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)	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 2021-2022 year, four substantive changes were made to the program.

First, Dr. So Hee Jeon, a faculty member who was part of the MPA faculty nucleus, left the university in December 2021 for a position at another university. The Dean of our College then immediately eliminated Dr. Jeon's faculty line. As a result, Dr. Jeon's course loads and other MPA work shifted to the remaining members of the program's Public Administration Council (i.e. the program's governing council comprised of faculty).

Second, in the Spring of 2022, MPA Director Thomas Greitens announced that he would not run for another term as MPA Director. Consequently, Dr. Sharon Kukla-Acevedo decided to run for MPA Director and was elected to the position by the program's Public Administration Council. Dr. Kukla-Acevedo's term began on August 15, 2022 and will last until May 2025.

Third, working with the MPA Program's Alumni Advisory Board, the Public Administration Council established a student mentoring program with alumni. In this program, current students are matched with participating MPA alumni to learn more about career development and networking opportunities within the public service profession.

Fourth, the Public Administration Council began exploring ways to more effectively fulfill the program's mission by engaging with more faculty. During the year, faculty from the GIS and Criminal Justice programs were invited to attend Public Administration Council meetings. As the MPA program already added a GIS track during 2020-2021 and also voted to become a member of the newly formed School of Politics, Society, Justice, and Public Service during that same year, the Council wanted to explore new ways to achieve the program's mission with these faculty members.

In addition to those changes, COPRA requested in their response to last year's annual report that we provide additional details on our governance structure in the newly formed School of Politics, Society, Justice, and Public Service. There were no updates to that governance structure during 2021-2022. Only in the Fall of 2022 have discussions began on new bylaws and governance structures for the School. As those discussion progress, old bylaws and governance structures from

the previous merged departments continue to be in force for 2022-2023.

COPRA also requested additional information on our program's resources for online instruction given the elimination of our face-to-face modality last year. As part of our migration to an online MPA program, nucleus faculty can now teach online courses as part of their normal teaching load. In the past pre-pandemic, that was not always the case with our College Deans typically only wanting to count face-to-face classes as part of faculty teaching loads. Additionally, the program has one nucleus faculty member (Larry Adamitis) who only teaches online courses for the 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.

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 730/799 '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.

Previous competency assessments indicated an opportunity for improvement in student performance on NASPAA Universal Competency #3 (i.e. research and data analysis.) As described in CMU's 2020-21 Annual Report, the PA Council, with input from the Alumni Board made several programmatic changes 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 could begin designing their analysis plan that would feed into the final capstone assignment. A year into implementation, those programmatic changes rendered positive outcomes on all three measures used to evaluate Universal Competency #3 (one direct measure in the capstone course and two indirect measures on a student survey and an alumni survey.) In all cases, student outcomes exceeded the program's established targets. From this information, the PA Council has decided to continue with these curricular changes.

The PA council made an additional presentation requirement in the capstone class in Fall of 2021, so that the program could collect direct data regarding students' proficiency in communicating with external audiences (e.g. NASPAA's Universal Competency #5 and #3.) The data from the past year indicates that students are performing better than the program's established target on the direct measure (presentations of capstone projects assessed by two faculty using a pre-determined rubric). Further, the students' performance on the direct measure is fully in line with the data from the indirect measures from the student survey and the alumni survey, where students and alumni exceed the program's targets for communication. From this information, the PA Council has decided to continue with this curricular addition.

5. Number of Faculty Nucleus   5

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	64	36
% 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 2021-2022 annual report year, the program operated one modality: an online modality. In that modality, over 60% of all MPA courses and over 80% of MPA courses delivering required competencies were taught by full-time public administration faculty members.

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	91
Admitted Students	42
Enrolled Students	28
10. What is the total number of students currently enrolled in the program?	63

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

	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	20	20	20

Delivery Modality	Main Campus

Secondary Delivery Modality Name	Mt. Pleasant 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	10	7	9	9	9

Delivery Modality	Satellite Campus

Secondary Delivery Modality Name	Traverse City 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	7	7	7	7	7

Delivery Modality	Satellite Campus

Secondary Delivery Modality Name	East Lansing 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	4	3	4	4	4

12. Please define your program design length:

Semesters

4

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	7
City, County, or other local government in the same country as the program	8
Government not in the same country as the program (all levels) or international quasi-governmental	1
Nonprofit domestic-oriented	4
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	2
Private Sector but not research/ consulting	1
Obtaining further education	0
Military Service	2
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	6
Total	31
Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online Modality
National or central government in the same	0

country as the program	
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	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	2
Private Sector but not research/consulting	0
Obtaining further education	0
Military Service	2
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	4
Total	20
Delivery Modality	Main Campus
Secondary Delivery Modality Name	Mt. Pleasant (f2f)
National or central government in the same country as the program	0
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	1
Government not in the same country as the program (all levels) or international quasi-government	1
Nonprofit domestic-oriented	3
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	11

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/master-of-public-administration/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)

Note that in ARY-5 (question 11), the program had modalities in Mount Pleasant, Michigan (our main campus); Traverse City, Michigan (satellite location), and E. Lansing (satellite location). Once they discovered that an online modality for the program would start in Fall 2017, the four students in the E. Lansing modality wanted to take online courses. With the permission of the MPA Director, they then began taking online courses. They are reported here as students in the E. Lansing modality since they began the program in that modality. In our previous NASPAA annual reports, they were also identified as students in the E. Lansing modality since they began the program in that modality.

In ARY-1 (question 13), the program had modalities in Mount Pleasant, Michigan (our main campus) and online. In the annual report year, the program only offered an online modality.

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.)

In 21-22, the program experienced a small decrease in its discretionary budget from the Dean. For 2021-2022 our discretionary budget was $16,400. To compensate for this decline, the program eliminated some additional travel funding that had been used to send more than one Public Administration Council member to the NASPAA conference. Additionally, a further resource decline occurred when the faculty line for So Hee Jeon was eliminated by the Dean. To compensate for this cut, Dr. Jeon's course loads and other MPA work shifted to the remaining members of the program's Public Administration Council.

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

Annual Program Survey

Short 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.

19. 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.)

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)

20. 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

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%.

Program Level Data

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

25. Indicate who the program is primarily designed to serve (select only one):	c. Both full-time and part-time students
26. Are evening or weekend classes available	We have both evenings and weekend ones
27. Approximately how many semesters/ terms would it take a full-time student to complete the program?	4 Semesters

28. 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.

29. Please select the concentrations/specializations your program offers (Check all that apply):	City/ Local General/ Public Management Nonprofit Public Sector State
30. If your program has a branch or satellite campus located in another state or country, please check off which location(s) your program is available.	No

31. Admission Requirements (check all that apply):

GRE	No
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
	No

TOEFL

Other Standardized Test   No

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2021-2022 Annual Data Report you are reporting enrollment numbers for **Fall 2022**.

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

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):

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.

Program Level Data

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

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

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