

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.

In the 2021-2022 academic year, the MPA program made several changes to the concentrations and certificates offered with the program. The "Interdisciplinary Studies" concentration and certificate were renamed "Applied Policy." This change was designed to better reflect the content students learn through the concentration or certificate courses, and to distinguish the MPA concentration and certificate from other programs on campus. Several other programs have certificates with names similar to "Interdisciplinary Studies" so this name change clarified our program's concentration and certificate.

Additionally, in the 2021-2022 academic year, all previously awarded departmental certificates were required to move over to university certificates. Based on changes required due to initiatives by the Department of Education, all certificates across the university had to be converted to university-level certificates. The MPA program completed the necessary curriculum paperwork to convert the certificates so that they can be offered as university certificates. This change took effect in fall 2022.

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, replacing the earlier assessment plan adopted in the 2010 Self Study. The plan describes our assessment activities pursuant to the accreditation standards of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Southern Association of Colleges and Schools (SACS). The schedule outlined in the assessment plan collects, analyzes, and reviews data on a three-year cycle. Based on the plan, the past two annual reports presented data for universal competencies 3, 4, and 5. Universal competencies 1 and 2 are assessed for the 2021-2022 academic year.

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 (data collected every three years)

Methods of assessment:

Assignment: Session Presentation/Discussant: Each week, one or two students will lead the class discussion using the primary texts from Classics of Organization Theory by Shafritz, Ott, and Jang (2015). 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 is assessed on a standardized rubric. The rubric has three criteria: presentation and critical analysis of the readings; discussion questions; feedback. There are three levels students are scored on: Exceeds Proficiency, Proficient, Not Proficient.

On the presentation and critical analysis of reading criterion, students who "Exceed Proficiency" provide a written document that fully summarizes all readings with a critical approach. Students who are "Proficient" provide a written document that summarizes some of the readings, but there are some problems with the critical analysis. Students who are "Not Proficient" have a summary of readings that is too long or short, and/or no citations/connections to the readings from previous weeks.

On the discussion questions criterion, students who "Exceed Proficiency" post more than 5 discussion questions that are well thought out and relevant, and not anecdotal. Students who score "Proficient" post 5 discussion questions that are well thought out and relevant, and not anecdotal. Students who score "Not Proficient" post fewer than 5 discussion questions or questions or contain anecdotal linkages.

On the feedback criterion, students who "Exceed Proficiency" provide well-supported and meaningful feedback to their group members' responses to the discussion questions. Students who are "Proficient" provide feedback to some of their group members' responses to the discussion questions. Students who are "Not Proficient" provide no timely or meaningful feedback to the discussion questions.

Procedures for using assessments results to improve program:

Faculty working groups comprised of the MPA Coordinator, 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 with the MPA Coordinator 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: Presentation--70% of students Exceed Proficiency and 27% of students are Proficient; Discussion--73% of students Exceed Proficiency and 21% of students are Proficient; Feedback--79% of students Exceeded Proficiency and 21% of students are Proficient. The results show that at least 90% of our students achieved proficiency or exceeded proficiency across all areas of the rubric. This meets our program goal that 90% of students should achieve or exceed proficiency. This demonstrates that, overall, students are able to explain the readings with a critical approach, they present discussion questions that are well thought out and relevant, and they are able to provide meaningful feedback to the comments of other students.

Meaningful Changes:

Faculty reflection on the assessment process yielded a few concerns. The faculty noted that there is a very high percentage of students scored as exceeding proficiency. Although the program wants successful students, this percentage of exceeding expectations indicated that perhaps the assessment can be made more robust for future assessment years. The faculty plan to modify the assessment method before the next data collection cycle for universal competency 1 to provide a more fine grained assessment.

Recommendations from completed assessment:

Based on changes in the course textbook and assessment results data, the course instructor, in conjunction with the MPA faculty and MPA program coordinator, decided to change this course assignment for future years of assessment. This will necessitate a change in the assessment plan for the next cycle as well. The program was already in the process of reviewing the assessment plan for the 2018-2023 cycle since we are entering our last year on this assessment plan. Changes will be ready for implementation in the next assessment year assigned for this core competency, and the information about the new assessment plan will be discussed in the annual accreditation report once it is in place.

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 are collected every three years.

Methods of assessment:

Assignment: Policy Evaluation Design

- Having selected a policy, once again explain the theory underlying the policy intervention. How is it supposed to work, and what does success look like, and what are the important concepts?
- 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 the data needs, how the data will be collected, and how it will be analyzed. Include an outline of any survey instruments (sample questions are valid too) and discuss the ethical collection of data.
- Explain how the evaluation and analysis will answer the question: "does this policy work?" Set out a "test" question and hypothesize the answer.

Determination of proficiency levels is assessed on a standardized rubric with 4 criteria: Analysis, Innovation, Application, Synthesis. There are 3 levels on the rubric: "Exceeds Proficiency," "Proficient," and "Not Proficient."

On the "Analysis" criterion, students who "Exceed Proficiency" identify non-obvious components of the policy that affect the analysis, and have clear concepts and success conditions that depend on policy outcomes. Students who are "Proficient" are able to analyze a policy problem for its key

components, and define success of the policy, even if only of the policy outputs. Students who are "Not Proficient" fail to fully analyze the policy problem, or ignore important components of the policy or of success.

On the "Innovation" criterion, students who "Exceed Proficiency" present a policy solution that is not only plausible, but original, or demonstrates clear application to the new situation if adapted from prior experience. Students who are "Proficient" derive a plausible solution to the policy problem and explain how the policy intervention will be successfully implemented. Students who are "Not Proficient" present a solution to the problem that is unlikely to work or appears unconnected to the problem in key ways.

On the "Application" criterion, students who "Exceed Proficiency" use a method of evaluation, measurement, and analysis that deals with most confounding issues - approaches the gold standard Randomized Controlled Field Trial as closely as possible given the policy area. Students who are "Proficient" choose a method of evaluation and appropriate measures that demonstrate the success or failure of the policy intervention. Students who are "Not Proficient" choose an evaluation method that does not actually evaluate the policy, the measures are poor, or the whole thing is hopelessly confounded by the failure to control for obvious errors.

On the "Synthesis" criterion, students who "Exceed Proficiency" provide analysis that identifies usable data and sets up a clear experiment that would provide compelling evidence - again approaching RCFT standard of evidence. Students who are "Proficient" are able to draw conclusions about data needs and explain how the evaluation will lead to conclusions about the success of the policy. Students who are "Not Proficient" fail to draw conclusions from the analysis, or cannot provide a next step after the evaluation is carried out.

Procedures for using assessments results to improve program:

Faculty working groups comprised of at least three MPA faculty will meet to discuss direct assessment results. Faculty prepare recommendations and share with the MPA Coordinator and full MPA faculty. 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: Analysis--61% of students Exceeded Proficiency and 39% of students achieved Proficiency; Innovation--30% of students Exceeded Proficiency and 67% of students achieved Proficiency; Application--24% of students Exceeded Proficiency and 61% of students achieved Proficiency; Synthesis--39% of students Exceeded Proficiency and 51% of student achieved Proficiency. The results show that at least 85% of our students achieved proficiency or exceeded proficiency across all areas of the rubric. This meets our program goal that 85% of students should achieve or exceed proficiency. This demonstrates that, overall, students are able to analyze a policy problem for its key components, define success of the policy, and provide discussion of data needs to evaluate the success of a policy. Students are also able to provide plausible solutions to a policy problem and explain how to successfully implement a policy intervention. This is appropriate given that the project is completed toward the end of a graduate-level program.

Meaningful Changes:

Previous changes implemented in the course following the last assessment cycle have had a positive impact on student learning. In this three-year cycle, the course was redeveloped to focus more on writing the final research project. The class now includes more coverage of how to find data, how to use data, and how to apply statistical methods to solving problems with data.

Recommendations from completed assessment:

Based on the current assessment data and MPA faculty discussion, no additional changes were recommended at this time.

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	0
% 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	52
<hr style="border-top: 1px dashed #000;"/>	
Admitted Students	51
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Enrolled Students	41

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

76

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	50	24	29	31	32

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	18	12	13	14	15

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	32	12	16	17	17

12. Please define your program design length: Semesters

4

13. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year, of

students who were employed in the “profession” within six months of graduation, by employment sector, using the table below. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	6
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	2
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/ consulting	2
Obtaining further education	1
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	2
Total	17

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 information for graduation rates provided in question 11 are still presented with multiple modalities because the students admitted at that time were still both on campus and online. The data for other questions about the current cohort is only provided in one modality since the program is now fully online only.

In recent years, our number of in-service students has increased relative to the number of pre-service students. Many students are already employed "in the profession" while still in the program. As a result we have increased the frequency of administering the alumni questionnaire to better assess student employment for both populations. We now both administer the survey to students at

graduation, and also check in with them approximately 6 months after graduation. This allows us to increase compliance in completing the survey from in-service students already working in the profession, while still connecting with those who were looking for employment at the time of graduation.

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	22,212	
Fees	960	
Total Cost	23,172	

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 60

Financial Aid

22. % of Part-Time Students receiving Financial Aid 25

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
General/ Public Management
Nonprofit
Self-designed

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?	27
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34. Of the total number of students currently enrolled, what is the percentage of

a. Out-of-state students:	28%
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b. <u>International</u> students:	1%
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c. Female students: 66%

d. Part-time students: 80%

e. Persons of diversity 24%

35. How many degrees were awarded by this degree program during data report year 16

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. 61,494

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: d. In a Department other than 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? 51

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

a. Out-of-state residents: %22

b. International students: %1

c. Female: %63

d. Persons of Diversity %20

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

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

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