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 2020-2021 year, seven substantive changes were made to the program by the Public Administration Council (PA Council) of faculty, and one additional substantive change was mandated by the University in response to the Covid-19 pandemic.

For the one substantive change occurring due to the Covid-19 pandemic, the University mandated that all face-to-face classes be offered in either an entirely 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 classrooms to allow for this to occur. Thus, for the 20-21 academic year, MPA courses in our face-to-face modality (i.e. the Mt. Pleasant modality) were 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. The University did not extend this mandate for the 21-22 academic year.

The other changes to the program were made by the PA Council after a series of discussions about how to improve the program given trends in enrollment and assessment data.

First, in consultation with the Dean of the College, the PA Council decided to end its face-to-face modality (i.e. the Mt. Pleasant modality) at the end of the 20-21 academic year. This decision was made for a number of reasons including: 1) Enrollment in the Mt. Pleasant modality had eroded significantly in the years since the MPA program went entirely online with a majority of students in the Mt. Pleasant area choosing to take the program online rather than face-to-face; and 2) With demographic projections for Michigan through the 2020s estimating significant declines in student population each year, the PA Council decided that more effective strategic program management would entail emphasizing the online modality in ways to ensure continued growth and achievement

of the program's mission. After the 20-21 academic year, the program only had a few students taking face-to-face classes in its Mt. Pleasant modality. Those students were contacted directly by the MPA Director, informed of the decision to end the face-to-face modality and given the opportunity to take their final courses either face-to-face or online in the 21-22 academic year. Additionally, our website and marketing materials were changed to reflect the fact that our MPA program would only be available online starting in the Fall of 2021.

Second, the PA Council made a number of programmatic admission changes designed to improve the program's ability to achieve its mission. These changes included: 1) specifying a minimum amount of work experience in our admission standards that applicants need to possess in order to be exempt from the program's internship requirement; 2) increasing the minimum GPA required of applicants from a 2.80 to a 3.00 (as a measured on a 4.00 scale); 3) changing the program's admission requirement for research methods from requiring "the successful completion of an undergraduate statistics or economics course" to requiring the "completion of an undergraduate research methods course with a grade of B- or above;" 4) changing the admission requirement of applicants "submitting three letters of recommendation" to applicants submitting "the contact information for three references;" and 5) establishing a TOEFL minimum score for writing for international students. These changes developed from recommendations from faculty members on the PA Council after they noticed a number of applicants confused about the program's current internship language, witnessed a number of students struggling in the program's research methods course, and discovered many of the program's international students struggling to write. The program's assessment data on competencies also reinforced those experiences with data showing a general weakness in data analysis among all students and weakness in writing from some international students. These changes will be shared with the program's Alumni Advisory Board for additional feedback in the Fall of 2021 and submitted to the University's curricular process in the Fall of 2021 if the Alumni Advisory Board approves of them. The changes, if approved by the Alumni Advisory Board, would not become official until the Fall of 2022 (at the earliest) given deadlines and administrative processes established in the University's curricular revision process.

Third, the PA Council made a number of programmatic content changes designed to improve the program's ability to achieve its mission and effectively teach students public service competencies. These changes included the following:

1) Removing PAD 623 (Public Policy Processes) from the required courses within the MPA program and replacing it with PAD 620 (Nonprofit Administration). This was done to both ensure additional nonprofit educational experiences for all MPA students and allow a better emphasis of the revised NASPAA competencies that emphasize nonprofit organizations within the MPA program.

2) Transforming the program's existing concentrations to better reflect student needs and public service realities in the 2020s. Since its founding in 1978, the traditional MPA degree at our University has been identified as an MPA-General Concentration. This was apparently done due to quirks in the University's curricular process that have since been removed. Consequently, the PA Council decided to rename our MPA-General Concentration to an MPA degree (with no concentration identified). As part of that revision, the PA Council also decided to remove PAD 785 (Strategic Leadership) as a required course in the MPA-General Concentration since the actual concentration would no longer exist. As part of this transformation, the PA Council also voted to transform its existing "State and Local Government Concentration" into an Accelerated MPA program with required courses in state and local government. As part of this transformation, the PA Council voted to change the course numbering of two state and local government courses required for this experience. PAD 661 (Administration & Policy in American State Government) would become PAD 561, and PAD 655 (Managing Modern Local Government) would become PAD 555. Per university rules, changing these courses to the 500 level would allow qualifying undergraduate students in their final year of study to begin an accelerated MPA program by taking those courses. Finally, the PA Council changed its Nonprofit Concentration by removing the requirement of taking PAD 620 (Nonprofit Management) as a part of the concentration. This was done since PAD 620 will

now be taken by all MPA students as part of their required MPA course list.

3) Allowing prior learning credit for up to 6 credit hours of credit in the MPA program. After discussing it for many years, the PA Council voted to allow prior learning credit for working experiences from in-service students. In this process, the PA Council would first approve of any prior learning credit from eligible students. Then, per University rules, the MPA student would submit their prior learning credit application to the University's Prior Learning Credit Committee for approval. In both of these processes, students have to demonstrate how their specific work experiences translate to specific course objectives, competencies, and assignments in specific MPA courses. Additionally, if the PA Council does not approve of the prior learning credit, then it could not be approved by the University's Prior Learning Credit Committee.

All of these changes will be shared with the program's Alumni Advisory Board for additional feedback in the Fall of 2021 and submitted to the University's curricular process in the Fall of 2021 if the Alumni Advisory Board approves of them. The changes, if approved by the Alumni Advisory Board, would not become official until the Fall of 2022 (at the earliest) given deadlines and administrative processes established in the University's curricular revision process.

Fourth, the PA Council revised its sssessment rubric for NASPAA competency assessment. Since 2015, the program has been using the same assessment rubric for NASPAA competency assessment. This rubric contains many competency indicators used by program for the direct assessment of competency learning in the program. In the years since 2015, the PA Council noted a number of assessment indicators that either were not that useful in terms of competency assessment or duplicated data contained in other indicators. Thus, the PA Council spent the 20-21 academic year carefully examining data trends and revising its assessment indicators to generate more useful assessments in terms of competency assessment. The revised Assessment rubric will be shared with the program's Alumni Advisory Board for additional feedback in the Fall of 2021 and submitted to the University's Assessment approval process in the Fall of 2021 if the Alumni Advisory Board approves of them. The changes, if approved by the Alumni Advisory Board, would not become official until the Fall of 2022 (at the earliest) given deadlines and administrative processes established in the University's curricular revision process. However, the program hopes to use the revised rubric for next year's annual report.

Fifth, the program approved a new interdisciplinary track of courses on GIS via a collaboration with the University's Department of Geography & Environmental Studies. This track of three courses would include courses on GIS for students primarily interested in state and local government planning and zoning decisions. Interested MPA students would take this three course sequence as electives within the program. This new track will be shared with the program's Alumni Advisory Board for additional feedback in the Fall of 2021 and submitted to the University's curricular process in the Fall of 2021 if the Alumni Advisory Board approves of them. The changes, if approved by the Alumni Advisory Board, would not become official until the Fall of 2022 (at the earliest) given deadlines and administrative processes established in the University's curricular revision process.

Sixth, due to continued overall declines in the university's enrollments, the MPA program experienced budget cuts in the Spring of 2021. Professor Larry Sych, a long-time faculty member who was part of the MPA faculty nucleus, announced he was retiring effective August 2021. The Dean of the College then immediately eliminated Professor Sych's faculty line as one of a series of budget cuts implemented throughout the College. As a result, Professor Sych's course loads and MPA work will shift to other members of the PA Council beginning in the 21-22 academic year.

Seventh, the PA Council and our overall Department of Political Science and Public Administration approved a significant reorganization plan in the Spring of 2021. Under that plan, the Sociology, Social Work, and Criminal Justices units within the University's existing "Department of Sociology, Anthropology, & Social Work" would merge into our existing "Department of Political Science & Public Administration" to form the "School of Politics, Society, Justice, & Public Service." The PA

Council voted to approve this reorganization plan as did both existing Departments and the College. In the Summer of 2021, the University's Board approved this reorganization plan. The new School officially begins in the Fall of 2022. In this new School, the Dean of our College has assured the PA Council that the PA Council will still manage its operations autonomously to ensure the standards of strategic program management as required by NASPAA.

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 proficiency on all competencies (both universal and mission specific) via the MPA capstone course, PAD 730 'Public Service Competencies.' The program collects competency data for all competencies 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 2020-2021, data collected from the MPA capstone course revealed some continued weaknesses in students' performance on NASPAA Universal Competency #3 (i.e. research and data analysis). However, students' performance on other NASPAA Universal Competencies and the MPA program's specific mission-based competencies were adequate. To help improve the program's teaching of this competency, the PA Council decided to link specific assignments in PAD 610 (Foundations of Public Administration), PAD 714 (Program Analysis & Evaluation), and PAD 780 (Public Sector Research Methods) where students would start designing their analysis plan that could be linked back into the program's capstone course. That is, these three courses will now allow students to begin collecting and analyzing data that can be used in their final capstone course. This should allow MPA students more time to collect and analyze data as well as to discuss any analysis challenges they are having with faculty before their capstone course begins.

Additionally, the PA Council added one additional requirement to the capstone course. Beginning in the Fall of 2021, the capstone course will now include a presentation of results by students. The PA Council made this change so that more direct data could be collected regarding students' proficiency in communicating with external audiences (i.e. NASPAA Universal Competency #5 on "communicating and interacting productively and in culturally responsive ways with a diverse and changing workforce and society at large) and students' proficiency in articulating, applying, and advancing a public service perspective (i.e. NASPAA Universal Competency #3).

5. Number of Faculty Nucleus   7

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	76	24
% Courses delivering required competencies	86	14

Delivery Modality	Main Campus	
Secondary Delivery Modality Name	Mount Pleasant, MI Modality	

	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 Modality	

	Full Time Faculty	Part Time Faculty
% All courses	69	31
% 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 2020-2021 annual report year, the program operated two modalities: a modality in Mt. 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. Additionally, full-time public administration faculty members regularly taught a substantial majority of MPA courses and those delivering required competencies in both the Mt. Pleasant and online modality.

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	137
Admitted Students	59
Enrolled Students	40
Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mount Pleasant, MI Modality
Applicants	57
Admitted Students	14
Enrolled Students	5
Delivery Modality	Online Modality

Secondary Delivery Modality Name	Online Modality	
Applicants	80	
Admitted Students	45	
Enrolled Students	35	

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	22	17	18	18	18

Delivery Modality	Main Campus	
Secondary Delivery Modality Name	Mount Pleasant, MI Modality	

	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	7	7	7	7

Delivery Modality	Satellite Campus	
Secondary Delivery Modality Name	Saginaw, MI Modality	

	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	11	9	10	10	10

Delivery Modality Satellite Campus

Secondary Delivery Modality Name Traverse City, MI Modality

	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	1	1	1	1

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	5
State, provincial or regional government in the same country as the program	6
City, County, or other local government in the same country as the program	9
Government not in the same country as the program (all levels) or international quasi-governmental	3
Nonprofit domestic-oriented	12
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	1
Private Sector but not research/ consulting	0

Obtaining further education	0
Military Service	2
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	1
Status Unknown	5
Total	44
Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mount Pleasant, MI Modality
National or central government in the same country as the program	1
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
Government not in the same country as the program (all levels) or international quasi-government	3
Nonprofit domestic-oriented	3
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	9
Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online Modality
National or central government in the same country as the program	4
State, provincial or regional government in the same country as the program	5
City, County, or other local government in the same country as the program	8
Government not in the same country as the	0

program (all levels) or international quasi-government	
Nonprofit domestic-oriented	9
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	1
Private Sector but not research/consulting	0
Obtaining further education	0
Military Service	2
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	1
Status Unknown	5
Total	35

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.
class.cmich.edu/mpa
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 (our main campus); Saginaw, Michigan (satellite location), and Traverse City, Michigan (satellite location). The one additional student reported in the Traverse City, Michigan cohort for ARY-5 was a student who was admitted and enrolled in the cohort at the very end of our enrollment period for that cohort. In more recent years, as the program initiated its online modality, it stopped accepting new MPA students in satellite locations as enrolled MPA students in those satellite locations graduated from the program. Thus, when historical data is analyzed, different satellite locations may appear even though the MPA program is no longer offered at those satellite locations.

Also note for Question 13, our University's website continues to be redeveloped. As such, our programmatic specific urls will change at some point in Fall 2021 or Spring 2022. The first url listed (class.cmich.edu/mpa) should be the url for our program going forward (it is also working at this current time). From that url, a user can click on "Data Reporting" and be taken to specific programmatic outcome information as required from Question 13. This url will be the url for the MPA program going forward

The second url
(https://www.cmich.edu/colleges/class/PoliticalScience/graduate/MPA/ProgramData/Pages/default.aspx) is the direct link to the "Data Reporting" section discussed above. However, this url address will be changed at some point during the Fall of 2021 and Spring 2022 as part of the University's website redevelopment.

Overall, both urls take users to the same data points. The university is just currently uncertain how much longer the second url address will be in operation. At some point during the year, that url address will change (although the website itself will stay the same).

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 2020-2021 reporting cycle. Specifically, after public administration faculty member Larry Sych announced his retirement during the 2020-2021 academic year, the Dean of our College immediately eliminated his position. Thus, our faculty nucleus numbers will decrease by one faculty member beginning in the 2021-2022 reporting cycle. Despite that cut, the program still received its full $20,000 discretionary budget from the Dean for the 2020-2021 reporting cycle. No other cuts to the program occurred during 2020-2021.

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