**Commission on Peer Review and Accreditation of the**
**National Association of Schools of Public Affairs and Administration**
**Annual Accreditation Maintenance 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 immediately before 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 | **Mission** |

**1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please enter the revised mission statement. Please describe the changes and the mission revision process in Question 4. regarding substantive change.**

The mission of the Master of Public Administration Program at Eastern Kentucky University is to maintain and build upon our tradition of national distinction as an exemplary MPA Program by:

â€¢ 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;

â€¢ 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

â€¢ 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** | **Substantive Change (if applicable)**

4. 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

At the Spring 2013 MPA faculty meeting, in consultation with and upon the recommendations of the MPA Advisory Board, MPA core faculty, Department Chair, College of Arts & Sciences Dean and the EKU E-campus director, unanimously voted to submit a proposal for a parallel Online MPA program. The proposal was approved on May 22, 2013 by the Dean's committee; approval was unanimous, and Eastern's Provost, Janna Vice, praised the MPA program profusely for our forward thinking and accomplishments to date. The MPA Online program proposal, which is attached, outlines the rationale and schedule of courses to be launched,

beginning Spring of 2014. The program requirements, admission process, and assessment process, supplemented by a Quality Matters Assessment that all online courses must pass prior to being launched, are addressed in the proposal. For more information on the Quality Matters Rubric Standards (with Assigned Point Values) that all our online courses must pass before they are launched, see https://www.qualitymatters.org/rubric or email info@qualitymatters.org. The on-campus MPA program will continue to operate as it has; students enrolled in the on-campus program will have the option, under select circumstances (they would have to submit an exception form), to utilize the online program to fulfill program requirements where relevant. I have included, below, an excerpt from a recent news release:

EKU Launches Online Master's Program in Public Administration; First of its Kind in Commonwealth

Eastern Kentucky University will launch the first fully online accredited Master's of Public Administration degree program in Kentucky in Spring 2014.
The program, which is designed to serve pre-service graduate students as well as those already working in the public sector, is especially unique in that it can be tailored to students' career interests.

Dr. John Wade, dean of EKU's College of Arts & Sciences, said: "The online MPA program is a big step forward for us in reaching new students with the potential to excel in government and nonprofit administration. I predict it will become an important component of EKU's educational outreach to Kentucky and beyond." EKU offered the first MPA degree in the Commonwealth and has been preparing leaders in public administration for more than 40 years. MPA Director and Online Program Coordinator LeAnn Beaty looks forward to connecting with a larger, more diverse group of students through the new online program. "We hope to reach a broader audience of graduate students who might not otherwise be able to attend a more traditional on-campus program, but have a desire to become public sector and nonprofit leaders," she explained.

The general EKU Online MPA tracks can be customized to fit individual career goals. Electives are available in subject areas including but not limited to homeland security, emergency management, labor and employment, fire and emergency services, school safety and occupational safety. The community development EKU Online MPA track prepares leaders with aspirations in nonprofit advocacy work, city management, zoning, strategic planning and related fields.

EKU Online students will take the same courses and earn the same degree as on-campus MPA students. Faculty members describe the curriculum as practitioner-focused with special emphasis on regional and local government. Coursework will conclude with the student's choice of an internship or a directed research project. Applications for the first term are due Nov. 30.

## Hide  Program Evaluation

5. 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

In accordance with Section V: Teaching and Learning of our Assessment Plan for the Master of Public Administration Program, for the AY 2012-2013, we created and assessed Student Mastery of Required Competency 5, "To Communicate and interact productively with a diverse and changing workforce and citizenry." That assessment is attached, together with our Online Viability Proposal and the MPA Diversity Plan and actions we have taken since ARY 2012-2013 in response to Standard 3.2.

---

### Hide   Faculty Nucleus

6. 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   Faculty

7. 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** | 95 | 5 |
| **Courses delivering required competencies** | 100 | 0 |

#### Hide   Data Explanations (optional)

8. 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   Student Data

9. Admissions:

Please fill out this table describing your program's applicant pool for the annual report year. Combine applicants across the year into one pool. The number of enrolled students should only include those students who were admitted and enrolled within the annual report year. This number should *not* reflect total student enrollment.

| _ | Number Of Students |
|---|---|
| **Applicants** | 43 |
| **Admitted Students** | 22 |
| **Enrolled Students** | 16 |

**Graduation Rates**

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

10. 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** | 8 | 2 | 3 | 4 |
| **Number of Part-Time Students in the ARY-5 Cohort** | 10 | 1 | 3 | 6 |
| **Total Number of Students in the ARY-5 Cohort** | 18 | 3 | 6 | 10 |

11. Please define your program design length.

| **Program Design Length** | The MPA program is 39 hours and includes 24 hours of core required classes, 12 hours of electives, and 3 hours of POL 870 or POL 871. Full-time students - those who take at least 3 courses each semester - generally finish the program in 2 years (this includes at least one course completed during the summer). |
|---|---|

**Employment of Graduates**

12. Report the job placement statistics (number) for the year <u>PRIOR TO the annual report year,</u> 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** | 2 |
| **Nonprofit domestic-oriented** | 2 |
| **Total** | 4 |

**13. CHEA requires NASPAA to ensure that programmatic outcomes are provided to the public. Please copy and paste an URL link to where your program website presents employment statistics (or other programmatic outcomes) to show student success.**

URL Link                                              http://mpa.eku.edu/career-outlook

---

| Hide | **Data explanations (optional)** |
|------|----------------------------------|

14. 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)

**Data Explanations**

In the AY 2012-2013, the MPA department developed an alumni questionnaire to track job placement statistics in accordance with #12 above. The process of trying to get students to complete the questionnaire upon graduation, and again in six months, is being continually examined. We determined in the fall of 2013 that as we move forward with this collection of data, we will request, as a part of the graduate review process, students to complete the questionnaire, with appropriate explanations, including that we will be contacting them again in six months to track their employment history. By being more targeted in our approach, utilizing a SOP for desseminating and collecting the data, we hope to get a larger set of responses for reporting purposes and other alumni uses.

---

| Hide | **Resource Sufficiency (if applicable)** |
|------|------------------------------------------|

15. 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, please provide information regarding these changes below. (If there are no changes, the program may leave this field blank.)

---

| Hide | **Standards Being Monitored (if applicable)** |
|------|-----------------------------------------------|

16. 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

The EKU Master of Public Administration submits the following report with regard to standards 3.2, 4.2, 4.3, and 5.3. A more indepth report on each of these standards was submitted in the 2012 Report; this report summarizes and includes any updates or revisions to the status of these standards.

### Standard 3.2 Response

A Master of Public Administration Faculty Diversity Plan was draft, approved by both the MPA faculty and MPA Advisory Council, and adopted in the Spring semester of 2012. A copy of said Diversity Plan was submitted with the 2012 NASPAA Annual Report. I have attached it again for this report, which includes the actions we have taken since ARY 2012-2013.

### Standard 4.2 Response

Per the Fall 2011 MPA faculty meeting, we voted to waive the GRE for students with cumulative undergraduate GPAs of 3.0 or higher. Requiring the GRE exam introduces additional costs to our students, complicates our admission process, and may not add much value, particularly for those students with relatively high undergraduate GPA's. GRE scores may however, be valuable in assessing the capability for graduate work of applicants who are near the minimum GPA requirement for Clear Admission. Following an application for a program change which was approved at the departmental, graduate school level, and university curriculum committee, the 2013-2014 graduate catalog Admissions Requirements states:

II. ADMISSION REQUIREMENTS

For admission to the program, students must meet both the general requirements of the Graduate School and the requirements of the MPA program. Applicants to the MPA program come from a variety of undergraduate degree programs, and admission decisions are based on an overall assessment of a student's application.

Applicants who meet the criteria listed below may qualify for "Clear Admission" to the MPA program:

1. A complete application;
2. Meets the general requirements of both the Graduate School and MPA program;
3. Achieves a minimum grade point average (GPA) of 2.75 (on a 4.0 scale), or 3.0 on the last 60 semester hours of the baccalaureate program. In addition, applicants are expected to have verbal scores of 146 or above, and quantitative scores of 140 or above on the Graduate Record Exam (GRE). Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement.
4. Evaluation of academic potential based on two (2) letters of recommendation from persons familiar with the applicant's academic or employment experience;
5. Evaluation of academic potential and appropriate interests based on a statement of career goals and objectives.

Students who fail to meet the targeted GPA or GRE scores specified above may be granted a probationary admission. The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate course work with a grade point average of at least 3.0 and with no more than one grade, regardless of the number of course credit hours, of "C" or lower. Students must be removed from probationary admission prior to registering in any course work beyond an initial 12 hours. At least six hours of the first 12 hours must be in the common MPA core.

## Standard 4.3 Response

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:

1. Develop a database which will permit the program to monitor students' progress in the program. 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.

2. MPA Program 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 catalogu, POL 874 (public sector leadership) was added as a core course, and students are required to take 3 hours of the field study component of the program, choosing between (but not both as previously was the case): a) POL 870 Internship with a capstone paper requirement OR b) POL 871 Analytical Research Paper). The overall credit hours required for the program remains the same (39 hours).

3. Internship Evaluations. In conjunction with the program change, above, we took deliberate steps to better assess the students' internship experience, including the addition of course objectives in which students must specifically align their course work combined with their

internship experience to address how their overall graduate experience helped them to achieve the NASPAA Universal competencies. We have also strengthened oversight of the internship by requiring an evaluation from the intern supervisor. We have also attempted to formalize the internship relationships by establishing more and varied internship opportunities for students in addition to conducting the supervisory evaluations for every student. Those evaluations, in addition to the final projects or papers, will be reviewed and analyzed by the MPA Director and a committee of at least two other faculty members each semester. The findings and recommendations for student or course improvements will be integrated into the NASPAA assessments and also discussed at the Fall MPA meetings.

4. Two MPA Meetings per AY. 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 has facilitated improved monitoring of student progress and meaningful discussions related to program changes that impact student recruitment and retentions in a more deliberate fashion.

5. Comprehensive Review Session. In the Spring of 2012, I developed, scheduled and led the first annual MPA comprehensive exam review session.

6. Utilization of Social and Print Media. 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. We have additionally included a career outlook section, to provide students with current job opportunities and growth in the different fields. These changes became effective Fall 2012.

7. Pi Alpha Alpha. In the Fall of 2012, we created an EKU PAA chapter. 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. In the Spring of 2013, we conducted our first PAA induction ceremony, including an Honorary PAA award to 2010 MPA graduate, Clayton Jackson, for his ongoing collaboration and assistance to the MPA program.

| **Standard 5.3 Response** | In response to the July 22, 2011 NASPAA memorandum requesting our program to provide updated information regard the development and implementation of mission specific competencies for its health related tracks, we developed and submitted the following mission specific competencies for the Community Health Administration and Environmental Health track options. These competencies were also submitted for the 2012 NASPAA Annual Report; they were not modified for the ARY of 2012-2013. |
| --- | --- |
| | 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.

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.

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: or a Special Project in Health.

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.

Students in the Environmental Health track are expected to demonstrate their ability to:

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.

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.

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.

4. Demonstrate the ability to evaluate the effectiveness or performance of procedures, interventions, and programs.

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.

Students choosing the Environmental Health

option must take EHS 850: Introduction to Environmental Health Science, and three courses from among EHS 825: Environmental Health Planning, EHS 845: Environmental Health Standards/Compliance, EHS 855: Emergency Sanitation/Shelter/Environments, EHS 870: Assessing and Managing Health Risks, EHS 880: Food/Waterborne Disease Control, or HEA 880: Special Project in Health.

As stated by our MPA mission, all courses and tracks - including the Community Health Administration and Environmental Health track options referenced above, 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, in addition to the core course and 12 elective hours within the track options, take a 3 hour final field study course that produces either a final capstone portfolio (POL 870) OR an analytical report (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 various tracks. Evaluation of the competencies for these tracks, which were outline in the 2012 NASPAA Annual Report, are not repeated here, but incorporated by reference.

---

**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 courses delivering required competencies 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.

**Definitions**                                    No