

## 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)**

a. In person instruction only  
d. Completely online (students never have to come to campus)

**2c. Does the program include an executive cohort or track?**

No

**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.**

Universal competency 4: To articulate and apply a public values 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 level.

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 administrator oversight, as well as the public interest.

Where the information is learned:

Program Field Study Exit Course Options:

1. POL 870 Internship. Sample of 10 field study papers reviewed by team of MPA faculty every 3 years beginning May 2018

Methods of assessment:

Assignment: Pol 870 Capstone Paper. Determination of proficiency level was assessed using a rubric for the final capstone paper

Faculty working groups comprised of the MPA Director and two other core MPA faculty (LeAnn Beaty, Jeongwoo Kim and Matthew Howell) met to discuss direct assessment results, and course evaluations.

85% of the representative sample achieved proficient or exceeds proficiency for each rubric criterion. Goal is 90% of students should achieve or exceed proficiency.

Faculty prepared the following recommendations, shared with MPA committee at fall 2018 meeting. Recommendations and actions taken are discussed in the Minutes.

- Revise grading rubric to omit thesis statement as the Introduction category addresses this
- Add a category to the rubric that more specifically addresses: "articulate and apply a public values perspective."
- Make changes to the Blackboard site to better emphasize public values perspective

Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course.

Recommendations from completed assessment:

Evaluation of completed assessment will be followed by recommended or most relevant changes.

Universal competency 5: To communicate and interact productively with a diverse and changing workforce and citizenry

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 collected every three years beginning May 2018. Assessments by 3 MPA faculty - LeAnn Beaty, Randall Swain and Darrin Wilson.

Methods of assessment:

Assignment: Interview of an Office of Equal Opportunity/Diversity Director: Questions in order to elicit information on the following:

- The functions/responsibilities of the office
- The interviewee's duties related to directing the office
- Conceptual differences between organization diversity and organizational cultural competence
- Techniques of improving diversity management
- Techniques to improve organizational cultural competence
- The interviewee's most significant challenges
- The interviewee's most significant successes

Analysis of proficiency levels using assignment rubric and course evaluations: 88% (90% is the goal) of students achieved proficient or exceeds proficiency.

Recommendations from completed assessment:

- Try to achieve more consistency in terms of depth and quality of the reaction and analysis sections of the interview.
- Revise the assignment as follows: a) instruct students to separate the contents of the interview from the analysis; b) revise the point allocation in assignment rubric to encourage greater incorporation of supplemental readings into analyses of comparisons and contrasts in theory and practice; c) revise the assignment instructions to achieve more clarity in student's understanding of conceptual differences between organizational diversity and organizational competency by requiring student's to identify and discuss specific evidence and/or examples of each; and d) require students to generate one or two suggestions that the interviewee could do to enhance culturally competent practices within his/her agency.

Evaluation of completed assessment will be followed by recommended or most relevant changes

## 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                              | 90                | 10                |
| % Courses delivering required competencies | 100               | 0                 |

Delivery Modality Main Campus

|  | Full Time Faculty | Part Time Faculty |
|--|-------------------|-------------------|
| % All courses                              | 90                | 10                |
| % Courses delivering required competencies | 100               | 0                 |

Delivery Modality Online Modality

Secondary Delivery Modality Name eCampus

|  | Full Time Faculty | Part Time Faculty |
|--|-------------------|-------------------|
| % All courses                              | 90                | 10                |
| % Courses delivering required competencies | 100               | 0                 |

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                       | 59          |
| Admitted Students                | 56          |
| Enrolled Students                | 37          |
| Delivery Modality                | Main Campus |
| Secondary Delivery Modality Name | On Campus   |
| Applicants                       | 11          |
| Admitted Students                | 11          |

|   |                 |
|---|-----------------|
| <b>Enrolled Students</b>                | 11              |
| <b>Delivery Modality</b>                | Online Modality |
| <b>Secondary Delivery Modality Name</b> | eCampus         |
| <b>Applicants</b>                       | 26              |
| <b>Admitted Students</b>                | 26              |
| <b>Enrolled Students</b>                | 26              |

**10. 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.**

|   | <b>Initially Enrolled</b> | <b>Graduated within 2 years</b> | <b>Graduated within 3 years</b> | <b>Graduated within 4 years</b> | <b>Total Students Graduated and Persisting to Graduation</b> |
|---|---------------------------|---------------------------------|---------------------------------|---------------------------------|--|
| <b>Total Number of Students in the ARY-5 Cohort</b> | 18                        | 12                              | 13                              | 13                              | 13   |

|   |             |
|---|-------------|
| <b>Delivery Modality</b>                | Main Campus |
| <b>Secondary Delivery Modality Name</b> | On Campus   |

|   | <b>Initially Enrolled</b> | <b>Graduated within 2 years</b> | <b>Graduated within 3 years</b> | <b>Graduated within 4 years</b> | <b>Total Students Graduated and Persisting to Graduation</b> |
|---|---------------------------|---------------------------------|---------------------------------|---------------------------------|--|
| <b>Total Number of Students in the ARY-5 Cohort</b> | 17                        | 12                              | 13                              | 13                              | 13   |

**Delivery Modality** Online Modality

**Secondary Delivery Modality Name** eCampus

|   | <b>Initially Enrolled</b> | <b>Graduated within 2 years</b> | <b>Graduated within 3 years</b> | <b>Graduated within 4 years</b> | <b>Total Students Graduated and Persisting to Graduation</b> |
|---|---------------------------|---------------------------------|---------------------------------|---------------------------------|--|
| <b>Total Number of Students in the ARY-5 Cohort</b> | 1                         | 0                               | 0                               | 0                               | 0  |

**11. Please define your program design length:** Semesters

5

12. 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.

|   |    |
|---|----|
| <b>National or central government in the same country as the program</b>                                  | 2  |
| <b>State, provincial or regional government in the same country as the program</b>                        | 9  |
| <b>City, County, or other local government in the same country as the program</b>                         | 6  |
| <b>Government not in the same country as the program (all levels) or international quasi-governmental</b> | 0  |
| <b>Nonprofit domestic-oriented</b>  | 11 |
| <b>Nonprofit/NGOs internationally-oriented</b>  | 0  |
| <b>Private Sector - Research/Consulting</b>   | 0  |
| <b>Private Sector but not research/ consulting</b>  | 3  |
| <b>Obtaining further education</b>  | 0  |
| <b>Military Service</b>   | 0  |
| <b>Unemployed (not seeking employment)</b>  | 0  |
| <b>Unemployed (seeking employment)</b>  | 5  |
| <b>Status Unknown</b>   | 5  |

|   |                 |
|---|-----------------|
| <b>Total</b>  | 41              |
| <b>Delivery Modality</b>  | Main Campus     |
| <b>Secondary Delivery Modality Name</b>   | On Campus       |
| <b>National or central government in the same country as the program</b>                                | 1               |
| <b>State, provincial or regional government in the same country as the program</b>                      | 5               |
| <b>City, County, or other local government in the same country as the program</b>                       | 1               |
| <b>Government not in the same country as the program (all levels) or international quasi-government</b> | 0               |
| <b>Nonprofit domestic-oriented</b>  | 1               |
| <b>Nonprofit/NGOs internationally-oriented</b>  | 0               |
| <b>Private Sector - Research/Consulting</b>   | 0               |
| <b>Private Sector but not research/consulting</b>   | 3               |
| <b>Obtaining further education</b>  | 0               |
| <b>Military Service</b>   | 0               |
| <b>Unemployed (not seeking employment)</b>  | 0               |
| <b>Unemployed (seeking employment)</b>  | 2               |
| <b>Status Unknown</b>   | 1               |
| <b>Total</b>  | 14              |
| <b>Delivery Modality</b>  | Online Modality |
| <b>Secondary Delivery Modality Name</b>   | eCampus         |
| <b>National or central government in the same country as the program</b>                                | 1               |
| <b>State, provincial or regional government in the same country as the program</b>                      | 4               |
| <b>City, County, or other local government in the same country as the program</b>                       | 5               |
| <b>Government not in the same country as the program (all levels) or international quasi-government</b> | 0               |
| <b>Nonprofit domestic-oriented</b>  | 10              |
| <b>Nonprofit/NGOs internationally-oriented</b>  | 0               |

|   |    |
|---|----|
| <b>Private Sector - Research/Consulting</b>       | 0  |
| <b>Private Sector but not research/consulting</b> | 0  |
| <b>Obtaining further education</b>                | 0  |
| <b>Military Service</b>                           | 0  |
| <b>Unemployed (not seeking employment)</b>        | 0  |
| <b>Unemployed (seeking employment)</b>            | 3  |
| <b>Status Unknown</b>                             | 4  |
| <b>Total</b>                                      | 27 |

13. 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://mpa.eku.edu/naspaa-accreditation-annual-reports>

[https://mpa.eku.edu/naspaa-accreditation-annual-reports#\\_ga=1.85278878.662315005.1496258016](https://mpa.eku.edu/naspaa-accreditation-annual-reports#_ga=1.85278878.662315005.1496258016)

16. 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:

|                     |     |
|---------------------|-----|
| <b>Standard 1.1</b> | No  |
| <b>Standard 1.2</b> | No  |
| <b>Standard 1.3</b> | No  |
| <b>Standard 2.1</b> | Yes |

#### **Standard 2.1 Response**

Standard 2.1 states, "The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed."

The EKU MPA program appropriates resources towards defined roles and governance of the program. As stated in the self-report, the acting MPA Director oversees and manages both the campus and online program that was launched in Spring of 2014. The MPA Director serves as advisor for all campus and online students, receiving administrative support from the Department of Government for the campus program, and the eCampus team for the online program. The following narrative addresses COPRA's concerns related to our on-campus administrative support. The changes that were made the current position more efficient and productive in terms of administrative support.

Budget cuts imposed by the state resulted in some changes being made to administrative support for the on-campus Program. The administrative assistant's position that was designated for the MPA program ended in the summer of 2018. We replaced that position with a higher position - program specialist - that serves the entire department. Duties such as copying or repetitive tasks have been delegated to student workers and graduate students so that the program specialist can use his time and expertise to carry out the core duties of the MPA program. The program specialist has more administrative experience and technical proficiency such that they are able to perform at a higher level. Chair Lynnette Noblitt and myself, during the interview process and shortly after Patrick



Puckett was hired, sat down to go over the expected level of job knowledge and/or skills to perform his job; proper use of established information, materials, equipment and techniques for the position, and development of job knowledge. These job functions and goals, which exceed those of the previous support position to the MPA program, include but are not limited to:

- Train and supervise MPA graduate students to ensure that resources fulfill department needs, including research assistance and course assistance;
- Assist in hiring and providing assessment of graduate assistants to department chair and program coordinators;
- Become proficient in Argos and Banner for the collection and generation of reports needed for internal department review or external reports;
- Creation and maintenance of Assessment & Accreditation data reports;
- Learn MPA application process and record keeping procedures. Be able to answer typical student questions for MPA applicants;
- Become familiar with NASPAA report requirements and online data entry systems;
- Learn class scheduling and override practices of both Campus 1 and 2 programs;
- Become familiar with MPA internship documents required for POL 870 credit completion;
- Assist with basic event planning, faculty searches, student organization or advisory board receptions, student recruitment and study support services events.

Mr. Puckett has grasped these duties quickly, making the transition from the previous administrator seamless.

**Standard 2.2**

No

**Standard 3.1**

Yes

**Standard 3.1 Response**

Eastern Kentucky University  
Master of Public Administration  
Faculty Qualifications  
Adopted 03/08/2018

Eastern Kentucky University's Master of Public Administration program demonstrates quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified. The following policy is consistent with the MPA mission and aligns with EKU Policy 4/7/1P(C) on determining qualifications for faculty teaching credit-bearing courses for the MPA program.

Faculty teaching the core and elective MPA courses must hold a doctoral/terminal degree in public administration or related discipline-or-adjunct faculty teaching graduate level core or elective courses must hold at least a master's degree in the public administration or related discipline and have certification/licensure or demonstrated clinical/practice leadership in a specialization relevant to the course content.

The program, department, and the college are dedicated to supporting faculty in their efforts to remain current in their field. The following programs and supports are available to all MPA faculty:

- Newly hired faculty are given a reduced teaching load and a personal development budget to encourage development of a research program. They are also assigned a mentor under a formal mentoring program administered by the College of Letters, Arts, and Social Sciences (CLASS).
- The MPA budget supports travel for the MPA Director to attend and participate in the annual

NASPAA Conference.

- The Provost provides \$300.00 annually for each faculty member. This money is placed in a dedicated individual professional development account.
- The College (CLASS) provides \$250.00 per faculty member by application process. Faculty who present papers or research at conferences qualify for these funds.
- The Department provides between \$500-\$2,000 to faculty using various sources, including M&O and multiple grants.
- The Department currently guarantees all MPA faculty at least one fully funded professional conference per year upon request.
- The Teaching and Learning Center provides workshops on classroom instruction and arranges observation, mentoring, and counseling services, upon request.
- The University Office of E-Campus Learning and Division of Information Technology arrange periodic technology expos to demonstrate new equipment and software opportunities, as well as periodic training workshops on software use. Licenses are maintained for basic statistical research packages such as SPSS and SAS.
- The University Office of E-Campus Learning provides technical and staff support for development of on-line courses, including recording and transcription services, and dedicated staff support in preparation of on-line teaching materials.
- The Office of Sponsored Programs provides staff assistance in identifying and pursuing grant opportunities.
- Public Administration faculty members are encouraged and supported in partnership activities and teaching collaboration with public service professional associations and practitioners.

|                                      |    |
|--------------------------------------|----|
| <b>Standard 3.2</b>                  | No |
| <b>Standard 3.3</b>                  | No |
| <b>Standard 4.1</b>                  | No |
| <b>Standard 4.2</b>                  | No |
| <b>Standard 4.3</b>                  | No |
| <b>Standard 4.4</b>                  | No |
| <b>Standard 5.1</b>                  | No |
| <b>Standard 5.2</b>                  | No |
| <b>Standard 5.3</b>                  | No |
| <b>Standard 5.4</b>                  | No |
| <b>Standard 6.1</b>                  | No |
| <b>Standard 7.1</b>                  | No |
| <b>Monitored under old Standards</b> | No |

*End Accreditation Maintenance Report*

**Annual Program Survey**

Short 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.

**18. 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)** 10

**Percentage of those sections taught by full-time faculty** 90

### 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)

**19. 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?**

|                   | <b>Out-of-state</b> | <b>In-state</b> |
|-------------------|---------------------|-----------------|
| <b>Tuition</b>    | 18,744              | 8,996           |
| <b>Fees</b>       | 386                 | 386             |
| <b>Total Cost</b> | 19,130              | 9,382           |

### 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%.

|   |     |
|---|-----|
| <b>20. % of Full-Time Students receiving Financial Aid</b>                          | 15  |
| <b>21. % of Part-Time Students receiving Financial Aid</b>                          | 85  |
| <b>22. % of International Students (Full and Part-Time) receiving Financial Aid</b> | 100 |

### Program Level Data

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

**23. Name of the School/ Department where the program resides** Eastern Kentucky University Department of Government

**24. 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 evening classes but not weekend ones

**27. Approximately how many semesters/ terms would it take a full-time student to complete the program?** 5 Semesters

**27. 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' 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 into the classroom. Our fully-accredited online program has the same admission standards and is made up of the same high-quality courses and taught by the same experienced professors as the on-campus program. The tuition for graduate on-line students (is \$5,499, fees \$150 for a total of \$5,649.00. The on-line tuition applies to both out-of-state and in-state students.

**28. Please select the concentrations/specializations your program offers (Check all that apply):** City/ Local Environment General/ Public Management Health

**29. If your program has a branch or** No

satellite campus located in another state or country, please check off which location(s) your program is available.

**30. Admission Requirements (check all that apply):**

|  |          |
|--|----------|
| <b>Bachelors Degree</b>                | Required |
| <b>Letter of Recommendation</b>        | Required |
| <b>Resume</b>                          | N/A      |
| <b>Standardized Tests</b>              | Required |
| <b>GRE</b>                             | Yes      |
| <b>Minimum Score</b>                   | 2.75     |
| <b>Average Score</b>                   | 3.00     |
| <b>GRE Qualitative</b>                 | Yes      |
| <b>Average Score</b>                   | 145.00   |
| <b>GRE Quantitative</b>                | Yes      |
| <b>Average Score</b>                   | 145.00   |
| <b>GMAT</b>                            | No       |
| <b>LSAT</b>                            | No       |
| <b>TOEFL</b>                           | Yes      |
| <b>Other Standardized Test</b>         | No       |
| <b>GPA</b>                             | Required |
| <b>Minimum Required GPA</b>            | 2.75     |
| <b>Statement of Intent</b>             | Required |
| <b>Essay/Additional Writing Sample</b> | N/A      |
| <b>Professional Experience</b>         | N/A      |
| <b>Interview</b>                       | N/A      |
| <b>Special Mission Based Criteria</b>  | N/A      |
| <b>Other</b>                           | N/A      |

**31. 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).**

For admission to the program, students must meet both the general requirements of the Graduate School and the requirements of the MPA program. Applicants who meet the following criteria may qualify for "Clear Admission" to the MPA program: 1) a complete application; 2) a cumulative GPA of 2.75; 3) verbal and quantitative scores of 145 or above on

the Graduate Record Exam (GRE); 4) two letters of recommendation; and 5) a statement of career goals and objectives. Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement.

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2017-2018 Annual Data Report you are reporting enrollment numbers for **Fall 2018**.

**32. What is the total number of new students entering the program in the fall?** 20

**33. What is the total number of students currently enrolled in the program?** 68

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

**a. Out-of-state students:** 6%

**b. International students:** 3%

**c. Female students:** 55%

**d. Part-time students:** 85%

**e. Persons of diversity** 17%

**35. How many degrees were awarded by this degree program during data report year** 50

## 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:** 81,731

**b. Associate Professor:** 62,655

**c. Assistant Professor:** 56,835

**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.**

|  |      |
|--|------|
| <b>a. Recruiting:</b>                                  | 5.00 |
| <b>b. Admissions:</b>                                  | 6.00 |
| <b>c. Student Advising:</b>                            | 7.00 |
| <b>d. Career Services:</b>                             | 3.00 |
| <b>e. Alumni:</b>                                      | 3.00 |
| <b>f. Distance Learning<br/>AdministrativeSupport:</b> | 5.00 |

**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:** neither

#### 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:** 24

**c. Required Internship:** 3

**b. Elective Courses:** 12

**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** b. We admit new students both in the Fall and Spring semesters.

year?

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

54. What is the data source for your alumni data? (Check all that apply.)

University Alumni Office  
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

56. Please use the space below to comment on data provided above:

We collect alumni data as students approach graduation, and then attempt to contact and followup with them 6 months post graduation to record any changes.