

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 stated in last year's annual data report, the Department of Education's initiatives necessitated the conversion of all certificates within the university into university-level certificates. Starting in the academic year 2022-23, the MPA program initiated the granting of these university certificates. The MPA program now offers four areas of concentration/university certificate including Applied Policy (formerly known as Interdisciplinary Studies), Community Development, Nonprofit Management, and Emergency Management and Disaster Resilience.

During the MPA Faculty meeting in Fall 2022, it was decided to create a new capstone course. This decision was influenced by insights gained from past MPA Advisory Board meetings, where we identified an increased demand from employers for applied projects to tackle various real-world issues. We also noticed that in-service students were seeking opportunities to conduct research projects that would directly benefit their organizations.

The primary goal of the newly introduced capstone course is to enable students to apply the knowledge and skills they've gained in an academic setting to practical situations. Starting in Fall 2023, the MPA program began offering the new capstone course, titled POL 873 Applied Project in Public Administration, as an option to fulfill the capstone requirement. This means that the MPA program now provides three different options for students to meet their capstone requirements.

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 program previously adopted an assessment plan for 2018-2023. The new plan replaces the earlier assessment plan adopted in the 2010 Self-Study. The program's new plan describes our ongoing and planned assessment activities pursuant to 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 outlined in the assessment plan has data collected, analyzed, and reviewed on a three-year cycle. In the past two years, the annual reports have presented information collected for universal competencies 1, 2, 4, and 5. The data for Competency 3 were collected in the 2022-2023 academic year.

Universal Competency 3: To analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service education that teaches students to critically evaluate and solve problems by learning and applying the theories that inform the field of public administration, and through the implementation and evaluation of policy.

Learning outcomes: Students will be able to a) critically analyze and evaluate the implications of

proposed policy changes; and b) generate new knowledge or recommend program or policy improvements through the synthesis of information and analysis of critical real-world questions, issues, or problems.

Where the information is learned:

POL 801 Public Administration Policy and Ethics. Data are collected every three years.

Methods of Assessment:

Assignment: Weekly Praxis Essays by which students must link assigned readings to real-world cases. Students are required to

- Include a thesis statement;
- Summarize and synthesize the readings as they relate to the thesis;
- Analyze the assigned case study in terms of the overall thesis, linkages between the readings and the case, and significance or lessons learned.

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

- Critical thinking: Exceeds proficiency when the student summary of theoretical concepts from all the assigned readings is rich in content; and full of thought, insight, and analysis. Proficient when the student's summary of theoretical concepts is generally competent; some information and/or readings are missing or commonplace. Not proficient when the student's summary of theoretical concepts is rudimentary and superficial; no analysis or insight is displayed.
- Connections: Exceeds proficiency when the students provide clear connections to previous or real-life situations. Proficient when students provide connections to previous or real-life situations, but responses lack depth and/or detail. Not proficient when the students provide limited, if any, connections to the case study.
- Uniqueness: Exceeds proficiency when the student summary and/or discussion generates new ideas or connections; made with depth and detail. Proficient when the student summary and/or discussion generates some ideas or connection; lacking depth and/or detail. Not proficient when the student summary and/or discussion generates no new ideas; "I agree with . . ." statements.

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 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:

For this assessment cycle, the results were as follows: Critical Thinking - 33% of students Exceed Proficiency and 63% of students are Proficient; Connections - 37% of students Exceed Proficiency and 52% of students are Proficient; Uniqueness - 11% of students Exceed Proficiency and 82% of students are Proficient. Overall, 26% of students are Exceed Proficiency and 70% of students are Proficient. This meets our program goal that 85% of students should achieve or exceed proficiency. This demonstrates that students are overall able to critically think, make connections across the course material, and generate new ideas or connections themselves.

Recommendations:

During the assessment process, the faculty identified that one of the course materials is no longer in print. To address this issue, the course instructor, along with input from the MPA faculty and MPA

director, decided to substitute the out-of-print material with one that aligns with the course's learning objectives. Because the course's requirements depend on this material, the assessment plan will need to be adjusted for the upcoming evaluation cycle.

The MPA program is currently in the process of preparing the assessment plan for the 2024-2029 cycle. Specifically, the assessment methods for Universal Competency 3 will undergo revisions and be ready for implementation before the next data collection cycle. The discussion of the new assessment plan will be included in the annual maintenance report once the plan is finalized.

5. Number of Faculty Nucleus

5

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	63
Admitted Students	55
Enrolled Students	36
10. What is the total number of students currently enrolled in the program?	62

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	36	11	21	21	21

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	10	5	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 Graduation
Total Number of Students in the ARY-5 Cohort	26	6	15	15	15

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	1
State, provincial or regional government in the same country as the program	13
City, County, or other local government in the same country as the program	4
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	7
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/ consulting	1
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	0
Total	26

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://government.eku.edu/mpa-online-program>

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)

The graduation rates for the ARY-5 cohort (AY 2017-18) in question 11 are presented in multiple modalities. During that period (AY 2017-18), students were admitted both on campus and online. The Master of Public Administration (MPA) program became fully online in fall 2020 (AY 2020-2021). Data for other questions related to the academic year 2022-23 is available only in one format, which

is the Online Modality.

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

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) 5

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	22,896	
Fees	1,015	
Total Cost	23,911	

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	56
22. % of Part-Time Students receiving Financial Aid	32
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
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GRE	No
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GRE Qualitative	No
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GRE Quantitative	No
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GMAT	No
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LSAT	No
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TOEFL	No
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Other Standardized Test	No
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GPA	Required
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Minimum Required GPA	2.75
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Statement of Intent	Required
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Essay/Additional Writing Sample	No
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Professional Experience	No
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Interview	No
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Special Mission Based Criteria	No
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Other	No
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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 2.75 GPA 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? 14

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

a. Out-of-state students: 27%

b. International students: 2%

c. Female students: 68%

d. Part-time students: 78%

e. Persons of diversity 15%

35. How many degrees were awarded by
this degree program during data report year 38

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):

d. 66,056

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: 4.00

38. Health Insurance Fees: Do the
mandatory fees included in the
calculations of cost in non-discounted
cost (tuition/fees) of the degree
program, include health insurance? No

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? No

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 round or just in the Fall each academic year? b. We admit new students both in the Fall and Spring semesters.

51. Of the total completed applications received in the academic year for this program, how many were accepted/admitted? 55

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

a. Out-of-state residents: %42

b. International students: %0

c. Female:	%64
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d. Persons of Diversity	%27
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53. Of this number (total degrees awarded from Short form), how many were joint degrees?	0
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54. What is the data source for your alumni data? (Check all that apply.)	Program Alumni Survey School/Department Alumni Survey
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55. If most of your alumni data were collected from surveys, what was your survey sample collection criteria?	6 months after graduation
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