

Welcome to the 2026 Accreditation Institute

WIFI:
TBD

Agenda & Schedule:

Link: <https://tinyurl.com/yernk6et>

or scan the QR code



Breakfast Discussion

A soft-focus photograph of a breakfast table. In the foreground, a stack of newspapers is partially visible on the left, next to a white coffee cup. To the right, a small white plate holds two golden-brown, flaky pastries. The background is a bright, out-of-focus indoor space with plants and furniture.

Overview of the Site Visit Process

Site Visit Overview

- Site visits are typically held over three days
- Visits embrace both evaluative and formative processes
- The role of the Site Visit Team
 - “Eyes and ears” of COPRA
 - Fulfills a reporting function not a decision-making function
- Resources
 - Site Visit Manual
 - COPRA Liaison
 - Self-Study
 - Interim Report
 - Peer Examples
 - NASPAA Staff



The Site Visit Team and Their Roles

The team often includes three members:

- Chair
- Academic (representing accredited programs)
- Practitioner

The team could include a fourth member if there are complex modalities or more than one program is under review

The Site Visit Team Typically Meets With:

The program director,
program faculty,
adjuncts, and others in a
program leadership role
(e.g., center directors,
certificate coordinators)

Program support and
admissions staff

Provost, Deans
(graduate and college),
Department chairs, &
the Diversity Officer

Recent graduates,
alumni, advisory board
members

Students

Employers, internship
supervisors, external
stakeholders

Student support, job
placement, internship
support

Meetings requested by
COPRA or the SVT

Post-Site Visit Process & Actions

- SVT Chair compiles report within 30 days of the site visit and submits draft through NASPAA Data Center
- Program has 14 days to review the draft for factual errors
- SVT Chair finalizes the report and “locks for review” through the NASPAA Data Center
- Program may engage with their COPRA Liaison and/or submit a final written response (by mid-May) that:
 - Clarifies or contextualizes SVT findings
 - Provides new or updated data
 - Reports on progress

Interested in Becoming a Site Visitor?

Everything you need to know to renew your training or if you would like to become a site visitor.

- All site visit training takes place online during the summer
- A great way to learn about the process!
- If interested in renewing your training or completing the online training, please contact sitevisits@naspaa.org and be on the lookout for communication regarding training opportunities

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Ask Your Questions in Real Time





**Your
Accreditation
Institute
Facilitator:**

• **Judy Millesen, PhD**

Dean of Graduate Programs and
Strategic Partnerships, Nebraska
Wesleyan University

Affiliate Faculty, Department of Public
Administration and Policy, Alexander
Blewett III School of Law, University of
Montana

**2026-27
COPRA Chair:**

• **Shaoming Cheng, PhD**

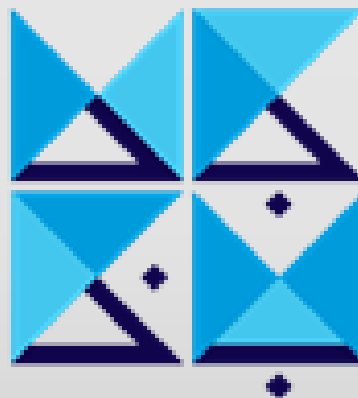
Professor, Department of Public Policy
& Administration

Steven J. Green School of
International & Public Affairs
Florida International University

Accreditation Institute Sponsor

كلية السياسات العامة
College of Public Policy

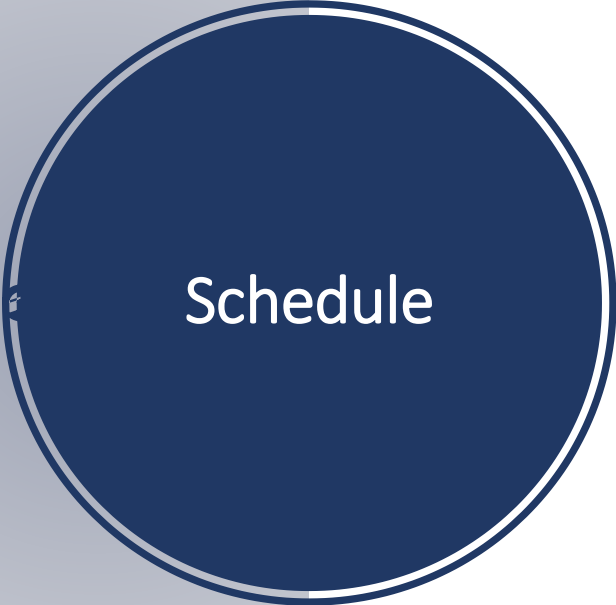
جامعة حمد بن خليفة
HAMAD BIN KHALIFA UNIVERSITY



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Schedule

2026 NASPAA Accreditation Institute

Breakfast and Networking

Overview of the Site Visit Process

8:00-9:00am

Session 1

Value of Accreditation and Peer Review

Preconditions and Eligibility

Accreditation Process and Timeline

9:20-10:30am

Session 2

Standard 1: Managing the Program Strategically

Standard 2: Matching Governance with Mission

10:45-12:00noon

Lunch

12:00-12:30pm

Session 3

Standard 3: Matching Governance with Mission: Faculty Performance

Standard 4: Matching Governance with Mission: Serving Students

12:45-1:45pm

Session 4

Standard 5: Matching Operations with Mission: Student Learning

2:00-3:30pm

Session 5

Standard 6: Matching Resources with Mission: Resource Adequacy

Standard 7: Matching Communications with Mission

3:45-4:15pm

Wrap-Up and Final Thoughts

4:15-4:30pm



Where is Your Program Located?



Who is here?



Program Director or Principal Representative



Dean or Department Chair



Faculty or Staff



Student

Where are you in the Accreditation Process?



Submitted SSR in August 2026



Currently writing self-study



Seeking first time accreditation

Here to learn more about the process



Session 1

Value of Accreditation and Peer Review
Preconditions and Eligibility
Accreditation Process and Timeline

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Goals for the Session



Provide a broad overview of NASPAA, COPRA, and the role each play in the accreditation process



Review the value of accreditation



Discuss accreditation eligibility, preconditions, and process



Provide an overview of the NASPAA Standards

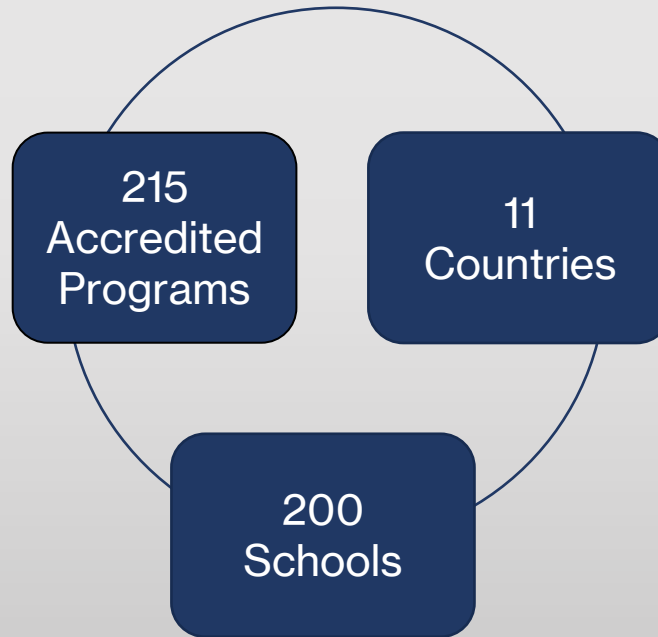


Share resources that are available for additional assistance

Understanding the Players and their Roles

NASPAA

NASPAA is a Global Network of more than 300 institutional member schools at universities around the world that award degrees in public administration, public policy, public affairs, nonprofit, and related fields. Accredited programs emphasize a commitment to public service values, performance management, and high-quality education



COPRA

The Commission on Peer Review and Accreditation (COPRA) is the Council for Higher Education Accreditation (CHEA)-recognized accreditation body for master's degree programs in public and nonprofit policy, affairs, and administration globally.

COPRA consists of 14 members, 13 of which are academic professionals and one who is a current practitioner.

Global Representation of NASPAA Members and Accredited Programs

Program Composition

215

Programs

11

Countries



Brazil



Kazakhstan



United States



Colombia



Mexico



Venezuela



China



Qatar



Vietnam



Egypt



South Korea

Benefits of Accreditation

Programs

- Visibility to peers
- Peer-based formative assessment
- Program improvement
- Strong student learning outcomes

Students

- Quality assurance
- Distinction

Employers

- Signal of quality and reliability
- Expanded partnership opportunities

Institutions

- External indicator of quality

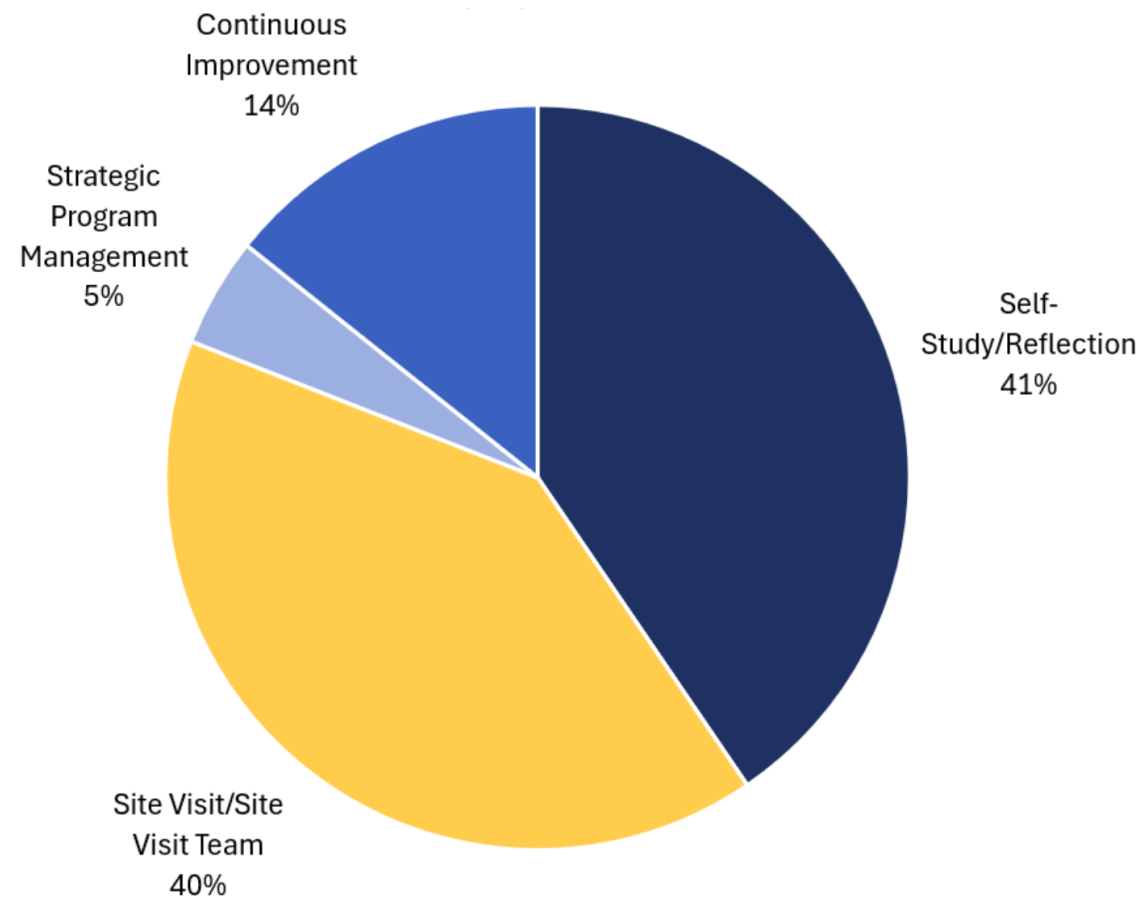
Public Service

- Expression of program commitment to the field
- NASPAA accreditation elevates value of the degree globally



Peer Insights

Value of (Re)Accreditation



Steps in the Accreditation Process



Understand and ensure compliance with accreditation Prerequisites/Preconditions



Confirm compliance with institutional membership requirements



Complete the Eligibility Application



Complete the Self-Study

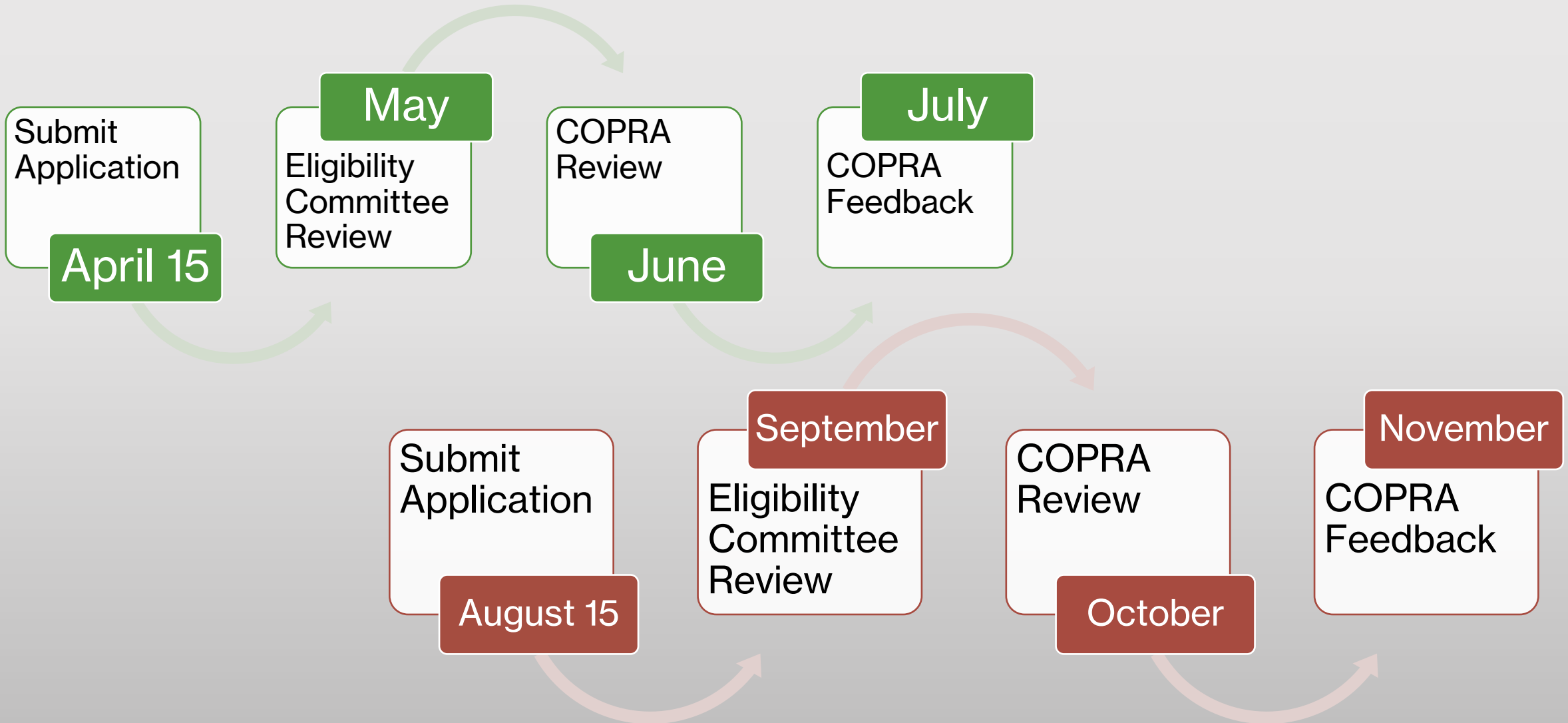


Join an Accreditation Cohort

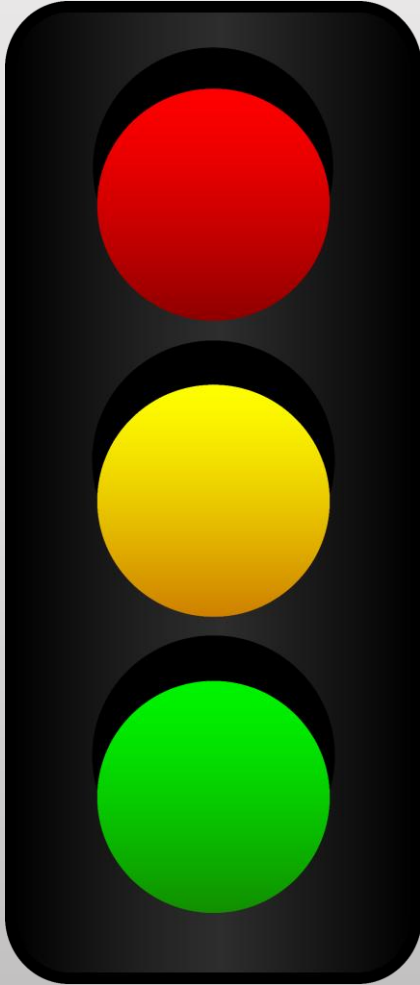
Preconditions for Accreditation Review

Precondition 1: Program Eligibility	NASPAA member in good standing; offer a Master's Degree (or comparable post-baccalaureate title) in public affairs/policy/administration; regionally or nationally (or equivalent) accredited; have a nucleus of five qualified faculty; and demonstrate capacity for evaluation
Precondition 2: Public Service Values	Public service values reflected in the mission, governance, and curriculum
Precondition 3: Primary Focus	Students are prepared to be leaders, managers, and analysts in public service
Precondition 4: Course of Study	A curriculum of at least 36 credit hours (or its equivalent) that provides extensive opportunities for student and faculty interaction, collaboration, and to build interpersonal and communication skills

Steps in the Eligibility Process



COPRA Feedback: 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, to adequately prepare and submit a self-study report

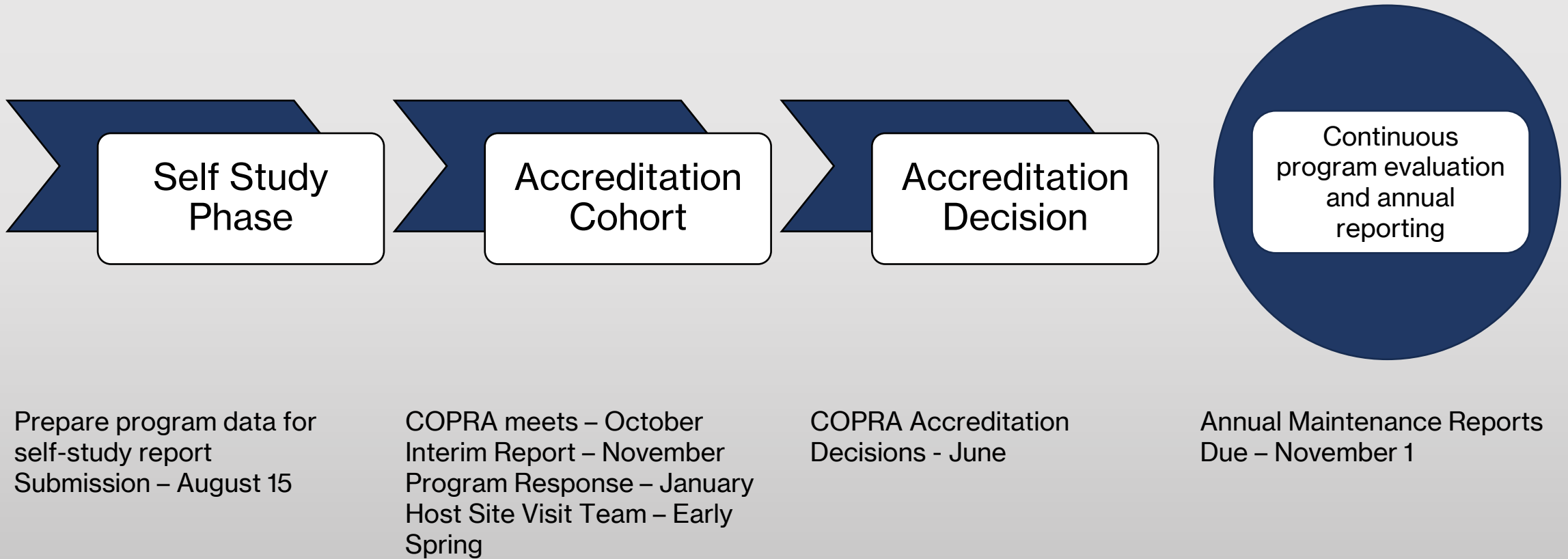
Proceed to Self-Study

Typically, a 1-2-year time horizon, to adequately prepare and submit a self-study report

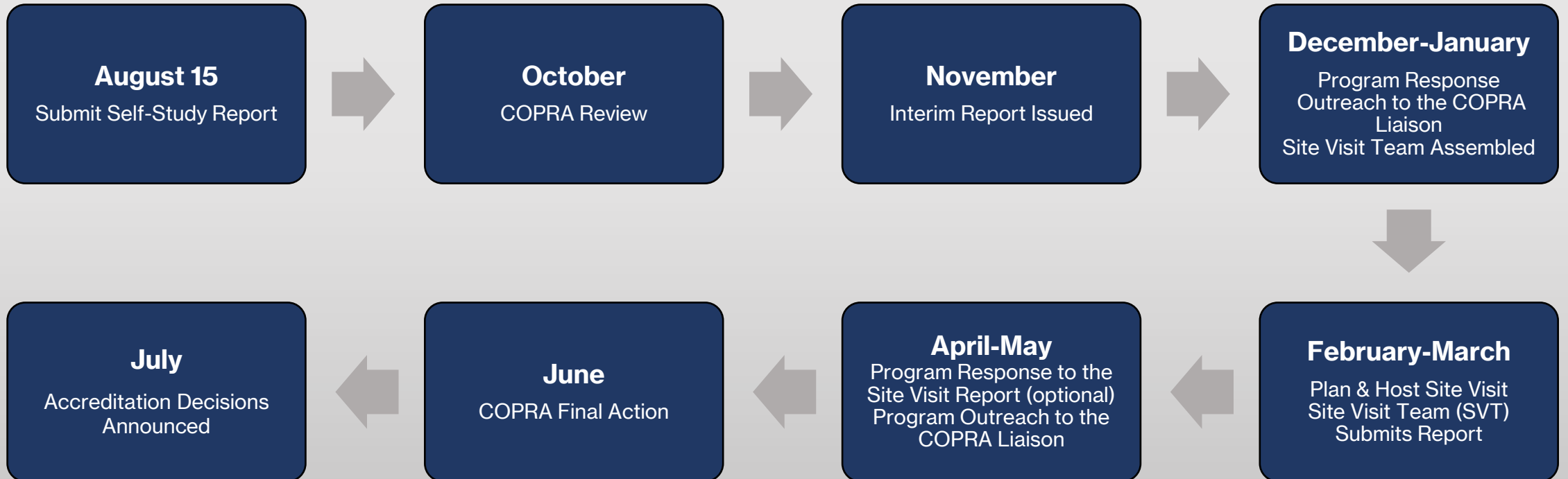
Is your Program Ready?

- ✓ Meets preconditions
- ✓ Collects required data
- ✓ Engages in strategic program management
- ✓ Established process for assessing student learning
 - Ongoing evidence of closing the loop for the universal competencies
- ✓ Institutional support for accreditation/reaccreditation
 - Preparing the Self-Study Report
 - Hosting the Site Visit Team
- ✓ Capacity to pay accreditation fees

Accreditation Process

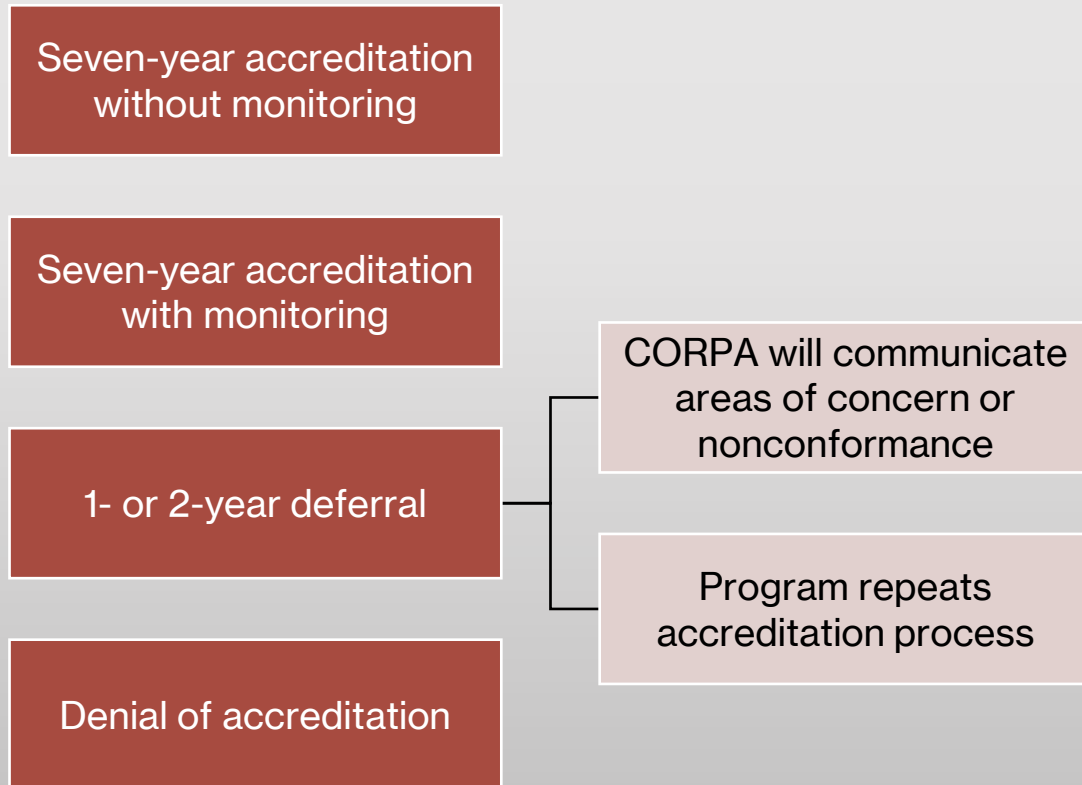


Accreditation Timeline

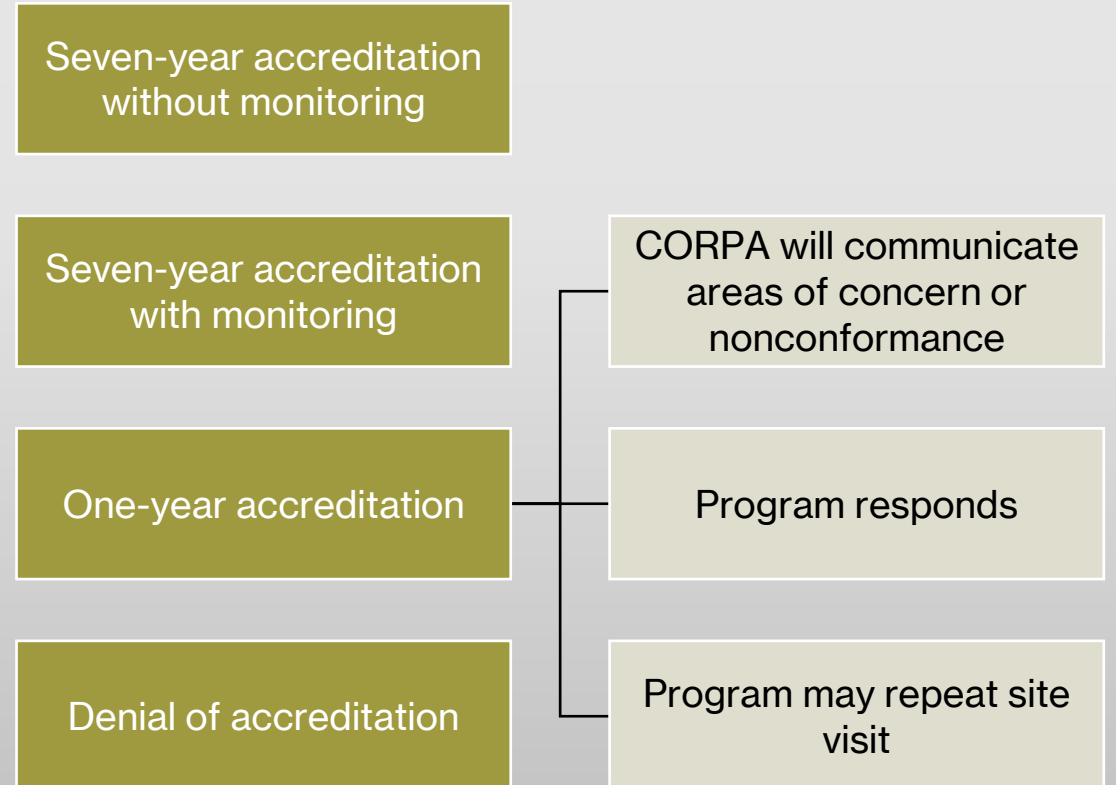


COPRA Final Action

First time accreditation



Reaccreditation





Resources Available for the Self-Study

- [Self-Study Instructions](#)
 - Glossary of Terms
 - Basis of Judgement and Rationale
- [COPRA Policy Statements](#)
- [Readiness Self-Assessment](#)
- [Accreditation Videos](#)
- [Best Practice Peer Examples](#) and [Archive of Accreditation Institute Materials](#)

And, don't forget to reach out to the NASPAA staff, they can be incredibly helpful as you complete your self-study.

Session 2

Standard 1: Managing the Program Strategically
Standard 2: Matching Governance with Mission

WIFI:
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Goals for the Session

- Comprehensive overview of expectations for Standards 1 & 2
 - Highlight the role of mission in strategic program management
 - Identify various program stakeholders and how their engagement aligns with mission
 - Define observable programmatic goals and outcomes that advance the mission
 - Discuss program evaluation processes and how performance outcome link to mission
 - Discuss how programs are managed, by whom, and with what kind of autonomy
 - Define program delivery characteristics (modalities) and discuss the importance of identifying any differences in curriculum, expectations regarding the degree, governance structure, or student population served

Setting the Context

The accreditation process starts with mission and commitment to demonstrating that mission drives day-to-day strategic program management

It involves:

- Telling your story
- Introducing your stakeholders
- Sharing your plan
- Evaluating your performance



Rationale and Assumptions



Public service values distinguish NASPAA accredited degree 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 strategic management plan within the context of the communities served



Standard 1.1 Mission

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*

Share your mission and the date it was adopted (1.1.1)

Describe the process, including who was involved in developing or reviewing the mission along with how you use and share the mission (1.1.2)

Share the public values inherent in the mission (1.1.3)

College of Charleston Master of Public Administration Program

Our mission is to prepare public service leaders. Upon graduation our students will have the ability to think critically and creatively about public issues, the dedication and capacity to serve a diverse community, and the skills to enter a professional position in a public organization.

STAKEHOLDERS

Students
Faculty
Staff
Department of Political Science
College of Humanities & Social
Sciences
Graduate College
Riley Center

Alumni
Advisory Committee Members
Project Partners
Internship Coordinators

NASPAA
SACS



Master of Public Administration Program Logic Model

Mission-Driven Program Evaluation and Continuous Improvement

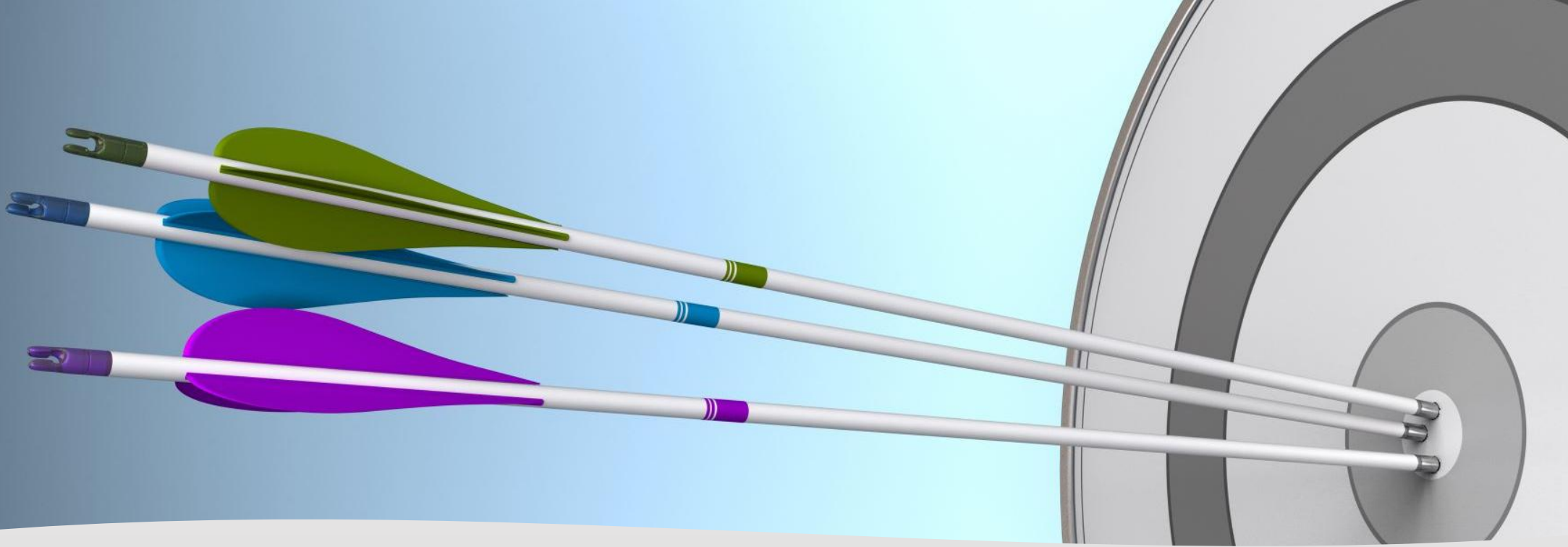
MISSION

Advance public and nonprofit leadership through skills-based education, applied research, and community service that promotes representative democracy, prioritizes accountability, and serves the public interest.



INPUTS

- MPA Faculty
 - DPAP Staff
 - Dean of the School of Law
 - Law School Staff
 - Graduate School
 - University Support Services
 - Students
 - Alumni
 - MPA Advisory Board
 - Area Employers
- 



Standard 1.2: Performance Expectations

The program will establish observable program goals, objectives, and outcomes, consistent with its mission and of which students learning is one, but not the only component

- Link observable program goals, objectives, and outcomes across the seven standards in ways that are consistent with mission inclusive of, but beyond student learning (1.2.1)
- Be sure program goals are identifiable and measurable
- In addition to being mission-based, program goals must reflect public service values

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PROGRAM GOALS

Prepare outstanding public service leaders

Cultivate connections that contribute to
the well-being of our community

Promote faculty excellence in teaching,
scholarship, outreach, and professional
service

Offer superior student support activities

Build healthy programmatic,
administrative, and governance capacity

Foster a welcoming environment for all
students, faculty, and staff that values and
strengthens the diversity of the program



Master of Public Administration Program Logic Model

Mission-Driven Program Evaluation and Continuous Improvement

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INTENDED OUTCOMES

- Students demonstrate mastery of the relevant knowledge, skills, and abilities (KSAs).
- Faculty research enhances student learning and informs future scholarship and professional practice.
- Graduates are employed as productive leaders and managers in public service careers.
- Alumni experience career advancement while maintaining a commitment to public service.
- Montana communities benefit from the enhanced professionalization of public service.



MISSION IMPACT

- ✓ Advance public and nonprofit leadership
- ✓ Promote representative democracy
- ✓ Prioritize accountability
- ✓ Serve the public interest

Naming What You Do

Describe the things your
program does to
accomplish the goals you
have established



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WHAT WE DO

Teaching
Research
Co-authoring with Students
Guest Lectures and Talks
Student Engaged Learning
Project-Based Work
Advising
Career Counseling
Recruitment
Student Social Gatherings
Alumni Events
Community Conversations
Summer Book Club

Strategic Planning
Diversity Efforts
Faculty Development
Professional Development
Curriculum Development &
Review



Master of Public Administration Program Logic Model

Mission-Driven Program Evaluation and Continuous Improvement

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ACTIVITIES

- **Curriculum Development** – Identify core and elective courses that equip students with the knowledge, skills, and abilities (KSAs) needed for successful public service leadership.
- **Course Instruction** – Deliver high-quality instruction through appropriate modalities to facilitate student learning.
- **Recruitment** – Employ strategies to promote inclusive prosperity.
- **Student Support** – Provide regular and accessible advising, career counseling, and student support services.
- **Community Engagement** – Encourage faculty and student engagement with communities through internships, applied projects, practitioner partnerships, and guest speakers.
- **Faculty and Student Research** – Encourage and support research by faculty and students through funding, mentorship, and acknowledgment of scholarly achievement.

Standard 1.3 Program Evaluation

The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven

Program Performance Outcomes (1.3.1)

- Link the things you want to accomplish with your mission and the constituents served by your program
- Demonstrate how this work advances the knowledge, research, and practice of public service

Program Evaluation Process (1.3.2)

- Describe ongoing program evaluation process
- Include how evaluation results influence decision making and program operations

Identifying the Data Collected

- All programs collect data. Share data that are collected to inform decision making about your program goals.
- The data shared to demonstrate compliance with Standard 1 builds out the story of how your program accomplishes its mission-related goals and objectives.
- Focus on data quality (not quantity) and share the information you use to make decisions for your program.



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INFORMATION COLLECTED

Teaching Observations
Course Evaluations
Reflective Essay Assignments
& Review
Portfolio Review
Degree Completion

Annual Faculty Review
Scholarly Productivity
Conference Participation
Adjunct Credentialing &
Evaluation

Recent Graduate Survey
Alumni Survey
Internship Supervisor Survey

Enrollment Statistics
Budget Adequacy



Master of Public Administration Program Logic Model

Mission-Driven Program Evaluation and Continuous Improvement

MISSION

Advance public and nonprofit leadership through skills-based education, applied research, and community service that promotes representative democracy, prioritizes accountability, and serves the public interest.



OUTPUTS

- Relevant curriculum and predictable course schedules
- Course assessments, student evaluations of teaching, portfolios, and exit interviews
- Diverse pool of applications, strong student enrollment, retention, and graduation rates
- Student advising sessions and exit survey results demonstrating utilization of support services
- Internship placements, experiential learning activities, and practitioners as instructors and guest speakers
- Faculty and student research collaborations

The Added Bonus

- Standard 1 encourages programs to tell the story of their work; the data shared includes:
 - Program mission
 - Program stakeholders
 - Goals that have been established to achieve mission
 - Activities that will be undertaken to accomplish the goals
 - Information collected to make sure outcomes are achieved
- When programs tell a coherent story in Standard 1, they have implicitly shared their logic model, AND they have a strong value proposition that is the foundation for the remaining Standards.



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Alumni
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NASPAA
SACS

WHAT WE DO

Teaching
Research
Co-authoring with Students
Guest Lectures and Talks
Student Engaged Learning
Project-Based Work
Advising
Career Counseling
Recruitment
Student Social Gatherings
Alumni Events
Community Conversations
Summer Book Club

Strategic Planning
Diversity Efforts
Faculty Development
Professional Development
Curriculum Development & Review

HOW WE MEASURE

Teaching Observations
Course Evaluations
Reflective Essay Assignments & Review
Portfolio Review
Degree Completion

Annual Faculty Review
Scholarly Productivity
Conference Participation
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Enrollment Statistics
Budget Adequacy

TO CREATE

Outstanding public service leaders

Connections that contribute to the well-being of the community

Faculty excellence in teaching, scholarship, outreach, and professional service

Superior student support activities

Healthy programmatic, administrative, and governance capacity

A welcoming environment for all students, faculty, and staff that values and strengthens the diversity of the program

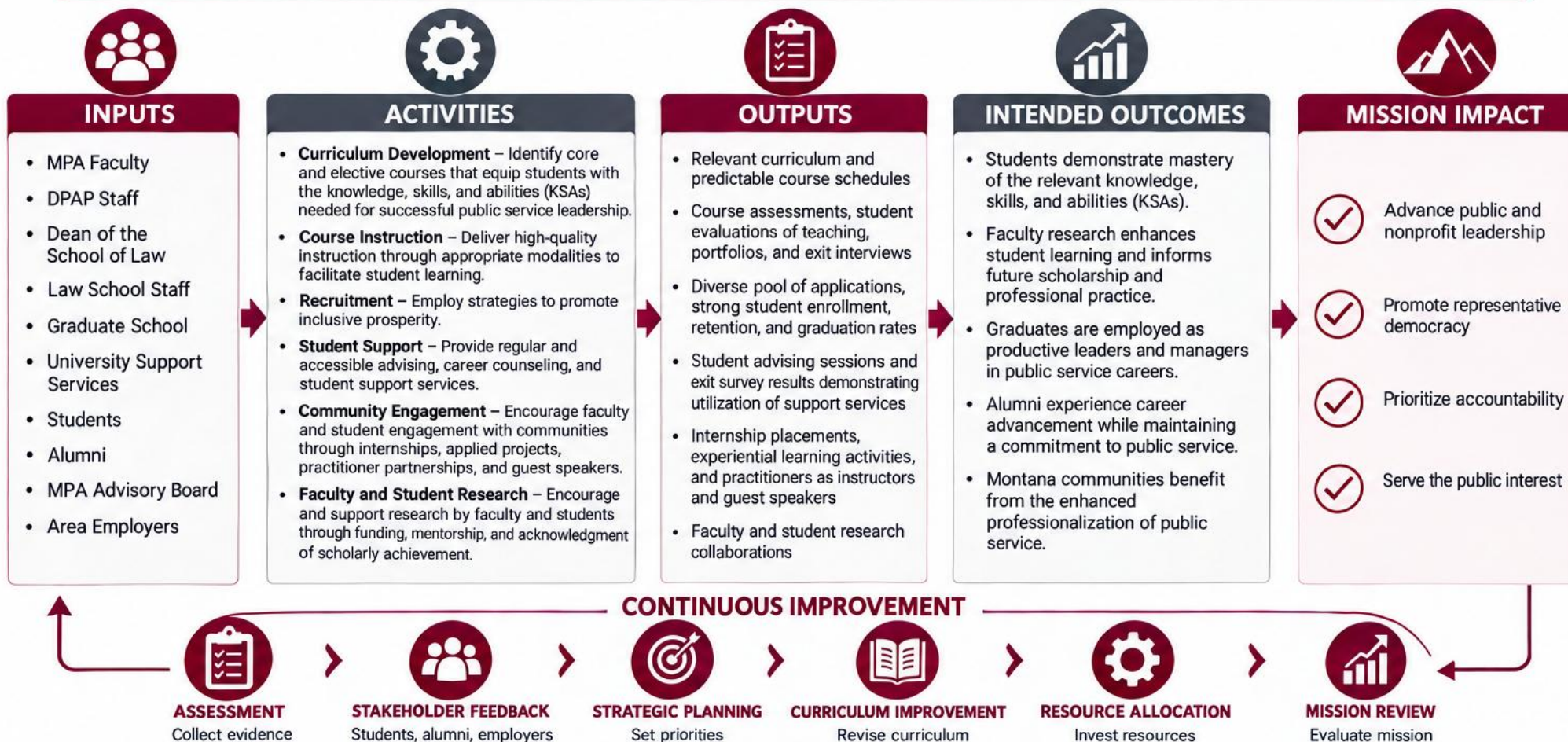


Master of Public Administration Program Logic Model

Mission-Driven Program Evaluation and Continuous Improvement

MISSION

Advance public and nonprofit leadership through skills-based education, applied research, and community service that promotes representative democracy, prioritizes accountability, and serves the public interest.



Evidence informs decisions. Decisions drive improvement. Improvement advances our mission.

Closing the Loop

Share information collected about the things that are done to achieve mission-related goals.

Explain how those data were reviewed, and how you used that information to inform future decision making.





Closing the Loop: Decision Making

- Here are a few examples:
 - Outreach to a new constituent group leads to increased enrollments so you expand recruitment efforts
 - Review of research productivity shows an impressive number of faculty publications over a particular time period, so you write a press release
 - Student exit interviews reveal a programmatic deficit, so you make changes to available student support services
 - Students express interest in or concern over a current event, so you add programming to address these topics

Standard 2: Matching Governance with Mission



Rationale & Assumptions

An accredited program must have a transparent, identifiable, and effective governance system that encompasses the mechanisms for decision making, resource allocation, student admissions, faculty appointments, and establishing degree requirements

The governance system includes an administrative infrastructure that aligns with and supports the program's delivery methods

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 mission

Matching Governance with Mission

2.1 Administrative Capacity

- The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed

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

Standard 2.1 Administrative Capacity



Define program delivery characteristics (2.1.1)



Identify the administrator(s) and describe their role and decision-making authority (2.1.2)

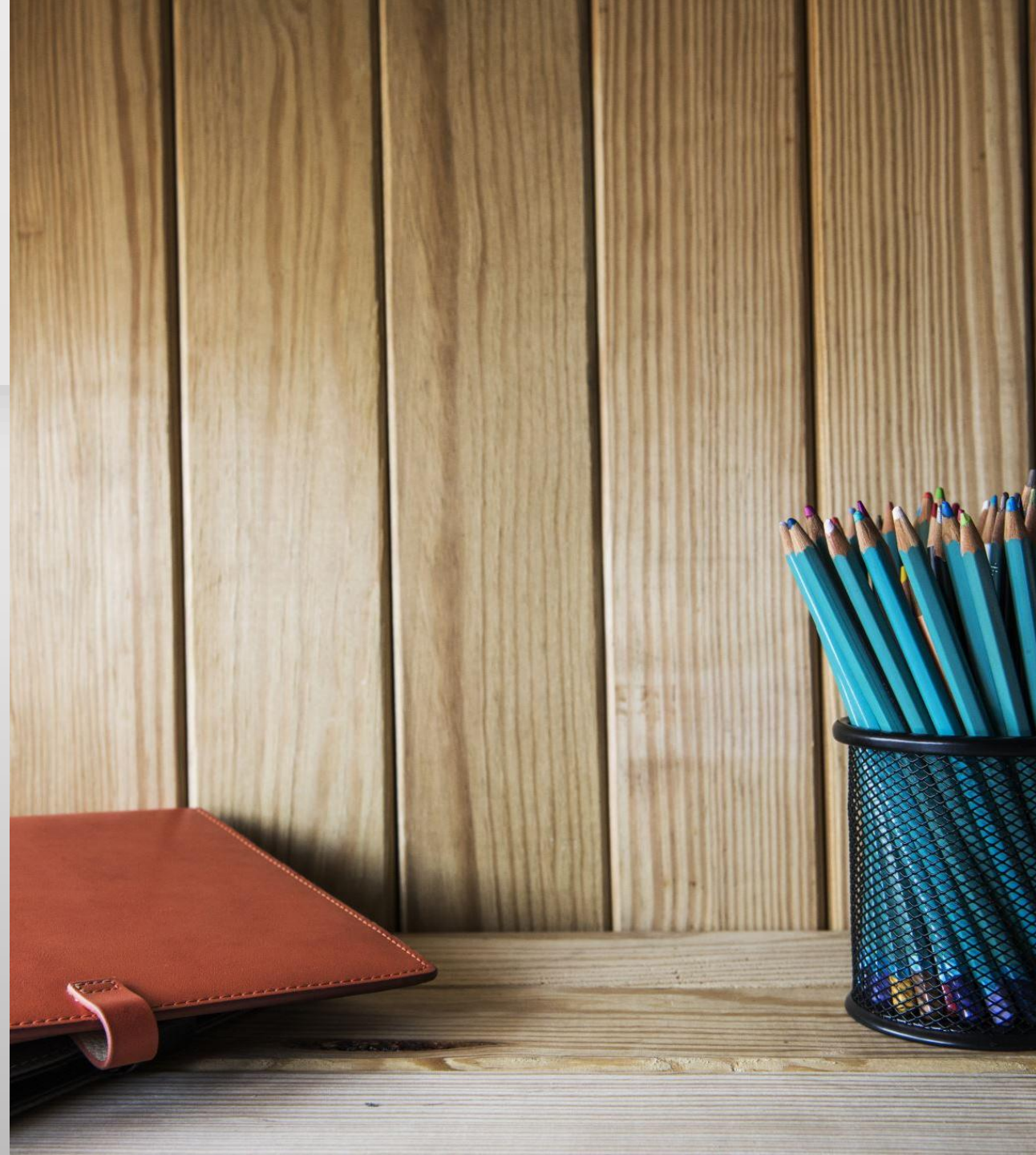


Describe how the governance arrangements support the mission of the program and match the program delivery (2.1.3)

Standard 2.2

Faculty Governance

- Identify nucleus (2.2.1a) and instructional faculty (2.2.1b)
 - There must be at least five (5) nucleus faculty members
- Define “substantial determining influence” (2.2.2a) and explain how both, the faculty (2.2.2b) and program director (2.2.2c) are involved in involved in program governance and implementation



Session 3

Standard 3: Matching Operations with the Mission, Faculty Performance
Standard 4: Matching Operations with the Mission, Serving Students

WIFI:
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Goals for the Session

- Overview of Standards 3, & 4
 - Review expectations regarding faculty qualifications and ongoing professional development
 - Discuss ways programs can assure students are exposed to diverse views and backgrounds
 - Explain requirements related to recruiting, serving, supporting, and retaining students

Standard 3: Matching Operations with the Mission, Faculty Performance



Rationale & Assumptions

Accredited programs must ensure faculty have the credentials and expertise to support its mission, instruction, and curricular outcomes.

The faculty should bring diverse identities, perspectives, and experiences that enrich discussions and prepare students for the professional workplace

The program should demonstrate its commitment and effort to promote diversity, equity, and inclusiveness in ways that eliminate barriers and reduce bias (to the extent possible within its legal and institutional framework)

Program faculty should engage in the scholarship and service in public and nonprofit affairs to enhance teaching, advance the profession, and impact the community.

Standard 3: Matching Operations with Mission: Faculty Performance

3.1 Faculty Qualifications

- The program's faculty members will be academically or professionally qualified to pursue the program's mission.

3.2 Faculty Diversity

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

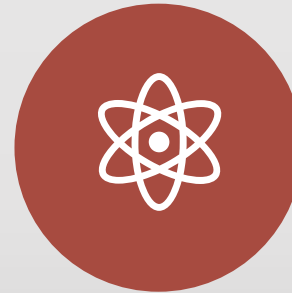
3.3 Research, Scholarship & Service

- 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 3.1 Faculty Qualifications



Provide program policy for determining academically and professionally qualified faculty; align contributions with mission (3.1.1)



Identify at least five nucleus faculty for the self-study year and the year prior to the self-study (3.1.2)



Provide the percentage of courses that are taught by nucleus, full-time, and academically qualified faculty in the self-study year (3.1.3)



Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field (3.1.4)

Standard 3.2 Faculty Diversity

1

Complete the faculty diversity table and upload DEIJA Plan to Appendix 3 (3.2.1)

2

Explain how current faculty diversity efforts support the program mission (3.2.2)

3

Describe how the diversity of the faculty has changed in the past 5 years (3.2.3)

Policies Regarding Diversity

The Standards Committee issued a [statement](#) in August 2023 affirming NASPAA's commitment to DEIJA while recognizing that programs may be restricted by governing authorities from engaging in DEIJA-related activities. In November 2024, COPRA released a [related policy statement](#) regarding reporting on diversity. The Chairs of COPRA and the Standards Committee released a [joint statement](#) in March 2025, reaffirming the two previous statements, emphasizing that programs should operate within their legal and institutional frameworks and noting updates to the Self-Study Instructions that reflect flexibility for affected programs.

Standard 3.3

Research, Scholarship, and Service

- Provide one “exemplary” activity for five of your nucleus faculty members (3.3.1)
- Provide some overall significant outcomes or impacts on public service related to these “exemplary efforts” (3.3.2)



Standard 4: Matching Operations with the Mission, Serving Students



Rationale & Assumptions

Student Recruitment

- The program will have student recruitment practices appropriate for its mission

Student Admission

- The program will have and apply well-defined admission criteria appropriate for its mission

Support for Students

- The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public service

Student Diversity

- The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices, retention efforts, and student support services

Standard 4.1 Student Recruitment

The program will have student recruitment practices appropriate for its mission

1

Describe your
recruiting efforts

2

Explain how the
recruiting efforts
reflect your
program's mission

3

Demonstrate that
your program
communicates the
cost of obtaining
the degree



Standard 4.2

Student Admissions

The program will have and apply well-defined admission criteria appropriate for its mission

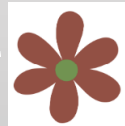
- Describe your admissions policies (4.2.1a), explain any exceptions or alternative pathways (4.2.1b), and share how these policies are mission aligned
- Complete the Admissions Criteria table (4.2.1c)
- Share application, admission, and enrollment data for the Self-Study Year (SSY) (4.2.2a), provides the FTE for enrolled students in the fall semester of the SSY (4.2.2b), and discuss how the pool of admitted and enrolled students reflects the program mission (4.2.2a)

Standard 4.3 Support for Students

The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public service

- Describe how you share academic continuance and graduation standards with current and prospective students (4.3.1)
- Share the kinds of support systems in place to assist students who might need additional help (4.3.2)
- Provide completion and persistence rates for the group of students who entered the program in the academic year that began 5 years before the self-study year (4.3.3a)
- List student support services, including internship requirements and support (4.3.4), number of placements, and a sample of at least ten placements (4.3.4a)
- Document employment statistics for the year prior to the SSY, six (6) months post-graduation (total and by modality) (4.3.4b)

A Note About Multiple Modalities



Programs with multiple modalities will need to complete an additional table for each modality

Standard 4.4 Student Diversity

The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, retention efforts, and student support services

Discuss the explicit activities your program undertakes on an ongoing basis to promote diversity and a climate of inclusiveness (4.4.1)

Explain how your recruitment and retention efforts include outreach to historically underrepresented populations in ways that serve the program's mission (4.4.2)

With respect to the legal and institutional context in which your program operates, describe the diversity of your student population (4.4.3)

Programs with Data Restrictions

COPRA is maintaining an approach consistent with the Standards Committee statement linked below.

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

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

[August 1, 2023 Statement from the NASPAA Standards Committee](#)

[November 8, 2024, COPRA Policy Statement](#)

[March 6, 2025, Joint Statement from the NASPAA COPRA Chair and Standards Committee Chair](#)

Session 4

**Standard 5: Matching Operations with the Mission:
Student Learning**

WIFI:
TBD

Agenda & Schedule:

Link: <https://tinyurl.com/yernk6et>

or scan the QR code



Rationale and Assumptions

Program graduates should be able to serve the program's mission and apply learned knowledge and skills, as well as demonstrate adherence to program values in executing public service work

Programs will collect and analyze evidence of student learning on the universal required competencies

Programs will use what was learned to inform decision making and guide program improvement



Matching operations with mission: Student Learning

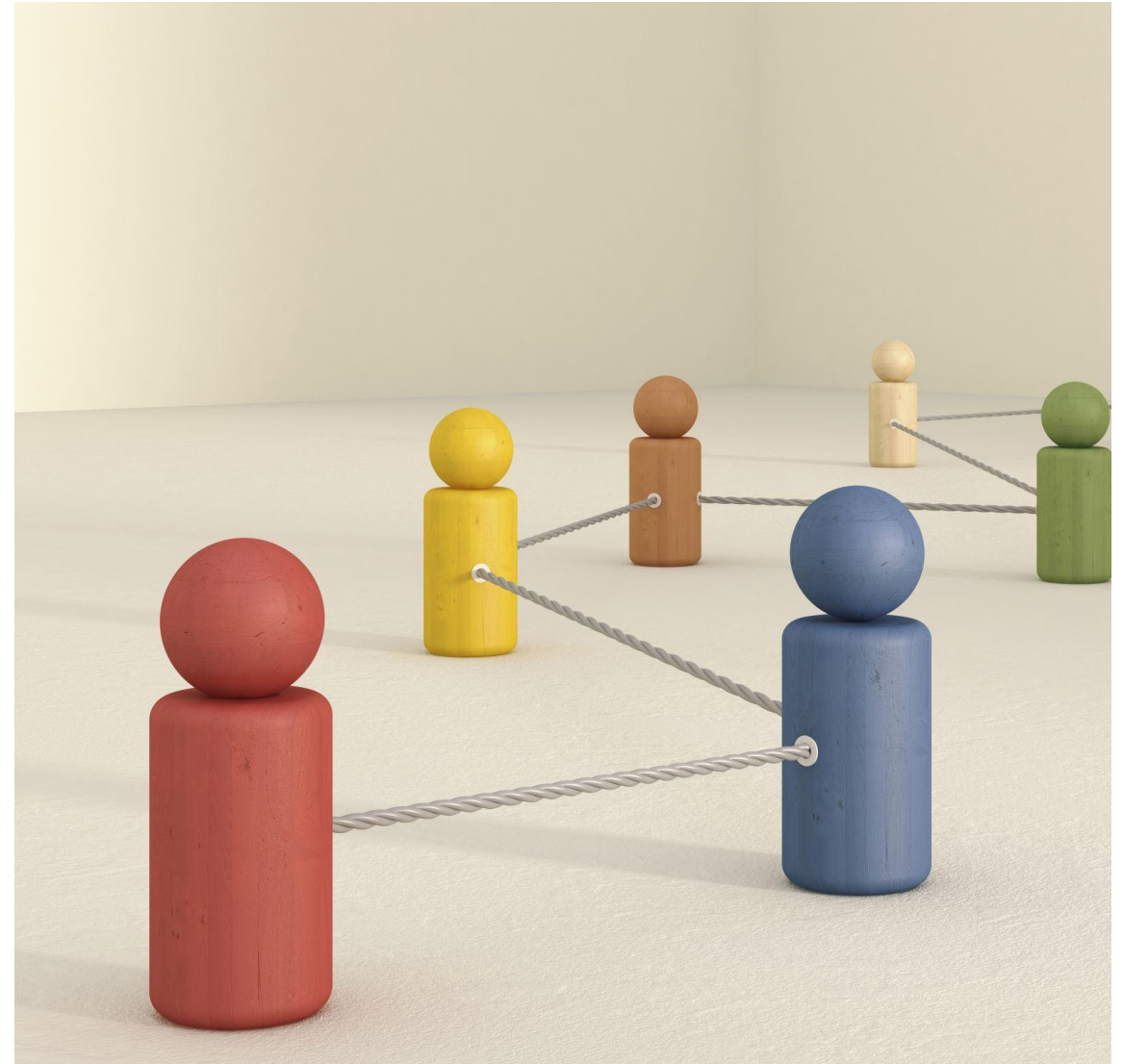
- **PART A: Operationalizing the Competencies.** Define what students are expected to know and to be able to do upon graduation with respect to the required universal required competencies and/or mission-specific required competencies in ways that are consistent with its mission
- **PART B: The Assessment Plan.** Share the process for collecting data that will be used to demonstrate how well students are meeting faculty expectations for learning on the required (or other) competencies
- **PART C: Closing the Loop.** Share the ways the program uses evidence about student learning on the required (or other) competencies for program improvement

Standard 5.1

Universal Required Competencies

As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability

- To lead and manage in the public interest
- To participate in, and contribute to, the policy process
- To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment
- To articulate, apply, and advance a public service perspective
- To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large



Part A: Operationalizing the Competencies

Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment

Our mission requires that mastery ensures graduates have an ability to make difficult decisions alongside of those affected by the decisions in ways that are informed by logic, research, and reason with the ultimate goal of advancing the common good.

Defining Learning Outcomes

Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment

Our mission requires that mastery ensures graduates have an ability to make difficult decisions alongside of those affected by the decisions in ways that are informed by logic, research, and reason with the ultimate goal of advancing the common good.

Upon graduation students will be able to:

- Describe the scientific method/evidence-based methods and identify reliable data sources to inform decision making
- Employ appropriate qualitative or quantitative data collection and analysis methodologies to aid in decision making or problem solving
- Demonstrate a spirit of inquiry that values diverse perspectives, reflection, and transparency

Other Mission-Related Competencies

Mission-specific required (Standard 5.2)

The program will identify core competencies in other domains necessary and appropriate to implement its mission

Mission-specific elective (Standard 5.3)

The program will define its objectives and competencies for optional concentrations and specializations

Professional (Standard 5.4)

The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors

Mission-Specific Required and Elective Competencies

- Describe how each mission-specific competency is defined and supports the mission (5.2)
- Discuss how the program's approach to mission-specific elective competencies (i.e., concentrations/specializations) are related to mission and contribute to overall program goals (5.3.1) as well as student learning goals (5.3.2)
- Describe practices for ensuring the capacity and qualifications of faculty to offer and oversee concentrations/specializations (5.3.3)

Part B: The Assessment Plan

How does the program know how well its students are meeting faculty expectations for learning the required (or other) competencies?

Programs must have a written plan for assessing each competency on a periodic basis. Upload the student learning assessment plan as a Self-Study appendix



Sample Assessment Plan: [Old Dominion University](#)

Part C: Closing the Loop

How does the program use evidence about the extent of student learning on required (or other) competencies for program improvement?

Programs must:

1. Describe how the competency was defined in terms of student learning outcomes
2. Share the type of evidence used to document student learning
3. Indicate how that evidence was analyzed
4. Discuss how the results were used for program improvement

Remember Our Example

Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment

Our mission requires that mastery ensures graduates have an ability to make difficult decisions alongside of those affected by the decisions in ways that are informed by logic, research, and reason with the ultimate goal of advancing the common good.

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- Demonstrate a spirit of inquiry that values diverse perspectives, reflection, and transparency

Measuring Learning Outcomes

Describe the scientific method/evidence-based methods and identify reliable data sources to inform decision making

Measure: A Budget Analysis Assignment will be assessed to determine student ability to provide a strong argument in support of evidence-based decision making grounded in appropriate theoretical frameworks and informed by reliable data and valid research.

Employ appropriate qualitative or quantitative data collection and analysis methodologies to aid in decision making or problem solving

Measure: The Final Research Paper will assess student performance in relation to both his/her ability to decide on an appropriate data collection strategy and research methodology that adequately considers what is to be accomplished and the constraints affecting the process so that in the end, administrative practice is improved.

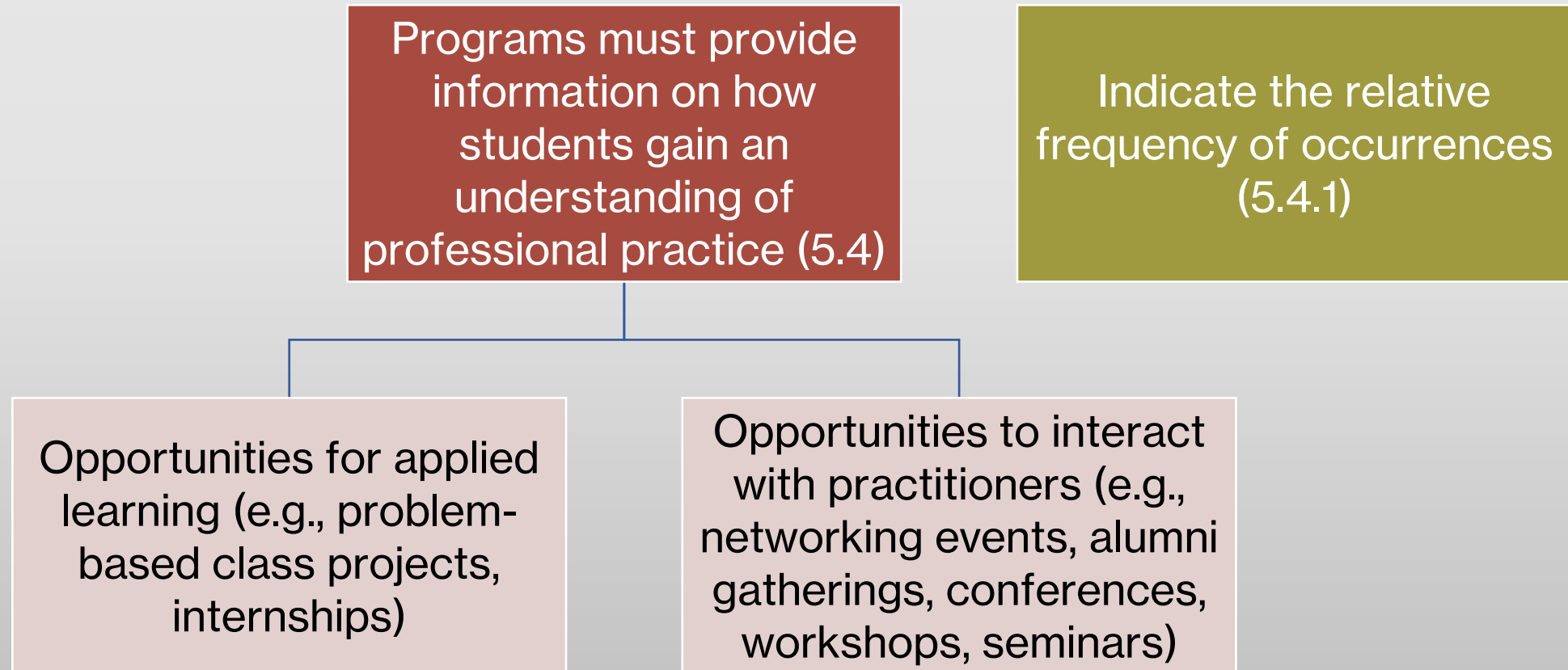
Demonstrate a spirit of inquiry that values diverse perspectives, reflection, and transparency

Measure: Reflective Essays will be used to evaluate the degree to which students openly acknowledge bias and reflect on how personal attributes such as culture, identity, life experience, etc. influence critical thinking and decision making. Students are expected to advance a compelling argument for embracing a spirit of inquiry that values diverse perspectives.

Evaluating Evidence & Improving Practice

Outcome	Analysis	Implications
Describe the scientific method/evidence-based methods and identify reliable data sources to inform decision making	Budget analysis assignment completed in Public Budgeting class	Students performed well on this assignment and no changes are recommended at this time
Employ appropriate qualitative or quantitative data collection and analysis methodologies to aid in decision making or problem solving	Assessment of the final paper prepared in the Research Methods class	Class content tends to emphasize quantitative methods while most students used a qualitative methodology. Future classes will incorporate additional instruction on qualitative methods. The program may also wish to consider adding a dedicated course on qualitative methodology.
Demonstrate a spirit of inquiry that values diverse perspectives, reflection, and transparency	Guided reflection regarding the peer review process associated with the final portfolio project	The first few peer reviews were quite harsh, midway through the class, the instructor added a segment on the value and purpose of peer review. There was a notable difference. This segment has been added to the portfolio class.

Professional Competencies



Session 5

Standard 6: Matching Resources with Mission

Standard 7: Matching Operations with the Mission: Faculty Performance

WIFI:

TBD

Agenda & Schedule:

Link: <https://tinyurl.com/yernk6et>

or scan the QR code



Standard 6: Matching Resources with Mission



Rationale and Assumptions

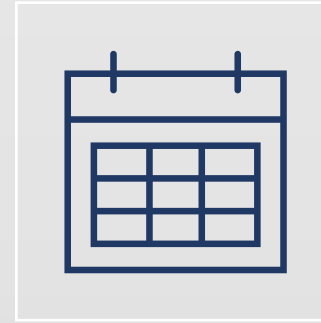
- Programs must have the resources needed to pursue their mission, objectives, and continuous improvement
- Document resource adequacy over time, not just at the time of self-study (6.1a)
- Acknowledge programmatic strengths and limitations by naming areas of strength and places where there might be additional investment in relation to mission
- Be transparent about resource allocation by providing clear and detailed information

Matching Resources with Mission



Resource Adequacy

The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement (6.1)



Course Availability

Programs will offer a sufficient number of required courses for both the degree (6.2a) and any specialization (6.2b) so as to not delay student time to graduation (6.2c)

Standard 6.1

Resource Adequacy

- Programs are required to report on resource adequacy in the areas of:
 - Budget
 - Program administration
 - Supporting personnel
 - Teaching loads/Class sizes/Frequency of class offerings
 - Information technology
 - Library
 - Classrooms, offices, and meeting spaces

(6.1b)



Course Availability

- Required courses & frequency of offerings
- Specializations & frequency of offerings
- Complete course frequency tables for core and specializations

Standard 7: Matching Communications with Mission





Rationale and Assumptions

- Communications adhere to public service values of transparency, accountability, and truthfulness
- All information and data are linked to and supportive of mission

The data addressed in this Standard have been shared in previous sections of the self-study. This Standard requires programs to document *how and where* key elements of the data are made publicly accessible (7.1.1)



Standard 7.1 Communications

The program will provide appropriate and current information about its mission, policies, practices, and accomplishments – including student learning outcomes – sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

A vibrant blue and white fireworks display against a dark night sky. The fireworks are in various stages of explosion, with long, thin streaks of light radiating outwards. The word "CONGRATULATIONS!!" is overlaid in white, bold, sans-serif capital letters at the bottom of the image.

CONGRATULATIONS!!

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