Commission on Peer Review and Accreditation of the
National Association of Schools of Public Affairs and Administration
Annual Accreditation Report

Instructions:
Please fill in the following narrative and quantitative fields with information related to conformance with NASPAA Accreditation Standards. If the program wishes to provide additional context to its data, supplementary documents may be uploaded at the bottom of the form.

Programs should fill out a separate report for each accredited degree.

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

The annual report year is defined in the semester system as the time period that begins with the Summer session (if applicable) prior to the due date of the report, and ends with the Spring semester in which the report is due.

Advisory: Where possible, COPRA attempts to collect data in the formats used by IPEDS and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. COPRA recommends liaising with the appropriate offices at your university when reporting accreditation data.

Hide   **1. Mission and Goals**

If this is the first time in the system, please enter your program's mission. In the future your mission will be self populated. If there have been any changes to your program's mission since your last review or annual report, please enter the revised mission statement. Please describe the changes and the mission revision process in Question 2.1 regarding substantive change.

Mission and Goals

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

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.

Public Service Values

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.

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

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

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

Hide	**2.1 Substantive Change (if applicable)**

2.1

Has your program made any substantive changes since the most recent review or annual report? If so, please elaborate. [A substantive change is defined as a significant departure from the last accreditation review regarding a program's operation, including but not limited to: mission, goals, objectives, assessment practices, delivery modalities and locations, targeted student population, governance structures, and required and elective competencies.]

Substantive Changes

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In February of 2012, a program change was approved by the EKU curriculum/program change committee.  The new program requirements will require the addition of one additional core class (POL 874: Public Leadership), and the option for students to select between one of two final field study requirements (POL 870 Internship with a capstone paper requirement <strong><em>or</em></strong> POL 871 Analytical Research Paper).  Prior to the Fall of 2012, studentswere required to take both POL 870 and POL 871.  The overall credit hours required for the program will remain the same (39 hours), as will the 12 hour elective requirement and final comprehensive written exam. 
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<strong>PROGRAM REQUIREMENTS:</strong></p>
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The MPA degree program requires satisfactory completion of a minimum of 39 credit hours. All students take a common program core of 24 credit hours.  The program core consists of courses in:</p>
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POL 801 - Administration, Ethics and Public Policy</p>
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POL 765 - Administrative law</p>
<p>
POL 800 - Research Methods</p>
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<u>POL 874 - Public Sector Leadership (added as a core requirement)</u></p>
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POL 875 - Public Sector organizations and Management</p>
<p>
POL 876 - Public Human resources Management</p>
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POL 877 - Public Finance administration</p>
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POL 879 - Policy analysis and Program Evaluation.</p>
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In addition to these program core courses all students will enroll in and execute <u>three semester hours of applied study.</u>Â Â <u>This requirement may be met through </u>an internship (POL 870), generally at a public or nonprofit organization, <u>and the submission of a capstone paper,</u> <u>orÂ </u><u>through a direct, applied analysis project resulting in the submission of a research report (POL 871)</u>.</p>
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<p>
Current MPA student in good standing, with 21 hours or less (of the required 39 hours) completed hours were given the option to enroll under the new program requirements. The rationale for these program changes, which were first discussed at the 2010 MPA Advisory Board Meeting but also discussed and approved by NASPAA in our recent reaccreditation, is to structure the program to better match the career goals and needs of our MPA students and also to ease the final program requirements such that more of our students will complete the program within the two year time frame that is generally needed to complete the requirements (for full-time students). We feel strongly that these changes will facilitate these goals at the same not diminishing the substance or quality of the program or its mission. We are working diligently to make the transition for past students (who still have the time and flexibility to make these modifications) and incoming students seamless. Â </p>

Hide | **3. Program Evaluation**

3.1 Program Evaluation:

Please briefly discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. Please comment on the extent of your program's implementation of student competency assessment as it relates to the transition to outcomes-based accreditation standards (adopted in 2009). If you wish to upload any supplements, you may do so at the bottom of the form.

Program Evaluation

1. Student Alumni Data: Collected alumni data on graduation rates and employment; additionally created a website portal for gathering and updating student information

2. Advisory Committee: 2 year cycle. Held meeting Fall of 2012 to discuss NASPAA accreditation, approve MPA Diversity Plan and affirm mission/goals/values/vision for the program

3. Created an MPA Faculty Diversity Plan (approved by MPA Advisory Board)

4. Student Survey: The next student assessment will be conducted in the Spring of 2013, in POL 879, public policy and program evaluation.

5. In the Spring of 2012, we pulled a representative sample of field study papers to assess the competency domain of communicating and interacting productively with a diverse and changing workforce and citizenry. The program defined one of the competencies for this domain as: "communicate in writing: prepare a clear, concise and well-organized written materials tailored to the audience." The MPA Director and two MPA faculty evaluated a sample (10) of the final POL 871 field study papers to assess this competency by using a rubric that assesses comprehension and the ability to identify the purpose, concepts and key questions on a scale of 1 to 4 for writing assignments 1-beginning; 2-developing; 3-competent; 4-accomplished). The MPA Director and faculty assessed 7 of the 10 papers as competent or accomplished. However, three of the papers received a score of 2 (developing). The way the program has used this information to improve has been to first address this in our MPA meeting and next, by asking the Instructors of Record for POL 800 (research methods) and POL 879 (public policy and program evaluation) to spend more time in their courses ensuring that students can, as noted by the rubric, precisely, clearly and accurately identify the significant issues in the form of a research question. This is significant as our students must be able to demonstrate that they can professionally represent one's organization to stakeholders orally and in writing. They must have a firm grasp, therefore, of the research question and important issues are. I have asked the Instructors for both classes to produce a sample of papers or assignments from their classes that documents an improvement in this area.

Hide 4.1 Faculty Nucleus

Nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for nucleus faculty members. If you have previously entered faculty information in a Self-Study Report or Annual Report within this system the information will be auto-populated in the tab. You should check to verify none of the information has changed and edit as necessary.

Hide 4.2 Faculty

4.2 Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality.

_	% Taught by Full Time Faculty	% Taught by Part Time Faculty
All Courses	90	10
Required Courses	95	5

Hide 4.3 Data Explanations (optional)

The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the faculty data in this form. (Optional for all programs)

Hide 5.1 Student Data

5.1 Admissions:

Please fill out this table describing your program's applicant pool for the annual report year. Combine applicants across the year into one pool.

_	Number Of Students
Applicants	25
Admitted Students	23
Enrolled Students	18

Hide 5.2 Graduation Rates

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

Below, using the ARY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length. If your students cannot be definitively disaggregated into Full and Part-time status, please estimate to the best of your ability given the norms of your program.

_	Initially Enrolled	Graduated in 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 ARY-5 Cohort	13	3	4	6
Number of Part-Time Students in the ARY-5 Cohort	10	0	3	5
Total Number of Students in the ARY-5 Cohort	23	3	7	11

5.3 Employment of Graduates

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Report the job placement statistics (number) for the year PRIOR TO the annual report year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below.

Employment Statistics	Total Number of Graduates
State, provincial, or regional government in the same country as the program	5
City, County, or other local government in the same country as the program	1
Nonprofit domestic-oriented	7
Private Sector but not research/consulting	4
Obtaining further education	1
Status Unknown	1

5.3 Data explanations (optional)

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The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the student data in this form. (Optional for all programs)

6. Resource Sufficiency (if applicable)

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

7. Standards Being Monitored (if applicable)

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If your program is being monitored on a specific Standard, you are required to provide updated information on the issue raised by COPRA in your decision letter each year until which you are notified that COPRA has removed the monitoring. Your program is being monitored on the following standards listed below. Note that if you'd like more details on the specific request from COPRA regarding any of your monitoring standards, you can view your most recent decision letter in the documents tab. **If you are being monitored under Pre-2009 standards, check your Decision Letter to see which Standards you need to provide additional information for.**

Standard 1.1	No
Standard 1.2	No
Standard 1.3	No
Standard 2.1	No
Standard 2.2	No
Standard 3.1	No
Standard 3.2	Yes
Standard 3.3	No
Standard 4.1	No
Standard 4.2	Yes
Standard 4.3	Yes

Standard 4.4	No
Standard 5.1	No
Standard 5.2	No
Standard 5.3	Yes
Standard 5.4	No
Standard 6.1	No
Standard 7.1	No
Monitored under old Standards	No

Hide **Response**

Response to Standards Being Monitored

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<p>
The EKU Master of Public Administration submits the following report on the progress we have made with regard to the following standards, as requested by the Commission: 3.2, 4.2, 4.3, and 5.3.   </p>
<p>
Standard 3.2 Faculty Diversity</p>
<p>
Per the Fall 2012 MPA Advisory Board meeting, the board (including the full MPA faculty) unanimously approved and adopted the Master of Public Administration Faculty Diversity Plan that was drafted by MPA Director LeAnn Beaty in the Spring of 2012. The Diversity Plan aligns the MPA program's mission and values with Eastern University's Diversity Plan and with NASPAA's Standard 3.2 (see, pdf copy of the MPA Diversity Plan that has been uploaded).   </p>
<p>
Standard 4.2 Student Admissions</p>
<p>
At the Fall 2011 MPA faculty meeting, the MPA program adopted the following admission standards:</p>
<p style="margin-left:38.25pt;">
1.   Retain evaluation criteria of using the UG GPA plus a percentile ranking of the graduate school entrance exam (we accept only the GRE) for all students with bachelor's degrees</p>
<p style="margin-left:38.25pt;">
2.   All applicants must supplement the graduate school admission form with two letters of recommendation and a separate, 1-2 page statement of personal goals and objectives before the students' application will be forwarded to the full MPA faculty for review.</p>
<p style="margin-left:38.25pt;">
3.   The program will waive the GRE requirements for students with another graduate degree provided they maintained a 3.2 GPA in the graduate program.</p>
<p>
The rationale for our requiring the submission of 2 letters of recommendation and a personal statement following the approval of the application at the graduate school level is to 1) determine an MPA applicant's understanding of the program and how it fits with our mission and their career goals, and to 2) provide an opportunity for the MPA faculty to observe the applicant's writing ability, as our program relies heavily on written assignments.</p>
<p>
The application and admission criteria have been clearly posted on our website, which underwent an updated look in the summer of 2012. A website digital brochure outlining the key aspects of the program has also been added to the site, and a student resource site has been populated with key information for students. Revisions and improvements to the site are ongoing. Additionally, the MPA faculty made special efforts to market our program this year at the annual UK showcase. MPA faculty Matthew Howell created a flyer and accompanying letter discussing our program's unique history and appeal that he sent out to

key department programs with a request to post the flyers for the upcoming recruitment event. Similar actions will be taken for other recruitment events.</p>
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Standard 4.3 Support for Students</p>
<p>
Since the Fall of 2011, we have implemented changes or new procedures in seven areas to help our students be more successful and complete the program in a timely manner:</p>
<p style="margin-left:43.5pt;">
1.   <u>Develop a database which will permit the program to monitor students' progress in the program</u>. The MPA program began contacting and collecting contact and employment related data in the AY 2011-2012. In the Fall of 2011, we began compiling and entering all student information into Access, a database tool for gathering and organizing student information, including current status in the program and job placements. This system, which we are using together with EKU's Banner IT system, has enabled the program to more effectively: a) monitor completion rates, b) notify MPA faculty when a student's GPA falls below a 3.0; and c) maintain contact information and employment status for current and alumni students. This new tracking system, which includes a portal on the MPA website for submitting or updating their information, will be used to generate reports in response to NASPAA 5.2 Graduation Rates, 5.3 Employment of Graduates, and the listserve will also be used to conduct student and alumni surveys to monitor program satisfaction and the competencies.</p>
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<p style="margin-left:43.5pt;">
2.   <u>MPA Program Change</u>. As noted under "substantive changes," in February of 2012 a program change was approved by the University Curriculum Committee and College Graduate School that will make the final completion requirements less daunting for our students without weakening the integrity of the program. Effective Fall 2012, under the 2012-2013 catalogue, POL 874 (public sector leadership) is now a core course for all MPA students (most students were previously taking this course as an elective); however, students will only be required to take 3 hours of the field study component of the program instead of 6 hours: a) POL 870 Internship with a capstone paper requirement or b) POL 871 Analytical Research Paper). Prior to the Fall of 2012, students were required to take both POL 870 and POL 871. We predict the vast majority of our students will choose the internship field study component of the program, a course in which over 90% of students successfully completed within the parameters of the semester, without taking an IP. The overall credit hours required for the program will remain the same (39 hours), as will the 12 hour elective requirement and final comprehensive written exam.</p>
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<p style="margin-left:43.5pt;">
3.   <u>Internship Evaluations</u>. In conjunction with the program change, above, we have taken deliberate steps to better assess the students' internship experience and make course design changes within the POL 871 course that will allow in-service students with appropriate public sector professional experience to utilize their existing job position to satisfy the requirements of the course, with closer oversight and feedback from the supervisor that demonstrates a focus on some aspect above and beyond their current position. Students not currently employed, but having prior experience in the public or nonprofit sector will have the option to choose POL 871, per the program changes described above. We have also attempted to formalize the internship relationships by establishing more and varied internship opportunities for students, and by conducting internship supervisory evaluations for every student. Those evaluations, in addition to the final projects or papers, will be reviewed and analyzed by the MPA Director each summer. The findings and recommendations for student or course improvement will discussed at the Fall MPA meeting.</p>
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<p style="margin-left:43.5pt;">
4.   <u>Two MPA Meetings per AY</u>. In addition to the biannual MPA

Advisory Board meeting and monthly Departmental meetings in which the MPA faculty report on any new or pending business, the MPA faculty hold two formal meetings per academic year, at the beginning of the spring and fall semester. This permits us to discuss student progress and program changes that impact student success in a more deliberate fashion. We also use it to share information related to student advising and the most prevalent reasons why students are having difficulty in individual courses or balancing scheduling with work schedules. In the fall 2012 faculty meeting, we also discussed a) the need for the MPA director to delegate out more of the advisory relationships with students and also the final field study capstone papers or analytical reports. The MPA director will remain the advisor of record, but the MPA faculty have agreed to take on more mentoring roles to better stay abreast of troubles when they arise, to intervene sooner. Â Â </p>
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<p style="margin-left:43.5pt;">
5. Â Â Â Â Â <u>Comprehensive Review Session</u>. In the Spring of 2012, I developed, scheduled and led the first annual MPA comprehensive exam review session. The purpose of the review session is to help our students be more confident and successful as they prepared for their final exam. Â There was a large number of students in attendance at the first session, we received very favorable feedback and the review session will become an annual event.</p>
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<p style="margin-left:43.5pt;">
6. Â Â Â Â Â <u>Utilization of Social and Print Media</u>. When the University decided to transition their websites to Drupal, I worked with Network Manager Melanie Bentley at Eastern during the summer of 2012 to tailor and update the MPA website to make it more functional and appealing to our students, alumni and potential students. I also updated and redesigned our MPA brochures and placed a digital web based version of the brochure on our website. Â These website, facebook and brochure changes also reflect the program changes that became effective Fall 2012. Â </p>
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<p style="margin-left:43.5pt;">
7. Â Â Â Â Â <u>Pi Alpha Alpha</u>. With the approval of the MPA faculty and Advisory Board, I applied for and was appointed principal representative for the newly created Pi Alpha Alpha (PAA) chapter for EKU, effective Spring 2012. PAA is the national honor society for students in public affair and administration. Induction into PAA denotes the highest performance levels in educational programs pertinent to public service careers. We remain committed to providing the highest standards of quality, as evidenced by our ongoing NASPAA accreditation efforts and strategies for enhancing student achievement and timely graduation. Â </p>
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Standard 5.3 Mission Specific Elective Competencies</p>
<p>
The July 22, 2011 NASPAA Accreditation Review memorandum requested that the program provide updated information regarding the development and implementation of mission specific competencies for its health related tracks. The following lists our Community Health Administration and Environmental Health track options and the competencies we expect students to demonstrate for each, beyond those defined in the universal competencies:</p>
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Standard 5.3 Mission Specific Elective Competencies: Â Community Health Administration Option</p>
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The Community Health Administration Option enables students to develop skills and knowledge of health administration and management within both institutional and community-based settings, including issues surrounding public health at the federal, state, and local levels. It meets the program's mission by focusing on teaching students understanding and skills needed to effectively and ethically lead and manage health-related

institutions in a democratic and diverse society.

Student Learning Outcomes (Competency): Students in the Community Health track are expected to demonstrate their ability to:

1.   Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices

2.   Recognize and facilitate diversity of thought, culture, gender and ethnicity through communication and collaboration

3.   Understand the political, social, and economic issues that impact the development and implementation of health care policy, human resources management, budgeting and financial management processes and controls, strategic planning, and information technology in public, nonprofit and private health care organizations.

4.   Participate in professional development, scholarship, service and education activities that contribute to public health

5.   Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health

In this MPA program, students choosing the Community Health Administration option must take:

HEA 898: Health Care Delivery ***and ***

**Three courses from **

HEA 816: Public Health Organization and Administration

HEA 855: Epidemiology and Risk Management

HEA 798: Health Promotion Program Planning

HEA 875: Seminar in Contemporary Health Problems

HEA 880: Special Project in Health

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Student Work (Evidence): As stated by our MPA mission, all courses and tracks must teach "the tools and techniques of public service and administrative practices that enhance performance in the public interest through professional expertise, technical skills and ethical behaviors." Successful achievement of this goal is best evidenced by the completion of the final field study component of the program. All students must take a 3 hour final field study course; they have two options from which to choose: a) POL 870 (3 hrs), an internship in public administration *or* b) POL 871 (3 hrs), a field study in public administration. Students will produce either a final capstone portfolio related to the POL 870 internship or an analytical report for POL 871 that demonstrates-in addition to the five domains of the universal competencies-competency on each of the five leaning outcomes specified for the community health administration track.

**Evaluation Criteria: **The final field study portfolio or analytical report will be evaluated and judged as exceeding, meeting or failing to meet expectations. The portfolio or analytical report will additionally be evaluated holistically to ensure that the spirit of the final field study component of the program has been met (i.e., that it demonstrates the student's best efforts), and that all other requirements have been satisfactorily met, e.g., unique work in the internship, well-constructed research design, oral and written presentation formats, and any other relevant criteria.

Level of Performance is defined as follows:

"Exceeds Expectations" (earning an A in the course) includes all of the following

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Â·Â Â Â Â Â Â Â Â All assignments are completed on time (or, the student has made prior arrangements with the instructor for the late submission of work, and the instructor has determined that the reasons for the late submission are compelling and justified).</p>
<p>

Â·Â Â Â Â Â Â Â Â The journal assignments and final paper are thorough and well written and directly relate to the learning objectives, specified competencies and to the question cues provided by the instructor.</p>
<p>

Â·Â Â Â Â Â Â Â Â The portfolio or analytical report is thorough and complete, well-written and inclusive of a comprehensive documentation of the process. Evidence is seen of the student's thoughtful reflections on the experience, the ability to gather, analyze and synthesize appropriate information to inform public action and decisions and linkages to his or her MPA coursework and the specified competencies as determined by the final field study content and criteria.</p>
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Â·Â Â Â Â Â Â Â Â The portfolio or analytical report is constructed in such a way as to be useful to students as they apply for public administration positions or further education upon graduating from the program.</p>
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"Meets Expectations" (earning a B in the course) means the student's work is deficient in one or more of the above areas, but is generally of a level that the final portfolio will be useful to the student as he or she applies for public or nongovernmental administration positions upon graduating from the program.</p>
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"Fails to meet Expectations" (earning a C in the course) means the student has repeatedly failed to meet deadlines or produce first-rate work, has failed to link the field study experience to the course objectives and competencies, and has failed to demonstrate the relationships between the regular MPA coursework and the field study experience.</p>
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Assessment methods:The student submits their work and presents it in a portfolio or by oral defense in the semester in which the field study component of the program is completed, generally in the last month of the semester towards the end of their program. A representative sample of the portfolios or analytical report will be evaluated by a faculty Committee. Each portfolio or paper will be assigned a summative score of exceeding, meeting or failing to meet expectations.</p>
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Time Frame:The portfolios and analytical reports are collected in the last month of each summer, fall and spring semester. The faculty Committee will select a representative sample of portfolios or papers and evaluate them at the end of each semester. Analysis of findings will take place in the summer. Results will be presented at the first MPA faculty meeting of the fall.</p>
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Who will do the Assessment?The MPA Director and appointed faculty Committee will obtain a representative sample of portfolios or analytical reports and carry out the assessment activities.</p>
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Type of Feedback: The faculty Committee analyzes the evidence and reports it to the full faculty, summarizing student performance on each of the areas required in the portfolio or analytical report as well as on the final field study project as a whole. Performance may be reported as percentage of students judged as exceeding, meeting or failing to exceed expectations on each of the areas, as well as on the holistic evaluation of the completed portfolio.</p>
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How data will be used to improve program or revise curricula?The MPA faculty will meet as a whole to discuss findings. For areas where students did not meet or exceed faculty expectations, actions will be recommended to improve student success.</p>
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Note that other items can be included in the final POL 870 portfolio, such as a student's resume at entering the program and a resume at graduation; a section on personal accomplishments, special projects, citations, memberships (e.g., Pi alpha alpha award, ICMA student membership), the student's pre-admittance essay and a culminating reflective essay, etc.</p>
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<p>
Standard 5.3 Mission Specific Elective Competencies: Environmental Health Option</p>
<p>
The Environmental Health Option educates and trains our students for specialized roles within public health specific to community health education, environmental health science, and public health administration at the federal, state, and local levels. It meets the program's mission by teaching students the understanding and management skills needed to effectively and ethically lead environmental health organizations in the science of protecting against environmental factors that adversely impact human health or the ecologic balances to long-term human health and environmental quality, whether in the natural or human-made environment.</p>
<p>
Student Learning Outcomes (Competency):Students in the Environmental Health track are expected to demonstrate their ability to:</p>
<p>
1.   Demonstrate the ability to understand the environmental health practitioner's leadership role to effectively educate the public on environmental health issues through the use of sound professional public management techniques, skills, values, and ethical practices</p>
<p>
2.   Demonstrate an interdisciplinary knowledge of environmental hazards as well as an understanding of the unique mission and culture of public health agencies and the disparate needs of the clients that rely on their services</p>
<p>
3.   Demonstrate the ability to analyze data, recognize meaningful test results, interpret results, and present the results in an appropriate way to a diverse body of stakeholders</p>
<p>
4.   Demonstrate the ability to evaluate the effectiveness or performance of procedures, interventions, and programs.</p>
<p>
5.   Demonstrate the capacity to understand and appropriately use information about the economic and political implications of decisions for diverse groups such as epidemiologists and toxicologists, policymakers and non-technical audiences</p>
<p style="margin-left:.25in;">
In this MPA program, students choosing the Environmental Health option must take:</p>
<p>
EHS 850: Introduction to Environmental Health Science
and</p>
<p>
Three courses from among:</p>
<p>
EHS 825: Environmental Health Planning</p>
<p>
EHS 845: Environmental Health Standards/Compliance</p>
<p>
EHS 855: Emergency Sanitation/Shelter/Environments</p>
<p>
EHS 870: Assessing and Managing Health Risks</p>
<p>
EHS 880: Food/Waterborne Disease Control</p>
<p>
HEA 880: Special Project in Health</p>
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Student Work (Evidence):As stated by our MPA mission, all courses and tracks must teach "the tools and techniques of public service and administrative practices that enhance performance in the public interest through professional expertise, technical skills and ethical behaviors." Successful achievement of this goal is best evidenced by the completion of the final field study component of the program. All students must take a 3 hour final field study course; they have two options from which to choose: a) POL 870 (3 hrs), an internship in public administration or b) POL 871 (3 hrs), a field study in public administration. Students will produce either a final capstone portfolio related to the POL 870 internship or an analytical report for POL 871 that demonstrates-in addition to the five domains of the universal competencies-competency on each of the five leaning outcomes specified for the environmental health administration track.</p>
<p>
Evaluation Criteria: The final field study portfolio or analytical report will be evaluated and judged as exceeding, meeting or failing to meet expectations. The portfolio or analytical report will additionally be evaluated holistically to ensure that the spirit of the final field study component of the program has been met (i.e., that it demonstrates the student's best efforts), and that all other requirements have been satisfactorily met, e.g., unique work in the internship, well-constructed research design, oral and written presentation formats, and any other relevant criteria.</p>
<p>
Level of Performance is defined as follows:</p>
<p>
"Exceeds Expectations" (earning an A in the course) includes all of the following</p>
<p>
Â·Â Â Â Â Â Â Â Â All assignments are completed on time (or, the student has made prior arrangements with the instructor for the late submission of work, and the instructor has determined that the reasons for the late submission are compelling and justified).</p>
<p>
Â·Â Â Â Â Â Â Â Â The journal assignments and final paper are thorough and well written and directly relate to the learning objectives, specified competencies and to the question cues provided by the instructor.</p>
<p>
Â·Â Â Â Â Â Â Â Â The portfolio or analytical report is thorough and complete, well-written and inclusive of a comprehensive documentation of the process. Evidence is seen of the student's thoughtful reflections on the experience, the ability to gather, analyze and synthesize appropriate information to inform public action and decisions and linkages to his or her MPA coursework and the specified competencies as determined by the final field study content and criteria.</p>
<p>
Â·Â Â Â Â Â Â Â Â The portfolio or analytical report is constructed in such a way as to be useful to students as they apply for public administration positions or further education upon graduating from the program.</p>
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<p>
"Meets Expectations" (earning a B in the course) means the student's work is deficient in one or more of the above areas, but is generally of a level that the final portfolio will be useful to the student as he or she applies for public or nongovernmental administration positions upon graduating from the program.</p>
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<p>
"Fails to meet Expectations" (earning a C in the course) means the student has repeatedly failed to meet deadlines or produce first-rate work, has failed to link the field study experience to the course objectives and competencies, and has failed to demonstrate the relationships between the regular MPA coursework and the field study experience.</p>
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<p>
Assessment methods:The student submits their work and presents it in a portfolio or by oral defense in the semester in which the field study component of the program is completed, generally in the last month of the semester towards the end of their program. A representative sample of the portfolios or analytical report will be evaluated by a faculty Committee. Each portfolio or paper will be assigned a summative score of exceeding,

meeting or failing to meet expectations.</p>
<p>
Time Frame:The portfolios and analytical reports are collected in the last month of each summer, fall and spring semester. The faculty Committee will select a representative sample of portfolios or papers and evaluate them at the end of each semester. Analysis of findings will take place in the summer. Results will be presented at the first MPA faculty meeting of the fall.</p>
<p>
Who will do the Assessment?The MPA Director and appointed faculty Committee will obtain a representative sample of portfolios or analytical reports and carry out the assessment activities.</p>
<p>
Type of Feedback: The faculty Committee analyzes the evidence and reports it to the full faculty, summarizing student performance on each of the areas required in the portfolio or analytical report as well as on the final field study project as a whole. Performance may be reported as percentage of students judged as exceeding, meeting or failing to exceed expectations on each of the areas, as well as on the holistic evaluation of the completed portfolio.</p>
<p>
How data will be used to improve program or revise curricula?The MPA faculty will meet as a whole to discuss findings. For areas where students did not meet or exceed faculty expectations, actions will be recommended to improve student success.</p>
<p>
Note that other items can be included in the final POL 870 portfolio, such as a student's resume at entering the program and a resume at graduation; a section on personal accomplishments, special projects, citations, memberships (e.g., Pi Alpha Alpha award, ICMA student membership, conference presentation), the student's pre-admittance essay and a culminating reflective essay, etc.</p>
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Hide Exhibits (Optional)

Upload any relevant exhibits or explanatory supplements here. You may upload as many supplements as necessary, although the Commission asks that you streamline your files into a single file, such as a .pdf, when possible. (Optional for all programs)

Exhibits   Download

Hide Submit and Lock Application

Submit and Lock Annual Report   Yes

Hide Definitions

1. Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

2. "All Courses" includes all required courses for students in the program, as well as all required courses for elective specializations. It does not include courses outside of these categories that are not primarily for students of the program, and does not include elective options in other departments, unless they are regular substitutes for required courses.

3. ARY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the annual report year. Programs unable to use this cohort as a basis for calculating completion rates should expalin their approach for calculating a completion rate in the optional text box.

4. Part Time Student: A student enrolled in the program who does not meet the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as fewer than 9

credit hours per semester.