

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

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

Beginning AY 2019-2020, the program made a change to the program requirements, by changing the credit hour requirement from 39 credits to 36 credits, and by adding three certificate concentration. For the credit change, we changed administrative law from a core course to an elective course. Students still need to take 12 hours of electives. The updated 36 credit hours is consistent with the field of public administration programs, and permits our students to complete the program in two years instead of two years with at least one summer class. Additionally, we eliminated the environment concentration from the on-campus concentrations, as very few students over the years have chosen this concentration. Moreover, the environmental health department eliminated some of the courses that we had required for that concentration. Finally, we added three certificate options: 1) certificate in community development; 2) certificate in emergency management and disaster relief, and certificate in General Public Administration studies. Students may fulfill the certificate options as a standalone, or they may decide to use them to fulfill the entirety of the MPA degree.

The purpose of these changes was to strengthen recruitment and retention efforts without compromising the strength and rigor of the campus and online programs. We believe offering 36 credits in lieu of 39 credit will attract more students interested in completing the program in two years. The same is true for the certificate options. We also wanted to review and take action on offerings that were not being selected by students (e.g., the environmental health track).

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.

Objective 1:

Universal competency 1: To lead and manage in public governance

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service education that instructs 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 (e.g., classroom presentations skills) that enhance performance in the public interest through professional expertise, technical skills and ethical behavior.

Learning outcome: Students will be able to: present, describe, and critically evaluate the major schools of organizational theory related to leading and managing high-performing public or nonprofit organizations.

Where the information is learned:

POL 875 (Organizational Theory) weekly presentation

Assessment Methods:

Assignment: Session Presentation/Discussant: Each week, one or two students lead the class discussion (both campus and online) using the primary texts from Classics of Organization Theory by Shafritz, Ott, and Jang (2015).

Presentation and Critical Analysis of Readings: Students preparation of written document or oral presentation that fully summarize all readings with a critical approach Students preparation of written document or oral presentation that summarize some of the readings; some problems with the critical analysis. Summary of readings is too long or short, no citations/connections to the readings from previous weeks.

Discussion Questions: Students post or present more than 5 discussion questions that are well thought out and relevant, and not anecdotal.

Feedback: Students provide well-supported and meaningful feedback to their group members' responses to the discussion questions.

The student presenter(s) will be able to:

- Summarize the readings with a critical approach
- Develop at least five discussion questions for the target audience that are well thought out and relevant
- Provide meaningful feedback to all responses related to the discussion questions

Determination of proficiency levels will be assessed using the following rubric and MPA course evaluations.

Rubric Criteria: Exceeds Proficiency Proficient Not Proficient

Procedures for using assessments results to improve program:

Three faculty, including the MPA Director and the Instructor of Record reviewed the data and met to discuss direct assessment results, and course evaluations. The population of the assessment was the entire POL 875 class (7 students) from the Fall of 2018.

Results/Observations:

26% of the students exceeded proficiency with regard to leading and managing in public governance; 56% met proficient standards, and 18% received not proficient. Hence, 85% of the student met or exceeded or the rubric criteria.

The distribution of students in each criterion follows a normal curve. This indicates the instrument is aligned with the learning outcome mentioned in the rubric.

Meaningful Changes:

Instructor plans to keep the rubric intact for the first and second criteria. There might be room for improvement for the feedback section. Several students prefer to give shorter responses to classmates' feedback/questions. These include but not limited to feedback like "that is a good question," "thanks for raising that," or "I agree with you." The expectation is that the discussant should go beyond simply acknowledging the question, and provide meaningful feedback. I plan to address this next year by adding a paragraph in my syllabus and rubric. The new paragraph will provide examples about what meaningful feedback/response to classmates' questions/comments should include and avoid. The recommendations were discussed in the Fall 2019 MPA meeting.

Objectives 2:

Universal competency 2: To participate in and contribute to the policy process

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service

education by 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.

Learning outcomes: Students will be able to a) identify and explain key justifications for each phase of the public policy process at all levels of government; and b) discuss and/or apply appropriate analytical techniques for generating and selecting among policy alternatives.

Where the information is learned:

POL 879 Public Policy and Program Evaluation (data collected every three years beginning May 2019)

Objective:

Assessment Methods:

Final research projects in POL 879 using a rubric to assess the level of critical thinking and application of statistical techniques to apply policy solutions and reach conclusions.

Criterion: 85% of MPA student will exceed proficient by demonstrating an appropriate ability to use statistical or other analytical skills to reaching policy conclusions following these criterion:

- Select a policy and explain the theory underlying the policy
- Choose and explain an evaluation design and describe what is required for the design to reach a useful conclusion regarding the policy
- Derive and defend measures for the important variables.
- Explain how the evaluation and analysis will answer the question: "does this policy work?"

A rubric will be used to determine assessment proficiency.

Results/Observations:

An evaluation of the completed assessment by three MPA faculty found that 88% of the MPA students in POL 879 exceeded proficiency level, thereby meeting the goal of 85% and demonstrating an appropriate ability to use statistical and other analytical skills to reach policy conclusions. Based on earlier conclusions, the POL 879 syllabus was revised to put more emphasis on writing of the final research project. This included more of the course materials on how to find data, how to use data, and how to apply statistical methods to problem solve.

Meaningful Changes:

The changes to the syllabus, as reported under the results, will remain in force. Other changes/recommendations for subsequent offerings included:

- Consider reinforcing a stronger statistical analysis
- Ensure that students choose a method of evaluation and appropriate method of evaluation that will demonstrate the success or failure of the policy intervention. Is there enough data to support the findings.
- Ensure that students draw firm conclusions from the analysis.
- Provide examples of presenting the data. Future policy papers may require at least one table.
- Strengthen the literature review sections by providing adequate no. of APA cited sources
- Students should go beyond simply describing the data for analysis section
- Determine if students understand the difference between a research paper and a policy evaluation
- Emphasize that the evaluator should be value-neutral when she/he evaluate the outcome of the policy

Changes to the POL 879 competency 2 assessment instrument discussed in Fall 2019 Biannual MPA meeting. A revised syllabus and rubric have also been uploaded.

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 Online Modality

Secondary Delivery Modality Name Ecampus

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

Delivery Modality Main Campus

Secondary Delivery Modality Name On-Campus

	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 48

Admitted Students 48

Enrolled Students 41

Delivery Modality	Main Campus
Secondary Delivery Modality Name	On-Campus
Applicants	14
Admitted Students	14
Enrolled Students	12
Delivery Modality	Online Modality
Secondary Delivery Modality Name	eCampus
Applicants	34
Admitted Students	34
Enrolled Students	29

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.**

	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	21	9	12	14	14

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	12	6	6	7	7

of Students in the ARY-5 Cohort	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
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Delivery Modality: Online Modality
 Secondary Delivery Modality Name: On-Line

Total Number of Students in the ARY-5 Cohort	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
9	3	6	7	7	

11. Please define your program design length: Semesters
 4

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.

National or central government in the same country as the program	4
State, provincial or regional government in the same country as the program	15
City, County, or other local government in the same country as the program	7
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	10
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0

Private Sector but not research/ consulting	7
Obtaining further education	1
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	5
Status Unknown	1
Total	50
Delivery Modality	Main Campus
Secondary Delivery Modality Name	On-Campus
National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	3
City, County, or other local government in the same country as the program	0
Government not in the same country as the program (all levels) or international quasi-government	0
Nonprofit domestic-oriented	4
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	6
Obtaining further education	1
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	2
Status Unknown	1
Total	18
Delivery Modality	Online Modality
Secondary Delivery Modality Name	On-line
National or central government in the same country as the program	3
State, provincial or regional government in the same country as the program	12

City, County, or other local government in the same country as the program	7
Government not in the same country as the program (all levels) or international quasi-government	0
Nonprofit domestic-oriented	6
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)	3
Status Unknown	0
Total	32

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/faq>

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:

Standard 1.1	No
Standard 1.2	No
Standard 1.3	No
Standard 2.1	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.

For the ARY 2018-19, 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

Standard 3.1 Response: 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.

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

17. 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

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) 5

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?

	Out-of-state	In-state
Tuition	7,200	4,950
Fees	150	150
Total Cost	7,350	5,100

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%.

20. % of Full-Time Students receiving Financial Aid 60

21. % of Part-Time Students receiving Financial Aid 23

22. % 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.

23. Name of the School/ Department where the program resides 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
Emergency
Environment
General/ Public Management
Health

29. If your program has a branch or satellite campus located in another state or country, please check off which No

location(s) your program is available.

30. Admission Requirements (check all that apply):

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	N/A
Standardized Tests	Required
GRE	Yes
Minimum Score	145.00
Average Score	145.00
GRE Qualitative	Yes
Average Score	145.00
GRE Quantitative	Yes
Average Score	145.00
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	N/A
Professional Experience	N/A
Interview	N/A
Special Mission Based Criteria	N/A
Other	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).

Students must follow graduate school admission criteria; specific to the MPA program, they must additionally demonstrate a GPA of 2.75 with GRE qualitative and quantitative scores of 145 respectively. The GRE is waived for students with a cumulative 3.0 GPA or higher. Students must also submit two letters of recommendation and a written statement of career goals and objectives.

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? 17

33. What is the total number of students currently enrolled in the program? 109

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

35. How many degrees were awarded by this degree program during data report year 27

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):

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: 5.00

d. Career Services: 5.00

e. Alumni: 2.00

f. Distance Learning Administrative Support: 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 \$5,000-\$10,000

your graduate or teaching assistants, what is the average stipend offered?

41. Do you offer any tuition waivers or scholarships not tied to Graduate/Teaching Assistantships? No

42. Does the program: include tuition in financial aid

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

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? 48

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

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

Of the total students admitted, the percentage, broken down by on-campus and on-line, is:

On-Campus

- a. Out of state residents - 27%
- b. International Students - 100%
- c. Female Students - 25%
- d. Part-time students - 18%
- e. Persons of diversity - 47%

On-Line

- a. Out of state residents - 73%
- b. International Students - 0%
- c. Female Students - 75%
- d. Part-time Students - 82%
- e. Persons of Diversity - 53%