviewing the assignments, one area identified for improvement was the formatting guidelines. Although most students did well in preparing the final paper to conform to the formatting standards, one paper fell below expectations in the Grammar, Syntax, and Mechanics criterion. As a result, the paper formatting guidelines were updated to include clearer instructions.

Universal Competency 5: To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service education that provides a high-quality education for a diverse body of public and nonprofit practitioners and pre-service students in the theories that inform the field of public administration

Learning Outcomes: Students will a) identify and appreciate the value of diverse backgrounds and viewpoints in a democracy; and b) communicate a solid understanding of human resource management and laws that will facilitate an appropriate course of action or solution.

Where the Information is Learned: POL 876 Public Human Resource Management. Data are collected every 3 years.

Methods of Assessment: Students in POL 876 conduct an interview with an Office of Equal Opportunity director or someone in a corresponding role at a public agency or nonprofit organization and write a report reflecting on and reacting to the interview. A faculty work group, comprising the MPA Director and four other core MPA faculty members (Randall Swain, Matthew Howell, Kerem Kalkan, and Ozan Cam), conducted the assessment.

Determination of proficiency levels (exceeds proficiency, proficient, or not proficient) was assessed using the following criteria:

- Interview: Assignments that score "Exceeds Proficiency" include all required information. Assignments that are "Proficient" omit one of the criteria or apply terminology and themes incorrectly. Assignments that are "Not Proficient" omit two or more of the criteria or include minimal course material in the assignment, with incorrect usage of terminology and themes.
- Reaction and Analysis: Assignments that score "Exceeds Proficiency" in this category thoroughly address all parts of the assignment with clear and relevant reactions and analyses, including discussions related to module concepts and ideas. These discussions highlight the significance, similarities, and differences of key concepts and ideas between course content and those articulated by the interview source. Assignments that score "Proficient" miss one part of the assignment or contain reaction and analysis that include discussions related to module concepts and ideas that are unclear or ambiguous in some aspects. The significance, similarities, and differences of key concepts and ideas between course content and the interview source are not as clear and concise. Assignments that are "Not Proficient" miss at least one portion of the assignment, or their reaction and analysis contain discussions that are unclear or ambiguous in some aspects. Additionally, the significance, similarities, and differences of key concepts and ideas between course content and the interview source are missing from the analysis.
- Grammar, Punctuation, and Spelling: Assignments that score "Exceeds Proficiency" in this

category demonstrate clear and concise writing, with proper thematic structure and smooth transitions. Assignments that score "Proficient" may lack clarity and conciseness at times, and may have multiple issues with mechanics or unclear paragraph structure and transitions. Assignments that are "Not Proficient" have significant problems with mechanics, paragraph and thematic construction, transitions, or clarity.

Procedures for Using Assessment Results to Improve the Program: Faculty working groups, comprised of the MPA Director, the Instructor of Record, and one other core MPA faculty, will meet to discuss direct assessment results and course evaluations. Faculty prepare recommendations and share them with the MPA Director and the MPA committee. Revisions to core course teaching methods, assignments, and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

Results/Observations: Overall, 90% of students met the requirements to score "Proficient" or "Exceeds Proficiency" on this assignment. This fulfills the program goal that 90% of students achieve or exceed proficiency. Students are performing well on this assignment overall and meet program expectations. Program faculty will continue to monitor student progress on this assignment for potential areas for improvement.

5. Number of Faculty Nucleus

4

In addition to indicating the number of nucleus faculty in question 5, nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for at least 5 nucleus faculty members. **If you have previously entered faculty information in a Self-Study Report or Annual Report within this system, the information will be auto-populated in the tab. Every year you must check to verify the accuracy of the information and edit as necessary.**

6. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

	Full Time Faculty	Part Time Faculty
% All courses	100	
% Courses delivering required competencies	100	

8. Indicate how the program defines its Academic Year Calendar. For non-US programs (only) selecting 'other', please specify the term in which the majority of students first enroll.

Summer, Fall, Spring

9. Admissions:

Please fill out this table describing your program's applicant pool for the annual report year. Combine applicants across the year into one pool. The number of enrolled students should only include those students who were admitted and enrolled within the annual report year. This number should not reflect total student enrollment. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

Applicants

61

Admitted Students	38
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Enrolled Students	35
-------------------	----

10. What is the total number of students currently enrolled in the program?	66
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11. Graduation Rates:

Below, using the ARY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation. For example, if 15 students initially enrolled, 10 graduated in 2 years, 2 graduated in 3 years, 1 graduated in 4 years, and 2 more are still active in the program, you would enter: 15; 10; 12; 13; 15. NOT 15; 10; 2; 1; 2. **Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	31	11	15	19	20

Delivery Modality

Main Campus

Secondary Delivery Modality Name

On Campus

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	9	4	6	6	6

Delivery Modality

Online Modality

Secondary Delivery Modality Name

eCampus

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to
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Graduation

Total
Number
of
Students
in the
ARY-5
Cohort

22

7

9

11

12

12. Please define your program design
length:

Semesters

4

13. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year, of students who were employed in the “profession” within six months of graduation, by employment sector, using the table below. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

National or central government in the same
country as the program 0

State, provincial or regional government in
the same country as the program 5

City, County, or other local government in
the same country as the program 8

Government not in the same country as the
program (all levels) or international quasi-
governmental 0

Nonprofit domestic-oriented 6

Nonprofit/NGOs internationally-oriented 0

Private Sector - Research/Consulting 0

Private Sector but not research/ consulting 3

Obtaining further education 0

Military Service 0

Unemployed (not seeking employment) 0

Unemployed (seeking employment) 0

Status Unknown 0

Total 22

14. CHEA requires NASPAA to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste an URL link to where your program website presents employment and completion statistics (or other programmatic outcomes) to show student success.

<https://www.eku.edu/class/government/master-public-administration/>

15. Data Explanations:

The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the student data – enrollment information, graduation and employment rates, - in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

In Question 11, the ARY-5 cohort completion and persistence rates are entered in multiple modalities. During that period (AY 2019-20), students were admitted both on campus and online. The Master of Public Administration (MPA) program became fully online in fall 2020 (AY 2020-2021). Therefore, the ARY-5 cohort (AY 2019-20) includes both in-person and online modalities, and the information for both modalities is reported.

17. If your program is being monitored on a specific Standard, you are required to provide updated information on the issue raised by COPRA in your decision letter each year until which you are notified that COPRA has removed the monitoring. Please refer to your most recent decision letter, available in the Documents tab, to review COPRA's request for ongoing information. Your program is being monitored on the following standards:

Standard 1.1	No
Standard 1.2	No
Standard 1.3	No
Standard 2.1	No
Standard 2.2	Yes

Standard 2.2 Response

As discussed in the Program Final Response, the tenure-track position to fill the fifth nucleus faculty member remains approved, and the search process has been initiated. The selected candidate will begin their appointment with the department and the MPA program in the 2026-2027 academic year. In the meantime, a visiting assistant professor has been appointed to maintain continuity in the program's teaching, advising, assessment, and shared governance responsibilities. The program interviewed four candidates, and an offer has been extended to Dr. Ozan Cam. Dr. Cam performs the stated responsibilities in the MPA program to fulfill the fifth nucleus MPA faculty role until the position is filled.

To increase efforts to attract potential candidates, the MPA director contacted Shaun Gabrielli, the NASPAA Accreditation and Data Manager, to inquire about the salary range for the recently hired tenure-track assistant professor position. The program gathered median salary data for various faculty tracks across programs of different sizes. Additionally, the MPA director and the department chair collaborated with the university's human resources office to compile the list of job posting venues.

Supported by full administrative backing and given high priority, the starting salary for this tenure-track position was increased. Although this decision raised concerns about salary compression among other tenure-track assistant professors in the department, the department chair approved it. It highlights the program's commitment and effort to successfully fill the vacant position.

The ongoing search process is summarized below.

Formation of the Search Committee

In accordance with the Department Constitution, the department chair appointed a five-member search committee to oversee the hiring process. Four members were selected from within the department, with at least two representing the program of the open position. Collaborating with the MPA director, the department chair selected the fifth member from another department within the College of Letters, Arts, and Social Sciences. The committee chair, Dr. Jeongwoo Kim, was designated by the Department Chair following consultation with the committee. The Department Chair will participate in the committee's meetings as a non-voting member, ensuring oversight without interfering in decision-making.

Job Posting and Advertisement

The job requisition was approved, and the position was advertised on the ECU Human Resources website on August 18, 2025 (see Appendix A) and in several other locations to attract a diverse pool of applicants (see Appendix B). The initial review date for applications was set for October 15, 2025, with candidates required to submit a cover letter, curriculum vitae, unofficial transcripts, and three professional references as part of their application package. However, the program faced a challenge when the Presidential Proclamation introduced a new \$100,000 supplemental fee required for H-1B cases. Given the pool of applicants, over 50% needed visa sponsorship upon hiring. To address this unexpected obstacle and the uncertainties in the hiring process, the MPA program decided to postpone the review date. The new review date is now set for December 15, 2025.

Application Review and First-Round Interviews

The committee will meet during the week of December 15 to select top candidates who best match the MPA program and departmental needs for the initial round of Zoom interviews. The search committee created a seven-criterion rubric based on the ECU MPA mission to ensure a fair and organized evaluation process. According to Eastern Kentucky University Policy 4.6.1ACR, Determining Qualifications for Faculty Teaching Credit-Bearing Courses, applicants must hold an earned Ph.D. in Public Administration, Public Policy, Political Science, or a related field from an accredited institution by the start of their appointment in August 2026.

On-Campus Interviews

Finalists, selected through Zoom interviews, will be invited to visit campus for in-person interviews between January 26 and February 6, 2026. Each finalist will receive a detailed schedule that includes meetings with current students, departmental faculty, MPA faculty, the Department Chair, and the Dean of the College of Letters, Arts, and Social Sciences. These meetings will help all parties assess the candidates' fit with the MPA program's needs and culture.

Standard 3.1	No
Standard 3.2	No
Standard 3.3	No
Standard 4.1	No
Standard 4.2	No
Standard 4.3	Yes
Standard 4.3 Response	

Experiential Learning Continuity and Practitioner Integration in the Fully Online MPA Program

Following the transition to fully online program delivery, the MPA program has continued to ensure that students receive rich, practice-based experiential learning opportunities guided by well-qualified faculty and practitioners. The program's mission, to prepare public service professionals with the knowledge, skills, and ethical grounding to serve effectively in public and nonprofit organizations, remains central to all course design and delivery decisions. The shift to online delivery has not diminished the program's commitment to experiential learning; rather, it has expanded opportunities for engagement with practitioners and organizations across broader geographic areas. Through applied projects, practitioner collaborations, and direct field-based interactions, students continue to develop professional competencies aligned with NASPAA standards and the program's learning outcomes.

Several key courses provide direct evidence that experiential learning opportunities remain strong and are closely linked to practitioner engagement. One example is POL 846 Nonprofit Organization, developed in partnership with the executive director of a regional nonprofit organization. The course highlights the operational and strategic challenges faced by nonprofit managers, including governance, fundraising, and community engagement. This collaboration ensures that course materials and case studies reflect current practices in the field, providing students with a learning experience grounded in real organizational contexts.

In POL 847 Grant Writing, students gain hands-on experience in the grant development process. This course was also designed in partnership with a nonprofit executive director and practicing grant writer, ensuring that students learn from active professionals in the field. As a key experiential component, students prepare a complete grant proposal for a fictional nonprofit organization, conceptualized around a specific mission and community need. These proposals are then reviewed and evaluated by both the instructor and a professional grant writer affiliated with a nonprofit organization. This dual-review process offers students practitioner feedback on the quality, feasibility, and persuasiveness of their proposals, providing authentic insight into the expectations and standards of real grant funding processes. Both courses are taught and continually updated with input from practitioners, ensuring that students develop both theoretical knowledge and practical skills relevant to today's public service environment.

POL 876 Human Resource Management also incorporates experiential learning through direct engagement with practitioners. In this course, students interact directly with human resources professionals by conducting interviews with an Equal Employment Opportunity (EEO) director or someone in a similar position within a public agency or nonprofit organization. This activity enables students to see firsthand how EEO principles and legal frameworks are put into practice, offering valuable exposure to real-world administrative processes, compliance challenges, and workplace diversity management. Many students report that this assignment deepens their understanding of personnel management and improves their ability to apply classroom knowledge to real-world situations.

One of the program's capstone options, POL 873 Applied Project in Public Administration, serves as the culminating demonstration of students' ability to combine academic knowledge with practical professional skills. Each student conducts an applied research project for a public or nonprofit organization, addressing a real administrative issue or policy challenge. These projects are developed in collaboration with organizational partners and guided by MPA faculty with significant public sector experience. Through this process, students showcase skills in research design, data analysis, and evidence-based decision-making while generating actionable recommendations that benefit the host organization. Many projects have led to tangible improvements for local

governments and nonprofits, enhancing community partnerships and reinforcing the program's applied focus.

Overall, the program offers strong evidence that students still benefit from high-quality experiential learning opportunities led by well-qualified practitioners after shifting to fully online delivery. These opportunities are intentional, organized, and aligned with the mission-ensuring that graduates are adequately prepared to handle the complex challenges of leadership and management in public and nonprofit sectors.

Fostering Appropriate Support for Online Students: Advising, Capstone, and Career Services
The Eastern Kentucky University MPA program has continued to offer comprehensive support to online students through deliberate advising, clear capstone guidance, and integrated career services. The program's approach to student support aligns with its mission to prepare public service leaders with the knowledge, skills, and values necessary for effective and ethical governance at local, state, and regional levels. Through proactive advising, structured capstone guidance, and strong career support networks, the program ensures online students receive full academic and professional support-helping to fulfill its goal of developing competent, ethical, and engaged public service leaders.

Advising: The MPA program offers a comprehensive advising system that provides direct, consistent, and personalized support to every online student. A dedicated academic advisor is assigned specifically to MPA students, making sure they get accurate and timely information about degree requirements, course sequence, and graduation planning. This personalized approach helps online students, who may be juggling work and family responsibilities, receive tailored support and timely updates.

Prospective and current students learn about the program's academic progress and graduation standards mainly through direct contact with the MPA Director, enrollment advisor, and academic advisor. For current students, the MPA Director and academic advisor track their progress toward degree completion and stay in regular contact through email, phone calls, and virtual meetings. For prospective students, the enrollment advisor and MPA Director offer detailed guidance on admission requirements and academic expectations.

The MPA Director hosts an online orientation every fall semester to welcome new students, introduce the program mission, and explain advising procedures, course expectations, and student support services.

Ongoing monitoring of degree progress is facilitated by DegreeWorks, ECU's online academic advising and degree audit platform. This system enables both students and advisors to track completion of degree requirements and ensure timely progress toward graduation. The MPA Student Portal acts as a centralized platform where students can access advising resources, program standards, archived syllabi, registration details, and student services, including links to academic support and campus resources.

The MPA Director also maintains close contact with faculty teaching courses in students' first semester to ensure that any academic challenges are identified early and addressed quickly. Students needing extra support can be referred to ECU's many online services, including the Office of Advising and Career Services, the Center for Student Accessibility, and the Noel Studio for Academic Creativity, which provides personalized coaching in writing, communication, and research. Each Canvas course features a dedicated section linking students to these and other ECU Online

Support resources, ensuring access to help regardless of location.

Capstone Support: The program offers structured support for students completing the capstone requirements, especially POL 870 (Internship) and POL 873 (Applied Research Project in Public Administration). Each semester, the MPA Director hosts an online Capstone Orientation Session one week before the term begins. This session reviews expectations, deliverables, evaluation methods, and professional standards related to the capstone experience.

In POL 870 (Internship), students participate in professional placements within public or nonprofit organizations. They must submit regular activity logs that detail their experiences, learning goals, and reflections on how theory applies to practice. Supervisors provide formal evaluations that assess the student's performance, professionalism, and contribution to the organization. This course allows students to gain firsthand exposure to administrative processes, policy implementation, and community engagement-skills essential for effective public service leadership.

In POL 873 (Applied Research Project), students complete a comprehensive applied research project in partnership with a public or nonprofit organization. The project enables students to demonstrate their ability to identify problems, conduct analysis, and provide evidence-based recommendations. Organizational supervisors complete process evaluations assessing the student's applied research skills and professionalism. This structure ensures that the capstone is both academically rigorous and practically relevant, creating a direct link between scholarly inquiry and administrative problem-solving.

Career Services and Professional Development: The MPA program works closely with the ECU Office of Advising and Career Services (OACS) and ECU Online Career Development to assist online students in planning for and pursuing meaningful careers in public and nonprofit administration. Along with the MPA Student Portal and ECU Online MPA program webpage, students can access career outlook information, resume and cover letter help, interview coaching, and job and internship postings.

The MPA Advisory Board, which includes alumni, local government officials, and nonprofit leaders, plays an essential role in identifying internship opportunities and job connections for students. The MPA Director also uses various platforms, including email, advising sessions, and the Student Portal, to share information about internships, scholarships, and job openings.

The success of the MPA program's advising, capstone, and career services is shown in its students' remarkable achievements. These results demonstrate how the program's organized support, practitioner partnerships, and hands-on learning opportunities lead to real professional success.

Alice Harkins - Recipient of the Dr. Joseph W. Coleman Memorial Scholarship

MPA student Alice Harkins received the Dr. Joseph W. Coleman Memorial Scholarship, awarded annually by the Kentucky League of Cities (KLC). This prestigious \$5,000 award honors Dr. Joseph W. Coleman, a long-term KLC staff member and expert in parliamentary procedure who devoted his career to strengthening local governance and promoting continuous learning. The scholarship supports Kentucky students pursuing graduate education in public administration and recognizes individuals committed to improving the commonwealth through public service. Ms. Harkins' selection reflects both her academic excellence and her dedication to the values of effective, ethical governance-values at the heart of the ECU MPA program.

Brandan Lang - City of Shelbyville and KCCMA Joint Internship

Brandan Lang was chosen for the joint internship program sponsored by the City of Shelbyville and the Kentucky City and County Management Association (KCCMA). This partnership provides one MPA student across the state with an opportunity to gain firsthand experience in local government administration each year. The internship introduces students to municipal operations, policy analysis, and community management, guided by city officials and KCCMA leaders. Mr. Lang's placement highlights the program's ability to connect online students with prestigious, practitioner-supervised learning opportunities that prepare them for leadership roles in public management.

Ethan Durham - Team Kentucky Internship Program and Professional Employment

Ethan Durham completed the Team Kentucky Internship Program, a competitive initiative designed to give students meaningful, paid experience within state government agencies. The program offers participants professional development opportunities, mentorship, networking with state employees, and practical exposure to public service operations. Mr. Durham's experience in this program enhanced his understanding of governmental processes and policy-making. After the internship, he was hired by the EKU University Counsel Office, where he now contributes to policy development and institutional compliance-a direct continuation of the applied learning and professional preparation he received in the MPA program.

These success stories demonstrate the program's strong record of fostering student achievement and professional advancement. Through continuous advising, structured capstone experiences, and comprehensive career support, online MPA students are equipped not only with the academic foundation of public administration but also with the experiential competencies and professional networks essential for success in the field.

Standard 4.4	No
Standard 5.1	No
Standard 5.2	No
Standard 5.3	No
Standard 5.4	No
Standard 6.1	No
Standard 7.1	No
Monitored under old Standards	No

18. Upload any relevant exhibits or explanatory supplements here. You may upload as many supplements as necessary. However, you can only upload one file. You should combine multiple documents into one pdf for upload. (Optional for all programs)

Download

End Accreditation Maintenance Report

Annual Program Survey

Short Form**Undergraduate/ Doctoral Offerings**

Does your school offer a PhD program? No

Does your school offer an Undergraduate Major? No

Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

19. Last fall semester/quarter, what was the number of each of the following? (use headcount, not FTE. If you have only FTE data, please indicate this in the Comments & Caveats section below.)

Total Instructional Faculty for your NASPAA degree program(s) 5

Total sections offered by your NASPAA degree program(s) 6

Percentage of those sections taught by full-time faculty 100

Tuition

For the following questions relating to tuition/fees, the program should provide data for a student enrolled on a FULL TIME basis. Please include all mandatory fees as well as tuition in your calculations. Do not include adjustments for financial aid offered to students. If appropriate, report the following separately (Private Institutions should report their tuition under Level 1):

- Level 1: The highest level of tuition (Typically for Out of State students)
- Level 2: For those programs with a second, lower tuition rate (Typically for In State students)

20. What is the total, non-discounted cost (tuition/fees) for a Full Time Student who enrolled in fall of the survey year to complete the degree program?

	Out-of-state	In-state
Tuition	24,336	24,336
Fees	2,460	2,460
Total Cost	26,796	26,796

Financial Aid

For this survey, financial aid consists of tuition scholarships, assistantships, fellowships, or work-study

support from your institution. This includes direct funding from your program or from other sources within the institution. Do not include loans or other assistance that must be repaid.

Indicate the percentage of students enrolled in the program who received financial aid. Enter separate percentages for Full-time, Part-Time, and International Students. Enter a whole number between 0 and 100 for 0% to 100%.

21. % of Full-Time Students receiving Financial Aid 75

22. % of Part-Time Students receiving Financial Aid 33

23. % of International Students (Full and Part-Time) receiving Financial Aid 0

Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

24. Name of the School/ Department where the program resides Department of Government

25. Indicate who the program is primarily designed to serve (select only one): c. Both full-time and part-time students

26. Are evening or weekend classes available We have neither evening nor weekend classes

27. Approximately how many semesters/ terms would it take a full-time student to complete the program? 4 Semesters

28. In the area below, describe what is distinctive about this degree program that you would like prospective students to know. You may not refer to your programs US News and World Report rankings in this text box. (Limit 60 words)

Home to Kentucky's first master's degree in public administration, Eastern Kentucky University now offers its respected program 100% online. Students can learn essential skills for today's work environment and bring their on-the-job experience to the classes. Our fully-accredited online program provides students with the leadership and managerial skills needed to translate ideas into effective solutions for their community.

29. Please select the concentrations/ specializations your program offers (Check all that apply): City/ Local
Emergency
Nonprofit
Public Policy Analysis

30. If your program has a branch or satellite campus located in another state or country, please check off which location(s) your program is available. No

31. Admission Requirements (check all that apply):

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Required
Standardized Tests	Optional
GRE	No
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
TOEFL	No
Other Standardized Test	No
GPA	Required
Minimum Required GPA	2.75
Statement of Intent	Required
Essay/Additional Writing Sample	No
Professional Experience	No
Interview	No
Special Mission Based Criteria	No
Other	No

32. Please provide a short (300 characters) description of your programs admissions policy. (In this area you may talk about waivers, typical admits, and mission based admissions factors).

Students must follow graduate school admission criteria for acceptance. Additionally, the MPA program requires students to have a minimum 2.75 GPA for clear admission to the program. The GRE is waived for students with a cumulative GPA of 2.75 or higher. Students must also submit two letters of recommendation and a written statement of career goals and objectives. Students who wish to apply for probationary admission must have at least a 2.5 GPA and GRE verbal and quantitative section scores of at least 145 on each section.

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2021-2022 Annual Data Report you are reporting enrollment numbers for **Fall 2022**.

33. What is the total number of new students entering the program in the fall? 23

34. Of the total number of students currently enrolled, what is the percentage of

a. Out-of-state students: 23%

b. International students: 3%

c. Female students: 67%

d. Part-time students: 89%

e. Persons of diversity 29%

35. How many degrees were awarded by
this degree program during data report year 26

Long Form

Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

36. What is the median salary for the following (if you have 3 or fewer total faculty use d. to enter median salary):

a. Professor: 71,194

b. Associate Professor: 69,756

c. Assistant Professor: 55,000

37. Please enter the staff FTE (Full-Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 [zero] for functions without designated staff.

a. Recruiting: 1.00

b. Admissions: 1.00

c. Student Advising: 3.00

d. Career Services: 3.00

e. Alumni: 1.00

f. Distance Learning
AdministrativeSupport: 3.00

38. Health Insurance Fees: Do the
mandatory fees included in the No

calculations of cost in non-discounted cost (tuition/fees) of the degree program, include health insurance?

39. Were students accepted into the program offered Graduate/Teaching Assistantships this academic year? Yes

40. If your program offers a stipend for your graduate or teaching assistants, what is the average stipend offered? \$5,000-\$10,000

41. Do you offer any tuition waivers or scholarships not tied to Graduate/Teaching Assistantships? Yes

42. Does the program: both

43. If your program offers a tuition waiver, what is the maximum number of years a student can receive a tuition waiver? 2years

Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

44. Your institution is: A NASPAA Member

45. Indicate the location of the degree program within the University: c. In a Department of Political Science

46. Is a Dual-degree option available to students? No

47. What is the institution's academic calendar? Semester

48. Indicate the credit hour allocations for the following (use hours not percentages):

a. Required Courses: 21

c. Required Internship: 3

b. Elective Courses: 12

d. Other: 0

49. What is the primary language(s) of instruction used for this degree program English Only

50. Do you accept new students year b. We admit new students both in the Fall and Spring semesters.

round or just in the Fall each academic year?

51. Of the total completed applications received in the academic year for this program, how many were accepted/admitted? 48

52. Of the total admitted, what is the percent for:

a. Out-of-state residents: %24

b. International students: %0

c. Female: %63

d. Persons of Diversity %22

53. Of this number (total degrees awarded from Short form), how many were joint degrees? 0

54. What is the data source for your alumni data? (Check all that apply.) Program Alumni Survey
School/Department Alumni Survey

55. If most of your alumni data were collected from surveys, what was your survey sample collection criteria? 6 months after graduation