

Commission on Peer Review and Accreditation of the Network 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)

- 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.

The 2019-2020 academic year is the first one in which the program requirements were 36 credit hours (instead of the previous 39 credit hours). This change removed the POL 765 Administrative Law class from the MPA core curriculum and moved it to an elective class. Providing students with a 36 credit hour program had a number of benefits, including allowing students to complete the program in 2 years (4 semesters) of full-time course work rather than requiring students to take at least one summer course. Additionally, the 2019-2020 academic year had several concentration changes implemented based on student enrollment trends. The Community Health Administration concentration and the Environmental Health concentration were both ended. The program added concentrations in Emergency Management & Disaster Resilience and Interdisciplinary Studies.

In January 2020, the program moved to suspend the on-campus MPA program the following Fall 2020 semester. Beginning in Fall 2020, the MPA program is now offered in the

fully online format only. In this e-Campus 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. 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 more flexible online format is to best meet the needs of our student population.

In the 2019 to 2020 academic year, the program also completed the curriculum process to add a new Non-profit Management concentration. The new concentration is available to students starting in the Fall 2020 semester.

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 National Association of Schools of Public Affairs and Administration (NASPAA) and the Southern Association of Colleges and Schools (SACS). The schedule outlined in the assessment plan has data collected, analyzed, and reviewed on a three-year cycle. In the past two years, the annual reports have presented information collected for universal competencies 1, 2, 4, and 5. The data for competency 3 were collected in the 2019 to 2020 academic year.

Objective 3:

Universal Competency 3:

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

Goal Cited in Mission:

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

Learning outcome:

Students will be able to a) critically analyze and evaluate the implications of proposed policy changes; and b) generate new knowledge or recommend program or policy improvements through the synthesis of information and analysis of critical real-world questions, issues or problems.

Where the information is learned:

POL 801 (Public Administration Policy and Ethics): Data collected every three years beginning May 2019

Assessment Methods:

Assignments are as follows:

Assignment Weekly Case Studies (on-campus) and Praxis Essays (online):

Each week, students must link assigned readings to real-world cases.

Determination of Proficiency Levels:

Exceeds proficiency, proficient, or not proficient.

These were assessed using the following criteria and course evaluations:

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

Students will be able to:

- Include a thesis statement of the week's literature as it relates to the field of public administration
- Summarize and synthesize the readings as they relate to the thesis
- Analyze the assigned case study in terms of the overall thesis, linkages between the readings and the case, and significance or lessons learned

Procedures for using assessments results to improve the program:

Three faculty, including the MPA Program Coordinator and the Instructor of Record, discussed the assessment results. The population of assessment was all of the POL 801 students from the spring 2020 semester (13 students).

Results/Observations:

The evaluation found that 11 of 13 students (nearly 85%) in POL 801 meet or exceed the expectations. Students are overall able to critically think, make connections across the course material, and generate new ideas or connections themselves. This meets with program expectations for student performance in the course.

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 sampled 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 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 first Praxis assignment and are prepared to complete proficient work throughout the term, rather than having expectations repeated throughout the first few weeks.

5. Number of Faculty Nucleus

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

Delivery Modality Secondary Modality Name	Online Modality Ecampus	
	Full Time Faculty	Part Time Faculty
% All courses	100	0
% Courses delivering required competencies	100	0

Delivery Modality Secondary Modality Name	Main Campus On-Campus	
	Full Time Faculty	Part Time Faculty
% All courses	100	0
% Courses delivering required competencies	100	0

7. 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.

8. 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	42
Admitted Students	42
Enrolled Students	31
Delivery Modality	Main Campus
Secondary Delivery Modality Name	On Campus
Applicants	12
Admitted Students	12
Enrolled Students	9
Delivery Modality	Online Modality
Secondary Delivery Modality Name	e-Campus
Applicants	30
Admitted Students	30
Enrolled Students	22

9. 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 and persisting to graduation
Total Number of Students in the ARY-5 Cohort	60	26	32	36	40

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	16	9	11	13	14

Delivery Modality: Online Modality
 Secondary Modality Name: On-Line

	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	44	17	21	23	26
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10. Please define your program design length:
4 semesters

11. 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: 7

State, provincial or regional government in the same country as the program: 17

City, County, or other local government in the same country as the program: 6

Government not in the same country as the program (all levels) or international quasi-governmental: 1

Nonprofit domestic-oriented: 18

Nonprofit or NGOs internationally-oriented: 0

Private Sector – Research/Consulting: 0

Private Sector but not research/consulting: 4

Obtaining further education: 3

Military Service: 0

Unemployed (not seeking employment): 0

Unemployed (seeking employment): 11

Status Unknown: 0

Total: 67

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: 5

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: 1

Nonprofit domestic-oriented: 4

Nonprofit/NGOs internationally-oriented: 0

Private Sector – Research/Consulting: 0

Private Sector but not research/consulting: 3

Obtaining further education: 1

Military Service: 0

Unemployed (not seeking employment): 0

Unemployed (seeking employment): 9

Status Unknown: 0

Total: 25

Delivery Modality: Online Modality

Secondary Delivery Modality Name: e-Campus

National or central government in the same country as the program: 6

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: 5

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

Nonprofit domestic-oriented: 14

Nonprofit/NGOs internationally-oriented: 0

Private Sector – Research/Consulting: 0

Private Sector but not research/consulting: 1

Obtaining further education: 2

Military Service: 0

Unemployed (not seeking employment): 0

Unemployed (seeking employment): 2

Status Unknown: 0

Total: 42

- 12.** 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#_ga=2.180246948.1416936726.1603719286-1565989633.1584365566

- 13.** 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: Yes
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 the National Association of Schools of Public 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.

- 14.** 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 National Association of Schools of Public Affairs and Administration degree programs: 5

Total sections offered by your NASPAA degree program(s): 11

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 (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)

15. 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
Tuition	27,900	19,800
Fees	1,100	1,100
Total Cost	29,000	20,900

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%.

- 16.** Percent of Full-Time Students receiving Financial Aid
64
- 17.** Percent of Part-Time Students receiving Financial Aid
29
- 18.** Percent of International Students receiving Financial Aid
0

Program Level Data

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

- 19.** Name of the School or Department where the program resides
Government
- 20.** Indicate who the program is primarily designed to serve (select only one)
C. Both full-time and part-time students
- 21.** Are evening or weekend classes available
We have evening classes but not weekend ones

- 22.** Approximately how many semesters or terms would it take a full-time student to complete the program?

4 semesters

- 23.** 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 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 online students is \$5,499, fees \$150 for a total of \$5,649.00. The online tuition applies to both out-of-state and in-state students.

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

City/Local

Emergency

Environment

General/Public Management

Health

- 25.** 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

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

Bachelors Degree: Required

Letter of Recommendation: Required

Resume: Required

Standardized Tests: Required

GRE: Yes

Minimum Score: 145

Average Score: 145

GRE Qualitative: Yes

Average Score: 145

GRE Quantitative: Yes

Average Score: 145

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: Not Applicable

- 27.** 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 with GRE verbal and quantitative section scores of at least 145. 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.

- 28.** What is the total number of new students entering the program in the fall?
30
- 29.** What is the total number of students currently enrolled in the program?
66
- 30.** Of the total number of students currently enrolled, what is the percentage of:
- a. Out of State students: 15%
 - b. International Students: 0%
 - c. Female Students: 62%
 - d. Part-time Students: 89%
 - e. Persons of diversity: 17%
- 31.** How many degrees were awarded by this degree program during data report year
29

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.

- 32.** 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

- 33.** 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

- 34.** 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

- 35.** Were students accepted into the program offered Graduate or Teaching Assistantships this academic year?
Yes

- 36.** If your program offers a stipend for your graduate or teaching assistants, what is the average stipend offered?
\$5,000-\$10,000

- 37.** Do you offer any tuition waivers or scholarships not tied to Graduate or Teaching Assistantships?
No

- 38.** Does the program
Include tuition in financial aid

- 39.** If your program offers 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.

- 40.** Your Institution is:
A NASPAA Member

- 41.** Indicate the location of the degree program within the University:
In a Department of Political Science

- 42.** Is a Dual-degree option available to students?

No

43. What is the institution's academic calendar?

Semester

44. Indicate the credit hour allocations for the following (use hours not percentages)

Required Courses: 21

Required Internship: 3

Elective Courses: 12

45. What is the primary language or languages of instruction used for this degree program?

English only

46. 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.

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

42

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

- a. Out-of-state Residents: 10%
- b. International Students: 2%
- c. Female: 52%
- d. Persons of diversity: 10%

49. Of this number (total degrees awarded from short form), how many were joint degrees?

0

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

School or Department Alumni Survey

51. If most of your alumni data were collected from surveys, what was your survey sample collection criteria?

6 months after graduation

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

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

- On-Campus
 - Out-of-state Residents: 0%
 - International Students: 8%
 - Female Students: 50%
 - Part-time students: 33%

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- Persons of diversity: 17%
- E-Campus (online)
 - Out-of-state Residents: 13%
 - International Students: 0%
 - Female Students: 53%
 - Part-time students: 73%
 - Persons of diversity: 7%