

**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.

This new annual report form is designed to accommodate programs accredited under both the pre-2009 and the current accreditation standards (approved in 10/2009). Some questions are designated as optional for programs accredited under the pre-2009 standards. 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.

**2. Please indicate the additional**

Online Program

**delivery modalities of your program:**

Online Program

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

No.

**4. Program Evaluation: Please briefly 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.**

For the AY 2013-2014, we assessed Student Mastery of Required Competency 1, "To lead and manage in public governance." The program defines the competencies in the required domain of leading and managing in public governance to consist of competencies in organizing, leading and managing people and their work; managing policy, programs, and projects; and managing information and ideas. To assess this competency, the MPA evaluated supervisory evaluations from students' POL 870 internship field study component of the program. In the POL 870 internship, students are placed in a working situation providing supervised pedagogical experiences appropriate for the individual's area of specialty and complete a capstone paper that demonstrates competence and the ability to bridge the gap between coursework and professional practice. The capstone paper is also tangible evidence to our accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA), that our students have indeed acquired competence in the specific "competency domains" we are required to implement in the program. The principle objective of the field study internship is to allow the student to integrate the knowledge, skills, and attitudes acquired and applied in the academic environment into field practice. This objective is achieved by placing the student in a practice environment, for a minimum of 300 hours (400 hours preferred), where s/he has the opportunity to apply the knowledge and skills developed during the initial course of study. Thus, the student's field study allows him/her to observe and participate in a public administration environment and as a result to gain a better understanding of what to expect and what is expected of him/her after graduation.

At the conclusion of the internship, the students' supervisor is asked to rank them as "excellent, good, fair or in need of improvement" with regard to their overall performance in the internship. Components they are ranked on include leadership, resourcefulness, assumption of responsibility, initiative, and ability to work with others. For the supervisory evaluations gathered for the AY 2013-2014, 100% of our student interns received rankings of excellent or good on each of these measures.

**5. Number of Faculty Nucleus**

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. You should check to verify none of the information has changed 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 upload a supplemental table that breaks this information down by campus or modality.**

	Full Time Faculty	Part Time Faculty
% All courses	86	14
% Courses delivering required competencies	100	0

### Data Explanations

The FT/PT faculty course coverage for the online program is identical to the above.

**7. Indicate how the program defines its Academic Year Calendar** Fall, Spring, Summer

8. 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.

Applicants	37
Admitted Students	36
Enrolled Students	26

(This question is optional for programs using the pre-2009 standards.)

9. Below, using the ARY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

	Initially Enrolled	Graduated 100% or Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
Total Number of Students in the ARY-5 Cohort	27	5	7	11

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

5

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.

National or central government in the same country as the program	2
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	1
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	2
Private Sector but not research/consulting	0
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	2
Unemployed (seeking employment)	4
Status Unknown	11
<b>Total</b>	<b>25</b>

### Data Explanations

<http://onlinempadegree.eku.edu/insidelook/careers-public-administration-infographic>

**14. If there have been any significant changes in resource trends and the sufficiency of resources available to the program to pursue its mission, objectives, and continuous improvement. (If there are no changes, the program may leave this field blank.)**

With regard to the MPA enrollments, the program has included an attachment breaking out enrollments for the oncampus program versus the online program. Because the online program commenced in the Spring of 2014, none of the online students have yet graduated. In all other reporting criteria to date, including the faculty who teach for the campus and online program, the online program is identical to the campus program.

**15. 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. 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

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

*End Accreditation Maintenance Report*

Annual Program Survey

Short Form

Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

**17. 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** 4

<b>NASPAA degree program(s)</b>	4
<b>Total sections offered by your NASPAA degree program(s)</b>	6
<b>Percentage of those sections taught by full-time faculty</b>	100

Hide **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)

Hide **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%.

Hide **Program Level Data**

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

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

**23. 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 evening classes but not weekend ones

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

**27. Indicate the mode of program delivery that most accurately describes your program (check all that apply)**

b. In person instruction with online coursework available

**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' 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.

**29. Please select the concentrations/specializations your program offers (Check all that apply):**

City/ Local  
Economic Development  
Environment  
General/ Public Management  
Health

**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

**Standardized Tests** Required

**GRE** Yes

**GRE Qualitative** Yes

**Average Score** 146.00

**GRE Quantitative** Yes

**Average Score** 140.00

**GMAT** No

**LSAT** No

**TOEFL** No

**Other Standardized Test** No

**GPA** Required

**Minimum Required GPA** 2.75

**Essay/Additional Writing Sample** Required

**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).**

For admission to the program, students must meet both the general requirements of the Graduate School and the requirements of the MPA program.

To qualify for "Clear Admission" to the MPA program, Applicants must meet the criteria listed below:

1. A complete application;
2. The general requirements of both the Graduate School and MPA program;
3. Achieve a minimum GPA of 2.75 (on a 4.0) scale, or 3.0 on the last 60 semester hours.
4. Applicants are expected to have verbal scores of 146 or above, and quantitative scores of 140 or above on the Graduate Record Exam (GRE). Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement;
4. Two (2) letters of recommendation from persons familiar with the applicant's academic or employment experience; and
5. A statement of career goals and objectives.

Students who fail to meet the targeted GPA or GRE scores specified above may be granted a probationary admission. Conditions for transferring from probationary admission status to clear admission status are specified in the ECU graduate catalog.

**33. What is the total number of new students entering the program in the fall?** 6

**34. What is the total number of students currently enrolled in the program?** 26

**35. Total completed applications received in the academic year for only this program (combining summer, fall and spring admission cycles if necessary, and combining applications for full-time and part-time enrollment). Count only those applications that are considered "complete" for admission: Enter whole numbers of applications only.** 37

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

**a. Out-of-state students:** 4%



- b. International students: 4%

---

- c. Female students: 54%

---

- d. Part-time students: 46%

---

- e. Persons of diversity 8%

---

37. How many degrees were awarded by this degree program during data report year 19

---

Hide Long Form

Hide 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.

38. What is the median salary for the following (if you have 3 or fewer total faculty use d. to enter median salary):

39. 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.

Hide Program Level Data

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

46. Your institution is: A NASPAA Member

---

47. Indicate the location of the degree program within the University: c. In a Department of Political Science

---

48. Is a Dual-degree option available to students? No

---

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

a. Required Courses: 24

---

c. Required Internship: 3

---

b. Elective Courses: 12

---

51. What is the primary language(s) of instruction used for this degree program English Only

---

52. Do you accept new students

52. 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.

53. Of the total completed applications received in the academic year for this program, how many were accepted/admitted? 36

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

a. Out-of-state residents: %4

b. International students: %4

c. Female: %54

d. Persons of Diversity %8

56. What is the data source for your alumni data? (Check all that apply.) Program Alumni Survey

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

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

We created an alumni data form; we ask students to fill out the survey upon graduation, and then again in six months, to job placement.