

Accreditation Maintenance Report

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
- c. 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 2019-2020 year, there were substantive changes made to the program due to the Covid-19 pandemic and university budget cuts. First, in response to the Covid-19 pandemic, the University mandated changes to how face-to-face courses on the main campus (in Mount Pleasant) were offered. Specifically, halfway through the Spring 2020 semester, the university shifted all of its face-to-face courses on the main campus (in Mount Pleasant) online in order to help mitigate the effects of the pandemic. Consequently, our face-to-face MPA courses had to go online for approximately half of the Spring 2020 semester (the program typically does not offer face-to-face courses during the Summer, so there were no programmatic impacts during the Summer). During the Summer of 2020, university leaders also mandated that Fall 2020 and Spring 2021 courses that were traditionally offered face-to-face would now be offered either entirely online in an online synchronous 15 week format, or in a 15 week hyflex format where students could attend classes in-person or face-to-face. The online synchronous option allowed faculty members with pre-existing medical conditions to teach a class from home, with students joining virtually every class session as in a traditional format course. The hyflex option allowed faculty members without pre-existing medical conditions to teach classes in a format whereby traditional face-to-face instruction could occur with students joining the class session virtually if they chose to do so. The university invested in significant technology upgrades to our classrooms to allow for this to occur. Thus, for the next year (i.e. Fall 20 through Spring 21) MPA courses in the Mt. Pleasant modality will be offered in two distinct formats dependent on faculty members' medical conditions: either in an online synchronous 15 week format or a hyflex 15 week format with students attending face-to-face or virtually in-real time during the class session.

Second, due to overall declines in the university's enrollment, the MPA program experienced budget cuts in the Spring of 2020. The Associate MPA Director position (i.e. the Laura Orta position) was eliminated as was one of our full-time, non-tenure track positions (i.e. the Nancy Quarles position). As a result of these cuts, programmatic responsibilities were shifted to the MPA Director, Public Administration Faculty members, and the Department's Executive Secretary (Kay Purtill).

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.

NASPAA universal competencies and the program's mission-specific competencies are introduced and reinforced through 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.' The program collects competency data from this capstone course each year and uses it as the foundation for an Annual Competency Assessment Report that guides programmatic discussions and improvements. Over time, these reports form the basis of programmatic improvements discussed by the program's Public Administration Council (the governing entity of public administration faculty that actively manage the MPA program) and the MPA Alumni Advisory Board.

In 2019-2020, data collected from the MPA capstone course revealed some weaknesses in students' performance on indicators linked back to the mastery of skills related to research and analysis (NASPAA universal competency #3). However, students' performance on writing and the citation of research improved from the previous year (which the program links to NASPAA universal competencies #1 and #5). To improve students' mastery of research and analysis skills, the program expanded the integration of a research-based innovation analysis into the PAD 730 capstone courses (in the 2018-2019 annual report to NASPAA, the program discussed how it first started to use an innovation analysis assignment in the PAD 730 capstone course). Thus, the PAD 730 capstone course has started to emphasize more research and analysis skills with this course assignment.

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	82	18
% Courses delivering required competencies	84	16

Delivery Modality Main Campus

Secondary Delivery Modality Name Mount Pleasant

	Full Time Faculty	Part Time Faculty
% All courses	94	6
% Courses delivering required competencies	86	14

Delivery Modality Online Modality

Secondary Delivery Modality Name Online

	Full Time Faculty	Part Time Faculty
% All courses	77	23

	Full Time Faculty	Part Time Faculty
% Courses delivering required competencies	84	16

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)

In the 2019-2020 annual report year, the program operated two modalities: a modality in Mount Pleasant (which was traditionally a face-to-face modality before the Covid-19 Pandemic) and an online modality. For both modalities, full time public administration faculty members taught over 70% of all MPA courses and over 80% of MPA courses delivering required competencies. Although this data is not required by NASPAA, the program also calculated teaching percentages for elective courses and discovered that full time public administration faculty members taught 65% of online MPA elective courses and 100% of Mount Pleasant MPA elective courses.

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	141
Admitted Students	67
Enrolled Students	45
Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mount Pleasant
Applicants	73
Admitted Students	26
Enrolled Students	11
Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online
Applicants	68
Admitted Students	41
Enrolled Students	34

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 within 3 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	35	26	26	27	27

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
Total Number of Students in the ARY-5 Cohort	15	13	13	13	13

Delivery Modality

Satellite Campus

Secondary Delivery Modality Name

Dearborn, Michigan

	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	7	6	6	6	6

Delivery Modality

Satellite Campus

Secondary Delivery Modality Name

Traverse City, Michigan

	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	7	7	8	8

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	1
State, provincial or regional government in the same country as the program	4
City, County, or other local government in the same country as the program	10
Government not in the same country as the program (all levels) or international quasi-governmental	3
Nonprofit domestic-oriented	13
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/ consulting	1
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	1
Total	33

Delivery Modality Main Campus

Secondary Delivery Modality Name Mount Pleasant

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	0
Government not in the same country as the program (all levels) or international quasi-government	3
Nonprofit domestic-oriented	8
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	0
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	1
Total	13
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Traverse City
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	0
City, County, or other local government in the same country as the program	7
Government not in the same country as the program (all levels) or international quasi-government	0
Nonprofit domestic-oriented	1
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	0
Obtaining further education	0
Military Service	0

Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	0
Total	8
Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online
National or central government in the same country as the program	1
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	3
Government not in the same country as the program (all levels) or international quasi-government	0
Nonprofit domestic-oriented	4
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	1
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	0
Total	12

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>

14. 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 student data – enrollment information, graduation and employment rates, - in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

Note that in ARY-5, the program had cohorts in Mount Pleasant, Michigan (main campus); Dearborn, Michigan (satellite location); and Traverse City, Michigan (satellite location). In recent years, as the program initiated its online modality, it stopped accepting new MPA students in satellite locations as enrolled students graduated from the program. Thus, when historical data is analyzed, different satellite locations may appear even though the MPA program no longer offered the MPA degree in those locations as of 2019-2020 (when the program only operated a Mount Pleasant (main campus) modality and an online modality).

Please also note that the university is currently revising its website and our specific url will change sometime in Spring 2021. The new url for the program should be: <https://www.class.cmich.edu/mpa>

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.)

The program experienced resource declines in the 2019-2020 reporting cycle. Specifically, the program lost one full-time, non-tenure track public administration faculty member (Nancy Quarles) and the program's Associate Director staff position (Laura Orta). These cuts were implemented by the University due to declining University enrollments and were part of a University-wide retrenchment in resources across Colleges and Departments. To compensate for these personnel cuts, new programmatic responsibilities were added to the MPA Director, the Public Administration Council, and the Department's Executive Office Manager (Kay Purtill). For teaching responsibilities, existing full-time public administration faculty members (including tenured and non-tenure track members) will teach more MPA courses (and less undergraduate courses) to compensate for the loss of the Quarles faculty position.

Despite those personnel cuts, the program still received its full \$20,000 discretionary budget from the Dean for the 2019-2020 reporting cycle.

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

Standard 7.1

No

Monitored under old Standards

No

End Accreditation Maintenance Report

Annual Program Survey

Short Form

Undergraduate/ Doctoral Offerings

Does your school offer a PhD program? No

Does your school offer an Undergraduate Major? Yes

Membership Level Data

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

18. Last fall semester/quarter, what was the number of each of the following? (use headcount, not FTE. If you have only FTE data, please indicate this in the Comments & Caveats section below.)

Total Instructional Faculty for your NASPAA degree program(s) 11

Total sections offered by your NASPAA degree program(s) 56

Percentage of those sections taught by full-time faculty 82

Tuition

For the following questions relating to tuition/fees, the program should provide data for a student enrolled on a FULL TIME basis. Please include all mandatory fees as well as tuition in your calculations. Do not include adjustments for financial aid offered to students. If appropriate, report the following separately (Private Institutions should report their tuition under Level 1):

- Level 1: The highest level of tuition (Typically for Out of State students)
- Level 2: For those programs with a second, lower tuition rate (Typically for In State students)

19. What is the total, non-discounted cost (tuition/fees) for a Full Time Student who enrolled in fall of the survey year to complete the degree program?

	Out-of-state	In-state
Tuition	15,300	11,466
Fees	550	550
Total Cost	15,850	12,016

Financial Aid

For this survey, financial aid consists of tuition scholarships, assistantships, fellowships, or work-study support from your institution. This includes direct funding from your program or from other sources within the institution. Do not include loans or other assistance that must be repaid.

Indicate the percentage of students enrolled in the program who received financial aid. Enter separate percentages for Full-time, Part-Time, and International Students. Enter a whole number between 0 and 100 for 0% to 100%.

20. % of Full-Time Students receiving Financial Aid 4

21. % of Part-Time Students receiving Financial Aid 0

22. % of International Students (Full and Part-Time) receiving Financial Aid 1

Program Level Data

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

23. Name of the School/ Department where the program resides Political Science and Public Administration

24. Indicate who the program is primarily designed to serve (select only one): c. Both full-time and part-time students

25. Are evening or weekend classes available We have both evenings and weekend ones

26. Approximately how many semesters/ terms would it take a full-time student to complete the program? 4 Semesters

27. In the area below, describe what is distinctive about this degree program that you would like prospective students to know. You may not refer to your programs US News and World Report rankings in this text box. (Limit 60 words)

Central Michigan University's MPA program has an innovative international research component: TIGRE-Net (Transnational Initiative on Governance Research & Education Network). This research component directly links students with international governance researchers and has published books on international governance challenges. As part of our ongoing dedication to our mission we offer the opportunity to complete an elective course through study abroad.

28. Please select the concentrations/specializations your program offers (Check all that apply): City/ Local
General/ Public Management
Nonprofit
Public Sector
State

29. If your program has a branch or satellite campus located in another No

state or country, please check off which location(s) your program is available.

30. Admission Requirements (check all that apply):

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Required
Standardized Tests	No
GRE	No
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
TOEFL	No
Other Standardized Test	No
GPA	Required
Minimum Required GPA	2.80
Statement of Intent	Required
Essay/Additional Writing Sample	No
Professional Experience	No
Interview	No
Special Mission Based Criteria	No
Other	No

31. Please provide a short (300 characters) description of your programs admissions policy. (In this area you may talk about waivers, typical admits, and mission based admissions factors).

All applicants are reviewed by faculty in the MPA program and final admission decisions are determined by the MPA faculty. Since our mission emphasizes the education of practitioners, we do sometimes conditionally admit students with a below 2.8 GPA if they have experience working in the field. Those students typically have to maintain a certain GPA within the program for the first year of enrollment in order to progress to a regular admission.

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2017-2018 Annual Data Report you are reporting enrollment numbers for **Fall 2018**.

32. What is the total number of new students entering the program in the fall? 20

33. What is the total number of students currently enrolled in the program? 76

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

a. Out-of-state students: 36%

b. International students: 3%

c. Female students: 58%

d. Part-time students: 54%

35. How many degrees were awarded by this degree program during data report year 44

Long Form

Membership Level Data

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

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

a. Professor: 97,131

b. Associate Professor: 78,941

c. Assistant Professor: 70,139

37. Please enter the staff FTE (Full-Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 [zero] for functions without designated staff.

a. Recruiting: 1.00

b. Admissions: 1.00

c. Student Advising: 2.00

d. Career Services: 1.00

e. Alumni: 0.00

f. Distance Learning Administrative Support: 1.00

38. Health Insurance Fees: Do the mandatory fees included in the calculations of cost in non-discounted cost (tuition/fees) of the degree program, include health insurance? No

39. Were students accepted into the program offered Graduate/Teaching Yes

Assistantships this academic year?

40. If your program offers a stipend for your graduate or teaching assistants, what is the average stipend offered? \$10,001-\$15,000

41. Do you offer any tuition waivers or scholarships not tied to Graduate/Teaching Assistantships? Yes

42. Does the program: both

43. If your program offers a tuition waiver, what is the maximum number of years a student can receive a tuition waiver? 7years

Program Level Data

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

44. Your institution is: A NASPAA Member

45. Indicate the location of the degree program within the University: f. Other (Please explain)

Other location within the University:

It is located in a Department of Political Science and Public Administration

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

47. What is the institution's academic calendar? Semester

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

a. Required Courses: 25

c. Required Internship: 3

b. Elective Courses: 12

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

50. Do you accept new students year round or just in the Fall each academic year? c. Other (Please specify)

Other acceptance method:

We accept students year round, including summer.

51. Of the total completed applications received in the academic year for this 67

program, how many were accepted/admitted?

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

53. Of this number (total degrees awarded from Short form), how many were joint degrees? 0

54. What is the data source for your alumni data? (Check all that apply.)
Program Alumni Survey
University Alumni Office
Other (Please specify)

Other data source:

We also contact students and alumni directly to improve on our survey numbers.

55. If most of your alumni data were collected from surveys, what was your survey sample collection criteria? 3 years after graduation