Accreditation Maintenance Report
Commission on Peer Review and Accreditation of the
Network of Schools of Public Policy, Affairs, and Administration
Annual Accreditation Report
CMU MPA 2023-2024

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.

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 2023-24 year, several changes were made to the program's curriculum and the departmental bylaws were finalized. There were no changes to the mission, goals, objectives, assessment practices, faculty, or delivery modalities/locations.

CURRICULAR
CMU is preparing for its 10-year reaccreditation from the Higher Learning Commission. As part of that preparation, all Master Course Syllabi (MCS) older than seven years had to be updated during the 2023-2024 year. The program faculty updated fifteen MCSs, including PAD 523, 610, 620, 622, 623, 711, 712, 713, 714, 773, 775, 780, 785, 795, and 796. The faculty took this opportunity to further align the student learning outcomes with the program's mission and goals, update course materials and assignments, and renumber the courses to better align with student learning/scaffolding and to facilitate the accelerated MPA. All updated MCSs will be active for Fall 2025.

The program updated its Nonprofit Leadership Graduate certificate. The courses were reduced to four (12 credits; PAD 521, 523WI, 522, and 620) and are aligned with the external Certified Nonprofit Professional Certificate. The updated certificate will become active in Fall 2025.

The program began a new alumni initiative, Voices of Public Service, to further strengthen its online course offerings. Voices of Public Service is a recorded panel discussion between select program faculty and alumni about topics of interest. The first Voices of Public Service was about Diversity, Equity, and Inclusion in public service and included two MPA alumni, Natalie O'Hagan (Senior Director of Strategy and Culture, United Way of Southwest MI) and Laura Orta (Director of Organizational Equity, City of Ann Arbor), and program faculty Dr. Larry Adamitis. Dr. Adamitis incorporated the Voices of Public Service into the Fall 2024 section of PAD 610 and used it as an evaluation tool. The program hopes to create at least one Voices of Public Service panel discussion annually.

GOVERNANCE

The program resides in a department that was recently merged with two other academic units. The merger's timing coincided with the program's reaccreditation efforts, providing the opportunity to give several updates on the adoption of the new department's bylaws. CMU's Faculty Personnel Services formally accepted the new bylaws in June 2024, apart from one sentence that does not affect program functioning of faculty governance. Therefore, the program considers the bylaws process complete until the next update.

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.

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 most recent competency assessment data indicated positive trends for two of the program's student learning objectives - Analysis and Public Service Values. The gains made on Analysis are important and indicate that the program's data analysis linkages between PAD 610, 714, 780 and the capstone course have been successful, and the program should maintain these linkages. This is the first cycle since 2020-21 in which Analysis has not been a concern. In addition, the assessment results for Public Service Values indicates growth in students' direct (rubrics) and indirect (exit survey) measures. This growth is significant because public service values are embedded in the mission statement and the hallmark of the program.

The direct measure outcome data for the Policy student learning objective is slightly below the program's established target, but the indirect measure is well above the target. This indicates that students feel confident in their ability to understand and contribute to the policy process. It may be that the capstone project is not designed to allow students the opportunity to showcase their policy understanding. Specifically, the capstone project requires students to identify an innovation in an organization. Yet, policy change typically occurs at a more macro level. The program will continue to monitor without major changes for another assessment cycle. However, if the policy competency fails to reach the established target in the next assessment cycle, it may consider updating the assessment process to include a second assessment artifact more tightly focused on policy.

The Diversity student learning objective is like Policy in that the direct measure results are below the program target while the indirect measure results are well above the program's target. Again, this is an indication that students feel confident in their ability to identify DEI challenges and opportunities, yet they are not integrating them into their capstone projects (however, there was growth in the direct measure from the 2021-22 assessment cycle.) Given the improvement in the results of the direct measure, it appears that the emphasis on DEI topics in PAD 610, PAD 714; PAD 780; and PAD 799 is having a positive influence.

The Communication student learning objective presents a particular challenge for the program. The 2022-23 assessment cycle includes primarily students who began the program following its switch to the online environment. This is the only SLO in which neither the direct nor the indirect measure met established targets. The program will need to think creatively about its ability to enhance students' communication skills in this type of online environment. Such efforts might include increasing the requirements for student presentations, which may include synchronous or pre-recorded presentation assignments.

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	95	5
% Courses delivering required competencies	100	0

	Full Time Faculty	Part Time Faculty

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	35
Admitted Students	29
Enrolled Students	27
10. What is the total number of students currently enrolled in the program?	52

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 Number of Students in the ARY-5 Cohort	55	33	37	39	39

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	3
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-governmental	0
Nonprofit domestic-oriented	9
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/ consulting	4
Obtaining further education	0
Military Service	3
Unemployed (not seeking employment)	1

Unemployed (seeking employment)	0
Status Unknown	1
Total	28

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