



COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES

MASTER OF PUBLIC ADMINISTRATION

CENTRAL MICHIGAN UNIVERSITY

2025-2026 Annual Maintenance Report

Prepared for NASPAA on September 18, 2026

By: Dr. Sharon Kukla-Acevedo

1. Program's mission

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.

2. Program's mode of delivery

D. Completely Online

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

[A substantive change is defined as a significant departure from the last accreditation review regarding a program's operation, including but not limited to: mission, goals, objectives, assessment practices, delivery modalities and locations, targeted student population, governance structures, and required and elective competencies.]

Mission: No change

Goals: No change
Objectives: No change
Delivery modalities and locations: No change
Governance structures: No change
Required competencies: No change
Elective competencies: No change

Assessment practices: Yes

During the 2024–25 academic year, the Public Administration Council (PAC), in consultation with the MPA Alumni Advisory Board (AB), approved revisions to the program’s competency assessment cycle. The revised approach strategically distributes direct assessment across courses and artifacts to provide stronger evidence of student mastery in multiple competency areas. The new cycle is as follows:

Fall 2026: Assess all NASPAA Universal and program-specific competencies with exit survey data; assess Universal competency #5 using rubrics applied to student work

Fall 2027: Assess all NASPAA Universal and program-specific competencies with exit survey data; assess Universal competency #2 using rubrics applied to student work

Fall 2028: Assess all NASPAA Universal and program-specific competencies with exit survey data; assess Universal competencies #1, 3, 4, & 6 and program specific competency using rubrics applied to student work

Fall 2029: Fall 2026: Assess all NASPAA Universal and program-specific competencies with exit survey data; assess Universal competency #5 using rubrics applied to student work

Fall 2030: Fall 2027: Assess all NASPAA Universal and program-specific competencies with exit survey data; assess Universal competency #2 using rubrics applied to student work

Targeted student population: Yes

In October 2025, the PAC voted to make a minor modification to one of the program’s admissions requirements. To better serve prospective students who completed their undergraduate degrees many years ago, the program revised its admissions language to allow greater consideration of applicants whose undergraduate GPA falls below the standard 3.0 minimum. The revised requirement asks applicants to address their professional goals and explain how the MPA will support those goals. Applicants who do not meet the minimum GPA requirement must also use the essay to provide context for their undergraduate academic performance and describe the steps they have taken to prepare for and ensure their success in the MPA program.

This change provides the program with greater flexibility to evaluate applicants holistically while maintaining a process for assessing their readiness for graduate-level study.

Curriculum Changes: Yes

In early fall 2025, the PAC discussed the increased student and faculty workload associated with the MPA capstone course, PAD 799. The capstone serves as a culminating experience in which students integrate and apply knowledge and skills developed across the MPA curriculum. Because of the scope and complexity of the capstone project, students typically take PAD 799 as a stand-alone course to ensure they have sufficient time to complete the work successfully. The capstone is also an important component of the program's NASPAA and university assessment processes.

In response to the workload associated with the capstone, faculty voted to increase PAD 799 from 1 to 3 credits and reduce the number of required elective credits from 9 to 6. These changes better align the course credits with the level of work required while maintaining the academic rigor of the program. The revised curriculum also reduces the total number of credits students must complete through electives, which is expected to decrease time to graduation and improve students' access to federal financial aid. The changes will be fully implemented in the fall 2027 semester.

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.**

ANNUAL COMPETENCY ASSESSMENT

The program produces an Annual Competency Assessment Report that informs programmatic discussions and continuous improvement. The report is reviewed by the Public Administration Council (PAC), the governing body of public administration faculty responsible for managing the MPA program, and the MPA Alumni Advisory Board (AB). Depending on the assessment cycle, the report draws on two or three sources of evidence:

1. Competency-specific rubrics applied to student coursework (artifacts);
2. Exit survey responses from graduating MPA students; and
3. Alumni survey responses, administered every three years (the next survey is scheduled for July 2028).

COMPETENCY RUBRICS

NASPAA universal competencies and the program's mission-specific competencies are introduced and reinforced throughout the required MPA

curriculum. Students demonstrate their proficiency in these competencies through their coursework. Each year, two core faculty members independently assess selected student artifacts using the relevant competency rubric(s). The program reports the average of the two faculty assessments.

EXIT SURVEYS.

The capstone is the final course completed by every MPA student. As part of the capstone, students complete an exit survey that collects information about their public service values, the program's contribution to their public service competencies, and their experiences in the MPA program. The program uses these responses to assess students' perceived improvement in their public service competencies and the program's contribution to that improvement.

2025–26 ASSESSMENT APPROACH

Beginning with the 2025–26 assessment cycle, the program adopted a more targeted approach to competency assessment. The Diversity competency was assessed using both direct and indirect measures. Direct evidence consisted of student artifacts from PAD 611: Public Personnel Administration, while indirect evidence came from selected diversity, equity, and inclusion questions on the MPA student exit survey.

The remaining competencies were assessed using exit survey responses as indirect measures. This revised approach provides a more targeted and meaningful assessment of student competency while reducing reliance on a single capstone artifact and ensuring that direct assessment occurs in coursework where the competency is most clearly demonstrated.

The 25-26 Competency Report will be uploaded as a supplement to this AMR.

5. **Number of Faculty Nucleus** 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.**

5 Faculty in the Nucleus

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.

	FT Faculty	PT Faculty
% All Courses	81%	19%
% Courses Delivering Req. Competencies	87%	13%

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)

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	46
Admitted Students	43
Enrolled Students	24

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

41

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.**

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total # Students in the ARY-5 Cohort	21	6	12	13	20

12. Please define your program length: 2 years, 7 semesters

13. Report Job Placement Statistics

National or central government in the same country as the program	1
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	3
Government not in the same country as the program (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	1
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	
Private Sector but not research/ consulting	1
Obtaining further education	
Military Service	
Unemployed (not seeking employment)	1
Unemployed (seeking employment)	
Status Unknown	1
Total	13

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>

15. 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)

The final column in #11 (Graduation Rates) does not equal the total number of students initially enrolled in the ARY-5 cohort because one student was academically dismissed. In addition, seven students are technically still enrolled but have been inactive since approximately 2021–2023. Of these inactive students, four remain in good academic standing, while three are on academic probation.

16. 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.)

No significant changes

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:

The program is not being monitored on any standards.