

Docket Item:

University Program Approval: Eastern Oregon University, Master of Public Administration (M.P.A).

Summary:

Eastern Oregon University proposes a new degree program leading to Master of Public Administration. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

Master of Public Administration at Eastern Oregon University.



EASTERN OREGON
UNIVERSITY

OFFICE OF THE PROVOST

Date: September 28, 2021
Subject: New Degree Program Short Form
To: Statewide Provost Council
From: Sarah Witte, Provost and Senior Vice President for Academic Affairs

Institution: Eastern Oregon University
College/School: College of Arts, Humanities and Social Sciences
Department/Program Name: Public Administration

Degree and Program Title: Masters in Public Administration

Will Present to EOU Board of Trustees: Fall 2021

Description: The College of Arts, Humanities and Social Sciences(CAHSS) at Eastern Oregon University (EOU) proposes a Master of Public Administration (MPA) program. The MPA program is designed to be a 60 credit, two-year graduate degree program that combines coursework in core study areas of Public Administration (f.e., policy studies, public budgeting, personnel management, leadership) via a series of structured online student learning experiences. The primary goal of the MPA program is to prepare qualified, informed, and dynamic public administrators to work in a variety of public service leadership positions in Eastern Oregon and beyond.

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy. The MPA program content has been developed to inculcate graduates with the values of public service, including pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. These values, both procedural and substantive, will be reinforced throughout the program curriculum via a variety of student learning opportunities.

Program Location and Modality: Online

Anticipated Start Date: Fall 2022

Anticipated Enrollment: Anticipated fall term headcount and FTE enrollment

Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Online	12	35	61	72	72
On Campus					



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Addressing Statewide Rural Needs:

Mission:

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

After completion of the program, MPA graduates will have the skills necessary to: lead and manage in public governance; participate in and contribute to the policy process; analyze, synthesize, think critically, solve problems and make decisions; articulate and apply a public service perspective; and communicate and interact productively with a diverse and changing workforce and citizenry.

As Oregon's Rural University, this online degree will offer access and affordability – with a focus on management and engagement with rural organizations and policy – to current professionals looking to advance their skills and to train a new workforce to meet the demand of a retiring workforce.

Employment Success Summary: Institutional research shows that occupation projection data far outpaces degree conferral in the field of public administration in the tri-state region EOU serves, the state of Oregon and the entire Oregon-Washington-Idaho tri-state northwest.

According to the Bureau of Labor Statistics (which is mirrored in the tri-state region of the Northwest), there are several career paths for a graduates in public administration, and nearly all of these career paths show at or above average growth projections (6%-18%) for the next decade. These paths include general and operations managers, social and community service managers, chief executives, public policy advocates and specialists, nonprofit directors, and human resources specialists and managers, to name a few.

Collaboration: Collaborations with other Oregon institutions is unclear but welcome. At EOU, integration between public administration and other programs' faculty and students will be exciting, bringing opportunities for student-faculty collaborations in scholarship, curriculum and experiential learning through community projects (practica and internships) with local organizations and nonprofits and internships in the region and state.

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Proposal for a New Academic Program

Institution: Eastern Oregon University (EOU)

College/School: Arts, Humanities and Social Sciences

Department/Program Name: Political Science, Public Administration

Degree and Program Title: M.P.A., Master of Public Administration

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

44.0401, Public Administration

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The College of Arts, Humanities and Social Sciences (CAHSS) at Eastern Oregon University (EOU) proposes a Master of Public Administration (MPA) program. The MPA program is designed to be a 60 credit, two-year graduate degree program that combines coursework in core study areas of Public Administration (f.e., policy studies, public budgeting, personnel management, leadership) via a series of structured online student learning experiences, buttressed by Select Topics (PADM 510) Weekend College courses to be taught at EOU's regional centers throughout Oregon. The primary goal of the MPA program is to prepare qualified, informed, and dynamic leaders, managers and analysts in the professions of public administration, public affairs and public policy, to work in a variety of public service leadership positions in Eastern Oregon and beyond. The program will create a community of practitioners dedicated to serving the public interest, solving policy problems and strengthen democratic institutions, especially in rural America.

Program Objectives: After completion of the program, MPA graduates will have the knowledge and skills necessary to:

- Lead and manage in public governance.
- Participate in and contribute to the policy process in a variety of settings.
- Analyze, synthesize, think critically, solve problems and make decisions.
- Articulate and apply a public service perspective; and
- Communicate and interact productively with a diverse and changing workforce and citizenry.

The MPA program has been developed to inculcate graduates with the values of public service, including pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as

to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. These values will be reinforced throughout the program curriculum via a variety of student learning opportunities.

- c. *Course of study – proposed curriculum, including course numbers, titles, and credit hours.*

Course Number	Course Title	Credits
	Required Core Courses	
PADM 509	Field Placement (1)	5
PADM 540	Research Methods for Public Administrators	4
PADM 541	Program Evaluation	4
PADM 544	Ethics and Leadership for Public Administrators	4
PADM 545	Political Communication	4
PADM 550	Applied Policy Analysis	5
PADM 553	Rural Governance	5
PADM 552	Budgetary Politics and Process	5
PADM 561	Intergovernmental Relations	4
PADM 570	Geographic Information Systems I	4
	Total Required Course Credits	44
	Elective Courses	
PADM 510	Special Topics	1-5
PADM 542	Organizational Behavior	4
PADM 543	Non-Profit Management	4
PADM 554	Public Personnel Management	4
PADM 571	Geographic Information Systems II	4
PADM 584	Legal Process and Public Administration	4
	Total Required Elective Credits	16
	TOTAL REQUIRED PROGRAM CREDITS	60
	(1)-Course requirement can be waived, and elective credits substituted by student possessing 4+years of verified managerial experience at time of program entry.	

The 60 core curriculum credits of the MPA program have been designed to be completed in two years. There are two primary tracks to the program, an accelerated program for undergraduate students and a more ‘traditional’ track for students who already possess an undergraduate degree.

The accelerated program allows students nearing completion of their undergraduate degree to get a jump start on their MPA. These undergraduate ‘accelerated’ students can have up to 15 hours of undergraduate credit (POLS 352, POLS 353, POLS 450) and have it count towards both their MPA and undergraduate Politics, Policy and Public Administration (PPPA) degree. In order to be accepted into the Accelerated MPA program, students must:

- Have completed a minimum of 135 credits toward their undergraduate degree program
- Have a minimum of 3.25 EOU cumulative GPA in undergraduate coursework.
- Submit a cover letter and three letters of reference; one of the references must be your potential graduate faculty advisor

With regard to those students seeking admission who already possess an undergraduate degree, Eastern Oregon University's MPA program offers admission to applicants whose records demonstrate potential for graduate study and promise for substantial contribution to public service and to a diverse, global society. The university fosters an environment that welcomes inclusiveness and embraces diversity.

Admission decisions are based on many factors, such as the quality of the applicant's prior academic degree and record of accomplishment, statement of purpose, letters of recommendation from professors or others familiar with the applicant's academic work, performance in aptitude and achievement tests, relevant work experience, preparation in the proposed field of study, and the connection of the applicant's academic goals with the faculty's research interests. The MPA Program accepts applications on a rolling basis.

The following minimum entrance requirements will be taken into the consideration of applicants for admission to Eastern Oregon University's MPA program:

- Due to the coronavirus pandemic, the GRE is currently optional for applications.
- Domestic students are strongly encouraged to submit a FAFSA (Free Application for Federal Student Aid) Student Aid Report.
- Official course transcripts from all colleges and universities attended.
- Three letters of recommendation and recent resume.
- Statement of purpose: We have a very diverse and public service culture of collaboration in our program, which needs to be conveyed in the statement of purpose. Please include any public service, community volunteering and outreach, university clubs and activities, etc. in your statement. Also, any obstacles overcome and life experiences that have led you here and your interest in public policy should be included.

In addition:

- A four-year baccalaureate degree (or international equivalent), a professional degree, or an appropriate U.S./Canadian alternative degree, from a regionally accredited (US) or recognized (International) college or university,
- with a cumulative B average (equivalent 3.00 on a U.S. 4.00 grading scale)
- on the most recent baccalaureate degree or any subsequent graduate degree from a regionally accredited (US) or recognized (International) college or university, plus all work completed thereafter.

OR:

- A four-year baccalaureate degree (or international equivalent), a professional degree, or an appropriate U.S./Canadian alternative degree, from a regionally accredited (US) or recognized (International) college or university,

- and a 45-quarter credit equivalent graduate degree from a regionally accredited (US) or recognized (International) college or university,
- with a cumulative B average (equivalent 3.00 on a U.S. 4.00 grading scale)
- on the most recent graduate degree.

See section 4, Need, for analysis of number of students who will proceed through the program. The entry course, POLS 553, Rural Governance, will be offered on an annual basis each fall to ensure inculcation of basic knowledge and skills tethered to program learning outcomes and, moreover, develop a sense of camaraderie and teamwork among the student cohort. Additionally, the program intends to offer a series of 2-credit special topic Weekend Colleges at EOU's Regional Centers throughout Oregon to serve students 'where they live' and provide a face-to-face learning opportunity. Given the busy life demands of mid-career professionals who it is anticipated will be the majority of the students in the program, there is no culminating course/experience. Instead, the program is designed to provide students with the core competencies, knowledge and skills necessary for life-long career success in public administration.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The MPA program will a fully deliverable online program, buttressed by selective on-campus learning opportunities and on-site (Weekend College, e.g.) elective courses offered in coordination with EOU's Regional Outreach and Innovation (ROI) centers located throughout Oregon. EOU utilizes Canvas as its online learning management system. Canvas shells for each course will serve as the primary repository for course materials and will be the primary means for assignment submission, as well as the location for interactive learning experiences (Discussion Boards, Peer Review, Group Assignments) for students.

The course offering schedule is as follows: (see next page)

Course Number	Course Title	Credits
	<i>Fall Year One</i>	
PADM 553	Rural Governance	5
PADM 540	Research Methods for Public Administrators	4
PADM 509	Field Placement	1-5
PADM 510	Special Topics (Weekend College)	2
	<i>Winter Year One</i>	
PADM 541	Program Evaluation	4
PADM 552	Budgetary Politics & Process	5
PADM 509	Field Placement	1-5
PADM 510	Special Topics	4
	<i>Spring Year One</i>	
PADM 550	Applied Policy Analysis	5
PADM 561	Intergovernmental Relations	4
PADM 545	Political Communication	4
PADM 509	Field Placement	1-5
PADM 510	Special Topics (Weekend College)	2
	<i>Fall Year Two</i>	
PADM 553	Rural Governance	5
PADM 542	Organizational Behavior	4
PADM 570	Geographic Information Systems I	4
PADM 509	Field Placement	1-5
PADM 510	Special Topics (Weekend College)	2
	<i>Winter Year Two</i>	
PADM 572	Geographic Information Systems II	4
PADM 543	Non-Profit Management	4
PADM 509	Field Placement	1-5
PADM 510	Special Topics	4
	<i>Spring Year Two</i>	
PADM 584	Legal Issues in Public Administration	4
PADM 544	Ethical Leadership for Public Administrators	4
PADM 554	Public Personnel Management	4
PADM 509	Field Placement	1-5
PADM 510	Special Topics (Weekend College)	2

e. *Adequacy and quality of faculty delivering the program.*

Jeff Dense is Professor of Political Science and Craft Beer Studies. He has been at EOU since 2000. Dr. Dense teaches a variety of public administrated focused courses, including Applied Policy Analysis and State and Local Government. His research focuses on the political economy of vice (alcohol, gambling, etc.). Professor Dense has published in *Encyclopedia of Public Administration and Public Policy*, *Gaming Law Review* and *Journal of Travel Research*. His latest publication, "The Economic Impact of Craft Beer Festivals" appears in *The Geography of Beer: Culture and Economics* (Springer, 2000).

Dr. Costie is Assistant Professor of Public Administration and Policy. He has been at EOU since 2020. Dr. Costie has expertise teaching courses on governance and mission-driven work at the undergraduate and graduate level including such classes as Democracy and Public Service and The Policy Process. His interests focus on participatory decision-making processes around energy and environmental policy. Professor Costie has published in *Review of Policy Research* and *Journal of Environmental Policy and Planning*. His latest publication, "Hydraulic fracturing, coalition activity and shock" appears in *The Extractive Industries and Society*.

f. *Adequacy of faculty resources – full-time, part-time, adjunct.*

The CAHSS currently has two full-time tenure-track faculty that can meet the brunt of the initial needs of the MPA program. The EOU administration has indicated it plans to hire an additional full-time, tenure track faculty member in Year Two of the program. Additionally, it is anticipated an additional full-time non-tenure track faculty member will be onboarded during the launch year (AY 2022-23) of the program to provide support to both the MPA and Politics, Policy and Public Administration (PPPA) undergraduate degree at EOU.

g. *Other staff.*

The MPA program will utilize existing staff within the college for the initial year of the program. A classified staff member at .25 FTE will be hired for AY 2023-24, with existing CAHSS staff providing support during the initial year (AY 2022-23) of program launch. The EOU administration has indicated the Director of the MPA program will receive .25 release time (with adjunct backfill of courses) and a 10th month stipend as compensation for service during the summer period.

h. *Adequacy of facilities, library, and other resources.*

a. EOU Library. A perusal of library holdings reveals the following leading peer-reviewed, public administration journals are currently in EOU's collection with online access. *Public Administration Review*, *American Review of Public Administration*, *Administrative Science Quarterly*, *Review of Public Personnel Administration*, *Public Policy & Administration*, *State and Local Government Review*, *Journal of Public Administration Research & Theory*, *Journal of Policy Analysis & Management* and *Public Management Review*. The MPA program at EOU will leverage existing databases available through Pierce Library, including *Hein Online*, *State Library of Oregon Digital Collections*, *U.S. Census Data*, and *USA.gov* along with interlibrary loan services to buttress the Pierce Library collection. These library resources are sufficient for program launch. The MPA program will work collaborative with library staff to acquire future information resources, as needed.

b. Financial Aid-Given the fact the MPA program will be the first accelerated degree program at Eastern, a number of financial aid issues need to be addressed. The following information was provided by EOU Registrar Emily Sharrett (GR=graduate, UG=undergraduate)- “Students taking the GR courses as an UG would pay the GR rate for courses, unless EOU approves that students would pay the UG rates for the GR courses their senior year. This is a change in how our tuition is built ... so that will need to be addressed. Typically, UG loans will only cover the cost of actual UG coursework. Students might have to get a private loan or pay out of pocket for the cost of the GR credits. It will vary by student; it all comes down to UG loan maximums. Allowing students to pay UG rates for the GR courses would help, but it still depends on the students' situation for FA payout. The best we can do for a student is a budget adjustment due to higher cost and/or credit load if students are paying GR rates as some students may not have financing options if they don't qualify for a private loan.” Hence, the proposed accelerated program may require action by the EOU Board of Trustees, acting upon their fiduciary duties, to provide appropriate financial aid relief and/or undergraduate tuition for the identified accelerated program courses.

c. Academic Advising-Faculty will be primarily responsible for academic advising of MPA students. Additionally, support and marketing materials (planned sequencing of courses, field placement opportunities, outreach to partners throughout the Eastern Oregon region) will be generated to help inform student academic decisions. The academic advising component will be supported by existing Academic Advising staff, led by Director of Advising Cynthia McCumber, with three decades of experience in advising social science students at Eastern Oregon University.

d. Tutoring. The MPA program will utilize existing tutoring resources available via the EOU Learning Center, as appropriate.

e. Writing Center-All course syllabi in the MPA program will contain the following information regarding MPA students' ability to access the services of the Writing Center: “The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor. Click on [Graduate Students How To](#) for information about tagging your submission.”

f. Student Success and Engagement- The goals and program learning outcomes of the proposed MPA program are aligned with Ascent 2029, EOU's Strategic Framework. In particular, Goal 1, Objective 1, “All students engage in high impact, experiential learning activities.” As is noted in the above discussion of the program curriculum, all students are required to complete 5 credits of Field Placement activity, in order to garner an appreciation for how public administrators operate ‘in the real world’. Furthermore, the proposed MPA program curriculum demonstrates the tenets of engagement, as highlighted in Ascent 2029's Goal 5, Objective 1 Relevance and Interconnection: “Educational partnerships are cultivated”. In tandem these two EOU strategic goals, the programs planned leveraging of existing resources, and the MPA program's focus on experiential learning and strong working relationships with community stakeholders, aptly demonstrates the programs commitment to Student Success and Engagement.

h. Disability Services- All course syllabi in the MPA program will contain the following information regarding MPA students' ability to access the assistance of Disability

Services: “Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.”

i. **IT/Computing Support**-One of the primary IT/Computing Support requirements of the proposed program will be ready access to software capable of servicing the Geographic Information Systems classes to be taught as part of program curriculum. Currently available software programs may, or may not, serve this purpose. GIS software should be reviewed by the faculty member responsible for teaching these programs, in tandem with consultation with other EOU faculty members, stakeholders and employers to ascertain what software is being used in the workplace. The program will leverage existing software (Excel, etc.) to the extent possible. However, there is a possibility, with the onboarding of a new tenure-track faculty, that they may require additional software to support curriculum and research opportunities.

d. *Anticipated start date.*

The anticipated start date for the MPA Program is Fall of 2022

2. Relationship to Mission and Goals

a. *Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.*

The MPA program supports the institution’s mission as the proposed degree is a “professional program that leads to responsible and reflective action in a diverse and interconnected world.” The MPA program, with its focus on intergovernmental relations, will “connect the rural regions of Oregon to a wider world.” The program’s focus on public service will promote “partnerships with...agencies and communities...of our region and state.” The proposed MPA program serves a critical regional need for professional leadership in the public service sector, while providing student internships/work-based learning impacting regional economic development. The degree further supports EOU’s mission by generating applied real-world faculty and student learning opportunities, expanding experiential learning internship placements, building relevance, reputation, and partnerships by serving communities, and informing and impacting local and regional policy decisions while supporting the institution’s long-time commitment to civic engagement.

b. *Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities*

The proposed MPA program is aligned with institutional and statewide goals. The following table illustrates the alignment of the MPA program with institutional (The Ascent 2029) and statewide (HECC 2021-23 Strategic Roadmap) goals.

Goal	The Ascent	HECC Strategic Roadmap	EOU MPA Program
Student Access	Grow the Number of Lives Impacted – Expand student access, opportunity, and completion.	Improve access to college courses, especially for remote and rural students and others attending small institutions.	The MPA program will be fully deliverable on-line, enhancing student access for remote and rural students in Eastern Oregon and beyond.
Diversity	Support intercultural competency, inclusiveness, and diversity.	[S]erve Oregonians where they are and who they are, with a priority on communities and populations that have been historically underserved.	The MPA program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of students and faculty members.
Quality Learning	Enrich academic quality and enhance intellectual vitality.	We must embrace alternative traditions of learning and knowing.	MPA students will interact and collaborate extensively with faculty and each other, engage in hands on collaborative work, be socialized into the public service values of the profession, and be able to develop their interpersonal and communication skills through ample faculty observation and feedback
Research	Teaching and library faculty are supported in disciplinary research and/or the scholarship of teaching and learning.	We must embrace alternative traditions of learning and knowing, while also sharpening longstanding methods of research and scholarship.	Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.
Knowledge creation and innovation	Teaching and library faculty are supported in disciplinary research and/or the scholarship of teaching and learning.	Support educational innovations that promote resiliency in employment.	The MPA program will promote innovation and experimentation in education for public service by embracing technology, applied research and innovative rural-focus curriculum.

Goal	The Ascent	HECC Strategic Roadmap	EOU MPA Program
Economic and cultural support	Be recognized as a leader in promoting rural community prosperity and resilience.	Different parts of the state have different needs based on their cultural, geographic, and industry-related uniqueness...to respond to unique needs, trends, and opportunities at the regional level with tailored solutions.	The MPA program will provide economic and cultural support to communities throughout Eastern Oregon via partnerships with external stakeholders, internships with state and local agencies, and applied student/faculty research opportunities.

c. *Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:*

i. *improve educational attainment in the region and state;*

The fully online-deliverable MPA program at EOU meets the needs of the state and region by providing quality learning opportunities to increase the number of qualified public service leaders in the public administration sector, thereby enhancing educational attainment. A recent report by the Oregon Employment Department noted “If we consider government employment in all its forms (federal, state, local) as a single industry, it is the largest industry of employment in Eastern Oregon. Government accounted for 22.8% of the employment and 27.8% of the wages for the eight counties comprising Eastern Oregon.” While industries vary in their demand for educated workers, an Oregon Workforce Investment PRISM newsletter noted that public administration “attract(s) the higher educated workers served by the workforce system. The industries -including public administration-pay the highest wages and demand college educated workers. In sum, more education leads to higher wages and greater job opportunities in the public administration industry sector in Eastern Oregon.

ii. *respond effectively to social, economic, and environmental challenges and opportunities;*

The MPA program was developed to prepare public administration professionals with the knowledge and skills to respond effectively to the social, economic, and environmental challenges and opportunities of communities throughout Eastern Oregon and beyond.

Government employment is a significant driver of the Eastern Oregon economy, and moreover, the social and environmental fabric of the region. As a recent Oregon Employment Department report *The Employment Landscape of Rural Oregon* noted, “Of rural Oregon’s 57,400 total government jobs, local government makes up by far the largest share, with 40,300 jobs. Government accounts for a larger share of employment in rural counties for a variety of reasons. First, there is a lot of public land to be managed in rural Oregon. Much of this land is managed by federal agencies, such as the Bureau of

Land Management and the U.S. Forest Service. Fourteen rural Oregon counties have more than half of their land owned by governments, whether it is federal, state or tribal government.”

Given the above, the MPA program provides significant social, cultural and environmental opportunities including, but not limited to-

- **A programmatic focus on land use policy and management, including training in associated technological skills (GIS).** The state of Oregon has enacted 19 Statewide Land Use Planning Goals, which are achieved through local comprehensive planning. Oregon law requires each city and county to adopt a comprehensive plan and the zoning and land-division ordinances needed to put the plan into effect. The MPA program will provide a cadre of trained public service professionals capable of achieving this legally mandated task.
- **The program will focus on recruiting of students from traditionally underrepresented and linguistically diverse backgrounds in order to increase diversity and inclusiveness in public administration leadership.** One of the State of Oregon’s primary adult education goals focuses on training and educating more adults, particularly underserved populations, to earn new credentials to meet workforce demands. Oregon has substantial attainment gaps among minority, low income and rural Oregonians. Given the significant contribution of government employment to the Eastern Oregon economy, thoughtful and deliberate recruiting of underserved populations can contribute to the long-term social fabric of the region while addressing the educational goals of the State of Oregon.
- **The MPA program focus on intergovernmental relations will enhance public administrators in the region ability to engage in effective legislative and agency-to-agency advocacy.** Given the multiplicity of federal, state, county, municipal and tribal governments agencies in the Eastern Oregon region, it is critical public administration professionals possess the communication knowledge and skills to engage with other public officials on behalf of their constituents. Development of policy memoranda, budgetary submission documentation, grant applications, etc., by public administrators are essential facets of successful advocacy in promoting the social, economic and environmental needs of the Eastern Oregon region.

iii. address civic and cultural demands of citizenship.

The discipline of Political Science, and its Public Administration subfield, have long assumed a leadership role with regard to addressing civic and cultural demands of citizenship. As the American Political Science Association notes “Education for civic engagement and responsive governance were founding objectives of the political science profession at the beginning of the 20th century and remain essential for the 21st century.” The Network of Schools of Public Affairs, Policy and Administration (NASPAA), the accrediting body for graduate programs in public administration, notes “NASPAA believes our students should be leaders in civic engagement and have their voices heard in the public policy process.” Given these framing statements, civic engagement is the core value to be imbued by the proposed MPA program at EOU. In particular, the program will serve the rural-based regional mission of the institution.

Ascent 29's Goal 5, Objective 2, "Be recognized as a leader in promoting rural community prosperity and resilience", is one of the driving forces underlying the development of the program curriculum. The proposed MPA degree will have a significant rural-focus, as evidenced by development of PADM, 553 Rural Governance, which will serve as the entry-point course offered annually by the program.

Additionally, the curriculum will incorporate a consideration of the challenges of rurally-based public administrators throughout the program, especially PADM 570 and PADM 571, Geographic Information Systems I and II (compliance with Oregon Land Use Planning laws, a weighty lift for rural counties), among other courses. Moreover, the program intends to pursue field placement opportunities in rural locations to sensitize students to the unique demands confronted by public administrators in these communities. In sum, civic engagement stands at the core of the proposed MPA program at Eastern Oregon University.

2. Accreditation

- a. *Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.*

Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

- b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.*

NASPAA accreditation will initially be aspirational for the MPA program at EOU. This is primarily due to the resource requirements for NASPAA accreditation. As per NASPAA Standard 2, "An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program." The proposed program currently has two full time faculty members. Hence, a significant commitment of resources on the part of the institution will be required in order to eventually obtain NASPAA accreditation.

Conversely, it should be noted that there is currently a movement towards voluntary 'de-accreditation' of NASPAA programs. An example in the Pacific Northwest region is Boise State University's MPA program. After significant deliberation, Boise State decided that NASPAA accreditation "come with its cost, both monetary and administrative, that at times monopolizes our limited resources" while "NASPAA's guidelines create an institutional barrier to innovation."

- c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.*

The proposed MPA degree is aligned with EOU's Politics, Policy and Public Administration (PPPA) degree (B.A., B.S.) which is a synthesis of the institution's pre-existing Politics & Economics and Public Administration degree programs. The PPPA degree is not subject to external accreditation by NASPAA (which doesn't accredit undergraduate degrees) or any other accrediting body.

- d. *If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.*

The current MPA proposal is not predicated on seeking NASPAA accreditation. As previously noted, NASPAA requires a minimum of 5 full-time faculty members. While the program intends to advocate for additional faculty resources, there is no surety that the administration will provide funds to hire the additional (3) full-time faculty necessary to meet the threshold staffing requirements for NASPAA accreditation.

3. Need

- a. *Anticipated fall term headcount and FTE enrollment over each of the next five years.*
The following estimates were provided by Institutional Research at EOU.

Year	Headcount	FTE	Student/FTE Ratio
2022-2023	12	6.0	2.0
2023-2024	35	17.6	2.0
2024-2025	61	30.6	2.0
2025-2026	72	36.1	2.0
2026-2027	72	36.1	2.0

- b. *Expected degrees/certificates produced over the next five years.*

Year	Degrees
2022-2023	1
2023-2024	6
2024-2025	15
2025-2026	36
2026-2027	36

Please note at program launch, the proposed MPA degree does not have the faculty resources to offer graduate certificates. Once new faculty are on-boarded, the program anticipates development of a series of graduate certificates.

- c. *Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).*

The development team predicts a mix of traditional and nontraditional, resident and non-resident, primarily part-time graduate students.

- d. *Evidence of market demand.*

EOU's Institutional Effectiveness (IE) and Marketing developed a methodology to determine interest in proposed courses. This methodology utilized search and trend data

obtained from the Google Ads and Google Trends platforms. IE and Marketing set the parameters for the methodology as follows:

Location: The Tri-State area

Timeframe: Interest over the previous 24 months

Comparison: Keyword searches for degrees and online degrees

Results show average monthly search volume, competition for those keywords in the digital space, and a cost range to show at the top of the search engine results page (SERP) for one click. This data is then grouped by keyword similarity and then ranked by relevance.

After conducting a keyword search for “Masters of Public Administration degree,” and “Masters of Public Administration online.” Search results for Masters of Public Administration degrees show that the most relevant searches by interest in this degree program are (1)MPA degree; (2) Online MPA Programs; (3) MA Public; (4) Public Affairs; (5) Health Administration; (6) Administration Online; (7) Executive MPA; (8) Administration Best; (9) Administration Programs; (10) Policy Online; (11) Administration Schools; and (12)No GRE.

The data shows that there are high-levels of interest for Masters Programs in the field of Public Administration. Consumer interest in the on-campus modality is high. The average monthly searches for “Masters of Public Administration Degree” are 390 unique searches in the Tri-State area. Average monthly searches have remained steady year-over-year but have increased slightly since March 2020. The cost per click is \$10.41 to \$25.23.

Consumer interest in the online modality is high. The average monthly searches for “Masters of Public Administration Degree online” are 50 unique searches in the Tri-State area. Average monthly searches have remained steady year-over-year. The cost per click at the top of the SERP is \$18.75 to \$46.48.

Competition in the digital space in the Tri-State area for “Masters of Public Administration Degree” and “Masters of Public Administration online” includes but is not limited to: South New Hampshire University, American University, Post University (offering a 1-year degree), and Penn State. Competition for search terms is high. Below are the top ten search terms for “Masters of Public Administration” and “Masters of Public Administration online.”

Keyword(s)	Avg. monthly searches	Competition relative ranking	Competition rank	Top of page cost per click (minimum)	Top of page cost per click (maximum)
masters of public administration online	50	High	86	18.75	46.48
masters of public administration	390	High	75	10.41	25.23
mpa	2400	Low	4	6.85	20
mpa degree	320	Low	19	6.68	18.73
public administration degree	90	High	68	13	20.13
mpa public administration	10	High	69	7.82	20
best mpa programs	30	Low	11	5.96	17.13
mpa programs	40	Medium	59	6.49	17.44
online mpa	50	High	85	12.22	32.4
online mpa programs	40	High	80	14.98	37.24
top mpa programs	20	Low	13		

The cost per acquisition for one lead conversion is \$56.

There are not enough searches to produce Google trend data.

Top Cities by click (1) Port Angeles (2) Spokane

Top Nielson DMA regions (1) Seattle-Tacoma, WA (2) Spokane, WA

- e. *If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).*

As previously noted, government is the largest employer in the Eastern Oregon region. In light of this, the 'graying' of the workforce in the region may provide a significant number of employment opportunities for trained public administration professionals. The recent State of Oregon Employment Department report *Eastern Oregon Workforce Is Getting Older* notes that a quarter (24%) of employees in the region are age 55 and over. In addition to impending retirements in the government industry sector, the State of Oregon Employment Department report *Eastern Oregon Employment Industry Projections, 2019-2029* indicate an addition 400 local government non-education employees will be hired by the end of the decade. Hence, the impending retirements of Eastern Oregon employees in this demographic group along with projected employment growth in the region provide an employment opportunity for graduates of EOU's proposed MPA program.

In addition to these employment projections, the program conducted a survey of regional employers and stakeholders to ensure alignment of the knowledge and skills necessary for career success of MPA graduates. The results of the survey buttressed the perceived need of the program to focus on written and oral communication, along with teamwork skills. The survey utilized a 5-point scale (5=Very Important, 1=Not Important) to measure whether the proposed curriculum met the needs of potential employers and stakeholders. The responses, both numerical and substantive, to the related survey queries, "Generally speaking, new hires have the (writing skills/public speaking skills/teamwork-based skills) necessary to do their job" were particularly enlightening. Empirical responses to these queries ranged from 3.2 to 3.4, indicating a need to imbue these skills in MPA students before they enter the workforce. Survey comments included-

- Writing clearly and succinctly is essential, as is editing others work.
- I value someone who can balance confident speech with the wisdom to stay silent and not share everything they know about an issue.
- Teamwork is the name of the game, and if you can't figure out how to work with people you don't like personally, I don't want you on my team (and no one else does either, no matter how smart and capable you are).

Given the above empirical results and insightful remarks, the program decided to incorporate several courses to ensure MPA graduates possess the written and oral communication, along with teamwork skills, necessary for success as a public administration professional. PADM 544, Ethics & Leadership for Public Administrators, PADM 545, Political Communication, and PADM 561, Intergovernmental Relations, will focus on developing the writing, oral communication and teamwork skills indicated as necessary for career success by survey respondents.

- f. *Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?*

A perusal of the State of Oregon's Oregon Job Opportunities site indicates a wide variety of current public administration-related career opportunities, including program analyst; research analyst and project manager; A perusal of other (federal, county and local) employment websites indicates current job openings for state government relations manager; operations policy analyst; director of public relations and public policy; economic development director; and community development manager. In addition, graduates of EOU's MPA program will be competitive for a number of leadership positions in the public sector including city manager and planning director.

4. Outcomes and Quality Assessment

- a. *Expected learning outcomes of the program.*

The expected learning outcomes of the MPA program are directly in line with those established in NASPAA as high-leverage core competencies for public administration professionals. At completion of the MPA degree graduates will have the ability to:

- **lead and manage in public governance;**
- **participate in and contribute to the policy process;**
- **analyze, synthesize, think critically, solve problems and make decisions;**
- **articulate and apply a public service perspective;**
- **communicate and interact productively with a diverse and changing workforce and citizenry**

- b. *Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.*

Learning Outcomes for the MPA program are aligned with NASPAA standards and proficiencies, Course assignments, in turn, are aligned to one or more program learning outcomes. The program will engage in systematic assessment at both the course and program level to ensure student learning. Course content and assignments will undergo revisions as needed. Finally, feedback from external stakeholders and employers will be utilized to further refine curriculum and instruction.

- c. *Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.*

Expectations for program faculty are determined and applied based on the current EOU collective bargaining agreement.

5. Program Integration and Collaboration

- a. *Closely related programs in this or other Oregon colleges and universities.*

Portland State University (PSU) offers a Master of Public Administration program. PSU's MPA program offers five fields of specialization (Global Management and Leadership, Human Resource Management, Local Government, Natural Resource Policy and Administration, Nonprofit Management). Students can declare an intended field of

specialization upon admission to the program and enroll in 5 courses (15 credits) to create the field. Students are required to complete a Field of Specialization Form with a proposed program of study by the time they complete 30 credits of the MPA program; this must be signed by the faculty advisor and submitted to the Department office. Each specialization has required and recommended elective courses. In addition, certain skill development courses are recommended (9 credits of the 60 credit MPA). Additional suggested preparation and/or courses in other academic units, as well as other professional experiences, may be appropriate. The declared specialization and specific program of study may be changed based upon consultation with the faculty advisor. On occasion, a student may create a unique field of specialization with advisor approval, which must be documented in the student's file. PSU MPA students must complete an integrative experience (200 hours of field experience including development of a comprehensive field-based project and written report) as part of their program of study. Portland State MPA programs must also fulfill a diversity requirement by completing one course whose primary focus is diversity. PSU also offers related programs in Master of Public Administration: Health Administration (MPA: HA), Master of Nonprofit Leadership (MLL), Master of Public Policy (MPP), and an Executive Master of Public Administration (EMPA) specifically designed for experienced professionals (10+ years) who seek to excel in advanced leadership roles. All of PSU's graduate public administration related degrees are offered in an in-person format only.

Oregon State University (OSU) offers a Master of Public Policy (MPP) program that requires completion of 62 credit hours to graduate. OSU's MPP program features a series of concentrations, including Energy Policy, Environmental Policy, Rural Policy, and Social Policy. OSU's MPP program also features an extensive series of Graduate Certificate Programs as alternative concentrations, including sustainable natural resources and water conflict management. Internships are only required for students with minimal public service experience; Students with relevant work experience can substitute coursework for the internship requirement. OSU also offers a Executive Master of Public Policy (EMPA) degree for mid-career professionals. OSU's EMPA requires 45 credits, taking into account 5+ years of professional experience. OSU's MPP program is offered online via their E-campus.

University of Oregon (UO) offers a 72 credit Master of Public Administration program. UO's MPA program promotes evidence-based decision making and the efficient and ethical stewardship of societal and environmental resources by professionals in the public and nonprofit sectors. UO's MPA requires completion of a 24-hour Field of Interest (e.g., concentration) requirement, drawn from diverse offerings including Environmental Sustainability and Arts and Cultural Leadership. In addition to a 33-credit core, UO students must also complete a 3-credit Internship, along with a 11-credit policy analysis and applied research project requirement. UO's MPA program is offered in an in-person format only.

- b. *Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.*

The proposed MPA program shares a degree of affinity with currently offered programs at PSU, OSU and UO. However, given EOU's role as the only state four-year university servicing students in the eastern region of the state, along with the institution's rural-focused mission, the proposed program will be different in several key ways, including

(a) substantive focus on problem-solving issues confronting Oregon’s rural communities, (b) addressing student time to degree and financial stress via implementation of an Accelerated Degree Program for EOU undergraduates seeking an MPA degree, and (3) small student-to-faculty ratio which presents significant learning and research opportunities for students.

EOU is committed to collaborating with community colleges, external stakeholders and other Oregon public universities. In this vein, the program plans significant outreach to community college in the Eastern Oregon region with regard to recruiting future MPA students and moreover, educate students on the career opportunities in Public Administration. The MPA is also considering the creation of an Advisory Board which will provide guidance to regional needs in the field of public administration, aid in aligning course with the needs of public service agencies in the region, and serve as potential members of search committees for future faculty members in the program.

Collaboration between Oregon public universities, while a laudable goal, has proven an elusive target since the demise of the Oregon University System (OUS). In particular the lack of an explicit collaborative element in the Public University Student Success and Completion Funding Model (SSCM) has left the issue of campus-to-campus collaboration largely on an ad-hoc model. While a 2020 HECC-driven SSCM review asserted “Collaboration is an increasingly important state priority for institutions of higher education” no changes in the existing funding formula were provided to incentivize campus-to-campus collaboration between Oregon public universities. Despite this, there does appear to be collaborative opportunities for EOU’s MPA program. For example, OSU’s MPP program provides students with graduate certificate programs/concentrations in Collaborative Governance (16 credits) and Gerontology (20-21 credits) offered on-line in collaboration with PSU. Given this example, EOU’s MPA program and institutional leadership should explore potential collaboration opportunities, especially for graduate certificate programs, with OSU’s MPP program, especially with regard to Rural Policy, along with PSU’s Rural Urban Ambassador program.

If applicable, proposal should state why this program may not be collaborating with existing similar programs.

NA

c. *Potential impacts on other programs.*

NA

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in External Review of New Graduate Level Academic Programs in addition to completing all of the above information.

As per HECC guidelines in the document *External Review of New Graduate Level Academic Programs*, the MPA program proposes the external review be conducted by-

- Stephanie Witt, Professor of Public Policy & Administration, Boise State University.

- Masami Nishishiba, Professor of Public Administration and Department Chair, Portland State University
- Robert Zinke, Professor of Public Administration, Eastern Washington University

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Institution: Eastern Oregon University
Program: M.P.A., Master of Public Administration

Action: At the **December 1, 2021**, meeting, the Statewide Provosts Council approved a new program for **Eastern Oregon University, M.P.A., Master of Public Administration** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Eastern Oregon University** Board of Trustees approved the **M.P.A., Master of Public Administration** program at its **November 10, 2021**, meeting.

Eastern Oregon University

Sarah Witte, provost

Approved

Opposed

Abstained



Oregon Health & Science University

David Robinson, interim provost

Approved

Opposed

Abstained



Oregon State University

Ed Feser, provost

Approved

Opposed

Abstained



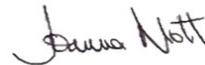
Oregon Tech

Joanna Mott, provost

Approved

Opposed

Abstained



Portland State University

Susan Jeffords, provost

Approved

Opposed

Abstained



Southern Oregon University

Susan Walsh, provost

Approved

Opposed

Abstained



Patrick Phillips, provost

Approved

Opposed

Abstained



Western Oregon University

Rob Winningham, provost

Approved

Opposed

Abstained

