

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 refer 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, Commission On Peer Review Accreditation attempts to collect data in the formats used by Integrated Postsecondary Education Data System and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. Commission On Peer Review Accreditation 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 Network of Schools of Public Policy, Affairs, and Administration 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 Master of Public Administration 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 or modes 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.

Beginning in fall 2020, the MPA program is now offered in the fully online format only. In this eCampus format, the classes are all completely online and students never have to come to campus. The decision was made based on enrollment trends for the program and student feedback about the flexibility of online education. The online program was substantially larger than the on-campus program. Most of our students are in-service professionals working toward their degree, rather than full time "traditional" students. This change to the online format provides greater flexibility to our students and best meets the needs of our student population.

In fall 2021, Eastern Kentucky University as a whole also amended its admissions standards. The Council for Academic Affairs approved revised transfer and admission language stating that Eastern Kentucky University will consider credit from any “institution accredited by an agency recognized by the United States Department of Education.” This means that Eastern Kentucky University will allow students who have obtained a nationally or regionally accredited degree to apply for admission, beginning in the fall of 2021. This change in admissions requirements comes from an initiative by the Department of Education for universities to create student-centered admissions standards. Versus comparable institutions in Kentucky, Eastern Kentucky University’s admission from regionally accredited institutions (and not accepting nationally accredited institutions) was overly restrictive. The Dean’s Council, the Council for Academic Affairs, and other stakeholders all approved of the change. This is beneficial to our MPA program and students.

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 submitted an assessment plan for 2018-2023. The new plan replaces the previous assessment plan adopted in the 2010 Self-Study. It describes our on-going and planned 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 has data collected, analyzed, and reviewed on a three-year cycle. Based on the plan, the past two annual reports have presented data for competencies 1, 2, and 3. Universal competencies 4 and 5 are assessed for the 2020-2021 academic year.

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 outcome:

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:

POL 870 (Internship in Public Administration capstone course). Data are collected every three years.

Assessment Methods:

Student learning is assessed using the POL 870 Capstone Paper. Determination of proficiency level was evaluated using a rubric for the final capstone paper. Ten POL 870 capstone papers from the recent academic year were selected at random. A faculty work group comprised of the Masters of Public Administration Coordinator and three other core MPA faculty (Matthew Howell, Jeongwoo Kim, and Randall Swain) assessed and evaluated student performance on the capstone papers.

The rubric to determine proficiency level includes the following categories: Purpose and Significance of the Capstone Project; Knowledge, Skills, and Research Base; and Grammar, Syntax, and Mechanics. Students are scored on each category as: Exceeds Standards; Meets Standards; Near Standards; or Below Standards.

Purpose and Significance:

To "Exceed Standards" on this category, papers must provide superior context and demonstrate a clear understanding of the purpose and significance of the capstone course. Papers that "Meet Standards" provide sufficient and/or under-developed context to illustrate the purpose of the capstone. Papers that are "Near Standards" do not include sufficient context and/or do not illustrate a clear understanding about the purpose and significance of the capstone course. Papers that are "Below Standards" have introduction and concluding sections that provide little context, with minimal demonstration that the student understands either the goals or focus of the final project.

Knowledge, Skills, and Research Base:

Papers that "Exceed Standards" for this category demonstrate a superior ability to consistently use, synthesize and apply literature/theories/examples from the MPA courses to the student learning objectives and internship experience. Papers that "Meet Standards" demonstrate a sufficient ability to consistently use, synthesize and apply literature/theories/examples from the MPA courses to the student learning objectives and internship experience. Papers that are "Near Standards" either minimally or inconsistently use, synthesize and apply literature/theories/examples from the MPA courses to the student learning objectives and internship experience. Papers that are "Below Standards" do not synthesize or apply literature/theories/examples from the MPA courses to the student learning objectives and internship experience. -Grammar, Syntax, and Mechanics: Papers that "Exceed Expectations" in this category skillfully communicate the purpose, procedure, and conclusions of the project with a clear command of written communication. Papers that "Meet Expectations" use written language effectively to communicate the purpose, procedure, and conclusions of the project with language that makes sense and follows the formatting criteria. Papers that are "Near Standards" suffer from some problems in writing mechanics, style, organization, or other systematic errors. Papers that are "Below Standards" are poorly written, unprofessional in overall appearance, and unacceptable as a capstone paper.

Students will be able to:

1. Experience the "realities" of public administration by attending as many, and as varied as possible, managerial or other meetings involving a variety of people in the organization

2. Complete one or more specific projects (either solely or working with others in the organization) that meet the needs of the agency and simultaneously enhance the student's professional credentials.
3. Evaluate and detail the steps one would take to design and conduct a program evaluation.
4. Discuss the political context within which public activities are conducted.
5. Explain how public administration theories become applied in the field.
6. Identify and discuss self-selected concepts, methods, and processes from the program core areas that illustrate their mastery of at least NASPAA student learning competency domains.

Procedures for using assessments results to improve the program:

All MPA core faculty plus the MPA Program Coordinator reviewed the results from the assessment for reflection on student learning.

Results/Observations:

The results show that 90% of the representative sample achieved proficient or exceeds proficiency across all categories of the rubric. This meets the stated goal that 90% of students should achieve or exceed proficiency. One paper was below standards on both the "Purpose and Significance" category and also the "Knowledge, Skills, and Research Base" category. Students are overall able to make connections across the course material and integrate their base of knowledge with the capstone experience.

Meaningful Changes:

Based on the assessment data for POL 801, the following changes were implemented. First, the expectations for students were clarified in the syllabus. Second, two additional samples of the Praxis summary are provided to students. The purpose of these changes is so that students are more informed for the Praxis assignment and are prepared to complete proficient work throughout the term, rather than having expectations repeated throughout the first few weeks.

Meaningful Changes: Based on reviewing the assignments, one area identified for improvement was the paper introduction. Although most students did eventually describe the significance and purpose of their internship experience, a majority of the papers had introductions that did not fully explain the significance of the internship or what the student did/would do. As a result, the paper description was updated to include clearer instructions about the paper introduction

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)

Assessment Methods:

Students in POL 876 must locate the Office of Equal Employment Opportunity or Diversity in a public agency, or the Office of Diversity and Inclusion at a public college or university, and interview the director of the office. A faculty workgroup of 3 MPA core faculty (Matthew Howell, Jeongwoo Kim, and Randall Swain) conducted the 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:

The rubric to determine proficiency level includes the following categories: Interview; Reaction and Analysis; Grammar, Punctuation, and Spelling. Students are scored on each category as: Good, Satisfactory, or Needs Improvement.

-Interview: Assignments that score "Good" on this category include all required information. Assignments that are "Satisfactory" omit one of the criteria or apply terminology and themes incorrectly. Assignments that "Need Improvement" omit two or more of the criteria, or use a little course material in assignment but usage of terminology and themes incorrectly applied.

-Reaction and Analysis: Assignments that score "Good" on this category address all parts of the assignment with reaction and analysis including discussion related to module concepts and ideas in a clear and relevant manner. Significance, similarities, and differences of key concepts and ideas between course content and as articulated by interview source. Assignments that score "Satisfactory" miss one part of the assignment, or the reaction and analysis include discussion related to module concepts and ideas that is unclear or ambiguous in a few aspects of the submission. Significance, similarities, and differences of key concepts and ideas between course content and as articulated by interview source not clear and concise. Assignments that "Need Improvement" miss at least one portion of the assignment, or reaction and analysis include discussion related to module concepts and ideas that is unclear or ambiguous in a few

aspects of the submission. Significance, similarities, and differences of key concepts and ideas between course content and as articulated by interview source is missing from the analysis.
 -Grammar, Punctuation, and Spelling: Assignments that score "Good" in this category have clear and concise writing, with proper thematic construction and transition. Assignments that score "Satisfactory" have writing that is not always clear and concise, suffer from multiple issues in mechanics, or unclear paragraph construction and transition. Assignments that "Need Improvement" have major problems with the writing mechanics, paragraph and thematic construction and transition, or unclear writing.

Procedures for Using Assessment Results to Improve the Program:

All MPA core faculty plus the MPA Program Coordinator reviewed the results from the assessment for reflection on student learning.

Results/Observations:

Overall, 90% of students met the requirements to score "Satisfactory" or "Good" on this assignment. This meets the program goal that 90% of students achieve or exceed proficiency. Students are performing well on this assignment overall and meet program expectations. Program faculty will continue to monitor student progress on this assignment for potential areas for improvement.

5. Number of Faculty Nucleus: 4

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

6. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus 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

7. Data Explanations

- a. The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the faculty data, including course coverage, in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

Please see the attached letters uploaded with question 17 for additional information to explain our faculty nucleus numbers. The letters are from Eastern Kentucky University’s provost and the MPA Program Coordinator to explain the search for a fifth tenure-track faculty member.

- 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	65
Admitted Students	65
Enrolled Students	46

- 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 or 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 button.**

Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total students graduated
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Accreditation Maintenance Report

					and persisting to graduation
Total Number of Students in the ARY-5 Cohort	68	42	51	54	55

Delivery Modality: Main Campus
 Secondary 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	26	22	26	26	26

Delivery Modality: Online
 Secondary 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	42	20	25	27	28

11. Please define your program design length:
 4 semesters

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: 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: 1

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

Nonprofit domestic-oriented: 0

Nonprofit or NGOs internationally-oriented: 0

Private Sector – Research/Consulting: 0

Private Sector but not research/consulting: 0

Obtaining further education: 1

Military Service: 1

Unemployed (not seeking employment): 0

Unemployed (seeking employment): 0

Status Unknown: 14

Total: 27

Delivery Modality: Main Campus

Secondary Delivery Modality Name: On- Campus

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

State, provincial or regional government in the same country as the program: 0

City, County, or other local government in the same country as the program: 1

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: 0

Obtaining further education: 0

Military Service: 0

Unemployed (not seeking employment): 0

Unemployed (seeking employment): 0

Status Unknown: 7

Total: 10

Delivery Modality: Online Modality

Secondary Delivery Modality Name: e-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-governmental: 0

Nonprofit domestic-oriented: 4

Nonprofit/NGOs internationally-oriented: 0

Private Sector – Research/Consulting: 0

Private Sector but not research/consulting: 1

Obtaining further education: 1

Military Service: 1

Unemployed (not seeking employment): 0

Unemployed (seeking employment): 0

Status Unknown: 7

Total: 17

- 13.** Council for Higher Education Accreditation requires the National Association of Schools of Public Affairs and Administration to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste a 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>

14. N/A

15. N/A

- 16.** If your program is being monitored on a specific standard, you are required to provide updated information on the issue raised by Commission On Peer Review Accreditation in your decision letter each year until which you are notified that Commission On Peer Review Accreditation has removed the monitoring. Please refer to your most recent decision letter, available in the Documents tab, to review Commission On Peer Review Accreditation'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

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

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 the Network of Schools of Public Policy, Affairs, and Administration 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 only have FTE data, please indicate this in the Comments and Caveats section below.)

Total Instructional Faculty for your

NASPAA degree program(s):

5

Percentage of those sections taught by full-time faculty: 100

Total sections offered by your NASPAA degree program(s): 5

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 (This is typically for out of state students)
- Level 2: For those programs with a second, lower tuition rate (This is typically for in state students)

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

	Out of State	In State
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Tuition	21,996	n/a
Fees	1,100	n/a
Total Cost	23,096	n/a

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. Percent of Full-Time Students receiving Financial Aid
67
- 21. Percent of Part-Time Students receiving Financial Aid
33
- 22. Percent of International Students 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 or 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
- 25. Are evening or weekend classes available
We have neither evening nor weekend classes
- 26. Approximately how many semesters or terms would it take a full-time student to complete the program?
4 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'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.

- 28.** Please select the concentrations or specializations your program offers (check all that apply)

City/Local
Emergency
General/Public Management
Nonprofit
Self-designed

- 29.** If your program has a branch or satellite campus located in another state or country, please check off which location or locations your program is available

No

- 30.** Admission Requirements (Check all that apply)

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

- 31.** Please provide a short (300 characters) description of your program's 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 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?
24
- 33.** What is the total number of students currently enrolled in the program?
75
- 34.** Of the total number of students currently enrolled, what is the percentage of:
- a. Out of State students: 19%
 - b. International Students: 0%
 - c. Female Students: 55%
 - d. Part-time Students: 88%
 - e. Persons of diversity: 16%
- 35.** How many degrees were awarded by this degree program during data report year
22

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. \$58,000
- 37.** Please enter the staff FTE (Full Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 for functions without designated staff.
Recruiting: 1.00
Admissions: 1.00
Student Advising: 5.00
Career Services: 5.00
Alumni: 2.00
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 or fees) of the degree program, include health insurance?
No

39. Were students accepted into the program offered Graduate or 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 or 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?

2 years

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)

Required Courses: 21

Required Internship: 3

Elective Courses: 12

49. What is the primary language or languages 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?

65

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

- a. Out-of-state Residents: 18%
- b. International Students: 2%
- c. Female: 54%
- d. Persons of diversity: 15%

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)

School or 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