BREAKFAST DISCUSSION

OVERVIEW OF THE SITE VISIT PROCESS

SITE VISIT OVERVIEW

An overview of the process for first time SV members and those who need a refresh.

- Typically held over three days

- Evaluative and formative process
  - Focus on interim report, Standards 1.3, 5.1, and DEI

- Members act as the eyes and ears of COPRA

- SVT reports and cannot render decisions

- Discussion of Site Visit Manual

THE SITE VISIT TEAM AND THEIR ROLES

Typically, three members:

- Chair

- Academic (representing accredited programs)

- Practitioner

- SVT may include fourth member for complex modalities or if more than one program is under review

TYPICAL MEETINGS FOR SITE VISIT TEAM

Program Faculty, Adjuncts, Directors (Program, Certificate, Center, etc.)	Program Support & Admissions Staff	Chairs, Deans, Provost, Graduate School Dean, Diversity Officer	Recent Graduates, Alumni, Advisory Board Members
Students	Employers, Internship, Stakeholders	Student Support, Job Placement / Internship Support	Meetings requested by COPRA or SVT

POST-SITE VISIT PROCESS AND ACTIONS

- SVT Chair compiles report within 1 month of the site visit

- Program has opportunity to review for factual errors

- SVT Chair finalizes and submits report into CIVICORE

- Program may engage with their COPRA Liaison and/or submit a written final response (by May) in order to:
  - clarify or contextualize SVT findings,
  - provide new or updated data,
  - or report progress

INTERESTED IN BECOMING A SITE VISITOR?

A great way to learn all about the process!

All SV training takes place online during the summer

If interested in completing the online training, please contact copra@naspaa.org

WELCOME TO 2024 ACCREDITATION INSTITUTE

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA_2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

Your Accreditation Institute Facilitators:

Kate Hallihan, PhD, Assistant Dean of Students & Instruction; Chief Diversity Officer, John Glenn College of Public Affairs, The Ohio State University

Dana Harsell, PhD, Professor of Political Science and Public Administration & MPA Director, University of North Dakota

2024-25 COPRA Chair:

Angela Eikenberry, PhD, Professor and School Director, School of Public Policy, University of Connecticut

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COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
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& Public Policy

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UA MAU KE EA O KA 'ĀINA I KA PONO
MĀLAMALAMA
1907

UNIVERSITY
of HAWAI'I
MĀNOA

UNT

USC Price
Sol Price School of Public Policy

SCHEDULE

2024 NASPAA ACCREDITATION INSTITUTE

Breakfast and Networking Overview of the Site Visit Process	8:00 - 9:00 am
Session 1 Value Accreditation Accreditation Eligibility Process Accreditation Review Process	9:00 - 10:15 am
Session 2 Standard 1: Managing the program strategically Standard 2: Matching governance with the mission	10:30 - 11:45 am
Lunch	12:00 - 1:00 pm
Session 3 Standard 3: Matching operations with the mission: Faculty Performance Standard 4: Matching operations with the mission: Serving Students	1:00 - 2:15 pm
Session 4 Standard 5: Matching operations with the mission: Student Learning	2:30 - 3:45 pm
Session 5 Standard 6: Matching resources with the mission: Resource Adequacy Standard 7: Matching communications with the mission	3:45 - 4:15 pm
Session 6 Interactive DEI Q&A	4:15-5:15pm
Wrap up & Final Thoughts	5:15 - 5:30 pm

Where is your program located?

Please type in the name of the university that you represent

88 responses

texas am international un
university of namibia
university of cincinnati
texas state university
university of tennessee
university of georgia
univ of nebraska at omaha
john jay college of crimi
kapsarc schoo of public p
east tennessee stqte univ
eastern kentucky univ
indiana university
georgia college
university of louisville
northeastern university
appalachian state univers
columbia southern univ
doha institute for gradua
university of utah
upr-rp
montana
north florida
doha institue
southern university
university of guam
rutgers camden
oklahoma
u of south florida
penn state
univ nebraska omaha
university of miami
university of la verne
jmu ucf
tulane
rhode island
tulane university
university of illinois
university of iowa
utrgv
uccs
ut chattanooga
unc wilmington
ua little rock
fulbright
sufe
kapsarc school
kdi school
rutgers
unt
jacksonville university
lsu
university of central okl
houston
south carolina
william and mary
chulalongkorn university
csu bakersfield
pace university
fulbright university viet
portland state university
univ of rhode island
rutgers newark
seattleu
columbia southern univers
tennessee state
suny brockport
univ of texas at el paso
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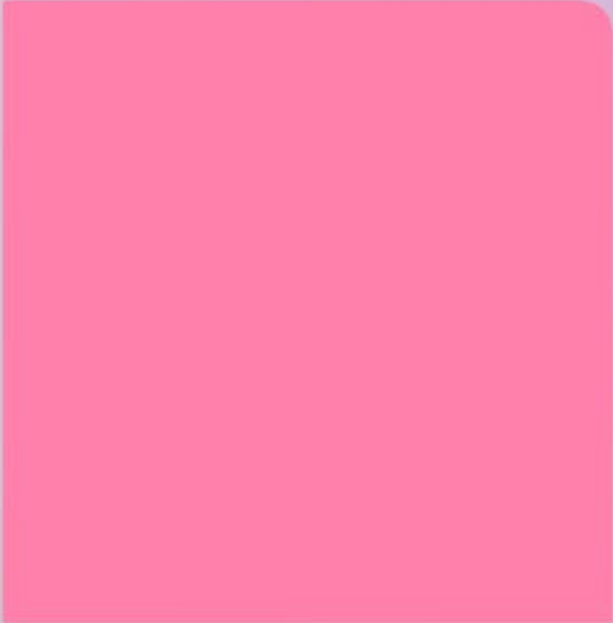# How many of you are (click any that apply)

43

34

12

Principal representative (program directors)

From US based programs

From non-US based programs

14

89

SESSION 1

VALUE OF ACCREDITATION

ACCREDITATION ELIGIBILITY PROCESS
&PRECONDITIONS

ACCREDITATION REVIEW PROCESS

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA_2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

AGENDA

- Provide a broad overview of NASPAA, its organization, and its role in the accreditation process

- Review the value and value proposition of accreditation

- Provide brief overview of the seven standards and four preconditions for accreditation

- Review the process for eligibility, accreditation, and reaccreditation

- Discuss resources for eligibility and accreditation readiness

VALUE OF ACCREDITATION

Programs	Students	Employers	Institutions	Public Service
• Visibility to peers • Peer-based formative evaluation • Program improvement • Student learning outcomes	• Program meets field-wide standard of quality • Adds a level of distinction to their qualifications	• Signal of quality and reliability to potential employers • Partnership opportunities for programs and employers	• Serves as an external indicator of quality that is valued by universities	• Expression of a program's commitment to the field • NASPAA standards and accreditation process enhances graduate public degrees globally

Value of Accreditation

NASPAA is a Global Network of public policy and nonprofit programs emphasizing a commitment to public service values, performance management and high-quality education
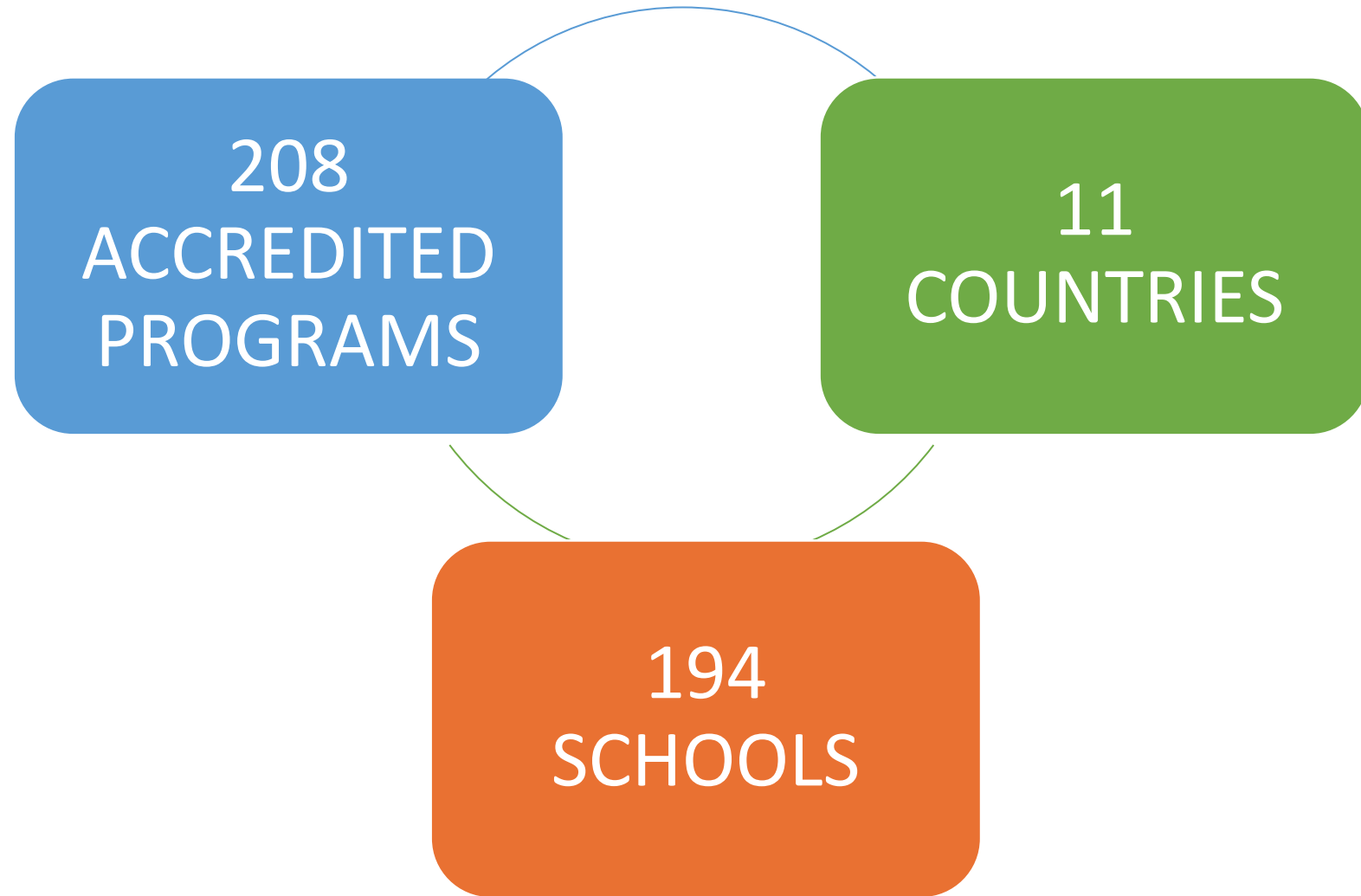
208 ACCREDITED PROGRAMS

11 COUNTRIES

194 SCHOOLS

Value of Accreditation

🟡	Site Visit/Site Visit Team	**45%**
🟣	Self-Study/Reflecting on Program	**25%**
🔴	Strategic Program Management	**15%**
🟢	Continuous Program Improvement	**10%**
🔴	Engaging Faculty Stakeholders	**5%**
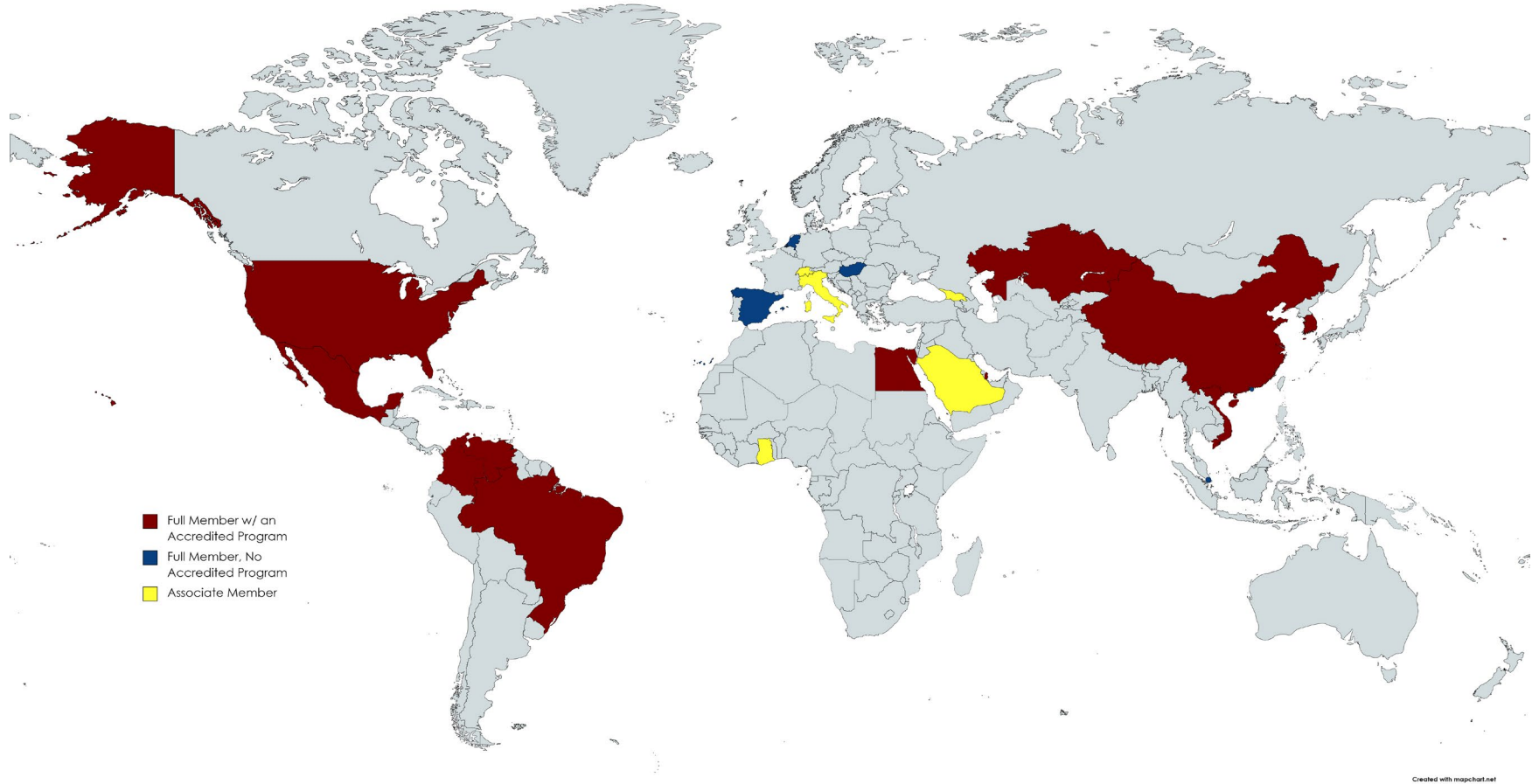
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Source: 2023-24 Cohort Review Cycle Survey

PROCESS & TIMELINE
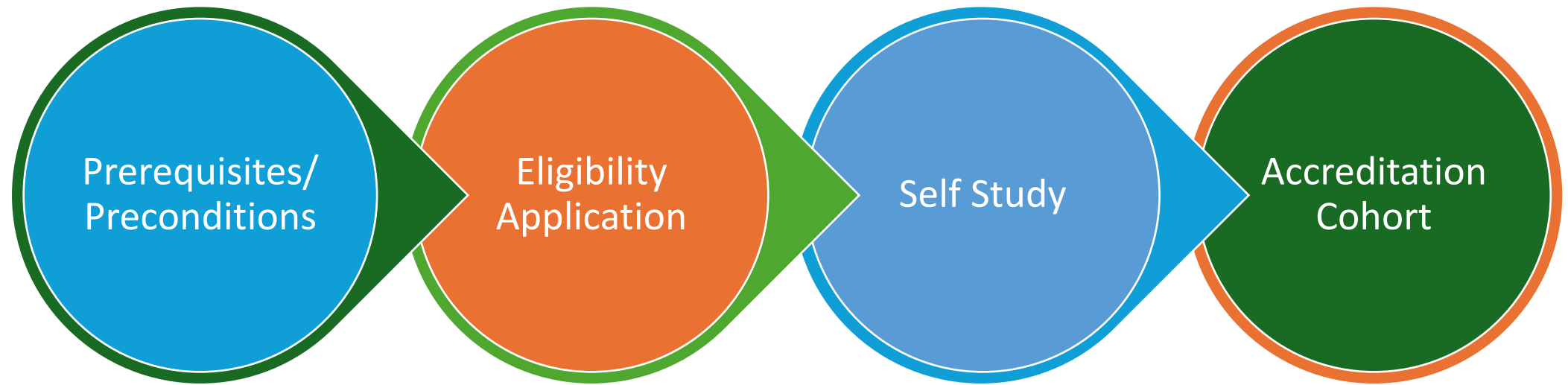
PRECONDITION 1: PROGRAM ELIGIBILITY

- Does the program offer a Master's Degree (or comparable title) in public affairs/policy/administration?

- Is the program a current NASPAA Institutional member?

- Is the home institution accredited by a regional, national, or government authority (or equivalent)?

- How long has the program been in operation?

- Can the program demonstrate capacity for evaluation?

- Is there a nucleus of five qualified faculty members (or the equivalent) and do they exercise substantial determining influence over the program?

Substantial Determining Influence: Demonstrable governance by the nucleus faculty in areas such as teaching; advising; engaging in public and nonprofit affairs, administration, and policy scholarship and service; exposing students to a variety of perspectives; and to governing student admissions, planning curriculum and otherwise administering the program to promote student and faculty success.

Nucleus Faculty Member: A faculty member who participates in the program's

1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration;

2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and

3) research and/or professional and community service activities significantly related to public and nonprofit administration, policy, and affairs.

This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University.

" NASPAA's accreditation process promotes public service values as the heart of the discipline"

Please take a moment to list any of the public service values that are core to your program

244 responses

PRECONDITION 2: PUBLIC SERVICE VALUES

- Do mission, governance, and curriculum emphasize public service values?
- Eligibility application asks for
  - Program's guiding mission
  - Summary and demonstration of program's guiding public service values
- What does faculty and student diversity mean in the context of your program and the environment it operates?
- Is there code of conduct or other ethical expectations to guide the institution?

PRECONDITION 3: PRIMARY FOCUS

- Is the degree program's primary focus to educate leaders, managers, and analysts in public service?
  - professions of public and nonprofit affairs, public administration, and public policy
- Related degrees in policy or management may apply if they meet the accreditation standards (including advancing public service values and competencies)
- Application asks for information about:
  - program's primary focus in preparing students to be leaders, managers and analysts in the professions of public and nonprofit affairs, administration, and policy
  - job placement and typical careers of recent graduates

PRECONDITION 4: COURSE OF STUDY

- Does the curriculum provide extensive opportunities for student and faculty interactions and collaboration, and opportunities to build interpersonal and communication skills?

- Does the program require at least 36 semester credit hours of study, or the equivalent?
  - Exceptions may include, fast-tracked or combined undergraduate to master's programs, dual degree programs, and executive education programs
  - Credit Hour Affirmation Guidelines to provide guidance to institutions and programs, when they seek to affirm the total equivalent U.S. credit hours.
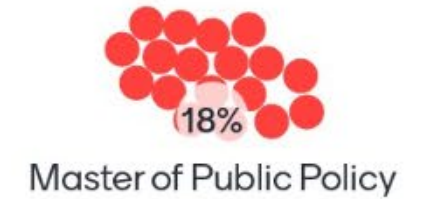
ELIGIBILITY APPLICATION TIMELINES

April 15	May	June	July		Aug. 15	Sept.	Oct.	Nov.
Submit Application	**Eligibility Committee Review**	**COPRA Review**	**COPRA Direction**		**Submit Application**	**Eligibility Committee Review**	**COPRA Review**	**COPRA Direction**

ELIGIBILITY APPLICATION OUTCOMES & RECOMMENDATIONS
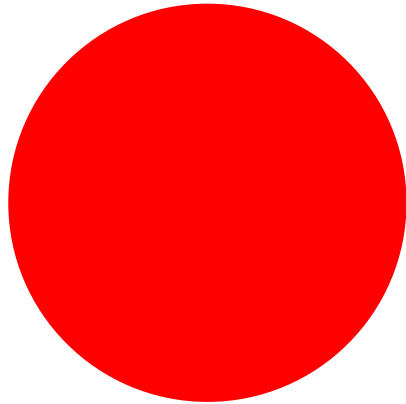
Do Not Proceed
Program appears to need more than a 3-year horizon
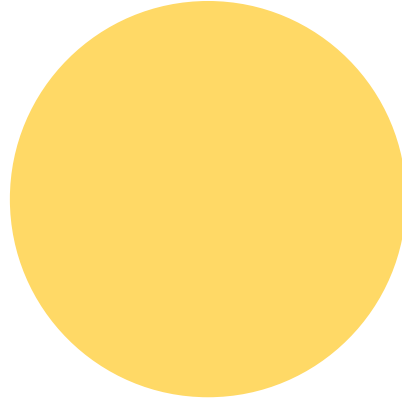
Proceed With Caution
Typically, a 2- 3-year time horizon
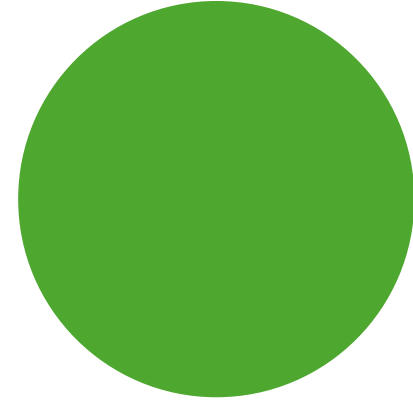
Proceed to Self-study
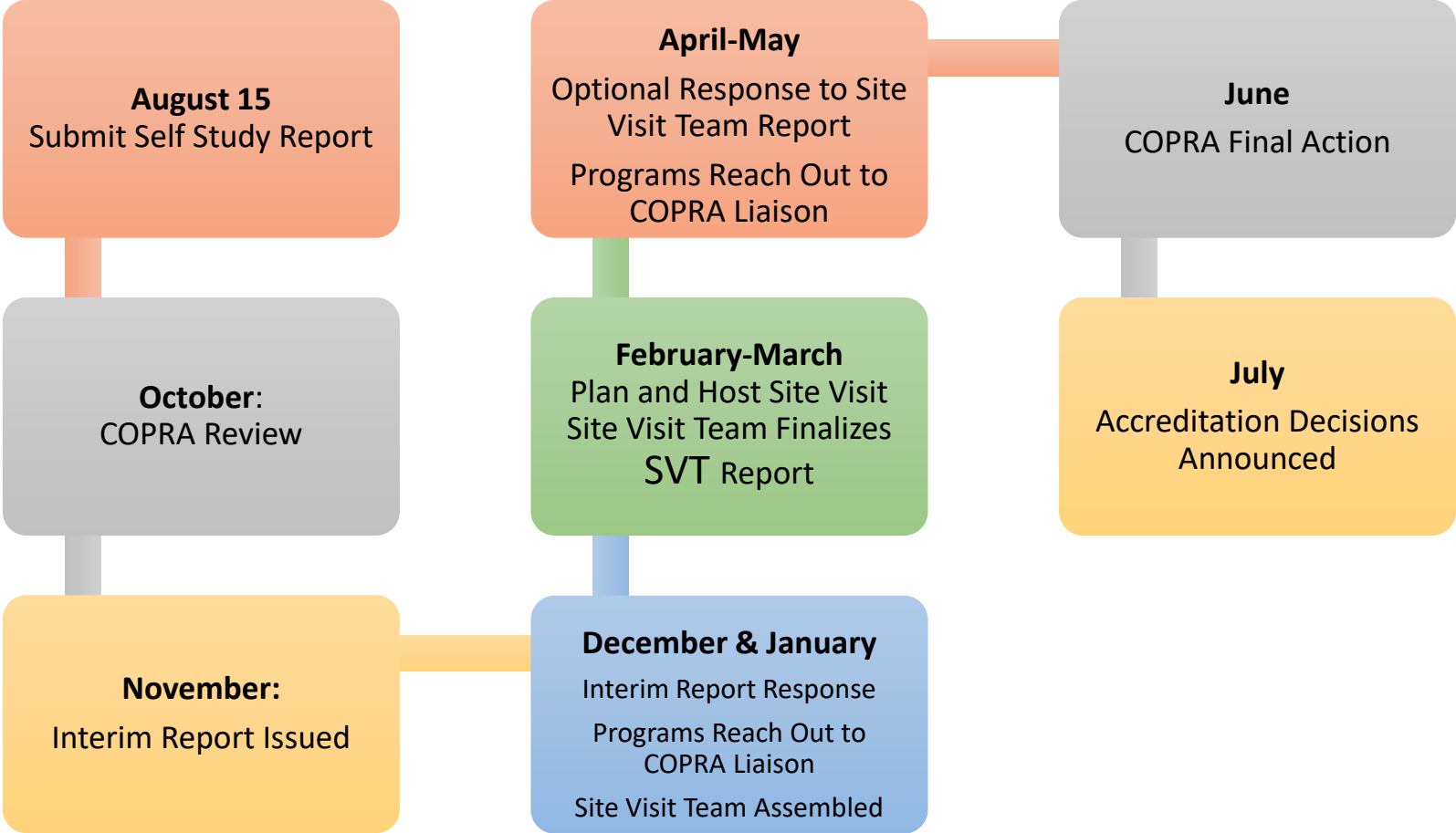Typically, a 1- 2-year time horizon

ACCREDITATION PROCESS

Self Study Phase

Accreditation Cohort

Accreditation Decision

Continuous program evaluation and annual reporting
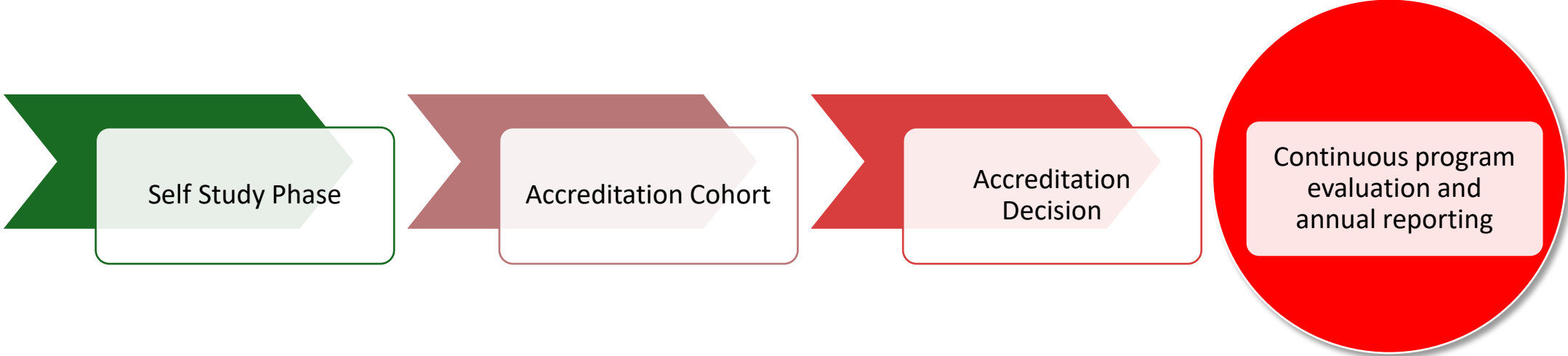
Prepare program data for self study report
August 15 Submit Report

COPRA Meets (Oct)
Interim report (Nov)
Interim report response (Jan)
Host Site Visit Team (Early Spring)

COPRA takes Accreditation Actions (June)

Annual Maintenance Reports Due November 1

ACCREDITATION TIMELINE

August 15
Submit Self Study Report

October:
COPRA Review

November:
Interim Report Issued

December & January
Interim Report Response

Programs Reach Out to COPRA Liaison

Site Visit Team Assembled

February-March
Plan and Host Site Visit
Site Visit Team Finalizes
SVT Report

April-May
Optional Response to Site Visit Team Report

Programs Reach Out to COPRA Liaison

June
COPRA Final Action

July
Accreditation Decisions Announced

PROGRAM READINESS CONSIDERATIONS

- Meets preconditions

- Collects required data

- Engages in strategic program management (1.3)
  - actionable and measurable DEI or DEIJA plan

- Established assessment regime of student learning outcomes (5.1)
  - Ongoing evidence of closing the loop for at least three universal competencies

- Institutional support for accreditation /reaccreditation
  - Capacity to prepare SSR and host Site Visit Team

- Capacity to pay accreditation fees

- Some programs may consider a voluntary delay

RESOURCES FOR SELF STUDY REPORT

[Self Study Instructions](#)

Glossary (SSI)

Basis of Judgment and Rationale (SSI)

[COPRA Policy Statements](#)

Best Practice [Peer Examples](#) on NASPAA Website & [Archive](#) of Accreditation Institute Materials

COPRA FINAL ACTION: RANGE OF DECISIONS

First Time Accreditation:
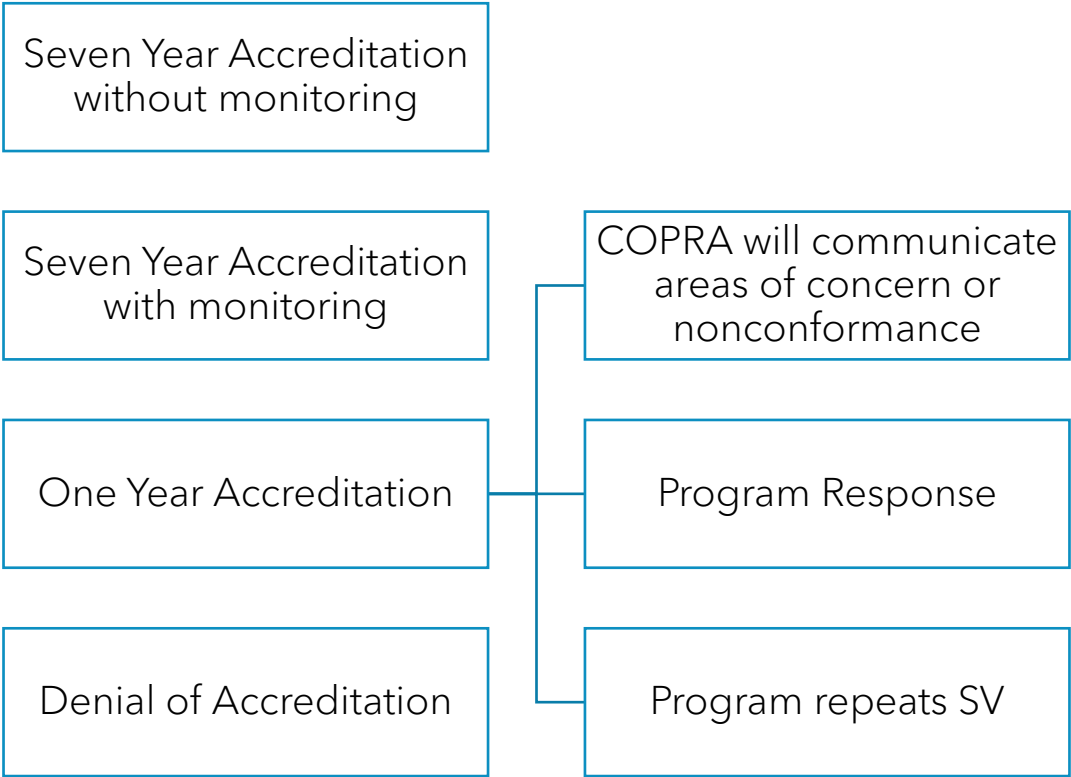
- Seven Year Accreditation without monitoring
- Seven Year Accreditation with monitoring
- 1- or 2-year deferral
  - COPRA will communicate areas of concern or nonconformance
  - Program repeats accreditation process (submits SSR and schedules SV)
- Denial of Accreditation

Reaccreditation:

- Seven Year Accreditation without monitoring
- Seven Year Accreditation with monitoring
- One Year Accreditation
  - COPRA will communicate areas of concern or nonconformance
  - Program Response
  - Program repeats SV
- Denial of Accreditation

SESSION 2

STANDARD 1: MANAGING THE PROGRAM STRATEGICALLY
STANDARD 2: MATCHING GOVERNANCE WITH THE MISSION

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA_2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

AGENDA

- Discussion of mission development, its execution, its alignment with program goals, public service values, and its contributions to the stakeholders that the program serves

- Overview of performance expectations. Programs observable goals, objects, and outcomes

- Discuss program evaluation processes and how its performance outcomes link to the mission and the population stakeholders the program serves.

- Discussion of administrative capacity appropriate for mission, goals and objectives in all its delivery modalities.

- Discussion of faculty nucleus responsibilities and program governance

STANDARD 1: MANAGING PROGRAM STRATEGICALLY

THE BIG PICTURE

- Demonstrating that mission drives program's day-to-day strategic program management

RATIONALE & ASSUMPTIONS

Public service values distinguish NASPAA accredited programs from other degree programs

The program is committed to and models the values of global public service

The program invests in mission-based outcomes that promote the values of public service

The program engages in continuous improvement guided by a well-defined management plan within the context of the communities it serves

1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including

- its purpose and public service values, given the program's particular emphasis on public service,

- the population of students, employers, and professionals the program intends to serve, and

- the contributions it intends to produce to advance the knowledge, research and practice of public service.

1.1 Basis of Judgment

The program's mission fits with its degree title (i.e., MPA, MPP, MNM, etc.).

The mission statement reflects values of public service.

The program's mission is developed, and consistently reviewed, with input from program stakeholders.

STANDARD 1.1 MISSION

1.1.1 Provide the current program mission statement and the date it was adopted (500 words)

- How does the mission reflect the program's public service values?

1.1.2 Describe the process used to develop and review the mission

- How does the mission influence goal setting and decision-making?
- Who are the internal and external stakeholders involved and how (and how frequently) are they involved with mission review?

1.1.3 Describe the public service values that reflected in your programs mission (250 Words)

STANDARD 1.1 MISSION

1.2 Performance Expectations: The program will establish observable program goals, objectives and outcomes, consistent with its mission and of which student learning is one, but not the only component.

- What are the primary mission-defined goals and objectives?
- Can the program demonstrate continuous progress toward identifiable programmatic outcomes and how these outcomes deliver on the promises made in the mission?
- Has the program developed a logic model (or similar) to illustrate this?

Basis of Judgement

- Does the mission guide program activities *across the seven standards*
- Are program goals identifiable, measurable, and related to program mission and public service values?
- Do program goals extend beyond student learning outcomes?

STANDARD 1.2 PERFORMANCE EXPECTATIONS

1.2.1 Link your program's goals and objectives to: (unlimited)

- Mission's purpose and public service values

- Mission's population of students, employers, and professionals the program intends to serve

- To the contributions that advance knowledge, research and practice of public service

1.3 Program Evaluation: Program will collect, apply and report information related to performance and operations

- How is this information used to manage the program strategically across the standards and its DEI Plan?
  - Are there systemic structures and processes in place to ensure equity and diversity?
- Do these data inform mission evolution and continuous program improvement?
- Are these data separate from its student learning objectives?

Basis of Judgment

- Is there demonstrable relationship between a program's mission and its activities to a well-defined and external community of professionals?
- Does the program's performance goals, outcome measures, and programmatic improvement efforts align with its mission *and* permit systematic self-evaluation and ongoing strategic program management?
- Do the mission and related goals and objectives help stakeholders understand the program and its operations?

STANDARD 1.3 PROGRAM EVALUATION

1.3.1 Please link your program performance outcomes:

- To your mission's purpose and public service values.
- To your mission's population of students, employers, and professionals the program intends to serve.
- To the contributions your program intends to produce to advance the knowledge, research, and practice of public service.

1.3.2 Describe ongoing program evaluation processes and how the results of the evaluation are incorporated into program operations. Provide examples of evidence-informed decisions made to improve programmatic outcomes, including student learning, faculty productivity, and graduates' careers.

STANDARD 1.3 PROGRAM EVALUATION

Standard 1.3.1 Program Performance Outcomes (unlimited)

- How do performance outcomes link to mission and public service values?

- To the mission's population of students, employers, & employers?

- To advancement of knowledge, research, and practice of public service

Standard 1.3.2 Program Evaluation Process

- How is evaluation conducted?

- How are results incorporated into program operations?

- Evidence of programmatic improvements might include: student learning, faculty productivity, graduates' careers, increase in persistence to graduation

STANDARD 1.3 PROGRAM EVALUATION
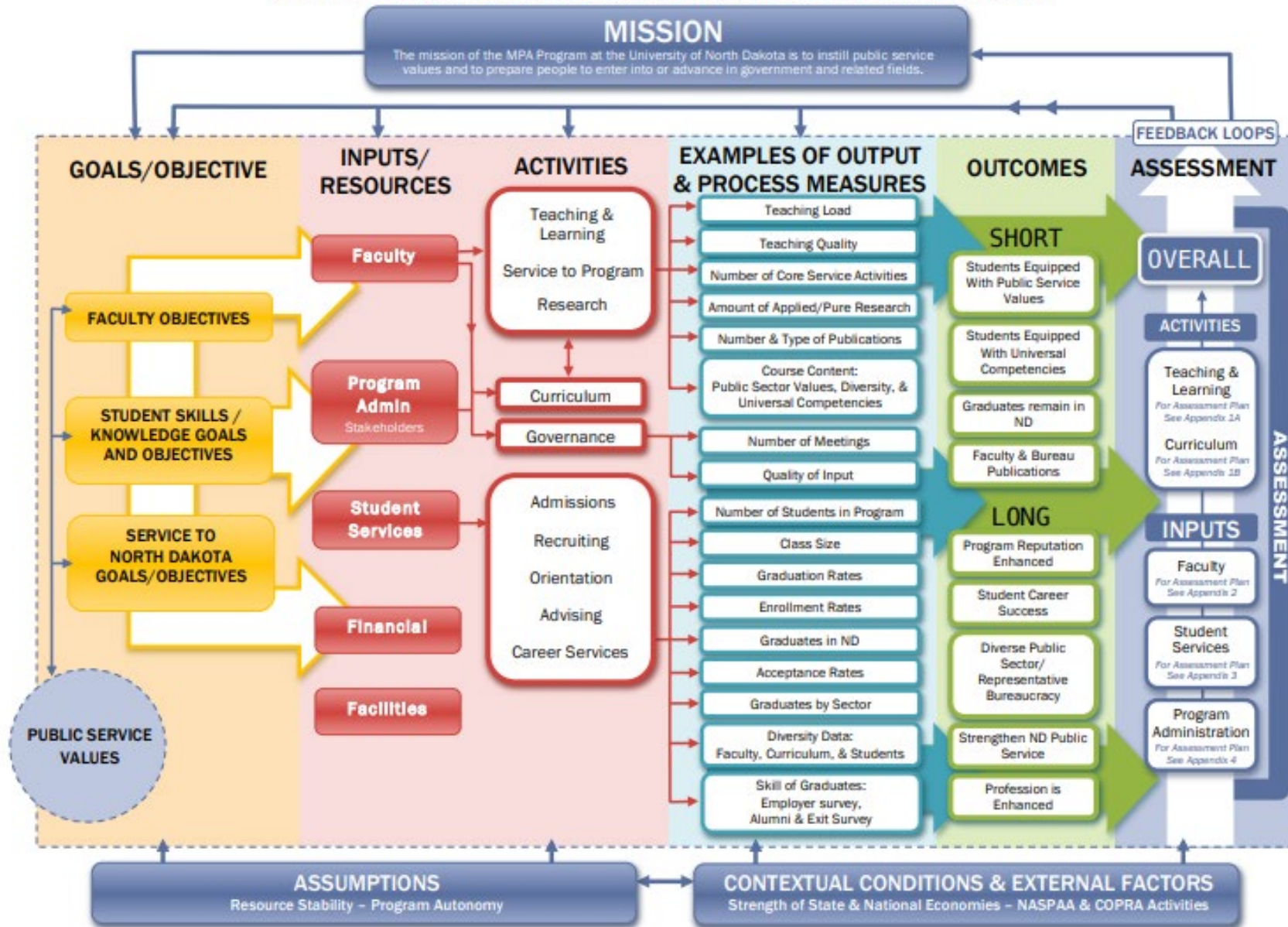
JOHN GLENN COLLEGE LOGIC MODEL
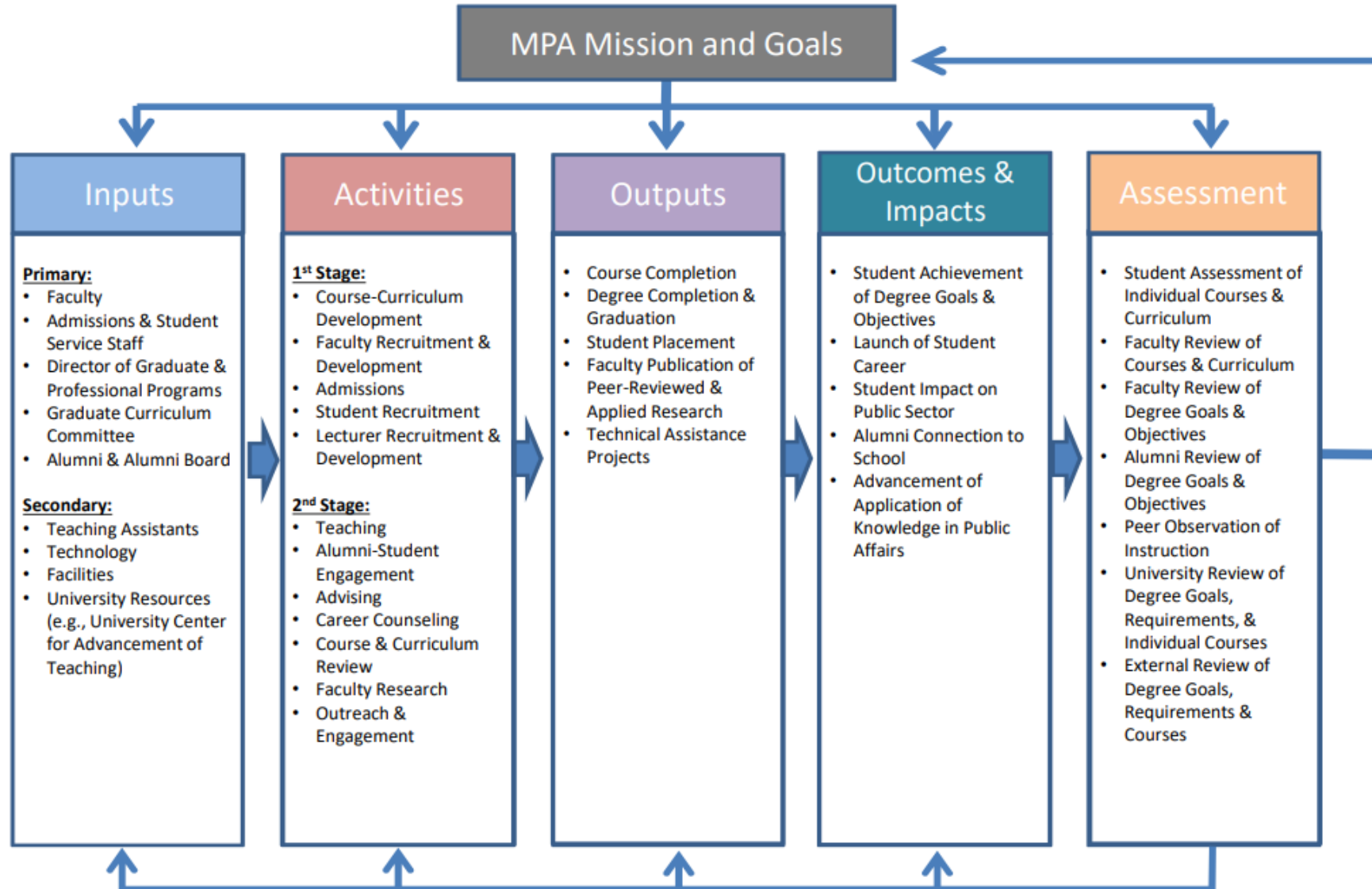
STANDARD 2: MATCHING GOVERNANCE WITH MISSION

THE BIG PICTURE

- To pursue its mission, an accredited program should have a transparent, identifiable, and effective governance system.
  - Does the program have determination over areas such as policy, planning, allocation or resources, admissions, faculty appointments, tenure and promotion, etc.?
- Is the program's administrative structure appropriate for its program delivery modes?
- Does program governance support the long-term integrity of the program?

RATIONALE & ASSUMPTIONS

An accredited program must have a transparent, identifiable, and effective governance system covering key areas like resource allocation, degree requirements, student admissions, advising, curriculum, and faculty appointments.

The governance structure includes an administrative infrastructure that aligns with the program's delivery methods and supports its proper operation.

Faculty, especially nucleus faculty members, should play a significant role in the program's governance, contributing to both decision-making and program execution.

The governance system and administrative leadership must ensure the program's ongoing integrity and alignment with its mission.

STANDARD 2.1 ADMINISTRATIVE CAPACITY

2.1 Administrative Capacity: Program maintains an administrative structure appropriate for its mission, goals, and objectives in all its delivery modalities What is the relationship of the program to the institution?

- What are the modes of program delivery?

2.1.1 Delivery characteristics (unlimited)

- How is the program delivered?
- If multiple forms, how does the program differentiate curriculum, curriculum design, degree expectation, expected companies, governance, students and faculty?

STANDARD 2.1 ADMINISTRATIVE CAPACITY

2.1.2 Who are the administrators / describe their role in the decision making and program governance (500 Words)

How do governance arrangements match program delivery? (250 words)
- May include org chart for clarification

STANDARD 2.2 FACULTY GOVERNANCE

2.2 Faculty Governance: 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.

2.2 Does a faculty nucleus (five or greater) exercise substantial determining influence over the program's governance and implementation?

2.2.1 How many faculty make up the nucleus in the SSY?

STANDARD 2.2 FACULTY GOVERNANCE

2.2.1b What is the total number of instructional faculty members (nucleus and non nucleus) in the SSY?

- What are their qualifications, degree and degree level, and level of involvement in the program?

2.2.3 How does the program define "substantial determining influence"? (250 words)

Basis of Judgement

- The program's administrative infrastructure fits its activities, including geographic location of program delivery, use of technology in program delivery, and type of program (traditional, accelerated, executive).

SESSION 3

STANDARD 3: MATCHING OPERATIONS WITH THE MISSION: FACULTY PERFORMANCE

STANDARD 4: MATCHING OPERATIONS WITH THE MISSION: SERVING STUDENTS

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA_2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

AGENDA (STANDARD 3)

- Faculty Qualifications
  - AQ/PQ

- Faculty Diversity and Diversity Efforts

- DEI Plan

- Research, Scholarship and Service

MATCHING OPERATIONS WITH THE MISSION

STANDARD 3: FACULTY PERFORMANCE

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA_2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

STANDARD 3: MATCHING OPERATIONS WITH THE MISSION, FACULTY PERFORMANCE

THE BIG PICTURE

- Do program faculty possess the appropriate credentials and expertise for the program's curricular outcomes relative to its mission?

- Can the program demonstrate ongoing efforts to strengthen diversity, equity, and a climate of inclusion?

  - How does the program demonstrate its commitment, *to the extent it is possible within its legal and institutional framework*, to public service values in the processes used to recruit, retain, and support faculty and in the way they assure students are exposed to people with diverse views and backgrounds?

- Do faculty maintain currency in their teaching areas through scholarship and service?
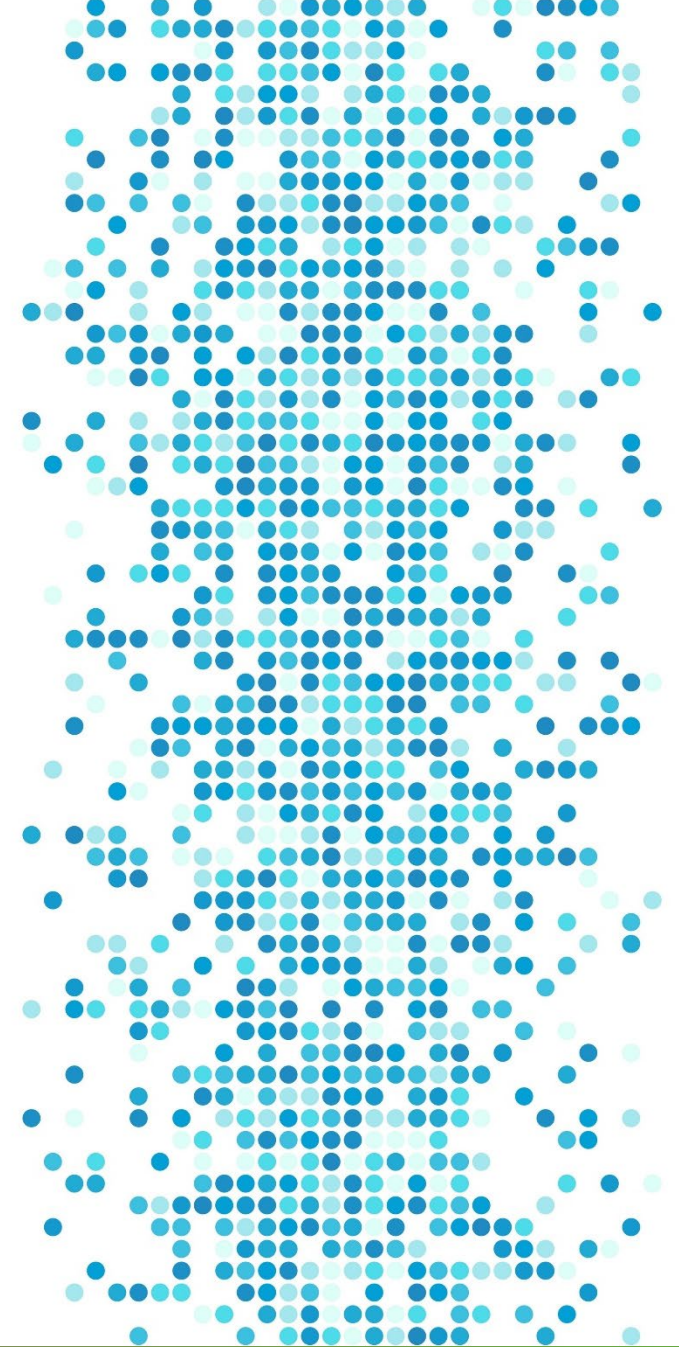
RATIONALE & ASSUMPTIONS

Accredited programs must ensure that faculty have the credentials and expertise to support its mission, instruction, and curricular outcomes. The faculty should bring diverse identities, perspectives, and experiences to enrich discussions and prepare students to enter into and/or advance in the professional workplace.

Faculty form a self-sustaining scholarly community aligned with the program's mission, engaging in research, teaching, and service in public and nonprofit affairs.

The program must demonstrate efforts to promote diversity, equity, and inclusiveness through its recruitment, retention, support, and professional development strategies. It should adopt inclusive practices to eliminate barriers and bias, ensuring alignment with public service values in faculty recruitment and retention, and exposing students to diverse perspectives and backgrounds.

Program faculty should engage in scholarship and service in public and nonprofit affairs to enhance teaching, advance the profession, and impact the community. Their service promotes accountability, models public service values, connects theory to practice, aids in student recruitment, and helps to place its graduates. The program should clearly demonstrate its positive impact on students, the community, and the profession.

STANDARD 3.1: FACULTY QUALIFICATIONS

3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Are program faculty academically or professionally qualified (AQ /PQ)?
- Do the contributions of professionally qualified faculty align with program's mission or mission related goals and objectives?
- How does the program define or operationalize AQ and PQ Faculty?
- How does the program engage in faculty career development?

Do faculty from outside the department (i.e. joint appointments) have clearly defined roles & responsibilities?

Faculty Qualification Table
- Rank, Tenure Status, FTE, Qualification, Degree Earned, List of Qualifications

STANDARD 3.1: FACULTY QUALIFICATIONS

Standard 3.1.2: AQ / PQ Definition (500 Words)
- How does the program define academically and professionally qualified?
- What are the program's expectations for their faculty to sustain these qualifications?
- Does the program have exceptions to this policy? If so, what is the rationale?

Standard 3.1.3: Distribution of Nucleus, Full-time, AQ faculty among all the program's courses and the courses delivering required competencies (table)

Standard 3.1.4: Faculty Currency
- What are the steps and strategies that are employed to maintain faculty currency in their field

STANDARD 3.1: FACULTY QUALIFICATIONS

Basis of Judgement:

- Faculty who teach in accredited programs must be academically or professionally qualified.

- The program's decision to use professionally qualified faculty should be consistent with its mission.

- In general, a professionally qualified faculty member will have a terminal level degree in his or her area of responsibility. The burden is on the program to document the qualifications of all of its faculty members. One way to demonstrate that a program's faculty members meet this standard is if at least 75% of nucleus faculty are academically qualified to pursue the program's mission. A faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's program responsibilities.

STANDARD 3.1: FACULTY QUALIFICATIONS

Basis of Judgement (Continued):

- As a general rule COPRA does not consider it appropriate for a program to have faculty that are neither academically or professionally qualified. If a program lists a faculty member who is neither academically or professionally qualified the burden of proof is on the program to show that it was appropriate in an emergency situation and should explain what steps it is taking to ensure the quality of instruction/the course was not adversely affected.

- Where nucleus faculty members come from departments outside the program, clearly defined responsibilities – such as official assignment of duties or joint appointments– should be identified.

- The program will have systematic steps and strategies for, and investment in, individual faculty career development to ensure that faculty members sustain and improve their academic and professional qualifications.

- Program faculty should represent diverse substantive areas in public service consistent with the program's mission and defined competencies.

STANDARD 3.2: FACULTY DIVERSITY

Standard 3.2: The program will promote equity, diversity and a climate of inclusiveness through its recruitment, retention, and support of faculty members.

- Upload Program DEI Plan to Appendix 3
- Is plan operational and does it feed into Standard 1.3?

Standard 3.2.1: Faculty Diversity for all faculty teaching in the program (table)

- There are options for US and non-US based programs and programs where the legal and instructional context by preclude the collection of these data

STANDARD 3.2: FACULTY DIVERSITY

Standard 3.2.2: Current Faculty Diversity Efforts
- How do faculty diversity efforts support the program mission?
- Are there additional mission-related diversity categories tracked (see 3.2.1a)?
- How does the program assure that faulty bring diverse perspectives?
- What program strategies or in place (with respect to mission) to promote DEI?
- How does the program support and work to retain underrepresented faculty?

Standard 3.2.3: Faculty diversity over prior five years (250 words)

STANDARD 3.2: FACULTY DIVERSITY

Basis of Judgement:

• There are program specific goals, steps, and strategies that demonstrate evidence of good practice in recruitment, retention, and support of faculty consistent with its mission and context.

• The program's diversity, equity, and inclusion strategies provide a framework for evaluating the efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, the curricular content, as well as other measures.

• The program's data on recruitment and retention demonstrate adherence to the program's diversity, equity, and inclusion strategies.

• The program demonstrates that it appreciates diversity, equity, and inclusion, broadly defined in the context of the program and its mission, as critical in today's workplaces and professional environments.

• The program takes steps to acknowledge and eliminate biases and program cultures that impact faculty recruitment, retention, and development.

STANDARD 3.3: RESEARCH, SCHOLARSHIP, & SERVICE

3.3 Research, Scholarship and Service: 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.

Standard 3.3
- Do faculty engage in research, scholarship, and professional and community service, appropriate to the program mission, the stage of their career, and the expectations of the university?

3.3.1 Exemplary Activities
- Space is available to highlight exemplary faculty activity in research and scholarship, service, efforts to engage students, and/or contributions to the practice of public service.

3.3.2 Outcomes of above activities (500 words)

STANDARD 3.3: RESEARCH, SCHOLARSHIP, & SERVICE

Basis of Judgement:

- Faculty engage in public service scholarship and service, appropriate to the program's mission and goals.

- The program's collective research, scholarship, and service positively impact its community and the public service field.
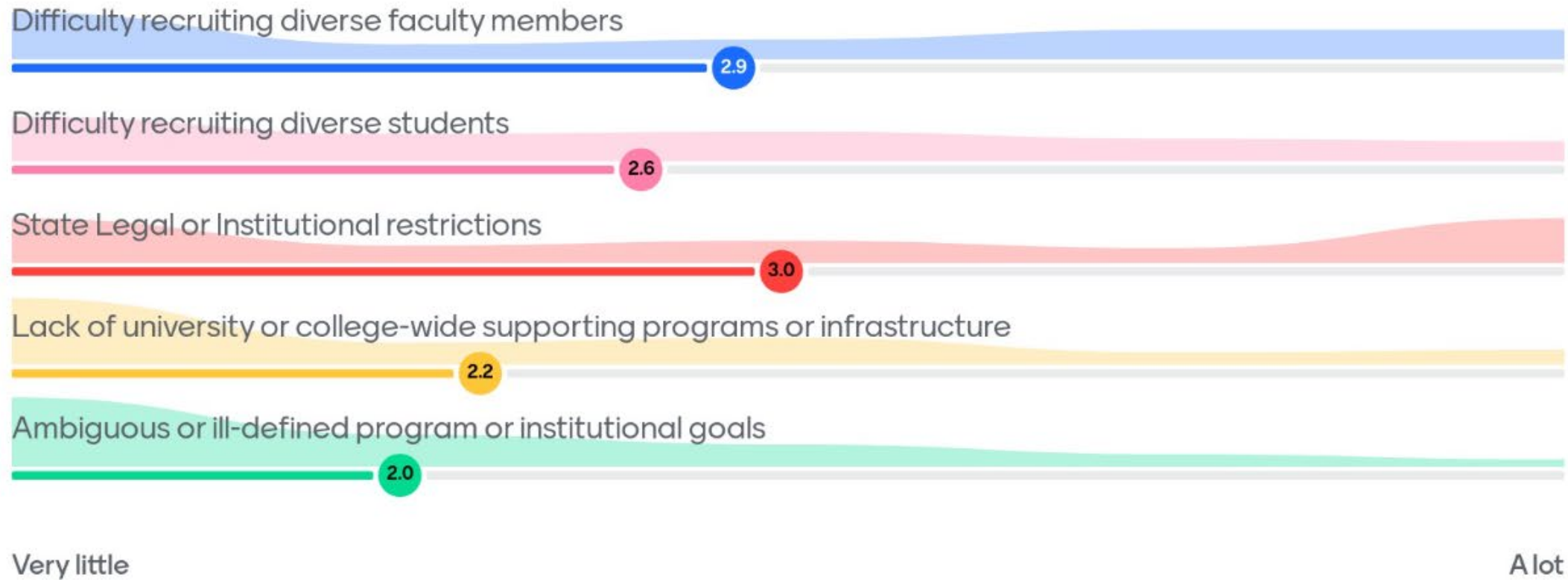
AGENDA

- Recruitment

- Admissions

- Enrollments & Mission

- Support for Students

- Student Diversity

- Student Learning Assessment

- Universal Required Competencies

- Resource Adequacy

- Communications

To what extent do you consider the following categories as barriers toward achieving your program's DEI goals?

Difficulty recruiting diverse faculty members — 2.9

Difficulty recruiting diverse students — 2.6

State Legal or Institutional restrictions — 3.0

Lack of university or college-wide supporting programs or infrastructure — 2.2

Ambiguous or ill-defined program or institutional goals — 2.0

Very little · · · A lot

STANDARD 4

Serving Students

RECRUITMENT STRATEGIES (4.1.1.)

- Mission and type of students

- Recruitment audience and characteristics

- Recruitment methods

- Expected vs. actual applicant pool

APPLICANT POOL ANALYSIS

- Compare intended and actual applicant pools

- Evaluate diversity in applicant pool for program

- Ensure diversity in applicant pool that is in alignment with your mission

- Identify strategies to recruit a more diverse applicant pool
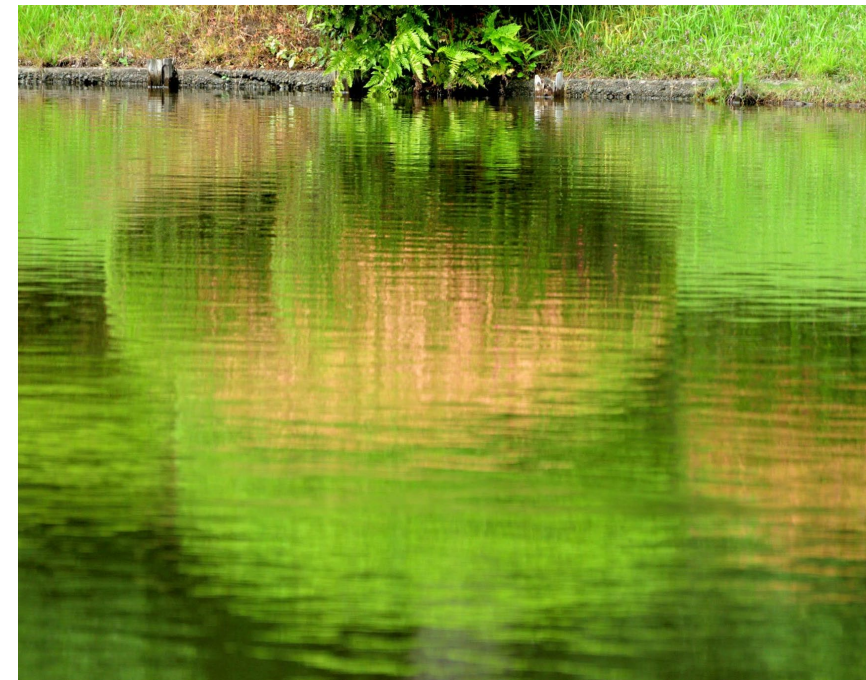
MISSION AND ADMISSIONS POLICIES

- Admissions policies consistent with mission

- Intended audience for recruitment defined by mission

- SCOTUS decision impact on admissions

WORK EXPERIENCE EVALUATION RUBRIC

- 7-10 Potential to become Leaders and Public Servants
  - Quality relevant internship or volunteer experiences
  - Includes multiple additional activities such as cocurricular activities, volunteer work, community service, internships, work experience, awards, honors, publications, etc.
  - Evidence of leadership in some activities

- 3-6 Moderate Relevant Experience
  - Relevant internship or volunteer experiences
  - Includes some additional activities such as cocurricular activities, volunteer work, community service, internships, work experience, awards, honors, publications, etc.

- 0-2 Minimal Relevant Experience
  - No or little relevant internship or volunteer experiences
  - Includes little to no additional activities or evidence
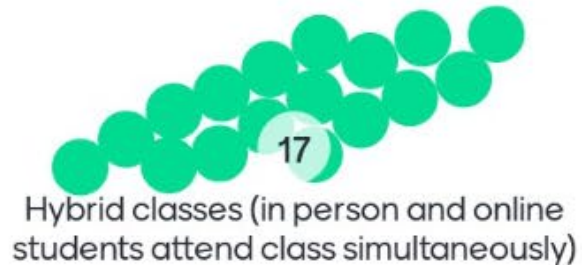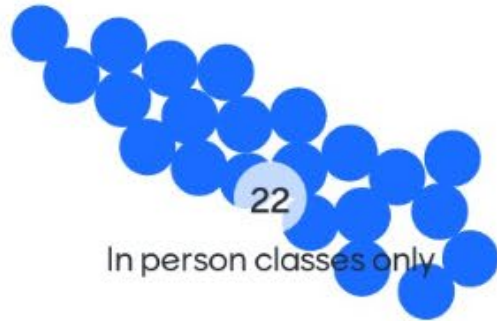
ACADEMIC PREPARATION RUBRIC

- 7-10 GPA and Test Scores
  - High GPA in a challenging curriculum
  - High test scores if provided
  - Strong evidence for lower GPA/test scores due to extenuating circumstances
  - Performed well in relevant courses (e.g., statistics, microeconomics, American Government)
  - Plans to prepare in these areas if admitted
- 3-6 GPA and Test Scores
  - High GPA in a less challenging curriculum or decent GPA in a challenging curriculum
  - Decent test scores if provided
  - Some evidence for lower GPA/test scores due to extenuating circumstances
  - Acceptable evidence of academic preparation
- 0-2 GPA and Test Scores
  - Low GPA; little evidence of academic preparation

EXCEPTIONS & ALTERNATIVES (4.2.1.B.)

- Conditional / Probationary / Bridge admits

- Alternative Pathways
  - Existence of alternative pathways into the degree program

- Mission Alignment
  - How exceptions or alternative pathways align with the mission

Modalities: Does your program offer:

22 — In person classes only

16 — Online classes only

13 — Both in-person and online classes that are taught to separate cohorts

16 — Primarily in person with some flexibility for online attendance

17 — Hybrid classes (in person and online students attend class simultaneously)

6 — Physical Satellite Campuses

5 — Other

MULTIPLE MODALITIES

- Programs with Multiple Modalities
  - Online
  - In-person
  - Branch or satellite campus
- Use additional tables for multiple modalities

ADMISSIONS, ENROLLMENTS & MISSION (4.2.2.C)

- Minimum Thresholds for Admission
    - Clearly defined criteria
    - Effectively communicated
- Relation to Program Mission
    - Alignment of policies with mission

SUPPORT FOR STUDENTS
4.3

CONTINUANCE/GRADUATION STANDARDS COMMUNICATION

- Explain how continuance/graduation standards are communicated to students (4.3.1.)
- Describe support systems for students needing assistance (4.3.2.)
- Completion and Persistence Rates for students (data for SSY-5 time to degree table) (4.3.3.a.)
- Employment Statistics 6 months post-graduation (total and by modality) (4.3.4.b.)

COPRA APPROACH FOR PROGRAMS WITH DATA RESTRICTIONS

COPRA is maintaining approach in alignment with the Standards Committee statement linked below.

The Standards Committee affirms support for NASPAA's global membership and DEI expectations to the extent possible within their legal and institutional framework.

Programs are encouraged to describe what is happening within their environments that is impacting their ability to report DEI data or provide/implement a DEI Plan.

August 1, 2023 Statement from the NASPAA Standards Committee.

STUDENT DIVERSITY (4.4.)

- Tangible Efforts to Promote DEI (4.4.1.)
  - Specific initiatives and actions taken by the program
  - Examples of successful DEI projects
- Specific recruitment efforts (4.4.2)

RETENTION: SUPPORTING A CLIMATE OF INCLUSIVENESS (4.4.3.)

Operational strategies to foster inclusiveness

Inclusive services and student support mechanisms

Promotion of DEI / belonging initiatives

Methods used to evaluate DEI

Evaluation outcomes to measure DEI effectiveness

4.4. BASIS OF JUDGMENT

- Goals, Steps, Strategies, and Support for DEI
  - Define DEI with regard to your mission
  - Ensure alignment with student needs
- Recruitment Efforts and Diversity
  - Reflect diversity in recruitment strategies
  - Consider diverse backgrounds and perspectives
- Evaluating Inclusion Strategies
  - Assess current inclusion strategies
  - Identify areas for improvement
- Improvement Measures
  - Implement changes where lacking
  - Continuously monitor and adjust strategies

SESSION 4

STANDARD 5: MATCHING OPERATIONS WITH THE MISSION: STUDENT LEARNING

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA 2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

STANDARD 5

Student Learning

RATIONALE AND ASSUMPTIONS

- Graduates should be able to
  - serve the program's mission
  - apply learned concepts, tools, and knowledge in public interest

- Ensuring Student Learning
  - Stating objectives doesn't guarantee learning

RATIONALE AND ASSUMPTIONS

- Curricular Alignment
  - Curriculum should align with mission and public service values
- Continuous Improvement
  - Approach aims to improve educational effectiveness
- Sustainable Assessment Enterprise
  - Strategies and procedures in place

UNIVERSAL REQUIRED COMPETENCIES (5.1.)

Identify specific outcomes related to each Universal Required Competency (URC)

1. Lead and manage in the public interest

2. Participate in and contribute to the public policy process

3. Analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment

4. Articulate, apply, and advance a public service perspective

5. Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

ASSESSMENT PLAN DEVELOPMENT

- Have the Conversation
  - Involve multiple stakeholders
  - Record the process and results
- Ensure Mission-Driven Outcomes
  - Set a timeline for assessing each outcome
  - Determine responsible parties for the assessment process
- Repeat process for Mission Specific Outcomes (5.2.) and Concentrations/Specializations (5.3.)
- Demonstrate capacity where applicable

PLAN
FOUNDATION

1. Identify "Learning Outcomes" (LO's) within curriculum

2. Map LO's against competencies on a curricular crosswalk

SAMPLE ASSESSMENT PLANS

ASSESSMENT PLAN MASTER OF PUBLIC ADMINISTRATION PROGRAM EASTERN KENTUCKY UNIVERSITY (P.6-7)

UNIVERSITY OF WEST GEORGIA ASSESSMENT METRICS FOR UNIVERSAL REQUIRED COMPETENCIES AND LEARNING OUTCOMES

PLAN FOUNDATION

1. List Courses in Core
2. Map LO's against courses on a curricular crosswalk
3. Indicate level of expected student learning in each cell

PEER EXAMPLES OF CURRICULAR MAPS

- Northern Arizona University
- Ohio State University

CURRICULAR CROSSWALK USING EXCEL

PROGRAM GOALS (HORIZONTAL AXIS) ___ PROGRAM LEARNING OBJECTIVES FOR FOUR CONTENT STREAMS (VERTICAL AXIS)	1. Lead and manage in the public interest - Required Competency #1	2. Participate in, and contribute to, the policy process- Required Competency #2	3. to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment Req. Competency #3	4. articulate, apply, and advance a public service perspective - Required Competency #4	5. Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large - Required Competency #5	6. Integrate and synthesize knowledge across the curriculum - Mission Specific Competency #1	7.To deepen knowledge and develop expertise to better analyze, implement, and evaluate programs and policy - Mission Specific Competency #2
POLICY STREAM							
Policy 1 - Understand the context of the public policy process		PA6000		PA6000	PA6000	PA6000	
Policy 2 - Identify the basic elements of public policy process		PA6000		PA6000	PA6000	PA6000	
Policy 3- Understand the legal foundations of policy and management in the public sector	PA6010				PA6010		
Policy 4- Impact the policy process to advance the public interest	PA6000	PA6000		PA6000; PA6010	PA6000; PA6010		PA6010
Policy 5 - Draw the connections between public problems, goals, public programs, outputs, and outcomes			PA6000; PA6010			PA6010	

| PROGRAM GOALS (HORIZONTAL AXIS) ——————— – PROGRAM LEARNING OBJECTIVES FOR FOUR CONTENT STREAMS (VERTICAL AXIS)	1. Lead and manage in the public interest - Required Competency #1	2. Participate in, and contribute to, the policy process- Required Competency #2	3. to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment Req. Competency #3	4. articulate, apply, and advance a public service perspective - Required Competency #4	5. Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large - Required Competency #5	6. Integrate and synthesize knowledge across the curriculum - Mission Specific Competency #1	7.To deepen knowledge and develop expertise to better analyze, implement, and evaluate programs and policy - Mission Specific Competency #2
POLICY STREAM							
Policy 4- Impact the policy process to advance the public interest	PA6000	PA6000		PA6000; PA6010	PA6000; PA6010		PA6010
Policy 5 - Draw the connections between public problems, goals, public programs, outputs, and outcomes			PA6000; PA6010			PA6010	
Policy 6 - Understand the historical foundations of public affairs (policy, admin, and management)						PA6000	
Policy 7- Evaluate the connections between public problems, goals, public programs, outputs, and outcomes			PA6000	PA6000			PA6000
Policy 8 - Understand legal reasoning (P8)	PA6010		PA6010			PA6010	
Policy 9- Understand how the law can be used to achieve public goals (P9)	PA6010	PA6010		PA6010	PA6010		

CONDUCT THE ASSESSMENT

- Gather evidence of student learning
  - Direct (assignment; artifact)
  - Indirect (survey, focus group)
- Assess student achievement of LO's
  - Form a group / committee
  - Develop a rubric
  - "Grade" artifact against rubric
  - According to data (interview/survey/focus group)
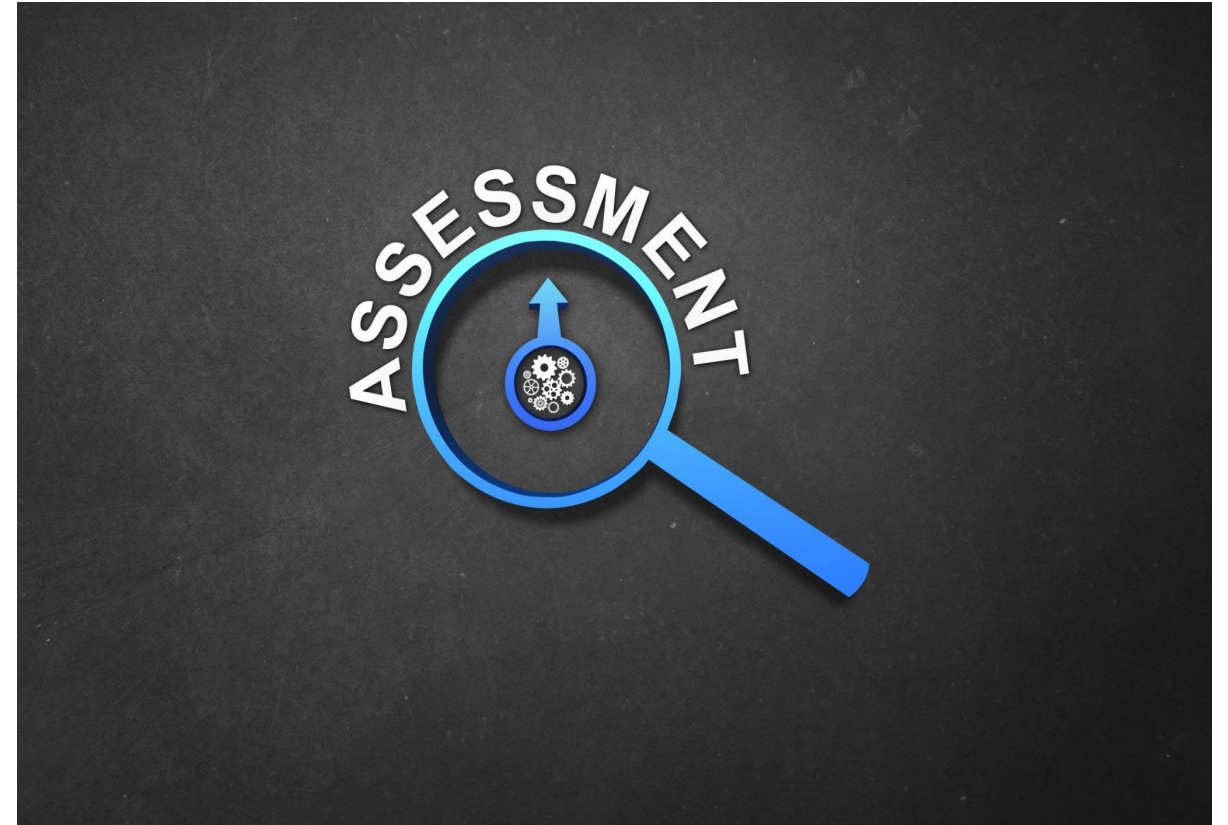
ASSESSMENT RUBRIC EXAMPLE

Peer Examples | NASPAA

University of South Dakota

ANALYZE & REPORT ON THE DATA

SAMPLE ANALYSIS & REFLECTION STATEMENTS
(BASED ON INDIANA UNIVERSITY, BLOOMINGTON ASSESSMENT PLAN)

PA 602 students did not meet expectations for several reasons, including minor mistakes and inability to translate results into policy relevancy;

PA 527 asmt. results varied: in one section a sizable minority struggled with concepts, while in another almost all students met or exceeded expectations

PA Director will:

-meet with PA 602 instructors as a group to discuss how better to teach students to translate results into policy recommendations. Reassess next year.

meet with core 527 faculty to

discuss student profiles to help align instructor expectations with incoming student skills. Meeting notes will be logged; reassess next year.

PROFESSIONAL COMPETENCIES (5.4)

- Opportunities for Applying Education
    - Experiential learning
    - Interactions with practitioners

- Examples of Interactions
    - Networking events
    - Workshops and seminars

- Detailed Description and Frequency
    - 5.4.1: Describe opportunities in detail
    - Note the frequency of occurrences

SESSION 5

STANDARD 6: MATCHING RESOURCES WITH THE MISSION: RESOURCE ADEQUACY

STANDARD 7: MATCHING COMMUNICATIONS WITH THE MISSION

WIFI

Network: UniversityOfDelaware-BidenSchool

Code: NASPAA_2024

Agenda and Schedule:

https://tinyurl.com/4c2sm27k

Or scan the QR code

STANDARD 6

Resource Adequacy

RATIONALE AND ASSUMPTIONS

- Adherence to Public Service Values
  - Ensuring the program aligns with core public service principles
- Transparency
  - Clear and open communication of actions and results
- Accountability
  - Responsibility for program outcomes
- Truthfulness
  - Honesty in all program-related information
- Mission-Linked Information and Data
  - Ensuring all data supports the program's mission
- Acknowledging Strengths and Limitations
  - Recognizing areas of strength and areas needing improvement in relation to the mission

RESOURCE DOCUMENTATION AND TRENDS (6.1.)

- Assessing Availability of Funds and Facilities
  - Ensure sufficient funds for mission and objectives
  - Evaluate physical and virtual facilities and equipment

- Documenting Resource Levels and Trends
  - Emphasize trends over budget snapshots
  - Provide detailed documentation of resources

- Linking Resources to Mission Support
  - Identify what can/cannot be accomplished
  - Align resources with mission and objectives

- Ensuring Transparency
  - Be transparent about resource allocation
  - Provide clear and detailed information

BUDGET AND MISSION CONTEXT
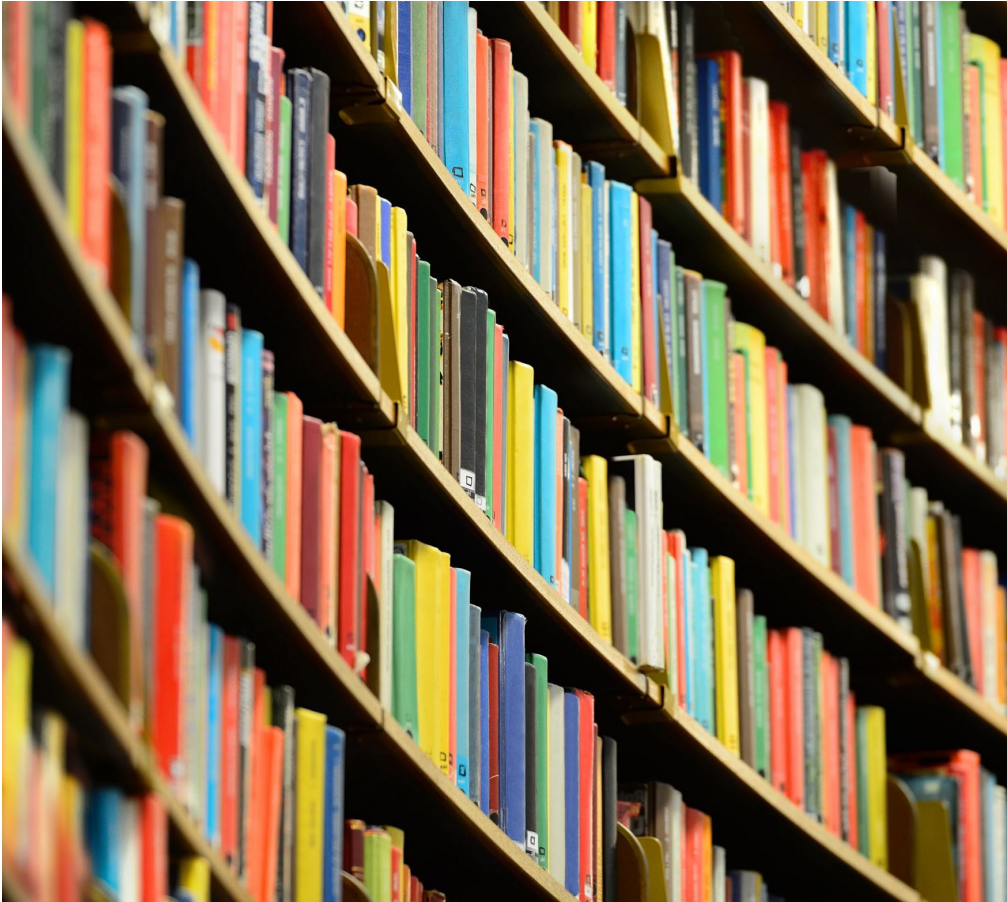
- Report on Key Areas
  - Budget
  - Program administration
  - Supporting personnel
  - Teaching loads, class sizes, frequency of class offerings
  - Information technology
  - Library resources
  - Classrooms, offices & meeting spaces
  - Professional Development
- Transparency Focus
- Budget Trends
- Budget Context

ENROLLMENT ADEQUACY (6.2.)

- Core Classes Frequency
  - Are core classes offered often enough for timely degree completion?
  - Truth in advertising regarding course availability

- Specializations Completion
  - Are specializations offered in a way that allows timely completion?

- Data
  - Core course frequency table for SSY, SSY-1, & SSY-2
  - Specialization course/frequency table for SSY & SSY-1
  - Explanation of how data ensures course frequency or plans to address inadequacies

STANDARD 7

Communications

RATIONALE & ASSUMPTIONS

- Communications adhere to public service values (7.1.)
  - Transparency (publicly accessible)
  - Accountability (strengths & limitations as related to mission)
  - Truthfulness (data is current and complete) (7.1.1.)
- Information & data are linked to mission
  - Report universal information to all stakeholders
    - Mission
    - Faculty
    - Policies
    - Practices
    - Accomplishments / Programmatic Outcomes

REPORTING AND ACCESSIBILITY OF DATA

- Universal Information Reporting
  - Report to all stakeholders
  - Provide mission-specific info beyond mandatory requirements
- Public Accessibility of Data
  - Make data publicly accessible
  - Refer to SSI for specific lists & examples

CONGRATULATIONS!

PLEASE TAKE OUR ASSESSMENT SURVEY