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

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
The mission of the Master of Public Administration program at Central Michigan University is to provide current and future practitioners with enriching learning experiences that advance their intellectual growth and increase the likelihood of respectful governance in a variety of public settings, characterized by accountable and ethical decision-making that engages stakeholders with effective leadership and management practices.
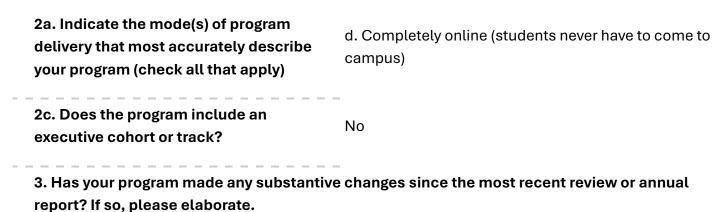
PUBLIC SERVICE VALUES
a) Pursue the public interest with accountability and transparency;
b) Serve professionally with competence, efficiency, and objectivity;
c) Act ethically so as to uphold the public trust, and
d) Demonstrate respect, equity, and fairness to dealings with citizens and fellow public servants.
e) Cultivating global, regional, and local awareness

UNIVERSAL COMPETENCIES
a) to lead and manage in the public interest;
b) to participate in, and contribute to, the policy process;
c) to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment;
d) to articulate, apply, and advance a public service perspective; and
e) to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

MISSION-SPECIFIC COMPETENCY

To distinguish effective public sector management from ineffective public sector management by interacting with experienced practitioners.

2a. Indicate the mode(s) of program delivery that most accurately describe your program (check all that apply)	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 2024-25 year, the program made several curricular and programmatic changes.

CURRICULAR UPDATE

The program progressed its alumni initiative, Voices of Public Service (VOPS). VOPS is a recorded panel discussion between select program faculty and alumni about topics of interest. The second VOPS discussed volunteer leadership with MPA alumni, Rachel Kurtz and Brooke Millson and MPA faculty member Dr. Lawrence Adamitis. The discussion was included in the recently revised PAD 685: Strategic Leadership course shell as an assessment component. The third VOPS discussed public sector project management. It featured MPA faculty member Dr. Lawrence Adamitis and MPA alumni Matt Vandyken and Dalton Johnson. This VOPS was included in the PAD 612: Leading Teams: Public Sector Project Management, also as an assessment component.

PROGRAMMATIC UPDATES

Program Goal Review
The program began reviewing its five program goals in October 2024. The review was necessary since the previous goals were created when it was a very different program (face-to-face, online, and off-campus weekend format cohorts, larger program enrollment. The core faculty proposed changes to the goals, which included simplification and avoiding a new measurement protocol and including alumni in the measures.

The proposed program goal review changes were presented to the Alumni Advisory Board (AB) in October 2024. The AB had additional feedback on Goals #3 (definitional clarification) and #5 (identification of measures.) The faculty core discussed their feedback and made additional

suggestions, which the AB reviewed in the June 9, 2025, meeting. These will be reviewed by the core faculty in August 2025. If approved, this will finalize the program goal review. If not, the feedback loop between AB and core faculty will continue through the 2025-26 academic year.

DEI Review

The core faculty reviewed the results of the first annual DEI report. The results were overall quite positive. The program is incorporating minoritized student voices in course revisions, providing students with professional development opportunities, and faculty is completing required diversity trainings. There are no programmatic admissions disparities according to race. However, the core faculty should monitor the "admission with stipulations" decisions that make an exception to the GPA requirement. Students who are admitted with this type of stipulation appear to complete the MPA program at lower rates than students admitted with other types of stipulations.

PA Tenure Track request

The program submitted a Public and Nonprofit Administration tenure track request based on several programmatic needs, including: Faculty are teaching overloads, over half of the core faculty hold administrative positions (thus reducing potential instructional time), and the undergrad Public and Nonprofit Administration major is growing and will continue to grow with major initiatives focused on local law enforcement streamlining to the major and the Volcker Alliance NextGen initiatives. The undergraduate program is a feeder into the MPA program.

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.

The program formally collects performance information with three instruments: 1. rubrics applied to students' final project in the capstone course; 2. an exit survey administered to all graduating students in the capstone course; and 3. an alumni survey administered every three years. We are currently administering the 2025 Alumni survey (July 2025) and will report the results to the core faculty in fall 2025 and to the AB in October 2025.

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 799 'Public Service Competencies.' Students can only enroll in the capstone course upon completion of all other program requirements. The program collects annual competency data from this capstone course (both the rubrics applied to the final project and the survey responses) and uses it as the foundation for an

Annual Competency Assessment Report. The Annual Competency Assessment Report guides programmatic discussions and improvements discussed by the program's Public Administration Council (PAC; the governing entity of public administration faculty that actively manage the MPA program) and the MPA Alumni Advisory Board (AB.)

The program collected rubrics and exit surveys from all students enrolled in the capstone course in fall 2024, spring 2025, and summer 2025.

The 2023-24 competency data indicated positive trends for the Analysis and Public Service Values. The capstone rubrics and student survey data are all well-above the program's established targets.

The results are more nuanced for the Policy and Diversity public service values. In both cases, the students feel confident in their abilities, but the capstone projects do not demonstrate high levels of these values. The PAD discussed these findings at length and concluded that the capstone project is not designed to allow students the opportunity to showcase their understanding in these two areas. Specifically, the capstone project requires students to identify an innovation in an organization. Yet, policy change typically occurs at a more macro level. In terms of the diversity public service value, students only sometimes choose capstone projects that lend themselves to examining diversity issues. It should be noted that there was growth in the diversity rubrics from the previous assessment cycle, indicating that the emphasis on DEI topics in PAD 610, PAD 714; PAD 780; and PAD 799 is having a positive influence.

The policy and diversity public service values results led the PAC to update its assessment process to include additional assessment artifacts more tightly focused on policy and diversity. The capstone project will continue to be used as to assess leadership, analysis, public service, communication, and effective public service management (the program-specific competency.) The following year, the PAD 611: Public Personnel Administration final project will be used to assess the diversity public service value. The year after that, the PAD 501: Serving Citizens and Communities: Public Policy Analysis project will be used to assess the policy public service value. The program will restart this cycle every three years.

The communication public service value presents a particular challenge for our online program. The 2024-25 assessment cycle indicated that neither the direct nor the indirect measure met established targets. The PAC is thinking creatively about its ability to enhance students' communication skills in this type of online environment. Such efforts include increasing the requirements for student presentations, which may include synchronous or pre-recorded presentation assignments.

5. Number of Faculty Nucleus   5

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.

% All courses	81	19
% Courses delivering required competencies	100	0

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	31
Admitted Students	27
Enrolled Students	19

10. What is the total number of students currently enrolled in the program?   50

11. 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.

Total Number of Students in the ARY-5 Cohort	39	17	23	25	25

12. Please define your program design length:

Semesters

7

13. 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	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	10
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
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	2
Total	14

14. 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/academics/colleges/liberal-arts-social-sciences/departments/politics-society-justice-public-service/political-science-public-administration/public-administration-details/data-reporting

17. 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