2018-2019

**Commission on Peer Review and Accreditation of the
Network of Schools of Public Policy, Affairs, and Administration
Annual Accreditation Report**

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

Programs should fill out a separate report for each accredited degree. **Programs with multiple campuses or modalities should provide data disaggregated by campus or modality. To do so, complete the first table for questions 6, 9, 10, and 12 in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Question 6 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.** Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts within the program, such as executive or 3+2 cohorts.

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

The annual data report year is defined as the Academic Year prior to the report's submission. The program will indicate in the report if its university defines its Academic Year as "Fall, Spring, Summer" or "Summer, Fall, Spring".

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

1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please click here to enter the revised mission statement. Please describe the changes and the mission revision process (Question 3) regarding substantive change.

Mission Statement
The mission of the Master of Public Administration program at Central Michigan University is to provide practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth, ensure effective and accountable decision-making as they lead, manage, and serve in the public sector, and increase the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings, from government organizations to non-profit agencies and international bodies.

Public Service Values
To achieve our mission and realize our vision, the MPA program at Central Michigan University emphasizes the following NASPAA public service values:

Students and alumni from the MPA program at Central Michigan University will:
• Pursue the public interest with accountability and transparency
• Serve professionally with competence, efficiency, and objectivity

- Act ethically so as to uphold the public trust
- Demonstrate respect, equity, and fairness to dealings with citizens and fellow public servants

Universal Competencies
To implement its Vision and Mission statements, the MPA program at Central Michigan University has adopted the following set of NASPAA required competencies in its curriculum.

Students in the MPA program at Central Michigan University will develop and enhance their ability:
- To lead and manage in public governance
- To participate in and contribute to the 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

2a. Indicate the mode(s) of program delivery that most accurately describe your program (check all that apply)	a. In person instruction only b. In person instruction with online coursework available d. Completely online (students never have to come to campus)
2c. Does the program include an executive cohort or track?	No

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

During the 2018-2019 year, the Public Administration Council voted to put more MPA courses online to complement the existing online modality started by the program in 2017, and the program's existing face-to-face modality started in 1978. These additional courses allow for the "Nonprofit Management Concentration" and the "State & Local Government Management Concentration" to be offered online (previously, the program only offered the "General Concentration" in the online modality. Note that all courses and concentrations continue to be offered face-to-face). The program also voted to study the possible offering of hybrid courses in the future. These courses would allow students from the online modality and the face-to-face modality in Mt. Pleasant to be in the same course via WebEx technology. Finally, new Departmental bylaws were passed by the Public Administration Council and the Department. These changes increased publication requirements for all members of the Department and gave the Public Administration Council responsibility over the undergraduate degree in "public and nonprofit administration" (all other powers of the Council remained the same).

4. Program Evaluation: Please discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. If you wish to upload any supplements, you may do so at the bottom of the form.

During their time in the MPA program, NASPAA universal competencies as well as the program's own mission specific competencies are introduced and reinforced throughout all required MPA courses. Students then demonstrate mastery of all competencies (both universal and mission specific) via the MPA capstone course, PAD 730 'Public Service Competencies.' In this course, students analyze a variety of practitioner-oriented cases in which they apply all the public service competencies emphasized in the program. Thus, the goal of the PAD 730 capstone course is for students to showcase their mastery of all public service competencies emphasized by NASPAA and the Central Michigan University MPA program. The program collects competency data from this capstone course each year and integrates it into an annual Competency Assessment Report that guides programmatic discussions and improvements. Over time, these reports form the basis of programmatic discussions occurring in the program's Public Administration Council (the governing entity of public administration faculty members that manage the MPA program) and MPA Alumni Advisory Board about mission fulfillment and strategic plans.
In the Fall of each year, the program's Director and Assistant Director produce the annual Competency Assessment Report from the competency data collected via this course. The Competency Assessment Report shows student performance trends on all of the program's public

service competencies for that year (for this reporting cycle, this would be for the 2018-2019 assessment cycle). This report is then discussed by the Public Administration Council who use it to implement continuous improvements within the program, published on the program's website, and reported to the MPA Alumni Advisory Board during its annual meeting.

During the 2018-2019 reporting cycle, the program made minor adjustments to its capstone course (PAD 730) that added an additional assignment focusing on a research-based innovation analysis for a public sector organization. This assignment complements the course's existing use of practitioner-cases to assess student mastery of all competencies. Implementation of the innovation analysis occurred with consideration given to past competency assessment trends within the program that revealed some weaknesses on the data analysis competency (i.e. UC 3 'to analyze, synthesize, think critically, solve problems, and make decisions') and the public service competency (i.e. UC 4 'to articulate and apply a public service perspective') observed in previous reporting cycles. While the 2017-2018 reporting cycle revealed some improvements in terms of student mastery of those competencies, the program still wanted changes to the capstone course that allowed for a more effective emphasis on those competencies. Thus, the addition of the Innovation Analysis Project to the capstone course during the 2018-2019 academic year.

Results from the 2018-2019 Competency Assessment Report (see attached) reveal that students in the MPA program at Central Michigan University still do an adequate job of mastering all NASPAA required universal competencies and mission-specific competencies in the PAD 730 capstone course. However, when compared to last year's data (i.e. the 2017-2018 reporting cycle) modest declines in performance were noted for the following Competency Indicators: #5 (data analysis), #8 (linking public service theory to practice), #9 (academic honesty, which is conceptualized as using appropriate citation formats in writing), #10 (professional integrity, which is conceptualized as producing professional style reports with minimal typographical errors), and #11 (accountability diagnoses). While still within an acceptable range, the declines in these indicators are concerning and will be addressed by the program's Public Administration Council and the program's MPA Alumni Advisory Board during the 2019-2020 academic year. Recommendations made in the 2018-2019 Competency Assessment Report include a number of potential data-driven solutions that the Public Administration Council and MPA Alumni Advisory Board will consider. These include:

- The program reexamining how data analysis is introduced, reinforced, and mastered within the program. In previous reporting cycles, the program improved students' performance on data analysis by introducing and reinforcing data analysis techniques in a variety of courses (e.g. PAD 714 'Program Analysis & Evaluation,' PAD 713 'Public Budgeting & Finance,' and PAD 780 'Public Sector Research Methods'). However, it appears that other ideas and techniques for student improvement in this competency area are now needed to stop erosion in students' data analysis performance.
- The program needing to more effectively integrate public administration theory within all of its required courses.
- The program needing to mandate some type of citation training and professional writing experiences for MPA students so that students apply citations correctly and submit high-quality written products that are professional in nature.
- The program needing to consider the concept of accountability and how it is integrated in the required courses of the MPA program.

Using these recommendations and the 2018-2019 Competency Assessment Report as a guide, the program's Public Administration Council and MPA Alumni Advisory Board will start to examine how to improve student mastery of these concepts during the 2019-2020 academic year. In this way, the program hopes to increase student mastery of competencies while also achieving the program's mission and vision.

5. Number of Faculty Nucleus   8

In addition to indicating the number of nucleus faculty in question 5, nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for at least 5 nucleus faculty members. **If you have previously entered faculty information in a Self-Study Report or Annual Report within this system, the information will be auto-populated in the tab. Every year you must check to verify the accuracy of the information and edit as necessary.**

6. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should also provide

supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

	Full Time Faculty	Part Time Faculty
% All courses	97	3
% Courses delivering required competencies	99	1

Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mount Pleasant

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

Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online

	Full Time Faculty	Part Time Faculty
% All courses	91	9
% Courses delivering required competencies	96	4

Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Traverse City #2

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

7. Data Explanations:
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, including course coverage, in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

The satellite campus, Traverse City #2 was the last satellite campus where students could take their entire MPA program at that location. The last two courses at Traverse City were elective courses where competencies were not measured. The MPA program at Central Michigan University is now available completely on campus, online, or a blend of those two options.

8. Indicate how the program defines its Academic Year Calendar. For non-US programs (only) selecting 'other', please specify the term in which the majority of students first enroll.   Fall, Spring, Summer

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. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

Applicants	86
Admitted Students	82
Enrolled Students	59

Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mount Pleasant
Applicants	34
Admitted Students	30
Enrolled Students	15
Delivery Modality	Online Modality
Secondary Delivery Modality Name	
Applicants	52
Admitted Students	52
Enrolled Students	44

10. Graduation Rates:

Below, using the ARY-5 cohort , indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation. For example, if 15 students initially enrolled, 10 graduated in 2 years, 2 graduated in 3 years, 1 graduated in 4 years, and 2 more are still active in the program, you would enter: 15; 10; 12; 13; 15. NOT 15; 10; 2; 1; 2. **Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	57	30	43	44	49

Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	East Lansing

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	2	1	2	2	2

Delivery Modality   Satellite Campus

Secondary Delivery Modality Name   Atlanta 7

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	11	11	11	11	11

Delivery Modality   Satellite Campus

Secondary Delivery Modality Name   Alexandria

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	6	3	6	6	6

Delivery Modality   Satellite Campus

Secondary Delivery Modality Name   Warren

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	13	5	7	8	11

Delivery Modality   Satellite Campus

Secondary Delivery Modality Name   Dearborn

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	6	1	1	1	4

Delivery Modality   Satellite Campus

Secondary Delivery Modality Name   Richmond 7

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	4	2	2	2	2

Delivery Modality   Satellite Campus

Secondary Delivery Modality Name   Saginaw

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	1	0	1	1	1

Delivery Modality   Main Campus

Secondary Delivery Modality Name   Mount Pleasant

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	14	7	11	11	12

11. Please define your program design length:

Semesters

4

12. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

National or central government in the same country as the program	6
State, provincial or regional government in the same country as the program	16
City, County, or other local government in the same country as the program	16
Government not in the same country as the program (all levels) or international quasi-governmental	4
Nonprofit domestic-oriented	25
Nonprofit/NGOs internationally-oriented	2
Private Sector - Research/Consulting	0
Private Sector but not research/ consulting	5
Obtaining further education	3
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	3
Status Unknown	8
Total	88
Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mount Pleasant
National or central government in the same country as the program	2
State, provincial or regional government in	5

the same country as the program	
City, County, or other local government in the same country as the program	4
Government not in the same country as the program (all levels) or international quasi-government	4
Nonprofit domestic-oriented	10
Nonprofit/NGOs internationally-oriented	2
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	3
Obtaining further education	2
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	2
Status Unknown	6
Total	40
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Atlanta 7
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	1
City, County, or other local government in the same country as the program	1
Private Sector but not research/consulting	2
Total	4
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Dearborn
State, provincial or regional government in the same country as the program	2
City, County, or other local government in the same country as the program	2
Nonprofit domestic-oriented	1
Obtaining further education	1
Total	6
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	East Lansing
	2

State, provincial or regional government in the same country as the program	
City, County, or other local government in the same country as the program	1
Nonprofit domestic-oriented	1
Total	4
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Alexandria
National or central government in the same country as the program	1
City, County, or other local government in the same country as the program	1
Nonprofit domestic-oriented	1
Total	3
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Saginaw
State, provincial or regional government in the same country as the program	3
City, County, or other local government in the same country as the program	2
Nonprofit domestic-oriented	6
Status Unknown	1
Total	12
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Traverse City
National or central government in the same country as the program	3
State, provincial or regional government in the same country as the program	1
City, County, or other local government in the same country as the program	4
Nonprofit domestic-oriented	5
Unemployed (seeking employment)	1
Status Unknown	1
Total	15
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Warren
State, provincial or regional government in	2

the same country as the program	
City, County, or other local government in the same country as the program	1
Nonprofit domestic-oriented	1
Total	4

13. CHEA requires NASPAA to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste an URL link to where your program website presents employment and completion statistics (or other programmatic outcomes) to show student success.
https://www.cmich.edu/colleges/class/PoliticalScience/graduate/MPA/ProgramData/Pages/default.aspx

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. (If there are no changes, the program may leave this field blank.)

During the 2018-2019 reporting year, there were no significant changes in resource trends from 2017-2018. In a time of declining program and Department budgets across the College, MPA resources stayed constant in terms of budget and personnel.

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. Please refer to your most recent decision letter, available in the Documents tab, to review COPRA's request for ongoing information. Your program is being monitored on the following standards:

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

Standard 4.3 Response

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 progress in careers in public affairs, administration, and policy.
For this standard, the program is monitored on its ability to collect employment placement data and maintain active relationships with alumni. To that end, the program continued to work with the University's Alumni Office to receive datasets of current employment data from MPA alumni. However, one challenge encountered during the last year was the presence of significant data gaps for employment data within the Alumni Office's datasets. To help counter those gaps, the program directly engaged with MPA alumni to discover current employment realities (e.g. engagement via email, telephone, social media, and professional networks). For alumni relationships, the program took a number of actions for enhancement. First, during the reporting year, the program approved a number of MPA alumni who are current practitioners to teach in our program's online and face-to-

face modalities. Our eventual goal is for every MPA student to have at least one class in their program taught by an alumni-practitioner. Second, the program had alumni interact with students in a variety of settings, from the annual Pi Alpha Alpha awards ceremony to the annual meeting of the MPA Alumni Advisory Board to alumni-practitioner presentations in classes. Lastly, the program engaged recent alumni with a diversity and cultural competency survey to assess their perceptions on diversity and cultural competency within the program, and how the program could enhance efforts in those areas.

Standard 4.4	No
Standard 5.1	No
Standard 5.2	No
Standard 5.3	No
Standard 5.4	No
Standard 6.1	Yes

Standard 6.1 Response

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. 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.
The program experienced no resource cuts in the 2018-2019 reporting cycle. As a result, resources have now been stable in the program for two reporting cycles as other programs and Departments in the College receive significant cuts to resources. The current annual resource package for the program includes: an annual discretionary budget of $20,000 to pay for programmatic experiences; annual salary and compensation for the Assistant MPA Director; two course releases per academic year and summer salary stipend for the MPA Director; one course release for the Internship Director; and office space for the MPA program, CNP Credential, and Assistant MPA Director. This current level of support allows the program to adequately pursue its mission, objectives, and invest in continuous improvement. To help leverage support across the University and to better achieve our mission, the MPA program continues to meet with a variety of programs about possible interdisciplinary collaborations. These include meetings with the University's MPH program, Museum Studies program, and Criminal Justice program. However, no formal actions have yet been taken on any of these possible collaborations.

Standard 7.1	Yes

Standard 7.1 Response

As part of the management of our website communications, our program has updated its data tables on employment trends of alumni, admission data, and program completion data. Given last year's concern from NASPAA about how we display such information, the program is reluctant to publish any additional information about these data trends other than that data required from NASPAA. However, the program continues to update its website about other aspects of the program (such as events, faculty information, course offerings, and scholarship information).

Monitored under old Standards	No

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

End Accreditation Maintenance Report