Hide **Program Fact Sheet**

Title of degree

Master Of Public Administration

Geographic Arrangement Program Delivery

Main Campus

Overarching Program Emphasis: Check all that apply

Public Administration
State or Provincial
Regional
Local
Nonprofit

Program Student Population Emphasis: Use pull down menu

Do not Emphasize between Pre or In-service students

Program Placement Emphasis

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

List of Specializations

Community Development
Environmental Health Administration
Community Health Administration

Mission Statement

Mission Statement

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.

Program Goals

The program has adopted three goals that support the mission.

Goal I: To educate and train both pre-service and mid-career students to lead and manage public and nonprofit organizations.

The program places specific emphasis on government, nonprofit, and public and nonprofit health administration at the local, state, and regional levels. This focus is achieved through a general degree program, and through three curricular options that prepare students to specialize in public governance in community development administration, community health administration and environmental health administration.

Goal II: To enhance the field of public administration at the national, regional, and local levels through the service contributions of our faculty and students.

The program promotes professional development in public and non-profit agencies and devotes substantial time and professional expertise to the public governance needs of local public and nonprofit officials. The program has a vital role in advancing the public interest through regular and significant contributions to professional organizations that serve the field of public administration at the national, regional, and local level.

Goal III: To undertake and disseminate applied and academic research which addresses current public and non-profit sector administration and policy issues.

One Universal Competency	To analyze, synthesize, think critically, solve problems, and make decisions.

Number of Students in Degree Program

48

Ratio of FTE Faculty to FTE Students*

6.00

Number of Semester Credit Hours Required to Complete the Program

39

Divide the total number of FTE Faculty by the total number of FTE Students, using enrollment and faculty data from Fall of the Self Study year. The FTW of faculty is calculated by summing the total number of full-time faculty and adding one-third of the total number of part-time faculty, consistent with the data the program has reported in 3.3.1. The number of FTE students is calculated based on the Fall student headcounts by summing the total number of full-time students and adding the number of part time students times the formula used by IPEDS for student equivalency (currently .361702) for public institutions and .382059 for privat institutions). These common formulas are used to facilitate the program's use of institutional data when possible. Data should be consistent with enrollments reported in 4.2.2b.

Hide **Preconditions**

Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.

1. Program Eligibility

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

2. Public Service Values

The mission, governance, and curriculum of eligible programs shall demonstrably emphasize public service values. Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

Special Condition: Dual Degrees Programs may allow a degree in public affairs, administration, and policy to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public affairs, administration, and policy must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

Special Condition: Executive Education Programs may offer a degree in public affairs, administration, and policy designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

Is the program at an institution accredited by a U.S. national or regional accrediting body?	Yes

If Yes,

Provide name of accreditor.	Southern Association of Colleges and Schools (SACS)
List year of most recent recognition.	2007

If no,

When was the degree program established?	1969

If the program is located outside the United States:

Public Values

If so, please explain. Provide links if relevant.

No.

Hide **Primary Focus**

Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.

The MPA Program is designed to prepare both in-service and pre-service students for leadership and management roles in the public and nonprofit sectors. Our focus is on preparation for positions in local, state, and regional governments and non-profit agencies.

Does this program offer Executive Education as defined in the NASPAA Standards special conditions?	No
Is the entire degree devoted to executive education?	No
Does Exec Ed exist as a track within the degree to be reviewed?	No

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

All tracks have identical admissions criteria, core curriculum, competency assessment, and completion requirements.

Is any part of the program offered online?	Yes, some courses offered online

Hide **Remote Sites and Locations**

Hide **Standard 1. Managing the Program Strategically**

Standard 1.1 Mission Statement: the Program will have a statement of mission that guides performance expectations and their evaluation, including:

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.**

Self-Study Instructions:

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Comments on Program History:

Provide comments on program history (300-600 words) focusing on why the program was originally created, how the program has evolved and any distinctive character of the program.

1.1.1: Why was the program originally created and how has it evolved since then?

The Master of Public Administration degree program at Eastern Kentucky University was established in the Department of Political Science during the academic year 1968-69. EKU's MPA program was the first in the Commonwealth of Kentucky and as such, began its operation to meet the general need for professional management and administration in a state where the need was pressing and such programs were lacking. At the time of the admittance of the first MPA students, four of the ten faculty in the Political Science Department held the Ph.D. degree, and four faculty were directly involved in the program.

By 1974, nine of thirteen had their Ph.D. degrees and a total of six faculty worked directly with the program. In 1983, the Department changed its name to the Department of Government and in 2009 all 14 tenured or tenure-track faculty in the Department had terminal degrees. Beginning with nine full-time and four part-time students in the fall of 1969, the program grew at a moderate pace reaching an enrollment of 35 students within five years. At that time the program was offering classes in Frankfort, the state capitol, and about two thirds of the students were part time in-service. In 1978 at the direction of the Kentucky Council on Higher Education, Kentucky State University, an Historically Black University, began serving MPA students working in state government in Frankfort, and the focus of the MPA program at Eastern Kentucky University shifted emphasis to focus on the administration and management of local and regional government.

Student enrollments showed a decline during the early 1980's. Several factors seem to have contributed to this decline, including our inability to recruit in Frankfort, the economic recession in Kentucky, cuts in public employment opportunities, the lack of support for public sector employment at the state and national level, and a discontinuation of related masters programs at EKU such as Sociology and Planning and Geography. The program faculty made a concerted effort to maintain the quality of the program while seeking greater visibility. Active strategies to recruit students, especially women and minorities, resulted in significant increases in the number of applications and enrollments in the 1990’s.

By the fall of 2002 (our last self-study year) there were 44 students enrolled in the program, 19 of whom were full-time and 25 who were part-time. We noted that given the existing faculty and resources, the department considered this the optimum size for the MPA program. In our self-study year of summer/fall 2009 – spring 2010, there were 48 students enrolled in the program, split evenly between full-time and part-time. We have not grown with respect to either full-time tenured or tenure-track faculty or financial resources. However, we have grown with respect to the number and quality of adjuncts involved in the program and with regard to the assistance and pedagogical training, professional development, and support for research provided by the University, the Graduate School, the Teaching and Learning Center, and EKU University Programs.

During the last self-study we noted that particular attention has been given to increasing the availability of assistantships and fellowships to allow pre-service students with limited resources to study full-time for an MPA degree. We used grants and contracts to increase scholarships and in addition, the program had been receiving at least three HUD work-study fellowships each year since 1989. Unfortunately, in 2004 the program was notified that it was no longer eligible to apply for HUD fellowships. In addition, grants and contracts with the Kentucky League of Cities and the Kentucky City-County Management Association that had paid for graduate assistantships were also terminated in cost-reduction measures of those organizations, and this has hurt our recruitment efforts somewhat. However, because of the strength of the program the University has consistently provided funding for five graduate assistantships during our reaccreditation period, and in addition, minority graduate assistantship funding from the Graduate School has assisted the program in recruiting and retaining qualified minority students. In the self-study year the program has had two minority MPA students receiving funding from the Graduate School minority assistantship program. Thus, the gradual shift from a program primarily enrolling part-time mid-career students to one in which a significant number of students are pre-service has continued. In the self study year, 48 percent of those enrolled were pre-service students.

Other significant changes to the program since its inception include the following:

The position of Graduate Program Director, who serves as the de-facto chief administrative officer of the MPA program, was created and the organization of the program within the department was revised to provide greater participation and authority for the core faculty of the MPA program.

A continuous review process was put in place to ensure that a coherently designed core curriculum would be maintained. This has led to a number of changes over the years, including a redesign of the foundation course POL 801 Administration, Ethics, and Public Policy, the development of a second required methods course in policy analysis and program evaluation, a strengthening of the rigor and expectations of POL 871 Field Study Internship and Field Study Research, and incorporation of applied, hands-on assignments in a number of courses but most notably in POL 800 Research Methods and POL 879 Policy Analysis and Program Evaluation.

After a number of years of dormancy, the MPA Advisory Committee was reconstituted in 2002. The Committee has met periodically since then and was instrumental in reviewing and approving the program's strategic plan, written in 2006, and in reviewing and discussing subsequent performance on plan objectives. The current MPA Assessment Plan calls for at least biennial committee meetings in order to better incorporate Advisory Committee feedback and planning into program decision-making.

Given the changing nature of our student body (i.e. an increase in the number of pre-service students), and based on feedback from students and Internship supervisors in the field, POL 871 Field Study Internship and POL 871 Field Study Research were both redesigned to strengthen the teaching and learning, the course expectations, the course delivery method, and the systematic evaluation of these courses. In addition, partly because of the increasing number of pre-service students, some of whom have difficulty locating appropriate internship opportunities and cooperating with appropriate public or nonprofit organizations for class projects, the program is in the process of creating formal ties with Habit for Humanity Madison/Clark Counties, Christian Appalachian Project, the Center for Economic Development, Entrepreneurship and Technology, Estill Development Alliance, and Whitehouse Health Clinics for the purpose of obtaining regular internship positions, potential part-time and full-time employment opportunities, and hands-on applied research projects for class assignments.

Looking ahead, current assessment activities have resulted in the Advisory Committee approving a number of possible revisions to the program. These are:

Pending Department, Graduate School, and University approval, the department will establish a nonprofit track and a nonprofit certificate program based on feedback from alumni and current students, advisory committee members, and community stakeholders.

Discussion by the MPA faculty and program stakeholders, including the Advisory Committee and students, is ongoing concerning several significant changes to the curriculum. For example, the program is considering splitting POL 879 Policy Analysis and Program Evaluation into two courses, one covering public policy and one focused on program evaluation, and requiring students to take one of the two courses. Another potential program revision approved in concept by the Advisory Committee is to add a course in Leadership in Public Administration to the core set of required courses. Since the program does not intend to increase the number of program hours, this change, if made, would require that the current 6 hour block of POL 871 Field Study (3 hours for internship and 3 hours for the final research paper) be reduced to 3 hours and that the final required paper be made a part of the internship experience. Another option is to enhance the elective offerings for our students. In that regard, we are also considering developing 5-week, one credit hour electives in areas our students, alumni, faculty and potential employers tell us students need, such as advanced communications skills, GIS, advanced data analysis and presentation skills, and media relations.

Hide **1.1.2 - 1.1.5**

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

1.1.1 Provide the Current Program Mission Statement and the date it was adopted. (Limit 500 words)

This mission statement was approved by the faculty on November 18, 2009 and reaffirmed by the MPA Advisory Committee on August 20, 2010.

Mission Statement

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.

1.1.3: Attach the URL for the program mission statement

http://www.government.eku.edu/mpa/mission.php

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how relevant stakeholders are involved in the mission development and review process, detailing their explicit responsibilities and involvement. (Unlimited)

The MPA program mission and supporting goals are reviewed on an annual basis by the MPA faculty. The MPA faculty review the mission for relevancy regarding any changes in curriculum, student needs and interests, changes in the field, and external and University stakeholder interests. In light of NASPAA's changing accreditation standards, it was clear the mission would need to be reviewed and possibly updated and this occurred during several faculty meetings in the fall of 2009. The revised mission was shared with current students in the spring of 2010 and feedback was obtained regarding its clarity, appropriateness, and attention to the expectations faculty and students have for program goals and outcomes. The mechanism for the student assessment was the use of POL 879 Policy Analysis and Program Evaluation. Students in this class were assigned the task of evaluating various aspects of the MPA program as a major class assignment (results of this evaluation are reported elsewhere), and were also assigned the task of reviewing and evaluating the mission statement. The MPA Advisory Committee was asked to review and revise or reaffirm the mission statement and supporting goals at its August 20, 2010 meeting. Following a discussion of the program's objectives, its target student population, its niche vis a vis other MPA programs in the Commonwealth, the mission statement and supporting goals were reaffirmed.

The program disseminates the mission to the following stakeholders:

-- Prospective students are directed to our web site, which prominently displays the mission. In recruiting conversations, emails, and other communications, we explain to prospective students what our mission is and how we differ from other MPA programs in the area. We highlight our balance of theory and practice, our focus on public and nonprofit governance at the local, state, and regional level, and our commitment to providing students with hands-on, applied, real-word applications.

-- Current students. In the past we did not focus as much as we might have on ensuring our students know and understand the program mission and goals, and how the mission impacts program design. As part of the work of revising our mission, the faculty have also begun to include the MPA mission in their syllabus, along with the Universal Competencies addressed in the class. The new student orientation program begins and ends with our mission and values.

-- University stakeholders, and in particular, the Graduate School, and administrators involved in regional stewardship. As a regional comprehensive university, Eastern Kentucky University plays a significant role in its region, and the MPA program contributes to this effort. Our mission relates directly to and guides the work we do with civic engagement, and with support for and collaboration with state and local public personnel officials, city and county managers and administrators, and nonprofits in the region. Our program has also been used as a model for the Graduate School, as the Graduate School seeks to help graduate programs, and particularly those without national accreditation, to articulate a clear mission, infuse critical thinking in the curriculum, and implement effective assessment practices.

-- Prospective employers/internship sponsors. We consider those agencies and organizations that are appropriate for internship opportunities for our students to be 'prospective employers'. In addition, the placements obtained by our graduates obviously are also prospective employers for other students. We have surveyed prospective employers in the past regarding the skills, knowledge and abilities they are seeking in employees and through the surveys have also articulated the MPA mission and goals as part of the information we provide about ourselves. However, most recently we have found it much more informative to communicate with the organizations where our students are interning. We provide each organization with a copy of our Field Study Internship Guidelines, which clearly articulates our mission and goals. The faculty member who teaches the Internship course POL 871 discusses the program mission, along with what we expect the student to accomplish in the Internship, with each Internship supervisor.

-- Alumni. Along with prospective employers, we include alumni in our Advisory Committee, and use the Committee to review and assess our mission. In addition, we periodically survey alumni with regard to their experiences in the program, and include our mission as part of the survey information.

The Mission and related goals influence decision-making in the following areas:

-- Recruiting (students and faculty). Our mission and goals are very clear about the emphasis of the program, and this allows prospective students to evaluate the fit between their objectives and our program's focus. For example, this summer we received an application from a prospective student who is following his partner to Kentucky. He wants to earn an MPA in preparation for earning a Ph.D. and entering academia. We talked through our program focus, which is training for careers in public and non-profit management and administration with emphasis on state, regional and local government. He was considering our program because he has an interest in local government, but our program also referred him to the Martin School at the University of Kentucky because of its emphasis and ability to transition students from the MPA to the Ph.D. program. Ultimately he was admitted to the Martin School. Our mission also supports the mission of the University in that its primary focus is on teaching, which is appropriate for a regional comprehensive institution such as ours. Prospective faculty members can also see from the supporting goals that research and service to the profession, while of equal importance and expected, are second to excellence in teaching. Our program emphasis is also transparent, so that if a prospective faculty member were interested in developing courses in international administration, for example, it would be clear that this would not fit well within our mission.

-- Program design and curriculum. Our mission and related goals are clear with respect to our curricular emphasis. Our tracks fit well within our mission and goals, which also inform our program design. For example, the nature of the required courses and electives stress the populations we intend to serve, as does the fact that all students must complete a field study internship course so that we can try to ensure that all students are provided and practice the knowledge and skills our program emphasizes.

-- Course design and pedagogy. Our mission and goals describe a program that seeks to balance theory and practice and that strives to offer students hands-on, real-world experience. Faculty are guided by this to adapt their courses to these objectives. For example, in designing course assignments, faculty work hard to identify real projects for existing public and nonprofit organizations in addition to using simulations and case studies. Examples include a course project in POL 847 Strategic Planning and Grant Writing in the fall of 2008 in which students "adopted" a small health service nonprofit in Lexington, KY, interviewed staff and volunteers, examined and evaluated the organization's strategic planning efforts, and wrote two grants for the organization. A more recent example is the work students did in POL 879 Policy Analysis and Program Evaluation in the spring of 2010 to evaluate the MPA program's compliance with various accreditation standards.

-- Regional stewardship, community and professional service, and outreach. Regional stewardship is one of the primary missions of Eastern Kentucky University, but faculty are free to determine how best to contribute in this area. The MPA program links to the

University mission by striving to support the practice of public administration and its ability to serve the public interest at the local, state, and regional level. Faculty in the MPA program are expected to maintain a record of service that seeks to have a positive impact on public administration and public service in our region. Most of us do this by working directly with public and nonprofit officials in local, state, and regional governments and nonprofits, and by working with organizations representing public officials. Our mission and goals also are clear regarding the program's intention to make regular and significant contributions to the professional organizations that serve the field of public administration at the national level. Thus, program faculty know that the program values and expects participation in ASPA, NASPAA, SECoPA, and other groups that work to advance the field.

-- Faculty scholarship. The mission and goals describe the nature of scholarship most appropriate for our faculty as that which addresses current public and nonprofit sector administration and policy issues. Thus, while some scholarly attention to examining theoretical underpinnings of public administration, for example, would certainly be accepted faculty research, the program would also expect to see scholarship that addresses contemporary administrative problems in the public or nonprofit domain. Other opportunities to support the practice of public administration include the conduct of applied research projects in which several of our faculty have engaged. For example, Dr. Hatcher's work in economic and community development with localities in Mississippi informed both our faculty recruitment decision-making, and our confidence that he understood the emphasis that would best fit our mission's focus on applied scholarship.

1.1.3 Describe the public service values that are reflected in your Program's mission. (limit 250 words)

The public service values emphasized by our program and reflected in our mission, goals, curriculum, and program activities include NASPAA's broad delineation of the public service values, mission-based accreditation process:
Pursuing the public interest with accountability and transparency;
Serving professionally with competence, efficiency, and objectivity;
Acting ethically so as to uphold the public trust; and
Demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants (Self Study Instructions 1.28.10 p 38).

Our program incorporates these values and defines them as follows:

1. Democratic Values: public administration professionals must observe and respect the rule of law as they contribute to their organization's efforts to serve the public interest.

2. Professional Values: public administration professionals must serve with competence, excellence, efficiency, objectivity, and impartiality.

3. Ethical Values: public administration professionals must act at all times in ways that uphold the public trust.

4. Social Justice Values: public administration professionals' exercise of authority and responsibility must be dictated by respect for human dignity, fairness, and social equity.

Much of our emphasis on public service values occurs at the course level, which is discussed elsewhere in the Self Study Report. For example, we have demonstrated that during their internships (POL 871) students reflect on these public service values as they are borne out in practice and as the students have personally encountered issues of public trust, accountability, and equity. Our mission and goals reflect these values at a higher-order level because they specifically emphasize our role in educating public and nonprofit practitioners and pre-service students in the theories and practice of public administration that serve the public interest through professional expertise, technical skills, and ethical behavior; the program's role in supporting the practice of public administration and enhancing the public interest through regular faculty and student service to public and nonprofit agencies and professional associations of public officials, and the program's role in contributing to applied and academic research that contributes to the practice of public administration.

Hide **1.1.6**

Describe Program Use of Stakeholders in Mission Development

To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

	Frequency of Involvement	Type of Involvement (check all that apply)
Students	Annually	Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Alumni or Alumni Board	every 2-3 years	Able to initiate a mission review and development Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Advisory Board	every 2-3 years	Approval of mission Able to initiate a mission review and development Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Employers	every 2-3 years	Advisory in early stages of mission review and development
University Administration	every 2-3 years	Advisory in latter stages of mission review and development
Faculty	Annually	Approval of mission Able to initiate a mission review and development Advisory in early stages of mission review and development

		Advisory in latter stages of mission review and development
Members from other University Colleges/Schools	never	

Hide **1.1.7**

1.1.7 Use the text box below to provide any additional commentary on the table above. (Limit 250 words)

Alumni are included in our Advisory Committee. In addition, we survey alumni on a periodic basis to assess our program mission and goals, as well as our performance in program teaching and learning and other activities.

It is important to note that a number of stakeholders, including our University administration, alumni and even students, find reviewing our mission and goals to be much less important than reviewing assessments of our teaching and learning objectives. Missions are by definition fairly broad so for many stakeholders, the more important involvement is their contributions to and evaluation of how we determine what we say our students should know and be able to do, how we provide these knowledge and skill components, whether and how we assess these competencies, and whether and how we make program improvements based on these assessments. This is not to say that they find our mission and goals to be unimportant. To the contrary, our mission determines our focus in all the areas mentioned above. But as one advisory board member said, it is possible to have a great mission but implement it poorly. If your program is sound and you assess it seriously and methodically, odds are what you're doing links well to your mission and your mission is appropriately guiding what you do in the program.

Hide **Standard 1.2**

Standard 1.2 Performance Expectations: The Program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

Self-Study Instructions:

Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identitifed in 1.1.5

Please link your program goals:

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

The program has adopted three goals that support the mission.

Goal I: To educate and train both pre-service and mid-career students to lead and manage public and nonprofit organizations.

The program places specific emphasis on government, nonprofit, and public and nonprofit health administration at the local, state, and regional levels. This focus is achieved through a general degree program, and through three curricular options that prepare students to specialize in public governance in community development administration, community health administration and environmental health administration. To accomplish our teaching mission, the program establishes student learning objectives tied to specific professional competencies, regularly assesses students' mastery of the competencies, and uses assessment to improve teaching and learning.

Goal II: To enhance the field of public administration at the national, regional, and local levels through the service contributions of our faculty and students.

The program promotes professional development in public and non-profit agencies and devotes substantial time and professional expertise to the public governance needs of local public and nonprofit officials. The program has a vital role in advancing the public interest through regular and significant contributions to professional organizations that serve the field of public administration at the national, regional, and local level.

Goal III: To undertake and disseminate applied and academic research which addresses current public and non-profit sector administration and policy issues.

Goal I emphasizes the program's educational purpose of preparing students to lead and manage in public governance. This goal reflects the public service values we embrace because the program's definition of the competency "to lead and manage" in public governance includes: professionalism and technical competence; working in the public interest; acting with responsibility and demonstrating fairness, ethical behavior, and accountability.

Our mission calls for us to maintain our national distinction as an exemplary MPA program, and the only way we can do that is to continuously graduate students who have mastered the competencies needed to successfully engage in public service. Goal I directly addresses our integration and assessment of these competencies.

Goal 2 reflects the way the program seeks to serve the profession of public administration through faculty and student contributions to professional public administration organizations. Faculty provide professional development and applied research as well as volunteer to assist organizations such as the Kentucky City-County Management Association and the Kentucky Public Human Resource Association, and include students in our work with these organizations. Such activities directly relate to our public service values because they enhance the professionalism, skills, and capacity of local, regional, and state public administrators to serve the public interest with competence.

Goal 3 relates to the way the program demonstrates its commitment to the public service value of serving the public interest through academic and applied research that informs public and nonprofit administration and policy issues.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

As our mission and goals indicate, we serve the educational needs of public and nonprofit practitioners and pre-service students who work, or aspire to work, primarily at the local, state, or regional level. Through our track options, outlined in the explanatory text following Goal 1, we serve students who are interested in careers in community health administration, environmental health administration, and community development. Students who do not specify a track are free to draw on electives (approved by their advisor) that support the students' specific career objectives. Students in the community development and general administration options generally seek careers in local, state, or regional government or nonprofit organizations. Some students in general administration take courses in criminal justice administration, negotiation and conflict resolution, parks and recreation administration, or other courses offered by EKU or other Kentucky Universities that align with their career objectives.

By preparing students in the public service competencies they need to be successful in their public sector careers, and through the program's required internship, we also serve the needs of public employers in the region, including local, state and regional nonprofits, local government, and state and regional government and public agencies. We also seek to serve practicing public administrators through service to their professional organizations. This is reflected in Goal 2, and the service includes the provision of professional development, applied research, and administrative assistance.

1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

As noted above, the mission and goals describe the nature of scholarship most appropriate for our faculty as that which addresses current public administration and policy issues. Goal 3 specifies our intention to undertake and disseminate applied and academic research which contributes to the knowledge and practice of public administration as it addresses current public and nonprofit sector administration and policy issues. As we discuss in Standard 3, the program expects and supports scholarly productivity in areas that address current public administration and public policy issues and problems. However, it is also expected and entirely appropriate for our mission that faculty engage in applied research directly related to the needs of local, regional, and state public administration practitioners, including reports, program evaluations, training manuals, planning documents and the like. Thus, these types of applied research are valued by the program and are considered by the Department and the University to be appropriate research activities that help us to achieve our mission.

Hide **Standard 1.3**

Standard 1.3 Program Evaluation: The Program will collect, apply, and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

Strategic management activities should generate documents and data that are valuable to the Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

Self-Study Instructions:Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Analysis of information generated by these processes for the purpose of assessing and improving the program's performance with respect to serving students, student learning, and faculty performance should appear in sections pertaining to Standards 5-7. Programs are strongly encouraged to use logic models to summarize and interrelate these aspects of the assessment process. [If a program uses a logic model it can be uploaded at the bottom of the page of the Standard] In sum, the processes for collecting the data relevant to all standards should be described in section 1, but the analysis and resulting actions should appear in relevant sections for standards describing operations. In section 1.3, the program should:

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

The following describes program performance outcomes, based on our program goals, that have been achieved in the last 5 years and that most reflect our mission's purpose and public service values.

Goal I: To educate and train both pre-service and mid-career students to lead and manage public and nonprofit organizations.

Performance Outcomes:

1. Student mastery of Universal Competencies

The explanatory text accompanying Goal I specifies the nature of our teaching mission, and calls for the adoption and evaluation of professional competencies our graduating students will possess. As discussed under Standard 5, the program has adopted Universal Competencies that all students are expected to master, has established student learning outcomes designed to achieve these competencies, and has implemented a systematic assessment process to evaluate student performance linked to these competencies. In this manner, the program is transparent and accountable with regard to what we say our students must know and be able to do; with respect to how we evaluate the extent to which our students possess the requisite knowledge and skills; and with respect to how we use the assessment process to implement improvements to enhance and better achieve our teaching mission. Faculty and other stakeholder assessments of student performance continuously incorporate and reinforce this transparency and accountability. As one example of what we strive to achieve and do, the following performance outcome is provided.

Performance Outcome Tied to Universal Competency"To analyze, synthesize, think critically, solve problems, and make decisions": In the fall of 2008 an MPA student, David Gross, was a student in POL 800 Research Methods. In the spring of 2009 David took the final paper assignment for this class, revised it with assistance from the faculty member teaching POL 800, and submitted it to the National Rural Health Association for peer review as a proposed conference submission. David's paper, "The Association of Lung Cancer Mortality with Income and Education in Kentucky Counties," was accepted and he subsequently won the award for Best Student Paper at the 2009 NRHA Conference.

2. Student internships:

Internships are a vital tool by which the program achieves its teaching mission because they allow students to apply knowledge and skills gained in the program, they offer students the opportunity to observe the ways in which public service values are operationalized in public and nonprofit settings, and particularly for pre-service students, they provide a means by which students can participate in and contribute to the policy process and can interact with a diverse workforce and citizenry. Internship placements appropriate for our mission should occur in local, state, or regional government or nonprofit organizations, or in private organizations with significant ties to the public or nonprofit sectors.

Performance Outcome tied to Student Internships: In the past five years, 100 percent of our graduating students have completed an internship. In the SSY and SSY -1, 17 percent of our students had internship placements in state or regional government in the US, and 18 percent had placements in city or county governments. One student (4 percent) completed an internship in the private sector, with a law firm specializing in human resource and merit system cases involving public sector employees. Sixty percent of our students had internships in nonprofit organizations. Evaluation of student internship portfolios (discussed in Standard 5) demonstrated student achievement of learning outcomes by which the program achieves its teaching mission.

3. Program completions

The teaching mission of the MPA program is to graduate students who are professionally competent, focused on public service, and prepared to contribute to the field of public administration in local, regional or state government and public and nonprofit organizations.

Performance Outcomes tied to program completions: Of the 22 students initially enrolled in the program in SSY-5, 13 graduated, for an overall completion rate of 59 percent. Of the 9 full time students initially enrolled, one student dropped out of the program and 8 graduated in 2 years, for a full-time student completion rate of 89 percent. Of the 13 part-time students initially enrolled, one graduated in 2 years and 4 graduated within five years, for a part-time completion rate of 39 percent.

4. Student placements

Program Outcome tied to student placements: In the SSY and SSY-1, 23 students graduated from the MPA program (9 and 14 in each year, respectively). The jobs our students hold within six months of graduation are clearly linked to our mission's focus. The status of 3 students (13 percent) is unknown, and one student (4 percent) is unemployed. Of the rest, 9 percent are employed in state government, 13 percent are employed in local government, 52 percent are working in nonprofit organizations, and one student (4 percent) is pursuing further education.

Goal II: To enhance the field of public administration at the national, regional, and local levels through the service contributions of our faculty and students.

Performance Outcomes

1. Student involvement in professional organizations that serve the field of public administration.
2. Faculty contributions to the professional competence of local public and nonprofit officials.
3. Faculty contributions to professional organizations that serve the field of public administration.

Our mission calls for program faculty to make sustained and regular contributions to the field of public administration by applying their expertise to the professional needs of public service practitioners serving in public and nonprofit organizations, and by significant participation in and service to national, state, and local organizations that advance the field of public administration. Through the activities described in Standard 3, faculty have demonstrated their commitment to provide professional development and training for local and state practitioners, and for exemplary service to public administration organizations.

Performance Outcomes tied to contributions of the program to enhance the ability of public and nonprofit officials to serve with competence: Faculty have worked for many years on a voluntary basis with the Kentucky Public Human Resources Association. Dr. Glenn Rainey chairs the organization's certification committee, whose work serves as documentation of practitioners' continuing education. He has organized and participated in training and workshops for organization members, as well as for other state public officials such as EMS practitioners. The MPA program also has a long-standing relationship with the Kentucky City County Management Association and faculty have worked on a voluntary basis with the organization and served as secretary/treasurer, a position Dr. Jo Ann Ewalt holds currently. The newest member of the nucleus faculty, Dr. Will Hatcher, has been involved in applying his professional expertise in community and economic development as a consultant to Polkville, MS public officials, and his expertise in public finance and budgeting, for public officials in Meridian, MS. At the state level, Dr. Ewalt took a two-year unpaid leave of absence to serve the Kentucky Office of Education Accountability as director of research, a position in which she provided professional expertise to the research needs of this public agency.

Performance Outcomes tied to the contributions of the program to organizations that seek to advance the field of public administration: Our program has a long history of involving MPA students in organizations serving public administration. We have been fortunate to be able to support our students' attendance at SECoPA Annual Conferences, and several times during the last five years faculty have conducted research and presented with students at SECoPA. In addition, our students work with our faculty to serve officials in the

KY City County Management Association and the KY Public Human Resource Association. Core faculty are active in discipline-related organizations such as APSA. Faculty are also active in ASPA, NASPAA, and our regional public administration organization, the Southeastern Conference for Public Administration (SECoPA). During the past five years a core faculty member (Kendra Stewart, who left the University following this service) served as President of SECoPA, and Jo Ann Ewalt currently serves as a member of the Executive Board of SECoPA. Dr. Ewalt also served as Program Co-chair for the 2009 SECoPA Annual Conference in Louisville, KY. She is a member of the NASPAA Education and Training Task force and Chair of the NASPAA Small Programs Section, and a member of the Editorial Board of the Journal of Public Affairs Education. Dr. Glenn Rainey has been active in ASPA and SECoPA for many years, has served on the Executive Board of SECoPA as well as numerous committees, and is currently a member of the SECoPA Pugliese Award Committee. In 2004, he won the Pugliese Award honoring his exemplary contributions to SECoPA and to the profession of public service. While our newer faculty have not yet taken on leadership positions within these organizations they are members and attend and present research at conferences, and the program expects that at the appropriate place in their careers they will serve in leadership capacities.

Performance outcome tied to service expectations of our mission: Our program has been used as a model for the Graduate School, as the Graduate School seeks to help graduate programs, and particularly those without national accreditation, to articulate a clear mission, infuse critical thinking in the curriculum, and implement effective assessment practices.

Goal III: To undertake and disseminate applied and academic research which addresses current public and nonprofit sector administration and policy issues.

Performance Outcomes:

1. Faculty and student productivity in applied and scholarly research addressing current public and nonprofit administration and policy issues.

Our mission's purpose, in part, is to support the practice of public administration through the applied and academic research of the program's faculty and students. As discussed in Section 3, our faculty engage in research projects that address administrative, management, and policy issues of direct concern to the profession. As the discussion in Section 5 demonstrates, our students also contribute program and policy analysis and new knowledge related to public administration and policy issues.

Performance Outcomes tied to faculty and student applied and scholarly research that addresses current public and nonprofit administration and policy issues: (one program outcome listed for faculty, and one for students; see Standards 3 and 5, as well as 1.3.3 below, for more discussion and additional outcomes):

Students: Analysis of a random selection of 10 final student research projects from among the 32 completed in SSY-2, SSY-1, and SSY showed that all but one addressed current public administration and public policy issues such as organizational change; E-government in local government settings; transition planning in state agencies; an evaluation of administrative practices in a local arts education nonprofit; expanding citizen involvement in local government; and an analysis of obstacles to effective strategic planning. The one research project that was arguably only tangentially related to public administration and public policy issues was a research project conducted by a student who was employed by a prominent arts facility in the region. Her research examined administrative and strategic practices with regard to public relations and communications activities in arts administration. Faculty analysis showed that in 7 of the 10 research papers, conclusions and policy recommendations were of substantial, practical use to the organizations involved, or addressed more general administration or policy issues that contributed to the field.

Faculty: Glenn W. Rainey, Jr., "Contracting For Human Resources Services: Outsourcing, Privatization, And Using Consultants." Chapter 31 in Stephen E. Condrey (Ed.), Handbook Of Human Resource Management In Government , 3rd Edition (San Francisco: Jossey-Bass). 2010, 769-815.

1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

Our mission is specific with regard to the population of students, employers, and professionals the program intends to serve. We seek to educate pre-service and in-service students who work, or aspire to work in local, regional, or state government, public, or nonprofit organizations. Our performance outcomes illustrate that our students complete internships in these areas, and program placements show they work in these areas upon graduating from the program. As discussed more fully in Standard 5, our program design and curriculum supports student mastery of competencies of public service defined specifically for the administrative, managerial, and policy needs in these areas.

The employers we intend to serve are local, regional, and state governments and public and nonprofit organizations, and the professionals we serve are those who work in these organizations. Our program outcomes demonstrate sustained and significant contributions to these professionals and their employers. First and foremost is our ability to educate and graduate individuals who join these governments, agencies, and organizations and go one to serve the public interest and uphold the public trust. Examples of student placements in the SSY, SSY-1 and SSY-2 include the following: Garrard County KY Emergency Management Agency, Director of Chemical Stockpile Emergency Preparedness Program; Program Administrator, Big Brothers Big Sisters of the Bluegrass; Project Associate, Children's Dental Health Project; Clinic Director, Whitehouse Clinics; Director of Programs and Public Relations, Norton Center for the Arts; Staff Resource Analyst, Office of the Vice President for Administration, Eastern Kentucky University; Deputy Judge Executive and Finance Office, Garrard County, KY.

The program's mission of service to professionals who work in local, regional, and state governments and public and nonprofit organizations is intentionally addressed in the service and outreach our faculty engage in with and on behalf of these public administration practitioners.

1.3.3 Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

As discussed in 1.3.1 above and further delineated in Standard 3, our mission calls for program faculty productivity in applied and academic research that addresses current administrative, managerial, and policy issues. The record of faculty publications, reports, training manuals, and other contributions that advance the theory and practice of public administration and public policy demonstrates our achievements in this area. Of particular note, our research tends to have a 'problem-solving' focus as we work on questions of public administration practice. All core faculty are represented in the outcomes reported in Standard 3 and the continued productivity of the faculty is appropriate for our mission, and appropriate for and supported by University, department, and program policies and practices.

Hide **Standard 1.3.4**

1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

The MPA Assessment Plan has been uploaded in this Standard. It describes ongoing assessment as follows:

Section I: Program Strategic Management focuses on the appropriateness of the mission itself, and on whether an overall assessment plan is in place and is adequate to collect the necessary data to inform decision making and improve the program in governance, administration, program outreach, and teaching and learning. Program diversity efforts and outcomes are included here.

Section II: Administrative and Governance Capacity evaluates whether the program inputs (budget, faculty, administration, and operating autonomy) are sufficient to deliver an MPA program that accomplishes our mission.

Section III: Faculty Performance assesses the extent to which faculty professional and community service and scholarly and applied research are appropriate to carry out our mission.

Section IV: Students and Student Support Services evaluates the program's practices and outcomes with regard to recruitment and admissions, advising, internships, career counseling and placement efforts.

Section V: Teaching and Learning assesses the required Universal Competencies defined by the program and the actions taken based on this assessment to improve the program.

Regular Assessment Methods:
• Current student survey: 2 year cycle, conducted in POL 879 (spring semester). Survey items cover: mission/goals/values; recruitment information; internship placement information; student services information including career services and placements; teaching and learning competencies; Last conducted: Spring 2010. Next assessment due: Spring 2012
• Graduating student survey: every semester, required of all students who graduate. Survey items cover overall assessment of program, student learning, internship and career placement services
• Advisory Committee: 2 year cycle, in summer following current student survey.

Committee reviews, revises, affirms mission/goals/values; reviews program demographic data; reviews and advises program on changes to program, curriculum, governance practices. Last held: August 2010. Next meeting: Summer 2012. Subcommittees will meet as needed. Next meeting: Spring 2010 to approve 2011 – 1015 MPA Strategic Plan, meet with COPRA Site Visit Team

• Alumni survey: 3 year cycle. Survey items will cover: mission/goals/values; career placements; teaching and learning competencies. Last conducted: Spring 2010. Next assessment due: Fall 2013 (in POL 800)

• Employer survey: The program uses Internship Supervisors as a proxy for employers because they are accessible, tend to be cooperative and responsive, and they know our program..

• Internship Supervisor survey: every semester. Assesses professional conduct, key skills, knowledge, and capacity

• Required Competencies assessments: annually, but schedule varies according to competency (described in Section V).

A number of faculty also engage in what could be described as informal assessment. They routinely contact students who have recently graduated and ask about the relevancy of the course or courses the faculty generally teach to students' job performance. One such contact elicited the following response from a recent alum who was hired at a national nonprofit organization:

"You asked me to let you know how I'm using the knowledge and skills I developed in the research methods courses in the MPA program and I've already got some information for you:

Policy Analysis - While I have yet to be asked to actually analyze the impact of any policies, I was asked to basically deconstruct the Budget brief (114 pages isn't so brief) published by the Department of Health and Human Services based on the President’s recent Budget proposal. We work with many agencies and utilize funding from HHS-related grants and such so we need to be aware of how the Budget might affect us and our partners. This required me not only to utilize my budgetary knowledge but also to read for policy statements and link budgetary changes to the direction of future policy.

Kingdon - Interestingly enough, during my second day I was asked to edit a publication called The Policy Tool Guidebook: Steps for Creating a Successful Oral health Policy Tool Session. This publication is aimed at providing state and local policymakers and potential policymakers with framework for realizing policy change. This guidebook draws heavily from Kingdon's theories on Policy Streams and Windows of Opportunity. So, people really are using that stuff in the real world. Who knew?

Database management - One of my ongoing projects will be to cleanup, reorganize and maintain the organization's databse concerning oral health policy trends. This database contains information on state, local, and Federal policy efforts, media attention, and much much more. Unfortunately it is a mess but I am going to be able to make it work more efficiently by utilizing relational database software like MS Access or MySQL. The only reason I have any clue how to use these pieces of software is that they function in much the same way that SPSS functions (at least when it comes to setting up variables, variable types, values, etc.). So not only does the SPSS component of Research Methods provide you with an understanding of data analysis and test but it helps you understand how data needs to be organized in other situations."

1.3.4a Provide examples as to how assessments are incorporated for improvements

In SSY-3 faculty evaluated the methods by which Internships were being monitored and assessed and determined that substantial improvements could be accomplished in the areas of internship monitoring, verification of student performance, contact with internship supervisors, and program expectations for performance and student learning outcome assessment. In consultation with faculty, the MPA director completely revised the course, wrote clear SLOs, placed a set of required student journal reflections on Blackboard class site, required placement information documentation, began contact with each supervisor, and required final student portfolios clearly linked to SLOs. In SSY faculty reviewed the Internship course again, and found that while the course has been significantly improved, and the ability to tie Internships to the SLOs and the program competencies has been greatly enhanced, there was still room for improvement. While supervisors were now contacted regularly they were not asked to formally evaluate interns, and faculty felt this evaluation was important to our assessment of the skills and knowledge our students are demonstrating. Faculty have written an evaluation survey that will be administered to all supervisors beginning fall 2010; supervisors from summer 2010 are being contacted and sent evaluation form.

The second required 3 hours of POL 871 Field Study is the course in which students write their final applied research papers. For many years, faculty were assigned to "teach" this course, but in reality students worked with their committee chairs (and in some cases worked independently with little or no faculty consultation); there was no course syllabus, and no student learning outcomes were written for the course. In SSY-3, in the course of assessing students' research papers, faculty also examined the course design and determined that it needed strengthening. In consultation with the faculty, the MPA director redesigned the course, placed regular assignments on Blackboard designed to assist students as worked on their research, provided useful resources including several project completed by alumni, and increased the online and face-to-face interaction with students in the class that provided timely feedback students need to successfully complete the project. In this way, the course has been significantly improved and a faculty comparison of randomly selected field studies prior to the revision with those completed once these changes were implemented shows an improvement in student performance.

The competency "Analyze, synthesize, think critically, solve problems, and make decisions" is defined by our program, in part, as the ability to employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques. To assess this faculty examined student performance on the final paper and final exam in the research methods course in SSY-1 and SSY. This showed that some students had a weak understanding of which analytical tools are appropriate for specific research questions and data. Faculty determined that lab time should be increased and students should be given more opportunity to practice the proper selection and use of analytical tools. In addition, faculty prepared a white paper for students, "What to do with a research question and a data set" which is designed to assist them in this area.

Hide **Additional Information**

Attach any additional relevant

Download

information as a document here

Download

Hide Standard 2. Matching Governance with the Mission

Standard 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

Self-Study Instructions: In preparing its SSR, the program should indicate:

Organizational Relationship of the Program to the Institution

Mode of Program Delivery

mix of classroom and online

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The mode of delivery is almost (but not quite) entirely traditional classroom. Students who are in the community health or environmental health tracks have a limited opportunity to take a few electives in those areas online. As described elsewhere, these courses are offered by faculty in those programs. For the first time, the MPA program is offering an online elective this summer -- POL 733 State and Local Politics -- appropriate for our community development and general administration track students. The six hours of POL 871 Field Study, which is divided into the first three hours of Internship, and the final three hours of writing the applied research paper, are delivered in a hybrid of online delivery along with face-to-face meetings with the instructor. All other core required courses (21 of 39 hours) are currently offered in classroom-only format. All students admitted to the program have identical admission requirements, core curriculum, degree expectations, and expected competencies. Since at this time we have very limited online offerings that do not include core classes, our program consists of one program with a single governance structure, student population, and core faculty.

2.1.2 Who is/are the administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program. (Limit 500 words)

Jo Ann Ewalt directs the MPA Program. The Department of Government Policy Manual specifies the role and decision making authority she has in the governance of the program. The department policy regarding governance of the MPA program is as follows:

Director (2 courses reassigned time; 10 month contract): The duties of the MPA Director include, but are not limited to the following:

• Oversee the recruitment and retention of students
• Serve as the contact for interested applicants
• Serve as the contact with graduate school and NASPAA
• Review received applications for MPH and MPA programs, make recommendations to MPA faculty, and determine acceptance based on feedback from faculty
• Assign student advisors

• Coordinate comprehensive exams: oversee revision and distribution of study questions, exam questions, arrange exam dates, supervise exam in computer lab, coordinate grading, contact students regarding passing and failing, coordinate any rewrites or appeals
• Approve all planned programs
• Approve all graduate committees
• Coordinate course scheduling each semester with department chair of Government as well as with other relevant departments on campus
• Oversee MPA planning and assessment: ensure plan is updated annually and all assessments are recorded and the loop is closed
• Oversee annual advisory board meetings, graduate student alumni surveys, graduate student surveys, and employer surveys
• Maintain accurate record of minutes from MPA meetings
• Attend annual NASPAA meeting and complete all NASPAA reports
• Work with community health and environmental health program faculty on their program option
• Serve on MPH committees as needed
• Supervise and advise MPH students in the PA option
• Organize an MPA student orientation each semester
• Create opportunities for and encourage participation in faculty development for MPA faculty
• Take the lead in ensuring that the program is in compliance with NASPAA standards
• Supervise the hiring and placement of graduate assistants and oversee the quality of their work
• Oversee MPA curriculum changes and updates
• Attend graduate council meetings as necessary
• Assist the MPH program with CEPH accreditation
• Administer the field study process
• Work with chair regarding graduate faculty teaching and professional development
• Recommend approval or disapproval of all MPA course overrides
• Serve as the budget unit head for PA funds housed in the department
• In consultation with the chair, serve as chair of PA faculty search committees and work with MPA and department faculty in recruitment and retention of new public administration faculty

(Department of Government Policy Manual, pp 7 – 8).

The MPA program also has a full-time administrative assistant, Teresa Howard. Ms. Howard maintains program files, including prospective and current student files and alumni records. She assists the director in calculating and maintaining program data and provides administrative support for MPA faculty with regard to teaching, service, and research responsibilities. Ms. Howard has been in this position for 20 years and has extensive knowledge of the program and the administrative tasks required for the program to run smoothly.

2.1.3 Describe how the governance arrangements support the mission of the program and match the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

The MPA Program is located in the Department of Government. The Department also offers undergraduate degrees in Political Science and Paralegal Studies, and an

Associate's Degree and a certificate program in Paralegal Studies. The Paralegal Program is accredited by the American Bar Association. The Director of Paralegal Studies, Lynnette Noblitt, is also serving this academic year as Interim Department Chair. Our previous Chair was selected as Interim Dean of University Programs. She will either return to the Department in one year, or become the permanent Dean of University Programs. In that case, the Department will search for a new Chair.

The Department previously offered an MA in Political Science, but that program was suspended in 2005 due to lack of resources and a small student enrollment. The Department is located in the College of Arts and Sciences, one of five colleges at the University. Attached to this section is a document containing a University-wide organizational chart and an organizational chart of the Department of Government.

As described elsewhere, the mission of our program reflects our intention to provide high quality education in theories and practice of public administration and to support the field of public administration in ways that serve the public interest. This requires program faculty and staff of sufficient number and competence to administer the program; faculty with demonstrated teaching abilities in the areas of expertise we emphasize; faculty with interest and willingness to provide service to the profession and specifically to local, state and regional PA and nonprofit practitioners; and faculty with a record of scholarly and applied research in areas that advance the field of public administration.

The governance arrangements support the program's mission in the following ways: The MPA director receives a two course reassigned time (normal teaching load is 4 courses per semester). She also has a 10-month contract (normal contract for faculty is 9 months). As noted elsewhere, the Department of Government's Policy Manual also specifies the program will have, at a minimum, five full time PA faculty who will exercise substantial influence for the governance and implementation of the program. Since the program delivery consists of one campus and one program, a single director and administrative assistant, in conjunction with at least five full time PA faculty, are sufficient to administer the program and ensure program quality. The MPA faculty have demonstrated teaching excellence and ability to assist students in obtaining the knowledge and skills, tools and techniques of public service and administrative practice. MPA faculty are active in service to the profession, at the local, state, and regional level and with regard to service to national professional organizations. In addition, faculty have demonstrated their ability to contribute to the applied and academic research literature that advances the knowledge of public administration.

Hide **Standard 2.2**

2.2 Faculty Governance: An adequate faculty nucleus - at least five (5) full-time faculty members or their equivalent - will exercise substantial determining influence for the governance and implementation of the program.

There must be a faculty nucleus whom accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study instructions: In preparing its SSR, the program should:

Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This **faculty nucleus** should consist of a minimum of five (5) persons who are full time academically/professionally qualified faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.

ALL FACULTY DATA will be entered under Standard 3, in the "Add a Faculty Member" tab. PLEASE REMEMBER to indicate when prompted in that tab which faculty are considered part of the faculty nucleus. Thank you!

Hide **2.2.2**

2.2.2: Provide an assessment of program determining influence in the following areas:

	Score	Who Participates (check all that apply)
Program and Policy Planning	High	Dean or Higher Authority All Department Faculty All Program Faculty Nucleus Faculty Program Director
Establishing Degree Requirements	High	Dean or Higher Authority All Department Faculty Nucleus Faculty Program Director
Making and implementing recommendations regarding admission of students setting quota	High	Nucleus Faculty
Advising Students	High	All Program Faculty Nucleus Faculty Program Director
Specifying Curriculum and Learning Outcomes	High	All Program Faculty
Evaluating		

Student Performance and Awarding Degrees	High	All Program Faculty
Appointing, Promoting Faculty	Medium	Dean or Higher Authority All Department Faculty Nucleus Faculty Program Director Other
Participating in defining and assuring faculty performance	Medium	All Department Faculty All Program Faculty Program Director Other

Hide **2.2.3**

Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words)

2.2.3 Faculty Governance Comments

In order to be considered part of the nucleus MPA faculty in our program, a faculty member must generally meet all of the criteria below:

• Teach at least one MPA core or elective course in an academic year;
• Serve on at least one student graduate committee in an academic year (note that newly hired faculty may take a year to fulfill this requirement);
• Participate in MPA faculty meetings and contribute to the decision making process regarding program policy, including curricular matters, program governance, and program mission and goals;
• Participate in the process by which decisions regarding program applications are acted on;
• Participate in orientation programs for new students;
• Participate in meetings of the MPA Advisory Committee;
• Participate in the writing and grading of comprehensive examinations;
• Serve as advisor to students as assigned, and be willing and available to advise MPA students in an ad hoc manner with regard to classes, internships, POL 871 research, and career opportunities.
• Participate in professional organizations that promote and advance the profession of Public Administration, such as ASPA, SECoPA, APSA (PA and other sections);
• Contribute to the scholarly and applied literature informing the profession of Public Administration and/or related fields or subfields.

When PA faculty searches occur, our Department practice has been that the MPA Director chairs the search committee, and that MPA nucleus faculty serve on the committee along with a member of the Political Science and/or Paralegal program faculty, and an "outside" representative from another department who is named by the chair based on recommendations from the PA faculty. In PA searches, the outside committee member is generally from a program that offers electives our students take, such as Economics. The MPA program has high influence in this area since the search committee makes recommendations to the Department Chair and College Dean which are generally accepted. In terms of promotions and tenure decisions, the program's scope of influence is low since the Department elects promotion and tenure committee members and MPA faculty may or may not be selected to serve, and the P&T process is diffuse and spread across the Department, College, and University levels. Degree requirements and curricular decisions begin with the MPA nucleus faculty, and while these actions must be approved by the Department, the Graduate Council, the College, and the University, in the past ten years the program has never sought to implement decisions in these areas that were overturned at another level. In terms of defining and assuring faculty performance, the MPA Director receives all student evaluations for MPA classes and consults with the faculty member and if appropriate, with the Department Chair, if performance issues arise.

MPA program faculty have "substantial determining influence" in all of the major areas of program operation, from program design and degree requirements to curricular decision, to the admission of students, to the evaluation of students, and to the awarding of degrees.

Hide **Additional Information**

Attach any additional relevant information as a document here Download

Hide **Standard 3 Matching Operations with the Mission: Faculty Performance**

Standard 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

Hide **3.1.2**

Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 words)

University policy requires a terminal degree, normally an earned doctorate, for tenure-track status. Faculty who teach courses in the MPA program are expected to have a doctorate and career experience and interests appropriate to the areas in which they will be expected to teach, including appropriate focus in professional research and work experience. New faculty may be hired ABD, but are put under contract to complete the doctorate during their first contract year, or they receive a terminal contract for their second year. Adjunct faculty who teach graduate courses are required to possess at least a Master's degree in a relevant field, and their professional qualifications for teaching must be reviewed and approved by the Provost.

All tenure track faculty who teach in the MPA program are expected to be able to fill out their assigned teaching loads with undergraduate courses in public administration or in closely related areas such as American Government, urban politics, undergraduate research methods, minority and African American politics, public policy, civic engagement and participation, and public law. Undergraduate courses in public administration are extensively used as electives or as major requirements by students from a variety of degree programs across the campus, including law enforcement and Fire Science, public and environmental health, and psychology, to name a few. This interdisciplinary enrollment adds cross-fertilization to the teaching experiences of the MPA faculty, and contributes positively to the recruiting base of the MPA program.

Adjunct faculty are used to teach MPA courses when they can bring particularly useful specialized knowledge or experience to the classroom, or on rare occasions to substitute for a tenure-track faculty member who is on leave or has left the program and is being replaced. During the self-study year, adjunct faculty included the following individuals:

J.D. Chaney is an Attorney and Director of Governmental Affairs (legal counsel) for the Kentucky League of Cities and has been employed on an intermittent basis to teach Municipal Law when his schedule permits. This course is particularly useful for a program focused on local government and community service, and benefits not only from Mr. Chaney's legal expertise but as well from his experience as a legislative lobbyist.

Vicki Josefowicz is Executive Director of Kentucky River Foothills Development Council, Inc., and is employed on an intermittent basis to teach courses on Strategic Planning and Grant Writing and Nonprofit Management. These courses are particularly useful for those of our students interested in careers in the non-profit sector, and is generally useful in developing grant-writing skills. Ms. Josefowicz is also a program alumnus and serves on the MPA Advisory Committee.

Hide **3.1.3**

Any information on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty members is considered part of the faculty nucleus, as additional questions apply if so.

Hide **3.1.4**

Provide the percentage of courses in each category that are taught by academically and/or professionally qualified faculty in the self-study year.

3.1.4	Academically Qualified	Professionally Qualified	Full Time	Part Time
All Courses	88%	12%	88%	12%
Required Courses	95%	5%	95%	5%

Hide **3.1.5**

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

Newly hired faculty are given a reduced teaching load and a personal development budget ($1,000.00 in FY2010) to encourage development of a research program. They are also assigned a mentor under a formal mentoring program administered by the College of Arts of Sciences. Pre-tenure faculty members are eligible to apply for Junior Faculty Summer Research Awards, which provide up to $4,500 per awardee in summer compensation. Dr. Beaty, a core MPA faculty member, received the full award during the summer of 2010.

In addition to library services and general computer support elsewhere described, professional development for faculty in general is further supported in the following ways:

• The College of Arts and Sciences provides a professional development budget for each faculty member, $600.00 per person in FY2010, in addition to regular departmental funds for travel, supplies, and equipment.

• Graduate Education and Research provides up to $500 per conference in matching funds for travel related to scholarly work.

• The College or Arts & Sciences provides professional development funds through a grant process. The amount available varies on a yearly basis, but has typically amounted to approximately $400 per faculty applicant.

• The Teaching and Learning Center provides workshops on classroom instruction and arranges observation, mentoring, and counseling services, upon request.

• The Division of Information Technology arranges periodic technology expos to demonstrate new equipment and software opportunities, as well as periodic training workshops on software use. Licenses are maintained for basic statistical research packages such as SPSS and SAS.

• A university research budget supports grants of up to $2,000 for travel and materials on the basis of peer-reviewed proposals; plus up to $5,000 more for student salaries.

• The Instructional Development Center provides technical and staff support for development on on-line courses, including recording and transcription services, and staff support in preparation of on-line teaching materials.

• Faculty who write grants that return indirect cost reimbursement to the University are provided a share of the reimbursement for personal professional development. The Office of Sponsored Programs provides staff assistance in identifying and pursuing grant opportunities.

• Public Administration faculty members are specifically encouraged and supported in partnership activities and teaching collaboration with public service professional associations and practitioners. For example, service as an officer or as staff support for an association (e.g., the state city managers' association) is considered appropriate public service for promotion, tenure, and merit pay purposes. If time demands and the importance of the activity justify it, a faculty member may be given a reduced teaching load to provide regular support for association programs (e.g., to supervise an associational certification program). Experiential learning funds have been used to take students on field trips or pay expenses for short-term field placements. Departmental travel funds are routinely used to support travel to public administration conferences, including travel to attend when not giving a paper (although presentations are more generously supported).

While their relationship to professional development is indirect, it should also be noted that the University and/or Department provide an Employee Assistance Program and a Wellness Program, have specific policies in place to support work/life balance and family-friendly standards and practices, and offer a cafeteria benefits program that includes both defined contribution and defined benefit retirement system options.

Hide **Standard 3.2**

3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

Hide **3.2.1**

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment
Advertisement is placed in publications and on listservs that serve diverse audiences
Advertisement is sent to schools with concentrations of diverse graduate students
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates
Phone calls or recruitment letters made to women and minorities known by program

faculty to encourage application
Faculty, administrators, women, and professional staff of color to help uncover the available pool.
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position
Evaluation criteria are used to create an inclusive pool of candidates
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires
Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process
A female or minority is included on the search committee
Documentation on why candidates are excluded from interview is required

Strategies used in retention (check all that apply)

New faculty are assigned to a faculty mentor
There is a new faculty orientation that provides information on the promotion and tenure process
New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.
New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process
New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.
New faculty regularly meet with the program director or chair to discuss issues and needs.
Other please specify

Specify

All new faculty hired at the University receive "start-up funding" to assist in professional travel, research assistance such as needed software, publications, and the like. Two years ago when Professors Beaty and Swain joined the University this amounted to $3,000 per faculty. Unfortunately, due to budgetary constraints, this was cut to $1,000 this past year when Professor Hatcher joined the faculty.

In addition, incoming minority faculty receive diversity funding designed to assist them in successfully pursuing promotion and tenure, in scholarly pursuits, in assistance in teaching and pedagogy. In Dr. Swain's first two years at the University, he received $7,500 and $5,000 respectively. He will receive an additional $2,500 this year.

Other strategies used to assure students are exposed to diverse experiences

Use of part time instructors
Other, Please Specify
Use of guest lecturers

Students are also exposed to diverse experiences and view points when classes meet off-campus for specific educational purposes. Two representative examples include the following: The POL 801 Administration, Ethics and Public Policy instructor took her class in the Fall of 2009

Specify 'other'	to participate in an EKU African American studies forum in which Mary Levi Smith, the first female African American President of a Kentucky University, spoke to students on the topic of leadership. The instructor in POL 845 Community Development took his class to a public planning forum in Lexington, Kentucky where an economic development project was being debated.

Hide **3.2.3**

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

Legal and institutional context of program precludes collection of diversity data.	No

Hide **3.2.3a**

U.S. Based

3.2.3a Faculty Diversity	full time male	full time female	part time male	part time female	total
Black or African American, non-Hispanic	1				1
White, non-Hispanic/Latino	2	2	1	1	6
Total	3	2	1	1	7

Hide **3.2.3c**

Describe how your current faculty diversity efforts support the program mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

Historically we have had difficulty in attracting an ethnically diverse faculty despite employing as many recruitment strategies as possible, but the program has remained committed to continuing this effort. While in SSY-1 we have been able to attract an African American colleague who is making important contributions to our curriculum and to an enhanced diversity of perspectives, our diversity recruitment efforts will continue the next time we are able to search for a tenure-track line. All core faculty bring diverse perspectives to the curriculum through their use of guest lecturers (a strategy almost all core faculty employ), through assignments that require students to think critically about the theories and applications covered in courses, and through in-class discussion of their public and nonprofit sector service and previous employment and the ways in which these experiences have enriched their understanding of public administration skills and practices. Our required curriculum covers, specifically and in detail, the professional, legal, and ethical aspects of promoting and managing in the public sector, including equal employment opportunity, affirmative action, and diversity in the workplace. The program also assures that students are exposed to diverse perspectives through the elective courses students take, either in one of three tracks or in the general administration program. The following is an example from one nucleus faculty member regarding ways in which faculty diversity efforts support our mission and ways in which faculty bring diverse perspectives to the curriculum:

As Dr. Swain noted regarding his inclusion of diversity and multicultural sensitivity in POL 801, "We cover differences in public-private management and administration. For example, our political system's emphasis on representativeness, due process rights, and minority rights results in personnel considerations that have been lacking in the private sector (or have recently been imposed on the private sector). We discuss the importance of these values in matters of race, gender, and physical/mental disabilities, stressing the desirability of these values in a constitutional democracy and the fact that these are values of which public sector managers must be mindful. I also seek to incorporate the program's Social Equity Values in discussions of personnel management. We devote a chapter to racism, legacy of slavery, the genesis of EEO requirements and other forms of discrimination and potential discrimination including age, pregnancy and health, gender, and disability discrimination." He notes that in the Leadership in Public Administration (a 'special topics' course we will be bringing into the regular curriculum), "the class spends time discussing women and leadership issues, including gender and leadership effectiveness, and leadership styles, the glass ceiling, motives for shattering the glass ceiling, and ways to identify and shatter the glass ceiling."

Hide **3.2.4**

3.2.4 Current Faculty Diversity Efforts

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

The MPA program has experienced the following changes in the past five years with respect to the nucleus faculty:
-- Three Caucasian male faculty have retired or left the University;
-- Two Caucasian female faculty have left the University;
-- One Caucasian female faculty member was on leave from 2005-06 through 2006-07, and was replaced with a visiting assistant professor of African ethnicity;
-- We have conducted four tenure-track faculty searches since August 2004. In 2004, the Department hired a core MPA faculty member, a Caucasian woman. In 2007, the Department hired another core MPA faculty member, a Caucasian man. Unfortunately, that individual was ABD and did not complete his doctorate during the academic year and was given a terminal contract. In 2008, the Department hired two core MPA faculty, a Caucasian woman and an African American male. In 2009, the Department hired a Caucasian male. Thus, we have gone from a nucleus faculty of four men and two women, all Caucasians, in 2004, to a nucleus faculty that today consists of two women, both Caucasian, and three men, two Caucasian and one African American.

Another important change over the past five years is with respect to faculty seniority. In 2004, the nucleus faculty consisted of four Associate Professors or Professors, each of whom had been in the program for at least 20 years, and two Assistant Professors who had been on faculty for four years or less. At this time the core faculty consists of two tenured Professors, one of whom has been in the program for over 30 years and the other for 10 years, and three tenure-track Assistant Professors who have all joined the faculty within the past two years.

Hide **Standard 3.3 Research, Scholarship, and Service**

3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member **one** exemplary activity that has occurred in the last three academic years (this could be research, scholarship, community service or some other contribution to the field).

Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1

Eastern Kentucky University's MPA program faculty members are expected to maintain a pattern of scholarly productivity. In terms of publishing, the Department Constitution specifies that for the purposes of tenure consideration, at least one peer reviewed publication is required during the six year probationary period, but we have a multi-level committee process which typically imposes more rigorous expectations. In order to be granted graduate faculty status by the University, which all MPA faculty must hold, evidence of at least two scholarly activities (peer reviewed publication or substantial contribution to the literature in a chapter or book with a recognized professional publisher) within each 5 year period is required. In keeping with our mission of serving the needs of local, state, and regional governments, and public and nonprofit organizations, the Department of Government and the MPA Program also recognize and value applied scholarship done on behalf of mission-related stakeholders.

In addition to making significant and sustained contributions to the University, EKU's MPA program expects the core faculty to participate in service activities that enhance the profession of public administration through membership in and active contributions to regional and/or national professional organizations and through service to public or nonprofit practitioners and/or to local, state, or regional groups serving practitioners. Service activities may include membership on taskforces or committees of national or regional organizations, hosting conferences, holding board memberships and officerships, and participating in accreditation processes to other institutions, such as on-site visit teams and related duties. Writing grants that support these service activities, and developing and participating in public and nonprofit training and consulting activities are also encouraged and valued by the program and within the tenure and promotion process. In addition, interviews of faculty for television, newspaper, or radio stories that enhance the visibility and reputation of the program and the University are considered important service activities.

These expectations relate directly to the program mission of supporting the practice of public administration and its ability to serve the public interest, and to the program's goals of devoting substantial time and professional expertise to the public governance needs of public and nonprofit practitioners, and undertaking and disseminating applied and academic research which addresses current public and nonprofit sector administration and policy issues.

Hide **3.3.2**

Provide ONE exemplary activity of each nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

ALL FACULTY INFORMATION (including the question above) on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty member is considered part of the faculty nucleus, as additional questions apply if so.

Hide **3.3.3**

List some significant outcomes related to these exemplary efforts

Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts. (Limit 500 words)

In the area of professional and community service to the wider public administration community, and to our local, state, and regional stakeholders and practitioners in the public and nonprofit fields, the core faculty have made significant contributions. A few of these activities include the following:

-- Service to professional organizations. Core faculty are active in discipline-related organizations such as APSA. Faculty are also active in ASPA, NASPAA, and our regional public administration organization, the Southeastern Conference for Public Administration (SECoPA). During the past five years a core faculty member (Kendra Stewart, who left the University following this service) served as President of SECoPA, and Jo Ann Ewalt currently serves as a member of the Executive Board of SECoPA. Dr. Ewalt also served as Program Co-chair for the 2009 SECoPA Annual Conference. She is a member of the NASPAA Education and Training Task force and Chair of the NASPAA Small Programs Section, and a member of the Editorial Board of the Journal of Public Affairs Education. Dr. Glenn Rainey has been active in ASPA and SECoPA for many years, has served on the Executive Board of SECoPA as well as numerous committees, and is currently a member of the SECoPA Pugliese Awards Committee. In 2004, he won the Pugliese Award honoring his exemplary contributions to SECoPA and to the profession of public service.

-- Faculty also engage in significant service to public service stakeholders in our community. Dr. Rainey has worked for many years on a voluntary basis with the Kentucky Public Human Resources Association, and he chairs the organization's certification committee. He has organized and participated in training and workshops for organization members, as well as for other state public officials such as EMS practitioners. The MPA program also has a long-standing relationship with the Kentucky City County Management Association and both Kendra Stewart, who was a core faculty member until 2008, and Jo Ann Ewalt have worked on a voluntary basis with the organization and served as secretary/treasurer, a position Ewalt holds currently. The newest member of the nucleus faculty, Dr. Will Hatcher, has been involved in applying his professional expertise in community and economic development as a consultant to Polkville, MS public officials (2008 to present), and his expertise in public finance and budgeting, for public officials in Meridian, MS in 2006. At the state level, Dr. Ewalt took a two-year unpaid leave of absence to serve the Kentucky Office of Education Accountability as director of research, a position in which she provided professional expertise to the research needs of this public agency.

Significant outcomes in the area of applied and scholarly research in public administration and public policy include the following contributions.

Dr. Randall Swain's scholarly work bridges public service, community activism, and issues of race and diversity. One recent publication asks why international organizations respond readily to military atrocities and genocide but are slow to address the rape of women by soldiers. The research suggests a gender bias by international organizations such as the United Nations Security Council. Works such as these are also obvious contributors to his inclusion of Social Equity values and diversity issues in the classroom.

His most recent publications are:

"Rape In Militarized Conflicts: Variations in International Outrage and Responsiveness," (with Marc Pufong), International Journal of Law in Context (4): 237-275, 2009

“Shall We March On? An Analysis of Non-Electoral Participation in the Black Community in the Post Civil Rights Era.” Journal of Black Studies, (first published Online First) March 25, 1-17, 2008

“Standing on the Promises That Cannot Fail: Evaluating the Black Church’s Ability to Promote Community Activism Among African-Americans in the Present Day Context” Journal of African American Studies (12): 401-413, 2008

Goldey, Gregory T., Eric Swank, Constance Hardesty, and Randall Swain. “The Determinants of Union Attitudes Among Community College Professors” Journal of Collective Negotions” (32), 261-277, 2008

“Cooperative-Communal Activism in African-American Communities.” Griot: Journal of Black Heritage (1): 17-28, 2005

Dr. LeAnn Beaty's recent scholarship explores issues of privatization, public sector ethics, and nonprofit management. Contributions include the successful completion of her doctoral dissertation, "Ethics in the Hollow State: Distinguishing Between Nonprofit and For-Profit Agents of Prisoner Reentry" 2009, Northern Illinois University, and "Privatization in the Last Frontier: A Case Study" 2010. The CASE Journal, Vol. 6 (2), 1-20. Drawing on her research with Professor Irene Rubin at NIU, the two have recently published "Intergovernmental Contracting: When, Why, For What, and Who Cares?" 2010 Journal of Public Administration, Center for Public Administration Research, Sun Yat-sen University, Guangzhou, China. Vol. 3(3), 4-24.

Glenn Rainey has contributed to the public human resource and public organizational theory literature for many years. His most recent publication is “Contracting for Human Resources Services: Outsourcing, Privatization, And Using Consultants.”, in Handbook of Human Resource Management in Government, Stephen E. Condrey [ed.], forthcoming, in 2010. How to better encourage students in the area of public service and civic engagement has become a more current avenue for Dr. Rainey's scholarly attention. A recent publication on this topic is Joseph Gershtenson, Glenn W. Rainey, Jr., and Jane G. Rainey, “Creating Better Citizens? Effects of a Model Citizens’ Assembly on Student Political Attitudes and Behavior.” Journal of Political Science Education. Vol. 6, no. 2 (Spring, 2010), 95-116.

Dr. Will Hatcher's scholarly interests include public health as well as community and economic development. His recent doctoral dissertation, "Planners' Perceptions of their Communicative Roles in the Implementation of Local Comprehensive Plans: A Q-Methodology Study," examined the opinion of local planners regarding the factors influencing the efficacy of comprehensive planning and documented the practice and efficacy of linking planning and budgeting. His recent publications in the field of public health include:

-- Robert Buchanan, Bonnie J. Chakravorty, William Hatcher, Tuula Tyry, and Timothy Vollmer. A Pilot Study of Younger Adults with Multiple Sclerosis: Demographic, Disease, Treatment, and Psychosocial Characteristics. Health and Disability Journal. Forthcoming 2010;

-- Buchanan, Robert, Bonnie J. Chakravorty, Tuula Tyry, William Hatcher, and Timothy Vollmer. (2009) Age-Related Comparisons of People with Multiple Sclerosis: Demographic, Disease, and Treatment Characteristics. NeuroRehabilitation. 25 (4), 271 – 278; and

-- Buchanan, Robert J. and William Hatcher. (2007). Compassionate Conservatism: Federal Funding for the Ryan White CARE Act During the Bush Administration. American Journal of Public Health, 97 (11), 2013 – 2016.

Dr. Ewalt's scholarly interests prior to her service as director of research for the KY Office of Education Accountability (OEA) were primarily in the area of public policy formulation and implementation and concentrated on welfare policy. Two representative examples include the following:

-- Ewalt, Jo Ann G. and Edward T. Jennings, Jr. "Administration, Governance, and Policy Tools in Welfare Policy Implementation." Public Administration Review. Vol. 64, No. 5, July-August 2004. 449 – 462; and

-- Ewalt, Jo Ann G. 2004. “Alternative Governance Structures for Welfare Provider Networks,” in The Art of Governance: Analyzing Management and Administration, Laurence E. Lynn Jr. and Patricia W. Ingraham, eds. Washington DC: Georgetown University Press. 49 – 70.

Since that time she has been researching in the area of education policy, and while at OEA, published a series of applied research publications on K-12 education policy issues, including the following:

-- Seiler, Marcia F., Chilton, Ken, Deborah Nelson, Albert Alexander, Sabrina Olds, Yvette Perry, Doug Terry, Jo Ann Ewalt. A Review of the Extended School Services Program. Commonwealth of Kentucky: Legislative Research Commission. Research Report 353. February 2008;

-- Seiler, Marcia F., Young, Pam, Albert Alexander, Jo Ann Ewalt. Understanding How Tax Provisions Interact with the SEEK Formula. Commonwealth of Kentucky: Legislative Research Commission. Research Report No. 354. November 2007;

-- Seiler, Marcia F., Ewalt, Jo Ann, John Jones, Sabrina Olds, Pam Young. A Review of the School Facilities Construction Commission. Commonwealth of Kentucky: Legislative Research Commission. Research Report No. 332. Feb. 2006; and

-- Seiler, Marcia F., Ewalt, Jo Ann, John Jones, Brenda Landy, Sabrina Olds, Pam Young. Indicators of Efficiency and Effectiveness in Elementary and Secondary Education Spending. Commonwealth of Kentucky: Legislative Research Commission. Research Report No. 338. Dec. 2006.

Several works in progress have been the result of a research grant, “Implementing Legislative Mandates: Kentucky’s Remediation Program for Poor Performers on the ACT Examination” Principal Investigator, funded by Eastern Kentucky University , May 2009-August 2010 (with Kimberly Trammell).

Hide **Standard 4 Matching Operations with the Mission: Serving Students**

Self-Study Instructions

In preparing its Self-Study Report (SSR), the program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions;

In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

4.1.1 Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

The MPA Program actively plans its recruitment activities around its mission and intentionally identifies the target student pool as an integral part of its strategic planning activities. An evaluation of the MPA program’s compliance with Standard 4, which includes frequency responses from a survey that was conducted by the Spring 2010 POL 879 Policy, Analysis, and Program Evaluation class, provides additional data and insight relating to how well we are serving students, and is thus incorporated by reference throughout this section and has been appended to the Self Study Report.

The primary goal of the recruitment plan is to increase the number of qualified applicants to the MPA program. As Table 4.1EKU shows, while the program is strong in terms of the number of applicants and admitted students, and over time generally has seen consistently good numbers of enrolled students, the 2009-10 academic year saw a fairly significant drop in new enrolled students. (This table is formatted in the only way the data portal would accept). Based on conversations with admitted students who did not enroll, we believe economic factors played a substantial role in this downturn. Estimates for the current year, based on applications received, new admissions, and new students already enrolled, predict that student numbers will once again increase. Given current staffing levels, the program is at near capacity, and cannot reasonably expect to grow beyond 25-30 newly enrolled students a year. However, it can work to improve the number of applications and the quality of the students in the program.

Table 4.1EKU.
MPA Applicants, Enrollments, and Graduations, AY 2004_05 - 2009-10

2004_05: Completed Apps 44 New Admits 28 New Enrollments 16 Degrees Granted 9
2005_06: Completed Apps 39 New Admits 23 New Enrollments 18 Degrees Granted 15
2006_07: Completed Apps 51 New Admits 36 New Enrollments 28 Degrees Granted 17
2007_08: Completed Apps 44 New Admits 31 New Enrollments 23 Degrees Granted 9
2008_09: Completed Apps 39 New Admits 34 New Enrollments 28 Degrees Granted 14
2009_10: Completed Apps 38 New Admits 28 New Enrollments 15 Degrees Granted 5
Estimates:
2010_11: Completed Apps 38 New Admits 28 New Enrollments 25 Degrees Expected to be granted 12
Source: EKU Banner

To accomplish its recruitment goal, the MPA Recruitment Plan has established the following objectives:
1. Enhance the visibility of the program among public and nonprofit officials currently working in Kentucky through publicity programs;
2. Attract graduating seniors from the University of Kentucky, Transylvania, Centre, and other institutions with reputations for rigorous undergraduate programs;
3. Attract graduating seniors from Eastern Kentucky University with outstanding

undergraduate performances;
4. Attract in-service professionals working in public and nonprofit agencies in local, regional, and state settings;
5. Increase the quality of the students enrolled in the program.

When we recruit we encourage all potential students to visit our web site for further information. “Tuition and Fees” is a clickable heading prominently displayed on the opening page http://www.government.eku.edu/mpa/default.php It is also an entry in the FAQ section of the web site http://www.government.eku.edu/mpa/Q%20&%20A.php

Recruitment Activities
Like many graduate programs, the MPA program has found that active recruitment of the pre-service students we seek to serve, most of whom enroll in the program full time, requires participation in a number of employment fairs and academic showcases around the state. In the self-study year and SSY minus 1 (the two years for which we provide data in the tables below, the program attended the following recruitment events: Kentucky State University (Historically Black University -- fall and spring); Morehead State University (fall and spring); EKU Job Fair (fall and spring); University of Kentucky Graduate Showcase; Spotlight on Employment (a job and graduate school fair marketed to graduating juniors and seniors in Kentucky); University of the Cumberlands; Centre College; Union College; Berea College. We also reach out to graduating seniors at EKU in majors that align well with public administration and public policy. These include: political science, psychology, criminal justice, education, sociology, economics, forensic science, environmental health, health services administration, and business. The goal of this outreach is to attract students with good performance in their undergraduate careers who are likely to wish to pursue, or consider pursuing, a career in public service.

Our mission is also to serve in-service practitioners working in, or aspiring to work in, public or nonprofit organizations at the local, state, and regional level. To help us accomplish this, our recruitment efforts include active communication with this population. As we have done for the past several years, in the self study year and SSY-1, we have written to and/or contacted personally County Judge Executives, city and county managers, Mayors, public health officials and executives in nonprofit organizations who – along with their employees – are likely candidates for the program. In this effort there is a distinct overlap between recruiting and some of our faculty's service activities and efforts to introduce our students to practitioners in the field. A number of our faculty are active participants in, and provide services to, groups of public officials such as the KY City County Management Association and the Kentucky Public Human Resources Association. In the course of this work the faculty also are able to market our program. In addition, when faculty reach out to practitioners as guest speakers in class, they can engage in 'soft' marketing of the program to those practitioners and their organizations.

Hide **4.1.2a Program Recruitment**

Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

4.1.2 Applicant type	Self study year minus 1	Self study year
Full-Time	20	13

Part-Time	14	15

Hide **4.1.2b Program Recruitment**

4.1.2 Applicant type	Self study year minus 1	Self study year
In-Service	13	12
Pre-Service	21	16
Other	Application withdrawn 2; Incomplete Application 5; Admission denied 3; Rejected Offer 0; TOTAL POOL: 44	Application Withdrawn 8; Incomplete Application 4; Admission Denied 0; Rejected Offer 2; TOTAL POOL 42

Hide **4.1.3**

4.1.3 Applicant Pool and Mission

In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission. (Limit 250 words)

In our last Self Study Report (1999-2000 through SSY 2002 -2003) we noted that the number of new students enrolling each year ranged between 17 and 20, for an average of 18 newly enrolled students a year during that time. The report does not provide data on applications that were withdrawn or incomplete, or applicants that were denied admission or rejected EKU's offer. Thus the applicant pools in the two periods cannot be compared. However, we have clearly increased the number of enrolled students; from 2004_05 through 2009_10 the number of new students enrolling each year ranged from 15 to 33, for an average of 22 enrolled students a year.

We continue to serve a fairly evenly distributed mix of full-time/part-time and in-service/pre-service students, consistent with our mission. Considering the pool of applicants without applications withdrawn, incomplete applications, admissions denied and offers rejected, our applicant pool consisted of the following: In SSY-1, 59% of our applicants were full time, and 48% were pre-service; for the SSY, the percentiles were 46% and 57%, respectively. Given that a number of organizations reduced or eliminated their tuition supports beginning in the SSY, including the KY state government and a number of nonprofits, our increase in pre-service students is to be expected. Similarly, given the economic downturn, a number of students who would otherwise have liked to attend full time found it prudent to reduce their attendance below full time either to limit tuition payments or to increase their hours of work.

Our recruiting practices reflect our intention to serve a diverse body of in-service and pre-service students as we reach out to graduating seniors at EKU and other colleges and universities in our area. At the same time we recruit public and nonprofit professionals through marketing, networking, and our faculty's professional service with organizations representing practitioners.

One of the objectives of our recruitment plan is to increase the quality of the students enrolled in the program. Since we strive to maintain small class sizes and do not currently have the ability to add a faculty line, we have been trying to increase the size of the applicant pool and thereby allow the program to be a bit more selective in accepting students. Despite continued recruitment efforts, and despite the fact that enrollment numbers have consistently been strong (with the exception of the SSY), our pool has not grown in the past few years. Nonetheless, we have experienced a modest increase in the graduate school readiness of our enrolled students, as measured by average GRE scores. Table 4.1.3EKU shows small but consistent increases in Verbal and Quantitative scores since 1999-2003 (as documented in our last self study report), compared with students enrolled in the program in 2007_08 through 2009_10. Note the data for 1999-2003 were only reported as an overall average for the entire 4 year period.

Table 4.1.3 EKU
Average GRE Scores of newly enrolled students
1999-2003 Verbal 431 Quant 457 Total Not comparable
2007-2008 Verbal 449 Quant 413 Total 862
2008-2009 Verbal 465 Quant 464 Total 929
2009-2010 Verbal 446 Quant 482 Total 928

An assessment of our recruitment practices conducted last spring found that only 6 percent of currently enrolled students first learned about the program through a University recruiter, showing us that although important, attending recruitment fairs may not be as effective as some other activities we could do and are doing. For example, the program website was the first introduction to the program for half the students responding to the survey. In addition, while a majority of students felt traditional recruitment tools such as mailing pamphlets and holding open houses would be effective, far more felt the program should have a better presence on the Internet, and specifically suggested Facebook, YouTube and the like. In response, the program is developing a Facebook presence and is working to enhance its web site.

Hide **Standard 4.2 Student Admissions**

4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity or any other "discriminating" criteria should be presented and explained, vis-a-vis the program mission.

4.2.1a Admissions Criteria and Mission

How do your admission polices reflect your program mission? (Limit 250 words)

Our admission policies reflect our mission of serving the practice of public administration and its ability to serve the public interest at the local, state, and regional level, in public and nonprofit organizations, and in the areas of local and regional government, nonprofit organizations, and public health organizations. We make no distinction in our admission criteria between in-service and pre-service students because our experience has shown that most of our in-service students are seeking the knowledge and skills needed to advance and generally do not differ greatly from pre-service students with regard to the extent to which they enter the program possessing the Universal Competencies we expect of our graduates (although we have had some notable exceptions). The major difference among the two groups is in terms of the in-service students' ability to contextualize what they are learning and their ability to understand quickly how theory and practice is applicable and relevant to the public and nonprofit workplace. We do not set a minimum undergraduate GPA or a minimum GRE, choosing instead to use minimum Cumulative Value Index of 50 (CVI = (UG GPA * 15) + ((GRE Verbal Percentile) + (GRE Quant Percentile) * .2)) that weights undergraduate GPA more heavily than GRE scores, but would allow an applicant with a weak GPA to demonstrate ability through stronger GRE scores. We use the CVI because we want the flexibility to admit students with a strong GPA but weaker standardized test-taking ability, or conversely, students who may do well on standardized tests like the GRE but have weaker undergraduate records. In most cases of the latter, it is in-service applicants who can demonstrate their personal and professional growth since earning their Bachelor's degree. The flexibility provided through the use of the CVI, as well as our ability to admit students on a probationary basis, helps us to address our commitment to serve the region, and our commitment to serve a diverse pool of students.

Hide **4.2.1b**

Please fill out the following table:

4.2.1b Admissions Criteria (check all that apply)

Bachelor's Degree (or equivalent)	Yes
Prescribed Undergraduate Majors	No
Minimum GPA	No
Standardized Test Scores (specify minimum acceptable scores, if applicable)	No
GRE	Yes
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
TOEFL	Yes
minimums	A minimum score of 550 on paper, 79 for internet-based, or 213 by computer, is required by the Graduate School for international students
Other	Yes
	We use a Cumulative Value Index (CVI); 50

Specify	is the minimum. CVI = (UG GPA * 15) + ((GRE Verbal percentile) + (GRE Quant percentile)) * .2
Resume	No
Required years of professional experience	No
Specific types of experience	No
Letters of Recommendation	Yes
Number	2
Professional Referral(s)	No
Unique/Mission-based Criteria	No
Essay or Writing Sample	No
Statement of Intent	Yes
Interview	No

Hide **4.2.1c**

In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

Students are admitted under three admission categories: clear, provisional, and probationary. Students admitted with provisional or probationary status must address the issues that led to a less-than-clear admission status within their first 12 hours in the program.

Clear admission indicates the student has met our criteria. Provisional admission indicates the student has not yet taken the GRE but has completed all other requirements and has an undergraduate GPA high enough (3.0 or higher) to almost meet, or meet/exceed the minimum CVI without the GRE scores. Students with provisional admits must take the GRE during their first semester in the program. We allow students to enter the program without GRE scores when their undergraduate careers are very good and their reference letters predict success because we know that program-wide, there is a fairly low correlation between relatively low GRE scores and lack of success in the program. In addition, many of our prospective students, while serious about their professional objectives, lack the confidence in their standardized test-taking ability that students applying to more selective schools generally possess, and thus some want to delay taking the GRE until they have begun to take classes and have demonstrated ability to handle graduate-level work.

Probationary admission indicates the student has completed all admission requirements but does not meet the minimum CVI score. In these cases the MPA faculty, who serve as an Admission Committee of the whole, may take into account a variety of factors that they believe demonstrate likelihood of success in the program. These include the letters of recommendation, a clear and compelling statement of professional goals, and such issues such as GPA in their last 60 hours, successful work experience, and any other extenuating circumstances. Probationary students must maintain a 3.0 GPA during their first 9 hours in the program. For a student who does not meet the program criteria, if the Committee does not grant probationary admission, it may reject the applicant, defer a student and ask that the GRE be re-taken and/or that additional undergraduate courses be taken, or may recommend that the student withdraw the application and reapply to the Graduate School as a non-degree student and then enroll in at least two MPA classes. The latter case is appropriate when the student is within the pool of applicants we are seeking to serve, has compelling career objectives and some indication through letters of recommendation or other factors that he or she may be successful in graduate school, but has undergraduate GPA and GRE scores low enough that the Committee believes there is a significant possibility that the student may be unable to succeed in the program.

Hide **4.2.2a(1)**

4.2.2a Enumerate full, conditional, or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of Full Time Students	9	9
Conditional Admission of Full Time Students	11	4
Full Admission of Part Time Students	5	8
Conditional Admission of Part Time Students	9	7

Hide **4.2.2a(2)**

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of In-Service Students	6	8
Conditional Admission of In-Service Students	7	4
Full Admissions of Pre-Service Students	8	9
Conditional Admission of Pre-Service Students	13	7

Hide **4.2.2b(1)**

4.2.2b - Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

4.2.2b Enrollment Numbers	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of Full Time Students	7	6
Conditional Enrollment of Full Time Students	10	0
Full Enrollment of Part Time Students	4	5
Conditional Enrollment of Part Time Students	7	4

Hide **4.2.2b(2)**

4.2.2b Enrollment Numbers	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of In-Service Students	4	5
Conditional Enrollment of In-Service Students	6	1
Full Enrollment of Pre-Service Students	7	6
Conditional Enrollment of Pre-Service Students	11	3

Hide **4.2.3**

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data. (Limit 250 words)

In SSY - 1, the program enrolled 28 students. Of those, 39 % (11 students) were granted clear admission, and 61 % (17 students) were enrolled "conditionally." However, only two conditional students (both full time pre-service students) were enrolled on a probationary basis. These students have now successfully completed all classes and their written comprehensive exams and are engaged in writing their final research paper. One probationary student attended EKU and majored in political science in the department. His GPA was adequate but GRE scores were low; his CVI was 47. His faculty recommendations came from colleagues who are quite familiar with the MPA program and they felt strongly that the student would be successful and his GPA in the last 60 hours was high enough to have given him a CVI over 50. The other student, a Hispanic student for whom English is a second language, came from another Kentucky regional

university. His undergraduate GPA was 2.7 but GRE scores were fairly low, and with a CVI of 49, he just missed our required score of 50. However, his statement of professional goals was compelling and his letters of recommendation predicted success in the program and emphasized the obstacles he had already overcome. His long-term goal of serving Hispanics in his community is in keeping with our mission's intended service population and diversity objectives.
The Banner data system lists the other 17 students as 'provisional', meaning that they had not taken the GRE at the time of admission but their undergraduate GPA was at least a 3.0 and other criteria met program requirements. This is somewhat misleading since a number of these students provided the program and the Graduate School with official GRE scores prior to the beginning of their first semester of classes. All other provisionally admitted students took the GRE in their first semester and their resulting CVI met our admission standards.
In the SSY 15 students enrolled, 11 of whom (73 %) received clear admission. The rest received a provisional admission and all took the GRE prior to the beginning of the semester or during their first semester of classes.
Our mix of full-to-part-time students, and pre- to-in-service students was similar in both periods and in keeping with our mission. As we note in the history of the program narrative in Standard 1, we have gone from a program that served primarily in-service students to one that is serving an increasing number of pre-service students. Full time students accounted for 73% of enrolled students in the SSY, and 61% in SSY-1. Enrolled in-service students in the SSY accounted for 40 percent of all students; in SSY-1 in-service students comprised 36% of all enrolled students.

Hide **Standard 4.3 Support for Students**

Standard 4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicilty link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

Prospective and current students are informed of the program's academic continuance and graduation standards several times, and in numerous ways. First, our website spells out these standards in a clear, straight-forward, and easily accessible fashion. The MPA director also communicates these standards to all prospective students. Students who apply without contacting the director may have missed important program information, and of course, the program may not know as much about these students as is needed.

Therefore, the MPA director makes contact with every applicant, either via email or phone; she encourages a face-to-face meeting where possible so that program information can be communicated and information about the applicant can be collected.

Second, all new students who enter the program attend a mandatory orientation program. The orientation program was instituted three years ago when assessment data from current and recently graduated students indicated students felt they needed clearer guidance about program requirements and standards.
Thirdly, the University has implemented Degree Works, a software program that allows students and advisers to see at a glance which continuance and graduation standards have been met and which are incomplete.

The program works with the Graduate School in monitoring and enforcing continuance and graduation standards. It is the Graduate School's responsibility to notify students whose GPA falls below 3.0 that they have been placed on probation. If such a student is already on probation, the Graduate School dismisses the student from the program. In both cases the MPA program director and the student's advisor are notified of these status changes. Similarly, the Graduate School verifies that each student who applies for graduation has met all requirements. In order to do this, the Graduate School relies on the MPA program to send the appropriate paperwork when students complete their written comprehensive exam and their oral comprehensive exam. Prior to graduation each semester the Graduate School sends the program a list of students who have applied for graduation and requires the program to verify the students' status. Beginning with the fall 2010 term, the Graduate School is testing an online graduation verification program.

Students are assigned an advisor when they enter the program (generally it is the MPA director), and student grades are reviewed for all advisees each semester so emerging problems can be identified and addressed.

As the attached survey of students currently enrolled in the program as of spring 2010 shows, 82 percent of current students surveyed said they were extremely well or well informed of the program's admission criteria when deciding to enroll in the program. When asked about knowledge of the program's policies and practices, curriculum, and performance expectations, the percent of students responding fair or poor was 24 percent, 12 percent, and 18 percent, respectively. While this shows we're doing an adequate job (positive responses on these questions were 30 percent, 65 percent, and 53 percent, respectively) this assessment gives the program direction because it tells us if we want at least 80 percent of students to say they are extremely well or well informed in this area, we have some work to do (the response rate for "average" was higher than we would like it to be). When asked if they received the information needed to make the decision about enrolling in the program, 47 percent said yes, the information was comprehensive and readily available and 41% said they received information but it did not answer all their questions. Unfortunately, the survey did not ask about information the students needed and did not receive. Based on these responses, we have made changes to the website and to new student orientation, and as we write this we are redesigning the materials we give to prospective students.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit

250 words)

Each semester the MPA director reviews notices from the Graduate School (if any are received) of students who have been placed on probation. Before the next semester starts, she meets individually with any student who has been placed on probation, to discuss the nature of the student's academic deficiencies, any special assistance needed, and to ensure that the student has mapped out a plan to improve his or her performance. The MPA director communicates regularly with any students who have been admitted on a probationary basis, and also checks in with faculty teaching the student. In addition, faculty in the program regularly consult with one another regarding the performance of students (exemplary performance and performance in need of improvement). Our program is a small one and this mode of communication works well.

The University will consider a "waiver of University policy" in the case where a student has been dismissed from the program but the MPA director and program faculty believe there are extenuating circumstances that warrant giving the student another chance. This is very rarely done. In the SSY, SSY-1, and SSY-2, there was one such request made by the department, which was granted.

Students who fail the written comprehensive exam are required to work with the MPA director to draw up a remediation plan to address the deficiencies of the students' exam. They are not permitted to retake the exam until the work outlined in the plan has been completed. The remediation plan may include readings and other assignments and often involves consultations with program faculty. Students who pass the overall written exam but fail one or two questions are required to work with the appropriate faculty member on a re-write of the question. That faculty member informs the student of required standards and expectations to pass, and evaluates the re-write.

Hide **4.3.3**

4.3.3a Below, using the SSY-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.

4.3.3a	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the SSY-5 Cohort	9.00	8.00	0.00	
Number of Part-Time Students in the SSY-5 Cohort	13.00	1	4.00	
Total Number of Students in the SSY-5	22.00	9.00	4.00	

Cohort

4.3.3b Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

Of the 22 students initially enrolled in the program in SSY-5, 13 graduated, for an overall completion rate within five years of 59 percent. Of the 9 full-time students initially enrolled, one student dropped out of the program and 8 graduated in 2 years, for a completion rate of 89 percent for full-time students. Of the 13 part-time students initially enrolled, one graduated in 2 years and 4 graduated within five years, for a completion rate of 39 percent. Of the 8 part-time students in the cohort who did not graduate within 5 year, one graduated within 6 years, two officially dropped out of the program, and five students have neither officially dropped out of the program nor continued to take classes. Counting the one part-time student who graduated in six years, the overall graduation rate for the SSY-5 cohort is 64 percent.

Part-time students are primarily in-service students, although a few are working full time but are not employed in a public or nonprofit job and thus not considered in-service students. These are the students that struggle to complete the program in a timely fashion, and also struggle to succeed in their coursework while employment and, at times, family issues demand a considerable amount of attention and time. In-service students are also subject to the withdrawal of tuition support by their places of employment.

The current MPA director attempts to contact students who discontinue taking classes, although in the SSY-5, Terry Busson was MPA director (as he was for SSY-4; in SSY-3 Kendra Stewart was acting MPA director; the current MPA director began her tenure as director in SSY - 2). The several years of staff turnover described above may account for some discontinuity in tracking students who stop taking courses before completing the program.

Hide **4.3.4**

4.3.4 Career counseling and professional development services

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

The MPA program works closely with University staff in providing students with career counseling and professional development services. We provide a link to career services on our website (http://www.career.eku.edu/), discuss these services with our students in orientation and in POL 871, the internship component of the program. Our students use the services of this office for assistance in honing interview skills, improving resumes, obtaining information about employment opportunities and internship placement opportunities.

As part of our students' POL 871 Field Study experience (this is 6 hours; the first 3 hours are the internship, and the second 3 hours are the preparation and defense of the final applied research); faculty also work on career counseling and job search activities. When students enroll in the final 3 hours of POL 871 they have completed all coursework and have generally passed their written comprehensive exams and are close to graduation.

This gives faculty teaching POL 871 an opportunity to work one-on-one with students on their employment status and aspirations, and to offer counseling and ensure that students are also taking advantage of the EKU career services office. Since our faculty maintain close ties with practitioners in nonprofit and public organizations, it is also a time for faculty to assist students with important contacts and networking opportunities.

In SSY-2, SSY-1, and the SSY, all MPA faculty have been involved in career counseling, supporting students though personalized and carefully written letters of recommendation, or in advising students on job search strategies. Faculty have held mock interviews for students, and advised them on resume building. While the EKU career counseling office serves all University students, our students have never reported difficulty in obtaining meetings with counselors there or with obtaining other services.

4.3.4a(a) Internship Requirement

Describe your program's internship requirement(s), any prerequisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

The requirements for the program internship are contained in the Field Study Guidelines, located on the MPA web page http://www.government.eku.edu/mpadocs/docs/MPAFieldStudyGuide0805.pdf and also contained in the syllabus for POL 871 Internship.
All students must complete an internship by registering for the first three hours of POL 871 (3 credit hours), and completing the course assignments which require students to build and turn in a portfolio of work completed during the internship. This course is conducted online through Blackboard and students have regular journal assignments that require them to relate the course objectives to their internship experience.

Prior to enrolling in POL 871 students must complete all core required classes and must have at least a 3.0 GPA.

The course objectives of the internship are:

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 is of interest to the student and that meets the needs of the agency;

3. Build practical experience and accomplishments in ways that enhance the student’s professional credentials;

4. Develop an understanding of the political context within which public activities are conducted; and

5. Demonstrate an understanding of how public administration theories become applied in the field.

While the program never waives the internship requirement, we have on occasion allowed students to substitute POL 839 Cooperative Education in Public Administration for POL 871. The Field Study Guidelines specify when this will be allowed; essentially we permit this when positions with public agencies have been formally designated as cooperative education positions, either because they have been budgeted as such or because the agency has registered them with the university cooperative education program for placement purposes. Cooperative education programs are conducted under national guidelines and administered through central cooperative education officers at universities. As we specify in the Guidelines, the student would also be expected to meet the separate application and reporting requirements for cooperative education in addition to the normal requirements for the program internship (i.e. the reporting, journal, and portfolio submission required by POL 871).

In-service students are permitted to conduct the internship at their place of employment but faculty teaching POL 871 in that semester work closely with the student and the student's supervisor to ensure that the projects and activities undertaken are distinct and outside the parameters of the student's regular work responsibilities.

Hide **4.3.4a(2)**

Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

4.3.4a(2) Internship Participation	Self-Study Year Minus 1 Pre Service	Self-Study Year Minus 1 In service	Self-Study Year Pre-Service	Self-Study Year In-Service
State, provincial or regional government in the same country as the program	1	1	1	1
City, county, or other local government in the same country as the program	1	2	2	
Nonprofit domestic-oriented	4	4	5	1
Private / Business sector		1		

4.3.4a(3)

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

While the Field Study Guidelines specify that students are ultimately responsible for securing an internship, the program faculty make every effort to assist students who are in need of a placement. In SSY-1, 14 students undertook an internship; 6 of those were pre-service students, and only one had secured her own internship with the Lexington Division of Environmental and Emergency Management based on contacts she had made in her undergraduate program in Chemistry. The MPA program faculty were directly responsible for helping the other five students obtain internships as follows: KY League of Cities New Cities Institute (paid); KY League of Cities Department of Research and Policy Development (paid); KY Center for Economic Development, Entrepreneurship, and Technology (2 paid); and the KY Legislative Research Commission (paid). In the SSY, 10 students undertook internships; 8 were pre-service students and MPA faculty were directly responsible for assisting 5 of these students obtain internships, three in nonprofit organizations (two paid); and two in a KY city agency (one was paid and one was initially unpaid, although the student was moved to a paid internship half way through). In almost every case in which the MPA program assisted the student in obtaining the internship, faculty made initial contacts with these organizations, provided recommendations, and coached these students in interview skills and enhancing their resumes. We are not able to provide financial assistance for unpaid internships.

There is rigorous on-going monitoring of the student internship because beginning in fall 2007, a fairly loose arrangement whereby the MPA director would check in on students conducting internships and ask for a report once or twice a semester was converted to a regular online course in which students have regular reporting assignments that require them to address the course objectives, provide regular reports on on-going projects, and submit a final portfolio documenting the work done and the knowledge and skills gained during the internship. This substantial improvement was the result of faculty assessment of the internship requirement and the faculty consensus that a much more rigorous monitoring and assessment of the internship experience was needed.

4.3.4a(4)a

Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

Our internships reflect the focus of our program on local, state, and regional government and nonprofit organizations and community health organizations. Overall, 17 percent of our students had internship placements in state or regional government in the US, and 18 percent had placements in city or county governments. Although 4 percent (one student) had an internship in the private sector, the student was working for a law firm specializing in human resource and merit system cases involving public sector employees. Sixty percent of our students had internships in nonprofit organizations.

During the SSY and SSY-1, among the internship placements students undertook were positions in county government (Garrard County Fiscal Court, Lexington-Fayette Urban County Government); city government (Frankfort, KY; Lexington KY Department of Environmental and Emergency Management; Winchester, KY); state government (Legislative Research Commission, Kentucky Department of Aviation, KY Education Collaborative for State Agency Children); students worked in human services nonprofits (KY River Foothills Community Action Council, Lexington Hope Center, KY Center on Deafness and Hearing Loss); and in health nonprofits (Mayfair Manor Nursing, Whitehouse Clinics). These organizations represent our population of public administration employers whom we seek to serve in the state and local government, public and nonprofit health, and nonprofit areas.

Hide **4.3.4b**

Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

4.3.4b Employment Statistics	Self-Study Year Minus 2 Pre-Service	Self-Study Year Minus 2 In-Service	Self-Study Year Minus 1 Pre-Service	Self Study Year Minus 1 In-Service
Total Number of Graduates	4	5	7	7
State, provincial or regional government in the same country as the program			1	1
City, county, or other local government in the same country as the program		1		2
Nonprofit domestic-oriented	1	4	4	3
Private Sector - research/consulting	1			
Obtaining further education				1
Unemployed			1	
Status Unknown	2		1	

Hide **Additional Information**

Attach any additional relevant information as a document here Download

Hide **Standard 4.4 Student Diversity**

Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Specifically, the SSR should address the following, as a minimum.

4.4.1 Ongoing 'Diversity' Activities

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- Diversity training and workshops for students, faculty, and staff
- Frequent guest speakers of a "diverse" background
- Formal incorporation of "diversity" as a topic in required courses
- Student activities that explicitly include students of a diverse background
- Etc.

(Limit 250 words)

The promotion of diversity is an integral part of our program and policies, is a goal of the program's strategic plan, and is demonstrated in our student and faculty recruitment and retention efforts, in faculty professional development opportunities, in the curriculum, and in student co-curricular opportunities. The program's strategic plan (written for 2006-20011, and due to be updated this fall, at which time we will incorporate the revised accreditation standards by NASPAA), lists the following goal: "Diversity: Students will develop a greater understanding of the role of policy and administration in supporting diversity efforts and of the importance of a diverse citizenry." The program will be updating and revising its strategic plan in October 2010 for 2011-2015, and two objectives will be to make a closer linkage with the Universal Competency of communicating and interacting productively with a diverse and changing workforce and citizenry, and to change the focus of our diversity goal from one that merely emphasizes understanding to one that also emphasizes acquisition of the skills and knowledge needed to interact and communicate vis a vis diversity in the workplace and in society, and that also focuses on active appreciation and critical thinking with regard to diversity issues. Our current assessment measures (coursework, comprehensive exams, student population, and faculty population) will also be revised to more finely measure the integration of diversity issues in the curriculum and in students' comprehensive exam essays.

The Department of Government and the MPA program are committed to hiring and maintaining a diverse faculty, and as we outline in Section 3.4, we believe we have made significant progress in this regard. In addition, the EKU University Diversity Office, in conjunction with the University Teaching and Learning Center, offer faculty workshops on cultural awareness and diversity training and in the past two years MPA faculty have participated in these.

The MPA core requirement for human resources addresses diversity concepts relating to government intervention in promoting equality for differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veterans status. The recently implemented leadership elective course also addresses leadership styles using social classes, such as race or gender, as one approach to promoting diversity and preparing students to work in diverse work settings where they are much more likely to encounter differences than similarities on a day to day basis.

Several MPA classes incorporate guest speakers in ways that promote cultural awareness and diversity. Two representative examples are provided: the last time POL 845 Community Development was offered students heard from numerous economic development directors and community development project managers including several whose on-going projects involve aspects of diversity, diverse client populations and diverse stakeholders. The fall 2009 POL 801 class attended a forum hosted by the EKU African-African American Studies program which featured Mary Levi Smith, the first female African American President of an institution of higher learning in Kentucky.

Finally, a number of our students' internship placements promote an understanding of diversity issues. Students whose internships are in public and nonprofit health organizations and in human services public agencies and nonprofit organizations benefit greatly from the infusion of diverse clientele and from working in a more diverse environment then is often found in our region of Kentucky.

4.4.2 Program Recruitment Diversity Actions

4.4.2 Program Recruitment Diversity Activities

The MPA program's stakeholders include city and county governments, other local and regional governments and agencies, state government, local and regional nonprofit organizations, local and regional public and nonprofit health organizations. Our target student populations include prospective students who are working, or who aspire to work, in these areas. In the profession of Public Administration in these employment arenas in Kentucky and in our region, "underrepresented populations" include African Americans, Hispanics, and women.

We have a recruitment plan that includes attending graduate fairs at Kentucky State University (the Commonwealth's historically Black University) twice a year. We also actively recruit graduating seniors in majors with traditionally high numbers of minority students such as social work and criminal justice. An extremely effective recruiting tool that the program makes aggressive use of is the EKU Graduate School's special funding for minority Graduate Assistants. During the self study period, we have been able to offer minority students GA positions which gave them a stipend and, for out of state students, in-state tuition. In SSY-1 the program had one minority GA. In the SSY, we had two minority GAs. In the fall of 2010, we will have three minority GAs. This valuable resource has recently been expanded such that all GAs funded through the Graduate School, including minority GAs, are now eligible for a stipend (currently $10,800 for the fall and spring) and a tuition waiver of 6 credit hours.

Finally, the MPA program has attempted to reach more minority, in-service applicants through our faculty's service work with practitioners, and our contacts in these communities.

Legal and institutional context of program precludes collection of any "diversity" data.	No

Hide **4.4.3a**

4.4.3a Ethnic Diversity - Enrolling Students

Student Diversity (with respect to the legal and institutional context in which the program operates)**:**

US-Based Program - Complete the following table for all students enrolling in the program in the year indicated (if you did not check the "precludes" box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

1	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic		2	1	1	4
American Indian or Alaska Native, non Hispanic/Latino	1				1
Hispanic / Latino	1				1
White, non-Hispanic/Latino	13	11	6	7	37

Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

Attracting and retaining a diverse student body is challenging in our location, since we primarily draw from Kentucky-based prospective students. Indeed, using 2000 Census data, Kentucky's population is 90.1 percent White, compared to 75.1% nationwide. African Americans account for 7.3 percent of the state's population, compared to 12.3 percent nationwide, and Hispanic citizens represent 1.5 percent of Kentucky's population, compared to 12.5 percent nationwide. While population estimates show the Hispanic population in the state growing, the African American population is not projected to increase. Nonetheless, as we show in Table 4.4.3a, our recruiting activities have resulted in minority enrollments of 13% in the SSY and 14% in SSY-1. An important tool in minority recruitment efforts is the ability to tap into minority graduate assistantship funding provided by the University Graduate School.

Our ratio of male to female is fairly evenly distributed, with student gender demographics over this two year period 49 percent female and 51 percent male.

Does the legal and institutional context of the program preclude collection of diversity data?	No

4.4.3b(2)

Hide

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

- **to lead and manage in public governance;**
- **to participate in and contribute to the public policy process**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.4 Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PARTC: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. In addition, these same elements may become part of the program's annual reporting during the period of accreditation. The program may upload charts or other graphics below if they would like to further elaborate on their process, provided the required narrative fields are also answered

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

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.

Competencies covered in our curriculum, addressed by student learning outcomes, and assessed through evaluations of student mastery of student learning outcomes, include the following knowledge, skills, dispositions, and capacities.

Organizing, leading and managing people
• Explain and discuss, clearly and accurately, the key concepts and central theories of public organizations and public management as they apply to the leadership and managerial demands of government and public and nonprofit agencies
• Explain and discuss, clearly and accurately, alternative approaches to structuring and enabling work and selecting, developing, and motivating those who perform it
• Foster team building, creativity, and commitment to performance excellence
• Analyze the relationships between public or nonprofit organizational mission and the leadership demands of activities and programs to support the mission
• Correctly identifying and reasonably interfacing human resource requirements and organizational needs.

Managing policy, programs, and projects
• Manage contracts, public-private-nonprofit partnerships, and networks
• Identify, collect, analyze, and evaluate relevant information to assess public program performance
• Understanding the relationships between the political process and public policies, whether proposed or enacted, and the demands of – and barriers to – effective leadership and management in policy implementation
• anticipating political as well as managerial fiscal and budgetary agendas and planning budget requests and presentations accordingly;

Managing information and ideas
• Identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories of public governance
• Using information systems as appropriate

To participate in and contribute to the public policy process

The program operationally defines the universal competency of "to participate in and contribute to the public policy process" as the ability of a public manager to offer technical skills and expertise necessary to effectively contribute to the public policy making process. To achieve this competency, the program seeks to guide students toward being engaged participants in the policy process. The program places an emphasis on performing this role in state and local governments and nonprofit organizations. To help foster engaged participants, the program seeks to prepare students to have both a robust knowledge of the policy process and the ability to apply this knowledge in practice. This is a done in the following manner.

First, the program holds that the ability to be an engaged participant in the public process begins with students possessing the following foundational knowledge:
• an ability to describe the public policy process, including defining the problem, setting the agenda, formulate policy, implement policy and evaluate policy;
• an understanding of the major theories explaining the public policy process, including how public policy develops in complex environments or policy networks;
• an ability to analyze policy alternatives with the use of quantitative tools and other appropriate methods;
• an understanding of program evaluation; and
• an understanding of public participation methods and their influence on the development of public policy.

After learning this core knowledge in the program, the following are a few examples of how students will be able to engage in the public policy process. They will be able to participate by:
• evaluating policy alternatives with appropriate analytical tools;
• preparing a budget that reflects community priorities;
• applying techniques of program evaluation and forecasting;
• constructing plans to solve community problems; and
• managing public agencies to implement programs.

To analyze, synthesize, think critically, solve problems, and make decisions

Eastern Kentucky University has adopted as a central element of its mission the emphasis on critical and creative thinking and effective communication. The EKU Graduate School has integrated this mission in six student learning objectives that all graduate programs should strive to achieve. The MPA program has defined the competencies in the required domain of analyzing, synthesizing, thinking critically, solving problems, and making decisions to encompass the EKU Graduate School's student learning objectives and to emphasize the following skills, knowledge, and capacities.

• Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques
• Comprehend and apply statistical and decision tools for public management.
• Identify, analyze, and evaluate underlying assumptions of public policy alternatives
• Understand and apply the legal context of municipal and nonprofit administration
• Identify and employ alternative sources of funding, including grants, taxes, and fees, for local government financial management
• Generate new knowledge or application through the synthesis of information, evaluation, and analysis of critical questions, issues or problems related to public administration and public policy.

To articulate and apply a public service perspective

Our concept of the definition of the required competency domain of articulating and applying a public service perspective encompasses understanding of, and commitment to both personal and administrative responsibility, accountability, and efficiency, within the context of government and non-profit public service programs. Responsibility, in turn, encompasses concepts of equity and representativeness, ethical principles, and civic benevolence (following H. George Frederickson) or "the opportunity to make a contribution to society" (following Fox and Lawson). Accountability encompasses duty and responsiveness to both political and administrative oversight, as well as the public interest and professional values and standards. Efficiency encompasses the possession and practical application of technical knowledge, skill, and capacity in the interests of effective administration and optimal service to communities, society, and the public.

Beyond a certain limited point, the components of a fully developed public service perspective cannot be separately consigned to particular courses, but must interact. We seek to develop in our students an understanding of such fundamental tensions as the encounter between representativeness and efficiency, between political responsiveness and principled, ethical professionalism, or between the obligation to pursue civic benevolence and the potential dysfunctions of public and political oversight. We seek to equip them to work effectively with and through these tensions to accomplish constructive social purposes by effectively leading and managing public and non-profit agencies in successful public service careers.

Examples of foundation knowledge provided to students include:

• Understanding of institutions and processes of political oversight;
• Distinctive features, constraints, and opportunities in the institutional, legal, and behavioral environment of the public and non-profit sectors;
• The distinctive challenges and requirements for program evaluation, policy analysis, decision-making, and leadership in the public sector;
• The particular fiscal and budgetary obligations, processes, and constraints characteristic of public programs;

Examples of application of such knowledge through participation in applied public service would include the following:

• choosing organizational arrangements, leadership strategies, and managerial tools appropriate to public service program objectives;
• choosing methods of management and making decisions that both avoid unnecessary risk and optimize opportunity for efficiency and public welfare, in the management of projects, programs, budgets, and human resources;
• preparation of analysis and reports tied effectively and appropriately to goals of efficiency, accountability, and public benevolence;
• identifying specific strategies and methods to enhance equity and representativeness in public work forces, and to take best advantage of work force diversity.

To communicate and interact productively with a diverse and changing workforce and citizenry

The following explains our understanding of the required competency domain of communicating and interacting productively with a diverse and changing workforce and citizenry, and discusses how the program has defined required competencies that implement the skills, knowledge, dispositions and capacities of this domain.

“The face of the workforce is changing. To attract and retain the best and brightest talent in the public and nonprofit sectors, Master of Public Administration programs will need to emphasize content and activities that prepare students to work in and contribute to diverse workplaces and communities. Consequently, courses, curriculum materials, and other program activities should expose students to differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veterans status" (NASPAA Accreditation Institute, Saturday, October 17, 2009 (11:15-12:45), Self Study Workshop Part II).

Examples of competencies in the required domain of communicating and interacting productively-face-to-face and/or electronically, with a diverse and changing workforce and citizenry include:

• Communicate effectively in writing: Prepares clear, concise and well-organized written materials tailored to the audience's level of expertise and needs.
• Communicate effectively in speech: Presents oral information accurately, clearly, concisely and persuasively tailored to audience's level of expertise and needs.
• Demonstrate flexibility: adapts behavior and work methods to differences (whether they are differences in thought, communication style, perspective, age, interests, fairness or some other variable); to new information, to changing conditions and to unexpected obstacles.
• Demonstrate knowledge of self and personal style, and their impact on working relationships.
• Demonstrate knowledge of principles and practices of effective EEO/AA management, and development and management of diverse work forces.
• Evidence sensitivity and responsiveness to beliefs and behaviors associated with differences among people because of their ethnicity, nationality, race, gender, physical characteristics, religion, age, etc.
• Facilitate: Actively and effectively elicits information, views, input, suggestions, and involvement of others in pursuit of common goals; builds actionable consensus.
• Negotiate: Discerns the interests and values of others; surfaces assumptions; secures agreement on ground rules and tolerable outcomes; gains cooperation of others to accomplish goals.
• Relate to all kinds of people and develop appropriate rapport that leads to constructive and effective relationships; finds common ground with a wide range of stakeholders.
• Work productively in teams: Interacts effectively in a team, demonstrating composure, professionalism and effective working relationships, including understanding others' priorities, needs and concerns and sharing information, expertise and resources.

Hide **Standard 5.2 Part A: Mission Specific Required Competencies**

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed neccessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students, then for each one

None

Hide **Standard 5.3 Part A: Mission Specific Elective Competencies**

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

Does your program have any mission-specific competency? Yes

If your program offers any mission-specific elective competency (such as a track, concentration, option, or specialization), then for at least one offered please describe how it supports the program mission and state at least one specific student learning otucome expected of all students in that elective competency. If none, please state "none."

The program offers three optional tracks: Community Development, Community Health Administration, and Environmental Health Administration.

SPECIALIZATION: Community Development
HOW SPECIALIZATION SUPPORTS MISSION: Our program's track in community development seeks to present students with a theoretical and applied understanding of their role as future public administrators in affecting how communities function, how they evolve, and how they address social, economic, and governance challenges. We attempt to transfer to our students a viewpoint of community development that goes beyond the typical focus on economic development by including courses on state and local politics, nonprofit management, intergovernmental relations, strategic planning, and grant writing. In these courses, a host of topics are covered including, but not limited to, urban and regional planning, zoning, sustainable development, grant management, social capital, public participation mechanisms, etc. Throughout the specialization, there is a focus on how students, as future public administrators, may improve communities. From this holistic picture of community development, the specialization supports our program's mission by equipping our students with the tools to lead and manage community development, with a special emphasis on this task in regional and local governments.
AT LEAST ONE SPECIFIC STUDENT LEARNING OUTCOME: All students in our community development track, upon completion of the program, should be able to lead and manage in public governance and to communicate and interact productively with a diverse and changing workforce and citizenry. To achieve these competencies, our community development track has a set of well-defined learning outcomes. These learning outcomes include, but are not limited to, the following: an overview of community development theory and practice in the United States (U.S.); a critical analysis of community development efforts at the local level in the U.S.; an examination of the assets of community development; a project on a community development planning process; lectures on apply theories of social justice to development decisions; and an understanding of the process of community development and public participation. These outcomes are assessed through a number of methods. For example, students in our survey course on community development (POL 845) are required to complete projects constructing local community development plans in order to manage and lead in local governance. These projects, also, teach a critical analysis of public participation, so students will be able to communicate development policies with their citizens.

SPECIALIZATION: Community Health Administration
HOW SPECIALIZATION SUPPORTS MISSION: Our program's track in community health administration allows students to take four courses in public health from EKU's nationally-accredited Master in Public Health program. Accredited by Council on Education for Public Health (CEPH), the MPH program's courses present students with the specific knowledge and skills in health administration that build on and are in alignment with the core requirements of the MPA and with the MPA required competencies. The required course for this elective track is HEA 898 Health Care Delivery, which presents students with an understanding of health professions, an analysis of methods of comprehensive community health planning, and knowledge of the role of health professionals in the public health care delivery system. Its student learning objectives have been built in consultation with the MPA program such that students in the course are assessed on the extent to which they can lead and management in public health governance and communicate and interact productively with a diverse and changing workforce and citizenry. Students then choose from three other elective public health courses that provide administrative and managerial knowledge and skills needed in a public health setting.

AT LEAST ONE SPECIFIC STUDENT LEARNING OUTCOME: All students in our community health administration option, upon completion of the program, should be able to lead and manage in public health governance and to communicate and interact productively with a diverse and changing workforce and citizenry. To achieve these particular competencies, the community health administration track has a set of well-defined learning outcomes. For example, students the required HEA 898 Health Care Delivery course are required to complete projects that assess the extent to which students can evaluate the determinants of an individual's, and a community's health status and examine the political and policy issues that impact health care delivery in local public health agencies and in nonprofit organizations specializing in health services.

SPECIALIZATION: Environmental Health Administration
HOW SPECIALIZATION SUPPORTS MISSION: Our program's track in environmental health administration also allows students to take four courses in environmental health from EKU's nationally-accredited Master in Public Health program. Accredited by Council on Education for Public Health (CEPH), the MPH program's courses are designed to educate and train students for specialized roles within public health specific to community health education, environmental health science, and public health administration. Our students taking the environmental health administration track take four courses in environmental health that build on and align with the core requirements of the MPA and with the MPA required competencies. The required course for this elective track is EHS 850 Introduction to Environmental Health Sciences, which presents students with an understanding of the role of public agencies and organizations in environmental health protection. Its student learning objectives have been built in consultation with the MPA program such that students in the course are assessed on the extent to which they can lead and management in environmental health governance and communicate and interact productively with a diverse and changing workforce and citizenry. Students then choose from three other elective public health courses that provide administrative and managerial knowledge and skills needed in evaluating environmental health risks and implementing environmental health community standards.
AT LEAST ONE SPECIFIC STUDENT LEARNING OUTCOME: All students in environmental health administration, upon completion of the program, should be able to lead and manage in public environmental health governance and to communicate and interact productively with a diverse and changing workforce and citizenry. To achieve

these particular competencies, the environmental health administration track has a set of well-defined learning outcomes. For example, students in the EHS 845 Environmental Health Standards/Compliance course are required to complete projects that assess the extent to which they know and can apply legal requirements of environmental health laws and statutes (such as OSHA, Clean Air Act, etc.) to specific local community issues, and which also assess student knowledge of local community environmental health inspection processes and procedures.

Hide **Standard 5.1-5.3 Part B**

- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis at least once during the accreditation period. This plan should be available to the COPRA site visit team.

Competencies -- Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programatic decisions
1. To lead and manage in public governance	Yes	Yes	No	No
2. To participate in and contribute to the public policy process	Yes	Yes	No	No
3. To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	Yes	Yes
4. To articulate and apply a	Yes	Yes	No	No

public service perspective	Yes	Yes	No	No
5. To communicate and interact productively with a diverse and changing workforce and citizenry.	Yes	Yes	No	No
6. Mission Specific Required Competency if applicable	No	No	No	No
7. Mission Specific Required Competency if applicable	No	No	No	No
8. Mission Specific Elective competency if applicable	No	No	No	No
9. Mission Specific Elective competency if applicable	No	No	No	No

Hide **Courses and Required Competencies**

For each of the listed competencies, please list all relevant required courses.

Competency 1

MAPPING COMPETENCIES TO THE CURRICULUM: To lead and manage in public governance
Required Course
POL 765 Admin Law or LAS 735 Municipal Law I
POL 801 Admin, Ethics & Policy I
POL 875 Organizations & Mgmt P
POL 876 Human Resource Mgmt I/P
POL 877 Public Finance Admin P
POL 879 Policy Analysis & Program Eval P
POL 871 Internship P/M
POL 871 Final Research Project P/M

Note: I = Introduced; P=Practiced; M=Demonstration of mastery

Competency 2

MAPPING COMPETENCIES TO THE CURRICULUM: To participate in and contribute to the public policy process
Required Course
POL 765 Admin Law or LAS 735 Municipal Law I
POL 800 Research Methods P
POL 801 Admin, Ethics & Policy I
POL 875 Organizations & Mgmt P
POL 876 Human Resource Mgmt I
POL 877 Public Finance Admin P
POL 879 Policy Analysis & Program Eval P
POL 871 Internship P/M
POL 871 Final Research Project M

Competency 3

MAPPING COMPETENCIES TO THE CURRICULUM: To analyze, synthesize, think critically, solve problems, and make decisions
Required Course
POL 765 Admin Law or LAS 735 Municipal Law I
POL 800 Research Methods P
POL 801 Admin, Ethics & Policy I
POL 875 Organizations & Mgmt P
POL 876 Human Resource Mgmt I
POL 877 Public Finance Admin P/M
POL 879 Policy Analysis & Program Eval P/M
POL 871 Internship P/M
POL 871 Final Research Project M

Competency 4

MAPPING COMPETENCIES TO THE CURRICULUM: To articulate and apply a public service perspective
Required Course
POL 765 Admin Law or LAS 735 Municipal Law I
POL 800 Research Methods I
POL 801 Admin, Ethics & Policy I
POL 875 Organizations & Mgmt P
POL 876 Human Resource Mgmt P
POL 877 Public Finance Admin P
POL 879 Policy Analysis & Program Eval I/P
POL 871 Internship P/M
POL 871 Final Research Project M

Competency 5

MAPPING COMPETENCIES TO THE CURRICULUM: To communicate and interact productively with a diverse and changing workforce and citizenry
Required Course

POL 800 Research Methods P
POL 801 Admin, Ethics & Policy I
POL 875 Organizations & Mgmt P
POL 876 Human Resource Mgmt P/M

POL 877 Public Finance Admin P
POL 879 Policy Analysis & Program Eval P
POL 871 Internship P/M
POL 871 Final Research Project M

Hide **Standard 5.1 Part C**

- Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe

- 1) how the competency was defined in terms of student learning;
- 2) the type of evidence of student learning that was collected by the program for that competency,
- 3) how the evidence was analyzed, and
- 4) how the results were used for program improvement.

1. Definition of student learning outcome for the competency being assessed:

To analyze, synthesize, think critically, solve problems, and make decisions

The MPA program has defined the competencies in the required domain of analyzing, synthesizing, thinking critically, solving problems, and making decisions as follows:

• Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques
• Comprehend and apply statistical and decision tools for public management.
• Identify, analyze, and evaluate underlying assumptions of public policy alternatives
• Understand and apply the legal context of municipal and nonprofit administration
• Identify and employ alternative sources of funding, including grants, taxes, and fees, for local government financial management
• Generate new knowledge or application through the synthesis of information, evaluation, and analysis of critical questions, issues or problems related to public administration and public policy.

2. Evidence of learning that was gathered:

Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques
Evidence gathered:
--Student performance on final course research paper and final exam in POL 800 SSY, SSY-1
-- Faculty evaluations of 10 randomly selected final required research projects in POL 871 SSY, SSY-1 using assessment rubric

Comprehend and apply statistical and decision tools for public management.
-- Faculty evaluated 10 randomly selected final required research papers in POL 871 in SSY-2, SSY-1 and SSY using an assessment rubric that scored application of research methods, communication and critical thinking, and the application of administrative and

management knowledge and skills to problems and issues in the field.
-- Faculty and invited practitioners evaluated final program evaluation papers and presentations in POL 879 in SSY

Identify, analyze, and evaluate underlying assumptions of public policy alternatives
-- Student performance on case study requiring identification of alternatives to local budget constraints requiring spreadsheets, identifying and prioritizing strategies to balance budget in SSY

Understand and apply the legal context of municipal and nonprofit administration
-- Faculty evaluated student performance in final papers in POL 765, LAS 735 in SSY-1
-- Faculty evaluated the final project in POL 846 in SSY using a scoring rubric to assess ability to apply legal context to administrative problems

Generate new knowledge or application through the synthesis of information, evaluation, and analysis of critical questions, issues or problems related to public administration and public policy.
-- Faculty evaluated student performance on 10 randomly selected final required research papers in POL 871 in SSY-2, SSY-1 and SSY using rubric to assess level of application and relationship of research to current public administration and public policy issues.

Overall competency
-- Current student survey SSY
-- Alumni survey SSY

3. How evidence of learning was analyzed:

Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques
Evidence gathered:
--Student performance on final course research paper and final exam in POL 800 SSY, SSY-1
Evidence analysis:
-----Some students show poor understanding of which analytical tools are appropriate for specific research questions and data
Evidence gathered:
-- Faculty evaluations of 10 randomly selected final required research projects in POL 871 SSY, SSY-1 using assessment rubric
Evidence analysis
----- 80 percent demonstrate excellent or above average use of analytical tools, clear descriptions and graphical/tabular illustrations of analysis.

Comprehend and apply statistical and decision tools for public management.
Evidence gathered:
-- Faculty evaluated 10 randomly selected final required research papers in POL 871 in SSY-2, SSY-1 and SSY using an assessment rubric that scored application of research methods, communication and critical thinking, and the application of administrative and management knowledge and skills to problems and issues in the field.
Evidence analysis:
----- 80 percent demonstrate excellent or above average use of analytical tools, clear descriptions and graphical/tabular illustrations of analysis.
Evidence gathered:

-- Faculty and invited practitioners evaluated final program evaluation papers and presentations in POL 879 in SSY
Evidence analysis:
-----All projects met expectations. Analysis appropriate, linked research questions to policy recommendations

Identify, analyze, and evaluate underlying assumptions of public policy alternatives
Evidence gathered:
-- Student performance on case study requiring identification of alternatives to local budget constraints requiring spreadsheets, identifying and prioritizing strategies to balance budget in SSY
Evidence analysis:
-----Most projects met expectations

Understand and apply the legal context of municipal and nonprofit administration
Evidence gathered:
-- Faculty evaluated student performance in final papers in POL 765, LAS 735 in SSY-1
-- Faculty evaluated the final project in POL 846 in SSY using a scoring rubric to assess ability to apply legal context to administrative problems
Evidence analysis:
----- Projects, papers in municipal law, nonprofit classes, demonstrate appropriate understanding and application. Administrative Law papers show students have difficulty applying core concepts to local public/nonprofit administrative problems

Generate new knowledge or application through the synthesis of information, evaluation, and analysis of critical questions, issues or problems related to public administration and public policy.
Evidence gathered:
-- Faculty evaluated student performance on 10 randomly selected final required research papers in POL 871 in SSY-2, SSY-1 and SSY using rubric to assess level of application and relationship of research to current public administration and public policy issues.
Evidence analysis:
-----About two thirds of the research projects attempted the generation of new knowledge or application with conclusions/recommendations appropriate to address administrative/policy problems. Some students have difficulty with appropriate scope of the final project; analysis adequate but in some recommendations exceed findings

Overall Competency:
Evidence gathered:
-- Current student survey SSY
Evidence analysis:
----- Over 80 percent confident in program's ability to teach skills/knowledge in this domain; over 75 percent confident in their abilities in this domain.
Evidence gathered:
-- Alumni Survey SSY
Evidence analysis:
----- 79 percent score program excellent/above average in teaching in this domain.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Employ analytical tools for collecting, analyzing, presenting, and interpreting data,

including appropriate statistical concepts and techniques
--Student performance on final course research paper and final exam in POL 800 SSY, SSY-1
-----Some students show poor understanding of which analytical tools are appropriate for specific research questions and data
---------- Increased lab time, more opportunities to practice using analytical tools without specific prompt from instructor
---------- Faculty wrote white paper 'What to do with a research question and a data set' as a review to help walk students through issues of selecting analytical methods.

-- Faculty evaluations of 10 randomly selected final required research projects in POL 871 SSY, SSY-1 using assessment rubric
----- 80 percent demonstrate excellent or above average use of analytical tools, clear descriptions and graphical/tabular illustrations of analysis.
----------Practice in courses beyond POL 800, redesign of POL 871 Research result in increased student mastery. Consider increasing coverage of this competency in POL 877 Public Finance Administration.

Comprehend and apply statistical and decision tools for public management.
-- Faculty evaluated 10 randomly selected final required research papers in POL 871 in SSY-2, SSY-1 and SSY using an assessment rubric that scored application of research methods, communication and critical thinking, and the application of administrative and management knowledge and skills to problems and issues in the field.
----- 80 percent demonstrate excellent or above average use of analytical tools, clear descriptions and graphical/tabular illustrations of analysis.
-- Faculty and invited practitioners evaluated final program evaluation papers and presentations in POL 879 in SSY
-----All projects met expectations. Analysis appropriate, linked research questions to policy recommendations
---------- Program includes student evaluation of MPA program in 2-year cycle of this class. Faculty working on other 'real world' evaluation projects.

Identify, analyze, and evaluate underlying assumptions of public policy alternatives
-- Student performance on case study requiring identification of alternatives to local budget constraints requiring spreadsheets, identifying and prioritizing strategies to balance budget in SSY
-----Most projects met expectations
----------Faculty working to expand coverage of links among policy goals, budget policy alternatives

Understand and apply the legal context of municipal and nonprofit administration
-- Faculty evaluated student performance in final papers in POL 765, LAS 735 in SSY-1
-- Faculty evaluated the final project in POL 846 in SSY using a scoring rubric to assess ability to apply legal context to administrative problems
----- Projects, papers in municipal law, nonprofit classes, demonstrate appropriate understanding and application. Administrative Law papers show students have difficulty applying core concepts to local public/nonprofit administrative problems
----------Faculty are reviewing cases used to increase application to local, regional, state public and nonprofit agencies

Generate new knowledge or application through the synthesis of information, evaluation,

and analysis of critical questions, issues or problems related to public administration and public policy.
-- Faculty evaluated student performance on 10 randomly selected final required research papers in POL 871 in SSY-2, SSY-1 and SSY using rubric to assess level of application and relationship of research to current public administration and public policy issues.
-----About two thirds of the research projects attempted the generation of new knowledge or application with conclusions/recommendations appropriate to address administrative/policy problems. Some students have difficulty with appropriate scope of the final project; analysis adequate but in some recommendations exceed findings
----------Faculty are evaluating whether to include final research requirement in POL 871 Internship class to create tighter link between applied projects and final applied research paper

Overall Competency:
-- Current student survey SSY
----- Over 80 percent confident in program's ability to teach skills/knowledge in this domain; over 75 percent confident in their abilities in this domain.
-- Alumni Survey SSY
----- 79 percent score program excellent/above average in teaching in this domain.
----------Deliberate identification of competencies in domain is new in SSY. Faculty will be working to refine definition, link more specifically to syllabi student learning outcomes, course assignments and projects, and exams.

Hide **Standard 5.2 Part C**

Mission-Specific Required Competencies: One Assessment Cycle (If applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3)how the evidence was analyzed, and 4) how the results were used for program improvement.

Hide **Standard 5.3 Part C**

Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3)how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

1. Definition of student learning outcome for the competency being assessed:

The required competencies for our three elective tracks, Community Development, Community Health Administration, and Environmental Health Administration, mirror the competencies for the MPA Program. As we describe elsewhere, the required competencies are as follows:

SPECIALIZATION: Community Development
REQUIRED COMPETENCIES: All students in our community development track, upon completion of the program, should be able to lead and manage in public governance and to communicate and interact productively with a diverse and changing workforce and citizenry.

SPECIALIZATION: Community Health Administration
REQUIRED COMPETENCIES: All students in our community health administration, upon completion of the program, should be able to lead and manage in public health governance and to communicate and interact productively with a diverse and changing workforce and citizenry.

SPECIALIZATION: Environmental Health Administration
REQUIRED COMPETENCIES: All students in environmental health administration, upon completion of the program, should be able to lead and manage in public environmental health governance and to communicate and interact productively with a diverse and changing workforce and citizenry.

The definitions of these competencies is the same regardless of whether we are assessing our general administration program or the tracks. However, the evidence of learning would obviously be specifically related to the tracks. The MPA faculty are currently in the process of determining the evidence appropriate in these areas for Community Development, and are working with faculty in the College of Health Sciences to determine the appropriate evidence for the Community Health Administration and Environmental Health Administration tracks.

Hide **Standard 5.4 Professional Competence**

Section 5.4 Professional Competence

Self-Study Narrative Section 5.4 asks the program to provide information on how students gain an understanding of professional practice.

In the following table, please indicate for each activity whether it is

- (**R**) required of all students,
- (**F**) students have frequent opportunities to participate in or with,
- (**S**) students seldom have such opportunities to participate in or with, or
- (**N**) it is not usually available to students to participate in or with

Attending formal meetings (e.g. planning board)	F
Case studies	R
Externally-based projects (e.g., student consulting)	S
Guest lectures	R

Internships	R
Instructors from the profession (Adjunct or part-time instructors)	R
Presentations of student work to practitioner panels or juries	S
Professional meeting participation (APPAM, ASPA, etc)	F
Service Learning	N
Simulations	F
Team Based Problem Solving	R
Volunteer work (paid or unpaid)	N

Hide **Additional Information**

Attach any additional relevant information as a document here	Download

Hide **Standard 6.1 Matching resources with the Mission**

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is 'To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?' In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- 6.1a Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).

If available, please provide the budget of the degree seeking accreditation	$489,962
6.1a Overall budget for program	Stable
Faculty Salaries for Full Time	Stable
Faculty Salaries for Professional Adjuncts and Part Time Instructors	Stable
Faculty Travel	Increasing
Assistantships and Other Forms of Student Support	Increasing

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission. (Limit 250 words)

While we can separate out most budget items for the MPA program, there is in actuality no separate budget for the MPA program. The budget provided above includes faculty salaries and benefits; professional development funds; and special public administration fund accounts maintained in the Department of Government and used for MPA program advancement.

While the Commonwealth of Kentucky and Eastern Kentucky University have not suffered as great an impact from the recession and continuing slow economic growth as surrounding states and institutions, faculty, staff, and adjunct and part time instructor salaries have remained flat for three years. This has had an impact on faculty morale university-wide, and the President and University Strategic Planning Council indicate that plans are in progress to rectify this. However, the impact on faculty morale is tempered by the fact that university faculty and staff have not been subject to furloughs or other involuntary actions, as other KY state government employees have.

In SSY-1 the University imposed a 3 percent cut to all Department Maintenance and Operating budgets. That was followed by another 2 percent cut in the SSY. It is likely the University will need to impose another M&O cut in the range of 2 to 3 percent in the coming year.

On the other hand, support for professional development is actually increasing. In addition, the University will implement a Graduate Assistantship tuition waiver program that will help us be more competitive in student recruitment. Beginning this fall, all GAs will receive a stipend of $10,850 plus 6 hours of tuition waived per semester.

Despite those budget constraints the program has experienced, we continue to have sufficient funding to support our mission. Faculty are able to travel to professional conferences and the department has also funded expenses for graduate students to attend professional meetings regardless of whether they are presenting. The department supports professional memberships and also supports books, software, and other needs related to faculty research and teaching. In addition, special PA fund accounts that the program controls have remained healthy and are used to supplement department budget reductions.

MPA program faculty are concerned about linking our future plans to an adequate number of faculty. As described elsewhere, to better support our mission and the needs of our students the program is planning to develop a nonprofit track, and this will require an additional faculty member. In addition, with the current number of faculty lines the program cannot reasonably grow unless it significantly increases class sizes, something we have no plans to do. When Kendra Stewart, a core MPA faculty member, left the University in 2008 her line was used to hire a faculty member to teach undergraduate Political Science. The program is arguing vigorously that the next faculty line needs to support the MPA program, but at this point we do not know when or if a new line will be approved and whether the MPA program will succeed in securing the line.

Hide **6.1b**

6.1b. Resource Adequacy: Program Administrator

Effective program administration requires designated resources and additional accommodations to support administrative functions.

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

Teaching release time is provided to program administrator(s)	Yes
Additional compensation is provided to program administrator(s)	Yes
Designated GA support is provided to program administrator(s)	Yes
Designated staff support is provided to program administrator(s)	Yes
Program administrative duties are assigned to a tenured faculty member	Yes

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. (Limit 250 words)

The University has demonstrated its support of for the MPA program by accommodating the program in the manner described in Table 6.1b. The MPA director receives a 10-month contract (i.e. additional compensation), and a teaching release of 2 courses per semester (normal teaching load is 4-4). Through the current economic downturn the department has maintained its traditional level of Graduate Assistants (this has been set at 5 GAs for the past five or six years). In addition, in the SSY the department had two additional GAs funded through the Graduate School minority GA funding program. In SSY-1 the department had 1 minority-funded GA. In the 2010-2011 year, we will have our five regularly funded GAs and three minority-funded GAs. The MPA program has had a full-time staff administrative assistant for many years, and the MPA director is a tenured member of the faculty.

The support the program receives for program administration is adequate for our needs and is consistent with our mission. We are able to perform the administrative functions (recruitment, admission of students, curricular development and review, program data collection and analysis, program review) with the resources and accommodations we receive.

Hide **6.1c**

6.1c. Resource Adequacy: Supporting Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)

For each of the same aspects of the program, please provide an assessment of the level of program support:

Clerical Support	Allows for continuous program improvement
Student Recruitment	Allows for continuous program improvement
Internship Placement and Supervision	Allows for continuous program improvement
Placement of Graduates	Adequate to maintain mission but insufficient for program improvement
Alumni Relations/Services	Adequate to maintain mission but insufficient for program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. (Limit 250 words)

Because we are a small program we do not have designated staff who work on recruitment, internship placements, graduate placements, or alumni relations. The program director is responsible for recruitment and alumni relations but all faculty participate in these areas, which can be part of the strength of a small program. While students are ultimately responsible for securing their internship placement, the MPA director and other faculty assist students in obtaining placement. The director and other faculty also counsel and assist students on graduate placements, although as noted elsewhere we have a long established and well-regarded career counseling office that also assists our students. As you will note if you watch the short videos on our website recorded by program alumni, (http://www.government.eku.edu/mpa/default.php) students generally maintain close relations with the program faculty and thus the faculty are available to alumni and assist in alumni relations.

As noted elsewhere, in program assessment one area that has been highlighted as needing improvement is in the area of internship placements. To address this need, the MPA program has been working for some time to open up avenues for more regular internships and has recently established formal ties with public and nonprofit organizations and health nonprofits in the community that have indicated they will take our MPA interns on an on-going basis (in both paid and unpaid positions). These organizations include: Habitat for Humanity Madison-Clark County; Christian Appalachian Commission; Estill Development Alliance; Center for Economic Development, Entrepreneurship and Technology; and Whitehouse Clinics.

For each of the following functions/positions, please indicate how such services are provided to the program:

Clerical Support	one designated full time clerical support for program
Recruitment Coordinator	assigned the program administrator
Internship Coordinator	assigned to a faculty member with other responsibilities
Placement Director	program relies on college or university alumni services
Alumni Relations /Services	program relies on college or university alumni services

Hide **6.1d**

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

The SSR should explain the teaching load policies and demonstrate how they are consistent with the research and community service missions of the Program. Related to this, the program should be able to document that when adjuncts are needed, sufficient resources are available to hire qualified professionals. The SSR should document that the program is able to offer necessary courses with sufficient frequency to allow students to complete any of the degree options in a timely manner.

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

As a public regional comprehensive institution the normal teaching load for most faculty members is four courses per semester. That is the expected teaching load for all faculty in the College of Arts and Sciences, which is where the Department of Government and the

MPA program are housed. Most of the MPA core faculty has had some reassigned time during the SSY and SSY-1 for administrative, service, or research activities as shown below.
Ewalt: two course reduction each semester for MPA director position; one (additional) course reduction in spring of SSY for service.
Beaty: one course reduction in fall and spring of SSY-1 for research
Swain: one course reduction in fall and spring of SSY-1 for research
Hatcher: one course reduction in fall and spring of SSY for research
Rainey: one course reduction in fall of SSY-1 for service; one course reduction in fall and spring of SSY-1 for teaching a specialized undergraduate course
Rainey: one course reduction in fall and spring of SSY for service; one course reduction in fall and spring of SSY for teaching

Some future credit is also given for those who supervise internships and independent studies without receiving credit in the semester the course was offered. Summer teaching is optional, and is usually limited to two courses. The program attempts to offer at least one graduate class (usually an elective) and POL 871 field study internship and research each summer.

Because the teaching load is relatively heavy, MPA faculty generally teach only one graduate course each fall and spring semester, although in the last few years some core faculty have taught multiple sections of the same graduate course in load during a semester to address the program's intention that classes be small and student-professor interaction be accommodated.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program. (Limit 250 words)

During the SSY and the preceding two years no member of the core faculty taught more than the teaching load prescribed in the policy above.

During the self-study year and two preceding years, how frequently were your required courses offered?

.	Required Course (list them by course catalogue name and number)	Frequency
Course 1	POL 801 Administration, Ethics and Public Policy	One semester, session, or quarter per year
Course 2	POL 765 Administrative Law	Less than once per year
Course 3	POL 800 Research Methods	One semester, session, or quarter per year
Course 4	POL 875 Public Sector Organizations and Management	More than one semester, session, or quarter per year
Course 5	POL 876 Public Human Resources Management	More than one semester, session, or quarter per year

Course 6	POL 877 Public Finance Administration	One semester, session, or quarter per year
Course 7	POL 879 Policy Analysis and Program Evaluation	One semester, session, or quarter per year
Course 8	POL 871 Field Study in Public Administration	Every semester, session, or quarter

For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

1	Specialization A	Specialization B	Specialization C	Specialization D
Number of courses required within the Specialization	1	1	1	
Number of courses offered within the Self Study Year	0	1	2	
Number of courses offered in SSY - 1	1	1	2	
Number of courses offered in SSY - 2	1	1	2	

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above respresents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

All core required classes except POL 765 Administrative Law have been offered at least once a year, which serves both full time and part-time students well. POL 765 was taught each fall semester by a member of the nucleus faculty, Dr. Ron Dean, who retired in May 2008. We offered the course in summer 2009, using the director of our Paralegal Programs, an attorney with experience in and familiarity with administrative law. We are offering it again in fall 2010, and it will be taught by Dr. Paul Foote, a public law specialist in the department. We expect to be able to reestablish this annual offering with Dr. Foote if the program keeps POL 765 as a required course.

Our program tracks are Community Development (Specialization A), Community Health

Administration (Specialization B), and Environmental Health Administration (Specialization C). Each of these tracks requires one specific course, and three additional electives which are determined in consultation with the student's advisor. Our General Administration Track has no specific required electives. We offered the required courses for all specialized tracks at least once an academic year, with the exception of POL 845 Community Development. It was not offered in the self-study year, but will be offered this fall semester. When Dr. Terry Busson who taught this course left the University in May 2006, we developed relationships with qualified practitioners for coverage. In Fall 2009, we hired Dr. Will Hatcher, who has academic qualifications to teach this course, and who will take over responsibility for this course beginning this fall. We have received permission for Dr. Hatcher to team-teach this offering in the fall with Joseph Coleman, MPA. Mr. Coleman has substantial professional experience in community development and taught the course for us in Spring 2009.

Hide **6.1e**

6.1e. Resource Adequacy: Information Technology

The SSR should describe the computer (hardware and software) systems available to faculty, staff and students, and explain how those systems support the program's mission and are appropriate for professional education, research, and program administration. The program should report whether they have sufficient numbers of software licenses to facilitate effective instruction, whether there is adequate support to resolve problems, and whether systems allow for tracking of records in a manner that facilitates use for program assessment and improvement.

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's mission.	More than Adequate

Briefly describe why you think your program fits into the category you have chose above. (Limit 250 words)

The decision for the ‘more than adequate’ rating was developed from discussions among the faculty and with our students. Here are the reasons for our selection:

First, our program’s main classrooms have adequate technology services, including a computer with internet access, a projector, and VCR/DVD players. These facilities, however, are dated, and tend to cause problems for users. To deal with this concern, the program has secured a grant from the university’s student government association to upgrade the technology in our classrooms. This improvement, which requires faculty to bring their university-provided laptops to the classroom, greatly enhances the ease and reliability of internet service, speakers and projection equipment, and VCR/DVD players.

Second, our university’s information technology (IT) department has an aggressive long-range plan with innovative programs to aid instruction. The department is receiving more than adequate funding for implementation of these programs. Two of our core faculty members are currently LEAF fellows, one of the innovative IT programs where teachers are trained to use smart classrooms.

Lastly, students have access to multiple computer labs to complete their course work. The university operates computer labs with flexible hours. Our department has a computer lab open weekdays during normal office hours. The computers in these labs are equipped with Microsoft Office, SPSS, and other standard programs for MPA coursework.

Our information technology does have room for improvement. For one, parts of our Blackboard are not user friendly, and the program can be slow at times. Additionally, students argued for some software access on their home computers.

Hide **6.1f**

6.1f. Resource Adequacy: Library

All students and faculty shall have reasonable access to library facilities and services (physical and/or virtual) that are recognized as adequate for master's level study in public affairs and administration. Library resources should support research, professional development, and continuous learning. The SSR should describe the extent to which library resources are adequate for teaching and research and professional development activities of program faculty and students. Programs should provide an assessment of the extent to which search and online access services are appropriate for the program's mission.

In the space below, please describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission.	More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

“More than Adequate” was the rating chosen by the PA faculty during a meeting. Discussion with a class of current MPA students elicited no negative comments about adequacy of holdings, access, or staff. One student said some of the computers are “old and tired;” another then contradicted that. One student commented “you can get anything.”

Extensive e-subscriptions and search engines, interlibrary loan, and e-books via “NetLibrary” are available to both graduate students and faculty, both on campus and off. JSTOR is particularly popular with the faculty, and SAGE Complete is useful for access to some of the specialized journals in PA. Accessed through the University web site, Google Scholar will link directly to library resources through the source found.

The Government Documents section has a 27% print holding and 100% electronic access. The Law library conforms to ABA print requirements and provides West Campus. A separate library is maintained by the large College of Justice and Safety on the main campus. Faculty are assisted in obtaining copyright clearances, including movie permissions, and the budget exceeds use. The new Noel Studio for Academic Creativity provides various developmental services, including tutors and presentation practice. Contact with library staff is provided through web page links to chat, text, e-mail, direct visit, and phone call options, and the Reference Services staff provides research assistance to both students and faculty, day and night. A “patron driven” model results in automatic purchase of a source that receives a certain number of clicks.

Hide **6.1g**

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

The SSR should explain how the program's classroom and other learning spaces, as well a physical and online facilities for students faculty and staff, are appropriate to the method of program delivery.

In the space provided, please describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs.	More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

Eastern Kentucky University's Master of Public Administration program "More than Adequately" meets the standards for providing sufficient classroom, offices and meeting spaces to support teaching and research, in keeping with the program's mission. The program currently has two designated classrooms in the Combs buildings with seating capacity of roughly 30 each, as well as two classrooms in the basement of McCreary Hall, each of which can comfortably seat 15 students. One administrative support person and office is designated specifically to the MPA program; the program shares the office and services of another administrative staff person within the entirety of the department of government. Other classrooms, if needed, can be reserved through the Bursar's office. In addition, students and faculty have access to conference rooms in the EKU library, Powell Hall, McCreary, and Roark where student-faculty meetings can take place. All students and faculty have reasonable access to EKU's library facilities and services that are adequate for master's level study in public affairs and administration. The library faculty and resources support research, professional development, and continuous learning. Each of the four classrooms currently has a computer for faculty instruction. MPA Director JoAnn Ewalt applied for, and received, a student government association grant in the spring of 2010 to replace the computers in Combs 114 and 116 with upgraded computer systems that will improve the configuration and quality of faculty and student presentations.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities.	Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

Eastern Kentucky University's Master of Public Administration program has five full-time faculty, each with a private office in the Department of Government's McCreary Building. Faculty are required to hold at least five office hours per week to meet with students, although most offer significantly more office hours. The program reports that the space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities is more than adequate, and the ability to take students into a small computer lab in the building when advising on research issues is extremely useful.

However, faculty and students have determined this category deserves an ‘adequate’ designation given that the Department of Government is located in McCreary Hall, an historic building on campus that has three floors, but is not handicapped accessible. As noted previously, alternative meeting locations such as the campus library or other conference rooms are made available for those students who are unable to access the building. Additionally, all course syllabi include a notice to that effect, and students are asked to notify faculty or staff of their needs and that an alternative meeting place or classroom setting (for the entire class) would be arranged.

Standard 7. Matching Communications with the Mission

7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard has been requested in previous sections of the self-study;** this standard addresses *how* and *where* the key elements of the data are made **publicly accessible.**

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. *Some* of that data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the ***"Information to be made public by NASPAA"*** section found at the bottom of this page.

Other data will have to be posted by the program on its website (or be made public in some other way). ***That data is to be included by the program in the form below.*** A program that does note provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example). Further programs are asked to upload any relevant documents which are not online using the "Upload Relevant Documents" field found found at the bottom of this form. Please place all relevant documents into a single .pdf file and upload in this box.

Hide **Data and Information Requirements - Provide URL's**

The information listed below is expected to be publicly availably through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible.

Hide **General Information about the Degree - From Eligibility Section**

Degree Title	http://www.government.eku.edu/mpa/default.php
Organizational Relationship between Program and	http://www.government.eku.edu/mpa/FastFacts.php

University	
Modes of Program Delivery	http://www.government.eku.edu/mpa/Q&A.php
Number of Credit Hours	http://www.government.eku.edu/mpa/requirements.php
Length of Degree	http://www.government.eku.edu/mpa/Q&A.php
List of Specializations	http://www.government.eku.edu/mpa/requirements.php
Number of Students	http://www.government.eku.edu/mpa/FastFacts.php

Hide **Mission of the Program - From Standard 1**

Mission Statement	http://www.government.eku.edu/mpa/mission.php

Hide **Admission - From Standard 4**

Admission Criteria	http://www.government.eku.edu/mpa/mpaadmission.php

Hide **Faculty - From Standard 3**

Number of Faculty Teaching in the Program	http://www.government.eku.edu/mpa/faculty/fac_staff.php
Faculty Identified within the Unit Including Rank	http://www.government.eku.edu/mpa/faculty/fac_staff.php

Hide **Cost of Degree - From Standard 4.1**

Tuition Cost (in state and out-of-state)	http://www.government.eku.edu/mpa/Q&A.php
Description of Financial Aid Availability, including Assistantships	http://www.government.eku.edu/mpa/scholar.php

Hide **Current Student - From Standard 4.3**

Internship Placement List	http://www.government.eku.edu/mpa/FastFacts.php

Hide **Graduates - From Standard 4.3**

Completion Rate (percentage of class entering 5 years	

prior to self study year that graduated within 2 years, and within 5 years) | http://www.government.eku.edu/mpa/FastFacts.php

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

We do not offer dual degrees. We do not offer fast-track options.

Hide **Mission-Triggered Data Surveys**

Furthermore, NASPAA requests 4 different mission-triggered data surveys. Please pay attention to the following:

NASPAA plans to provide four data surveys for programs with missions that trigger additional data reporting. If any of the following conditions is indicated in the Self-Study Report, you have additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

If your mission includes:	Your program should participate in this data survey:	Where your data will appear:
Seeking a national or international applicant pool and a national/international scope of poilcy/management influence	NASPAA Alumni survey (when it becomes available, est.'d 2012-13). Until then or alternatively, the program may present its own alumni survey results, at its option.	Gopublicservice.org and NASPAA and APPAM website locations for prospective students.
Significant selectivity in admissions	NASPAA/APPAM Foundation Data Survey (every Fall, starting 2012).	NASPAA website and potential media partners.
International public affairs education	The NASPAA international public affairs data survey. Alternatively, the program could present its own data related to international mission, at its option.	Globalmpa.net and searchable international program database.
Midcareer, executive, or leadership	The additional questions on Executive MPA programs included in the NASPAA/APPAM Foundation Data Survey. Alternatively, the program can release comparable data elsewhere in the public domain.	NASPAA's Executive MPA Center data board.

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.

Hide **Information to be released by NASPAA**

Hide **General Information about the Degree - From Eligibility Section**

- Degree Title
- Organizational relationship between program and university
- Modes of program delivery
- Number of credit hours
- Length of degree
- List of dual degrees
- List of specializations
- Fast-track Info
- Number of students (varies)

Hide **General Information about the degree - From Eligibility Section**

- Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs and administration.

Hide **Enrollment - From Standard 4**

- Number of enrolled students
- Enrollment - Gender Diversity
- Enrollment - Ethnic Diversity
- Enrollmnet - International Diversity

Hide **Faculty - From Standard 3**

- Faculty Diversity (percentage of teaching faculty by ethnicity)

Hide **Cost of Degree - From Standard 4.1**

- Tuition cost (in-state/out-of-state)
- Description of Financial Aid Availability, including assistantships

Hide **Career Services - From Standard 4.3**

- Distribution of placement of Gradutes (number)

Hide **Faculty - From Standard 3.3**

- Faculty Publication Titles (1 per faculty member)that best exemplify program mission
- Faculty contributions (1 per faculty member) to public policy and administration

Hide **Graduates - From Standard 5**

Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc...)

Warning:

When you have completed your Self Study Report you should click the Submit and Lock button below. This certifies that you have finished the report and wish to submit it to COPRA for review. After you have clicked the Submit and Lock button you will no longer be able to edit your data in the Self Study Report (though you will be able to view it). If you have mistakenly clicked the submit and lock button please contact Stacy Drudy at drudy@naspaa.org.

Submit and Lock (!)	Yes