NASPAA ACCREDITED
The Commission on Peer Review & Accreditation

Welcome to the 2019 NASPAA Accreditation Institute!

We will begin promptly at 8:00am

Thank you to Auburn University for breakfast!

Institute Structure

- 6 sessions
  - Together for the morning with targeted sessions in the afternoon, including Site Visitor Training
- 60-90 minutes each
- Lunch provided!
- Interactive and program-focused
- Assumes familiarity with accreditation documents and videos

Expectations and Assumptions

- We do not repeat the videos (watch them and download the PPTs with notes).
- We apply concepts and tools.
- You will not write your self-study.
- **Goal: Return home motivated and prepared with knowledge and strategies to engage your stakeholders in strategic program management, to document what you do in your self-study report, and/or to prepare for the Site Visit.**

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Session 1:
8:15am-9:00am

Holistic Strategic Management

Charles E. Menifield, PhD
Rutgers University, Newark

Overview

- Managing your program strategically is a foregone conclusion in every program. It is critical that programs look at all of their operations when making decisions that could significantly alter their programs.
- Hence, the goal of this session is to consider how strategic planning can be used to develop your short- and long-term goals.

Getting Started

Preconditions | **Accreditation Review**

NASPAA wants to promote innovation and experimentation in education for public service, programs must provide evidence of:

- Program Eligibility
- **Public Service Values**
- Primary Focus
- Course of Study

NASPAA| **Public Service Values**

Emphasized in the mission, governance and curriculum; Important and enduring beliefs, ideals and principles about **what is good** and **what is not**

- Pursuing public interest with accountability and transparency;
- Serving professionally with competence, efficiency and objectivity;
- Acting ethically to uphold public trust; and
- Demonstrating respect, equity and fairness in dealings with citizens and fellow public servants

Standard 1 | Manage the Program Strategically

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 affairs, administration, and policy • 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 affairs, administration, and policy.

1.2 Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

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.

Standard 1 | Rationale

- Accreditation standards reflect NASPAA's commitment to support programs for professional education that 1) commit to the public service values of public affairs, policy and administration and model them in their operations; 2) direct their resources toward quantitative and qualitative outcomes; and 3) continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.

- The commitment to public service values distinguishes NASPAA-accredited programs from other degree programs. The expectation that the Program will:
  - **Define and pursue a mission** that benefits its community through education and disseminating knowledge about public affairs, administration and policy reflects NASPAA's commitment to public service values for example civic virtue, participatory processes and social equity;
  - **Direct resources toward observable and measurable outcomes** reflects NASPAA's commitment to public values of transparency and accountability;
  - **Evolve and improve** reflects NASPAA's commitment to public values of responsiveness and sustainability;

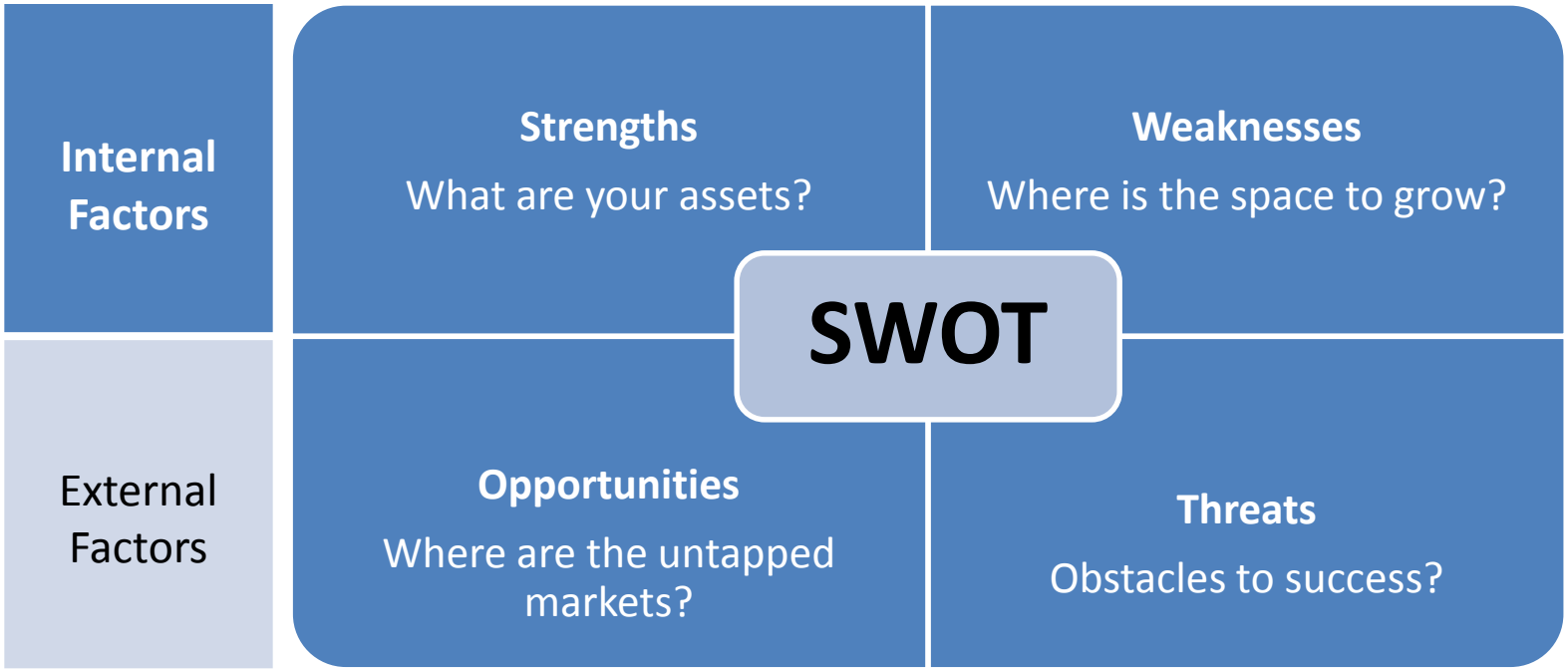
- In this way, NASPAA's accreditation process promotes public service values as the heart of the discipline.

Holistic Strategic Planning

- What is your **vision**?
- What is your program **mission**?
- What are your **public service values**?
- What are your **program goals**?
- How do you measure **program objectives**?
- What tools will you use to create an **action plan**?
- How will you **close the loop** in your decision making?

Strategic Planning | **SWOT Analysis**

- Internal (Strengths and Weaknesses)
- External (Opportunities and Threats)

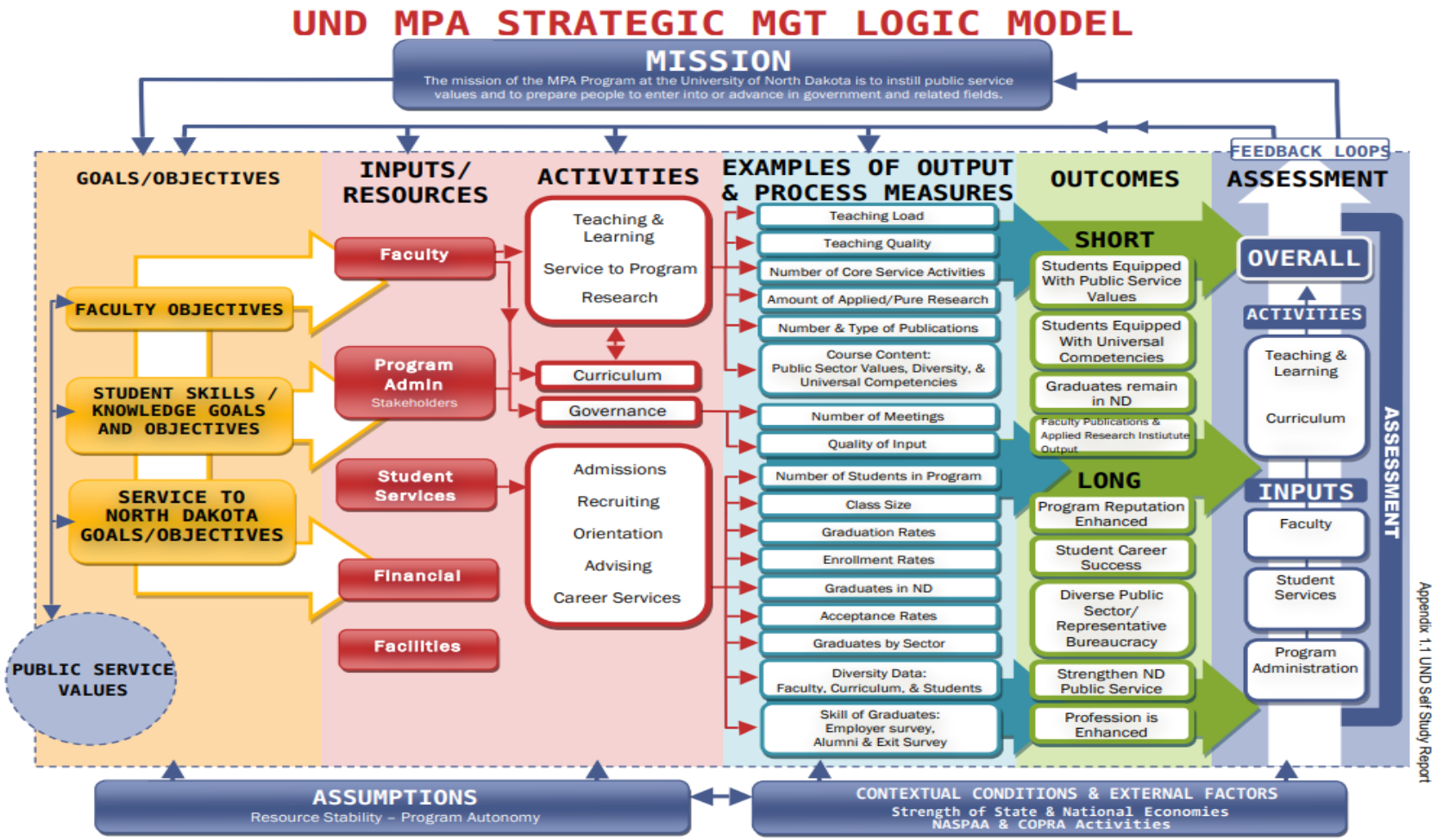


Strategic Planning | **GAP Analysis**

A Gap Analysis allows you to assess a challenge in your organization, create a goal to addressing it; and create a solution to solving the challenge.

Image Source: expertprogrammanagement.com

Strategic Planning | **Logic Model**



Before you leave …

- Revisit your vision and mission statements?
- Determine if your vision statement includes public service values and an engagement strategy?
- Determine if your mission statement aligns with the vision statement for your program?
- Determine if your program goals and objectives align with the vision and mission for your program?
- Assess your resources and determine if they are sufficient in order to reach your goals and objectives?
- Determine if your goals translate to desired performance measures? In other words, are they SMART goals (Specific, Measurable, Attainable, Realistic and Timely)?

Relevant Resources

- Molina, A. D., & McKeown, C. L. (2012). The heart of the profession: Understanding public service values. *Journal of Public Affairs Education*, 375-396. Retrieved from https://www.researchgate.net/publication/326026246_The_Heart_of_the_Profession_Understanding_Public_Service_Values
- Bryson, John M. (2018). *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. John Wiley & Sons, Hoboken, NJ.
- Barksdale, Susan. (2006). *10 Steps to Successful Strategic Planning*. 2006. ASTD, Danvers, MA.
- University of Connecticut. (n.d.) *How To Write a Program Mission Statement*. Retrieved from https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf
- University of Massachusetts - Amherst. (2001, Fall) Program-Based Review and Assessment: Tools and Techniques for Program Improvement. Office of Academic Planning and Assessment. Retrieved from https://naspaaaccreditation.files.wordpress.com/2014/04/program_based-umass.pdf

Thank You!

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Session 2:
9:00am-10:00am

Program Evaluation

RaJade M. Berry-James, PhD
North Carolina State University

Overview

- Connect mission statement and performance expectations with program evaluation
- Analyze program curriculum and student competency
- Discuss strategic choices to promote equity in your program

Standard 1 | Manage the Program Strategically

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 affairs, administration, and policy • 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 affairs, administration, and policy.

1.2 Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

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.

Standard 1 | **Basis of Judgment**

- **Standard 1.1**
  - The Program's mission fits with its degree title (i.e., MPA, MPP, etc.)
  - The mission statement reflects values of public affairs, administration, and policy.

- **Standard 1.2**
  - The mission statement endorsed by the Program guides its activities.

- **Standard 1.3**
  - The basis of judgment is how well the Program's mission and activities bear a clear and compelling relationship to a well-defined community of professionals outside of the University.

Mission Statement | **Review Process**
Adoption, Modification and Review

- Faculty
- Students
- Alumni
- Employers
- Internship Supervisors
- Advisory Council
- University Stakeholders

Diversity | **Planning and Strategies**

Mission of the Institution

Vision of Institution

Values of Institution

Strategic Planning & Diversity Initiatives

School/Department/Program **Diversity Plan**

Accreditation Standards

- **Standard 3.2 Faculty Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members;
- **Standard 4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services; and
- **Standard 5.1 Universal Required Competencies:** To communicate and interact productively with a diverse and changing workforce and citizenry.

Diversity | Description of Department & Curricular and Co-curricular Commitments

- **Description of Department**
  - Describe academic degree programs in the department as well as the mission of the program
  - Identify academically and professionally qualified program faculty as well as resources to support diversity
- **Diversity Curricular and Co-curricular Commitments**

Standard 3 | **Faculty Diversity**

FACULTY DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Advertising			
Retention Practices			
Campus Climate			
Informal/Formal Mentoring			
Funding			

Standard 3.2 Faculty Diversity

The Program will promote diversity and a climate of inclusion through its recruitment and retention of faculty members.

- What is your faculty diversity goal?
- What strategy (approach) do you employ?
- How do you evaluate your strategic initiatives with documentation and evidence?

Standard 4 | **Student Diversity**

STUDENT DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Financial Support			
Outreach			
Campus Climate			
Admission Practices			
Support Services			

Standard 4.4 Student Diversity

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

- What is your student diversity goal?
- What strategy do you employ?
- How do you evaluate your strategic initiatives with documentation and evidence?

Standard 5 | **Student Learning**

STUDENT LEARNING	Strategy	Initiative	Evaluation of Effort
Curriculum			
Problem Based Learning			
Internships			
Service Learning Projects			
Student Competitions			
Semester Abroad/Spring Break Activity			

Matching Operations with the Mission:
Student Learning Goal

The graduate program will prepare students to interact productively with a diverse and changing workforce and citizenry.

- What strategy (approach) do you use to prepare students for a diverse and changing workforce?
- What initiatives (specific changes) do you employ to reach your student learning goal for diversity?
- How do you evaluate your strategic approach and specific changes with documentation and evidence?

Example: **Diversity Goal and Objectives Derived from Mission**

"The MPP program inspires, educates, and supports innovative leaders to advance the common good in a diverse world."

- The program will promote diversity, equity, and inclusion through its faculty.
  - Offer faculty and staff professional development opportunities that will help them improve the frequency and richness of classroom discussions that focus on diversity.
  - Recruit and retain a more diverse faculty and staff.
  - Foster a respectful and collegial workplace for program faculty and staff.
  - Create and support positions, funding, and advancement for diverse faculty.

- The program will provide students with the skills to succeed in a diverse and changing society.
  - Recruit and retain a diverse student body.
  - Sponsor film series on diversity.
  - Review syllabi and course readings for inclusion of underrepresented experts.
  - Define and assess cultural competencies taught within the curriculum.

Before you leave …

- Are your program goals consistent with the mission of your program?
- Do your goals align with public sector values and the vision for your program?
- In order to reach your goals and objectives, have you thought about how long it would take and what resources your program needs?
- Do your goals describe desired performance? In other words, are they SMART goals (Specific, Measurable, Attainable, Realistic and Timely)?

Thank You!

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Thank you to Auburn University for breakfast!

Thank you to the University of North Texas for our refreshments!

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Session 3:
10:15am-11:45am

Student Learning Assessment

RaJade M. Berry-James, PhD
North Carolina State University

Overview

- Discuss sustainable assessment approaches.
- Discuss rationale, basic assumptions and basis of judgment for Standard 5.1.
- Examine assessment cycle that links program mission and goals to objectives and student learning competencies.

Standard 5.1 | Universal Required Competencies

As the basis for its curriculum, the Program will adopt a set of required competencies related to its mission and [to] public service values. The required competencies will include five domains, the ability:

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

Standard 5 |**Rationale**

- Graduate level education should enable the student to demonstrate knowledge and understanding that is founded upon, extends, and enhances that typically associated with the bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas.
- Graduate students should be able to apply their knowledge, understanding, and problem solving abilities in new or unfamiliar environments, and within broader or multidisciplinary contexts related to public affairs, administration, and policy.
- They should have the ability to deal with incomplete information, complexity, and conflicting demands. Graduate students should reflect upon social and ethical responsibilities linked to the application of their knowledge and judgments.
- An accredited program should implement and be accountable for delivering its distinctive mission through the course of study it offers and through the learning outcomes it expects its graduates to attain. While all accredited degree programs must meet these standards, NASPAA recognizes that programs may have different missions with varying emphases.
- The curriculum should demonstrate consistency and coherence in meeting the program's mission. The program being reviewed should demonstrate how its curricular content matches the emphasis of its overall mission.

Standard 5 | **Basic Assumption**

- NASPAA intends the accreditation process under the new standards to be developmental, that is, to advance the public esteem for all the degree programs it accredits as well as to improve the educational effectiveness of each degree program.
- Programs that provide accurate information on student learning and student attainment of required competencies will not be held to an ideal standard of perfection.
- Rather, programs will be expected to demonstrate that they understand the competencies expected of graduates, that they have instituted teaching and learning methods to ensure that students attain these competencies, and, where evidence of student learning does not meet program expectations, that action has been taken to improve performance.

Standard 5 | **Basis of Judgment**

- It is expected that all students in degree programs accredited by NASPAA will have the opportunity to develop skills on each of the five universal required competencies.
- The program shows that it requires the five universal competencies of public affairs, policy and administration and links them to the program mission.
- The program defines each of the required competencies in terms of at least one student learning objective (but there may be more than one).
- The emphasis that a particular program places on each of these competencies is consistent with its mission.
- An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals.
- However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

One Assessment Cycle

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

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. *Note that while only one universal required competency is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.*
1. Definition of student learning outcome for the competency being assessed:
2. Evidence of learning that was gathered:
3. How evidence of learning was analyzed:
4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Assessment Planning

Keys to Assessment Planning	Important Questions
Assessment Methods	By what measure(s) will you know that students are meeting programmatic learning objectives?
	From whom, and at what points, will you gather data?
	How will you collect the assessment information?
Assessment Processes	When will you conduct the assessment?
	Who will be responsible for each component?
	What is the overall timeline for the assessment plan?
	How will your data be used to evaluate the program?

Adapted from University of Massachusetts - Amherst. (n.d.) Program-Based Review and Assessment: Tools and Techniques for Program Improvement. Office of Academic Planning and Assessment. Retrieved from https://naspaaaccreditation.files.wordpress.com/2014/04/program_based-umass.pdf, pp.

Assessment | **Linking Objectives to Curriculum**

Assessment Matrix: Linking Objectives to Curriculum

Key
I = Introduced
E = Emphasized
U = Utilized
A = Comprehensive Assessment

	Course Numbers										
Objectives	115	351	370	495							
Communicate effectively in writing and speech	I	U	E	A							
Apply discipline specific theory and principles											

adapted from Diamond, R. M. Designing and assessing courses and curricula *(1998).*

Assessment | **Linking Objectives to Data**

Assessment Matrix: Linking Objectives to Data Gathering Tools

Key
I = Indirect Methods
D = Direct Methods

Objectives	Enrollment Trends (OIR)	Senior Survey (OAPA)	Capstone Assignment	Focus Groups with Students
Apply scientific method			D	I
Work as professional in field		I	D	

Examples of Assessment Approaches Available

- Identifies various types of assessment data, methods for collecting these data, and the sort of information each method provide

DATA	ASSESSMENT TOOL	WHO OR WHAT IS BEING ANALYZED?	WHAT CAN BE ASSESSED?
SELF REPORTS	- Classroom assessment - Focus groups - Interviews - Phone surveys or interviews - Reflective essays - Surveys (local or standardized)	- Alumni - Employers - Enrolled students - Faculty - Graduating students - Off-campus supervisors - Parents - Staff	Perceptions About: - Campus Climate - Evaluation Processes - Perceived learning - Educational outcomes - Attitudes - Values
ACHIEVEMENT TESTS	- Test Score analysis - Content analysis - Scoring rubrics	- Competitions - Embedded questions on exams -Locally developed exams - Oral thesis defense - Orals exams, recitals - Standardized tests - Student services offices	- Mastery and knowledge of principles, skills - Values - Processes - Value added
OBSERVATIONS	- Case Studies - Observations	- Campus events (sports, theatre) - Classes - Club Meetings - Faculty Offices - Fieldwork sites - Student services offices	- Attitudes -Campus Climate - Interactions - Processes - Student involvement - Student learning
STUDENT ACADEMIC WORK	- Content analysis - Scoring rubrics	- Capstone course projects - Homework papers - Portfolios - Presentations - Performances - Publications - Research reports - Term papers, theses, video tapes	- Mastery and knowledge of principles, skills - Values - Processes - Value added
CAMPUS DOCUMENTS	- Course X program objectives matrix - Course assignment X program objectives matrix - Analysis of forms -	- Administrative units - Departments - Programs - Student services offices - Course syllabi - Student transcripts	- Accuracy - Cohension/consistency

* *Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999)*

Best Practices

- **Multiple measures** – direct and indirect.
- R**ubrics** or other assessment tools used.
- **Validity**: Faculty (or other stakeholders) who have not taught the course assess the student work.
- **Reliability**: Two or more faculty reviewing common work.
- **Achievement of performance targets**: If your program finds that students are not meeting targets, the temptation is to change the targets or the process rather than reflecting on what substantive changes should be made to curriculum, pedagogy, or the like, based on the evidence you found.
- Use of results: **Align your program changes with the evidence you found**.

Before you leave …

- Do you understand how to create a sustainable assessment strategy for your graduate degree program?
- Is your assessment plan realistic, given your program realities? Your program's self-study timeframe?
- Does your assessment strategy include the collection of direct measures as well as indirect measures?
- Is your assessment plan sustainable, with a SMART Program Goals and Objectives (Specific, Measurable, Achievable, Realistic and Time-bound) identified?
- Do your program resources support your assessment processes? Have you identified an assessment committee? Did you charge the committee?
- Are you following best practices in student learning assessment?

NASPAA Peer Examples

- Self Study Reports
- Logic Models
- **Assessment Plans**
- Curriculum Maps
- Rubrics
- Diversity Plans
- Strategic Plans

Source: https://www.naspaa.org/accreditation/standards-and-guidance/peer-examples

Thank You!

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Session 4:
11:45am-12:15pm

Questions!
Ask us anything.

Thank you to West Chester University for Lunch!

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Session 5A:
1:30pm -2:15pm

Starting the Accreditation Process

Charles E. Menifield, PhD
Rutgers University-Newark

Overview

In this session, we discuss the accreditation process for programs that are considering accreditation. More specifically, we will discuss each phase of the pre- and post-accreditation process.

Phases of the Accreditation Process

- Become a NASPAA Member
- Attend Accreditation Institute

- **April 15 or August 15: Submit Eligibility Application**
- Receive Response from COPRA

- Gather data for Self-Study Report
- **August 15: Submit Self-Study Report**

- Receive and Respond to Interim Report
- **March:** Host Site Visit

Accreditation | **Prerequisite Phase**

- Become a NASPAA Member
- Attend the Accreditation Institute
- Examine the self-study report and each of the data points and assessment processes needed to complete the self-study
- Establish a clear connection between the accreditation process your program's strategic initiatives
- Determine if you have five or more years of student data and one year of faculty data (self-study year)
- Ensure that you have examined your school's processes and data before starting the process
- Notify NASPAA that you intend to pursue accreditation and request any information that you may need

Eligibility Phase | Year 1

- Complete an Eligibility Application and submit by **April 15** or **August 15**
- COPRA will review the application against the NASPAA Preconditions for Accreditation Review and recommend whether or not the program is prepared to move forward to self-study.
- Programs will provide:
  - Basic program information (Name and Contact Information)
  - Institutional Accreditation Information
  - Program's Mission Statement
  - Program Values as related to the Mission Statement
  - Description of faculty and student diversity
  - Summary of program focus in preparing students for employment
  - Program Characteristics (data on full- and part-time students, population served, Pre-service vs. In-Career, credit hours, etc.)
  - Capacity to Evaluate (history of program, number of full time faculty, current program evaluation, and resources available to sustain the program)

Self-Study Phase |Year 2

- Up to 3 years after eligibility application was reviewed, programs gather self-study data and can request an eligibility counselor to provide support early on.
- **By August 15**, programs submit self study report which addresses conformance against 7 Standards

  - **Standard 1: Managing the Program Strategically** addresses the mission of the program, performance expectations, and program evaluation.
  - **Standard 2: Matching Governance with the Mission** examines administrative capacity and faculty governance.
  - **Standard 3: Matching Operations with the Mission: Faculty Performance** examines faculty qualifications, faculty diversity and faculty research productivity & service.
  - **Standard 4: Matching Operations with the Mission: Serving Students** examines student recruitment, student admissions, support for the students, student completion and employment, and student diversity.
  - **Standard 5: Matching Operations with the Mission: Student Learning** examines universal, mission specific required, mission specific elective and professional competencies.
  - **Standard 6: Matching Resources with the Mission** examines the adequacy of program resources.
  - **Standard 7: Matching Communications with the Mission** examines appropriate and current information about the program mission, policies, practices, and accomplishments.

Accreditation Cohort | Year 3

- Receive and Respond to Interim Report (Fall, Winter)
- Work with COPRA liaison, Site Visit Chair
- Host Site Visit (Spring)
- Respond to Site Visit Report (May)
- Accreditation Decision (July)

Are You Accreditation Ready?

Scale	Metric Definition
4	I know we have already done/developed/addressed this item.
3	We haven't already done this but we know it is coming and we know how we're going to do/develop/address this item.
2	We haven't done this and we don't yet know how we're going to address this item.
1	I have no idea if we have addressed this or not.
0	I didn't even realize we would have to do this…

27 – 36 = You're off to a good start

18 – 26 = You have some catching up to do

<18 = You may not be ready

Accreditation | **Mechanics**

- In addition to the SSR, COPRA expects the following documents (at minimum):
  - A Diversity Plan
  - An Assessment Plan
  - A Logic model

- Other documents that programs have found very useful:
  - Strategic Plan
  - Program Evaluation Plan showing how the program engages in ongoing assessment of standards 2 through 7
  - Curriculum map

Relevant Resources

- *Eligibility Application.* https://www.naspaa.org/sites/default/files/docs/2019-01/eligibility-instructions-12-20-2011.pdf
- *Considering Accreditation:* https://www.naspaa.org/accreditation/why-seek-accreditation
- *Self-Study Instruction: NASPAA Standards.* 2017. https://www.naspaa.org/sites/default/files/docs/2019-01/SSI%20Instructions%202017%20FINAL.pdf
- *NASPAA Official Standards & Policies*. https://www.naspaa.org/accreditation/standards-and-guidance/official-standards-policy

Thank You!

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Session 5B:
1:30pm-2:15pm

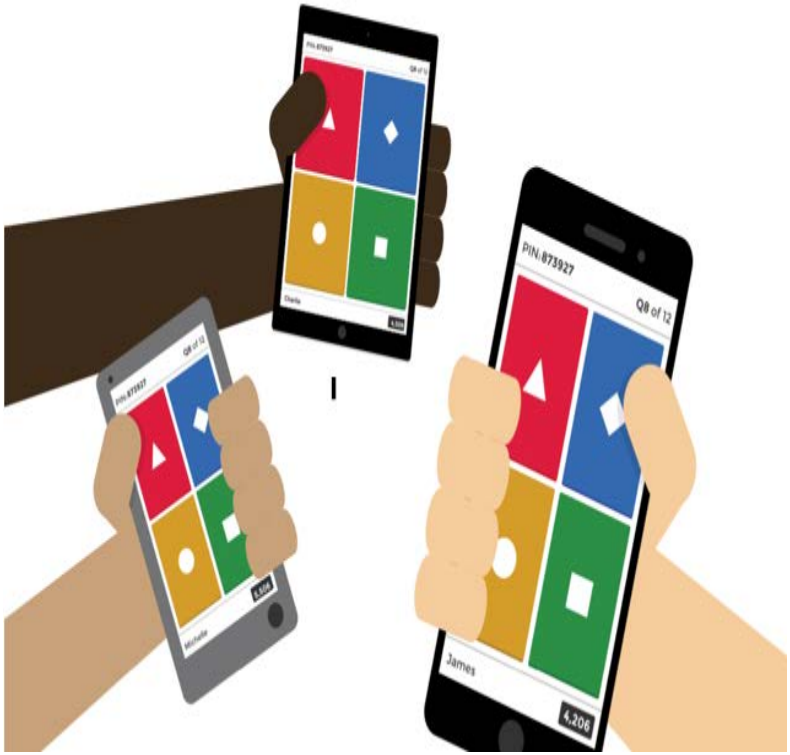
The Accreditation Review

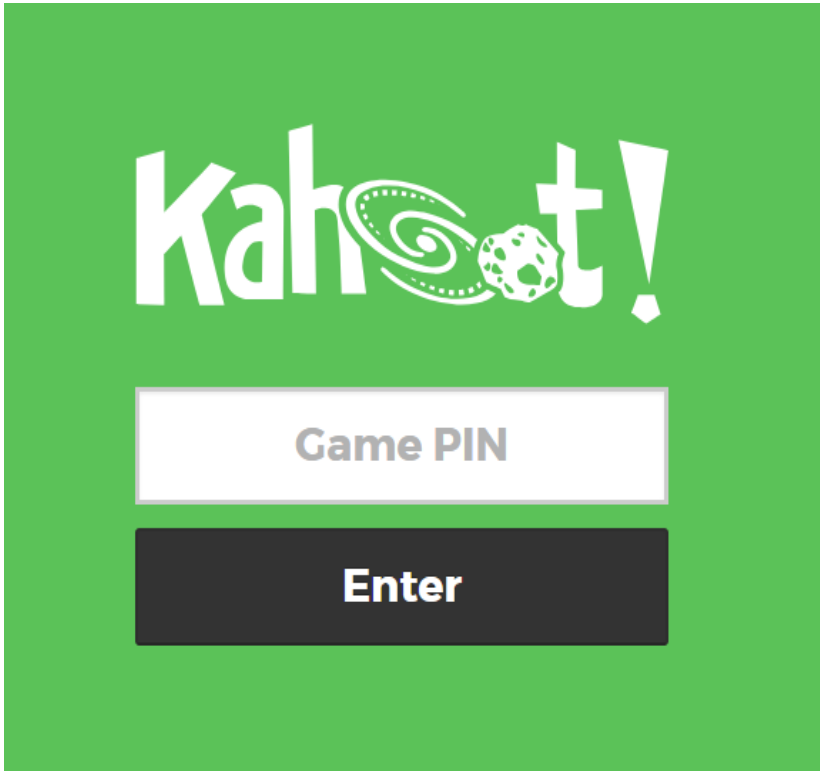
RaJade M. Berry-James, PhD
North Carolina State University

Overview

- Discuss assessment readiness and mechanics of the assessment process
- Discuss the accreditation review process for programs seeking accreditation or reaccreditation
- Discuss strategies to assist the site visit team

Accreditation Review | **Are you Ready?**





Preparing for the Self Study

- Wide-spread institutional support for (re)accreditation?
- Necessary data?
- Strategic processes?
- Student learning assessment?
- Workload plan – writing, editing SSR?
- Institutional approval and payment?
- Planning Continuous Improvement Process

Strategic Management Processes

- Mission Review is the process for widespread involvement of stakeholders;
- Program evaluation includes a plan for continuous improvement given your mission.
- Logic modeling connects available resources to planned activities and desired results;
- Strategic Plan [not required] But, you must document program goals & objectives, identify how public service values are linked to your mission, & discuss how you evaluate your program given your mission.

Student Learning Assessment

- Written Assessment Plan
- Assess at least 3 competencies
  - Define Five Universal Competencies
  - Gather Evidence
  - Analyze Evidence
  - Use Evidence to improve program, make changes or confirm program outcomes
- Confirm that you've **closed the loop**!

Phases of the Accreditation Process

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Self-Study Phase |Year 2

- Up to 3 years after eligibility application was reviewed, programs gather self-study data and can request an eligibility counselor to provide support early on.
- **By August 15**, programs submit self study report which addresses conformance against 7 Standards

  - **Standard 1: Managing the Program Strategically** addresses the mission of the program, performance expectations, and program evaluation.
  - **Standard 2: Matching Governance with the Mission** examines administrative capacity and faculty governance.
  - **Standard 3: Matching Operations with the Mission: Faculty Performance** examines faculty qualifications, faculty diversity and faculty research productivity & service.
  - **Standard 4: Matching Operations with the Mission: Serving Students** examines student recruitment, student admissions, support for the students, student completion and employment, and student diversity.
  - **Standard 5: Matching Operations with the Mission: Student Learning** examines universal, mission specific required, mission specific elective and professional competencies.
  - **Standard 6: Matching Resources with the Mission** examines the adequacy of program resources.
  - **Standard 7: Matching Communications with the Mission** examines appropriate and current information about the program mission, policies, practices, and accomplishments.

Accreditation | **Mechanics**

- In addition to the SSR, COPRA expects the following documents (at minimum):
  - A Diversity Plan
  - An Assessment Plan
  - A Logic model

- Other documents that programs have found very useful:
  - Strategic Plan
  - Program Evaluation Plan showing how the program engages in ongoing assessment of standards 2 through 7
  - Curriculum map

Accreditation Cohort | Year 3

- Receive and Respond to Interim Report (Fall, Winter)
- Work with COPRA liaison, Site Visit Chair
- Host Site Visit (Spring)
- Respond to Site Visit Report (May)
- Accreditation Decision (July)

Accreditation Cohort | **Site Visit Team Meetings**

- Program faculty, Adjunct faculty, Staff
- Students, Alumni
- Advisory Board(s)
- Chairs, Deans, Chief Academic Officer
- Career Counselors
- Internship Advisors, Internship Supervisors
- Other COPRA-requested meetings

Accreditation Cohort | **The Site Visit**

- **A few weeks prior**: Site Visit Chair, Program Director agree on itinerary
  - Be prepared to be flexible

- **January – March**: Site Visit
  - Documents, records, EVIDENCE
  - SVT work space

Accreditation Cohort | **The Report**

- **1 month after SV**: Chair posts draft Site Visit Report in NASPAA Data Center
  - Programs may only correct errors of fact

- **1 – 2 months after SV**: Final Site Visit Report loaded in NASPAA Data Center
  - Program response (May)

Accreditation Decision | **The Process**

- **June**: COPRA Summer Meeting
  - Document review

    SSR, Interim Report, response to IR, SVR, response to SVR
  - Liaison and "group of 3" make initial recommendation
  - Full Commission reviews, discusses, determines final action

Accreditation Decision | **Final Action**

Re-Accreditation

- Accredited 7 years, no monitoring*
- Accredited 7 years with monitoring*
- Accredited 1 year
  - Letter to program outlines areas of concern, nonconformance
  - Program must respond
  - Second SV (perhaps abbreviated) may be required
- Denial of Accreditation

Accreditation

- Accredited 7 years, no monitoring
- Accredited 7 years with monitoring
- 1 or 2 year deferral
  - Letter to program outlines areas of concern, nonconformance
  - Program submits second Self-Study Report
  - Second Site Visit
- Denial of Accreditation

*Fewer years if program has had a delay

Questions on the Process?

- Take 5 minutes, talk at your table about your questions, worries, concerns ABOUT THE MECHANICS OF THE ACCREDITATION PROCESS

- Choose a spokesperson to report

NASPAA Peer Examples

- Self Study Reports
- Logic Models
- Assessment Plans
- Curriculum Maps
- Rubrics
- Diversity Plans
- Strategic Plans

Source: https://www.naspaa.org/accreditation/standards-and-guidance/peer-examples

Thank you to West Chester University for Lunch!

Relevant Resources

- *Eligibility Application.* https://www.naspaa.org/accreditation/accreditation-step-step/eligibility-process
- *Considering Accreditation:* https://www.naspaa.org/accreditation/why-seek-accreditation
- *Self-Study Instruction: NASPAA Standards.* 2017. https://www.naspaa.org/sites/default/files/docs/2019-01/SSI%20Instructions%202017%20FINAL.pdf
- *NASPAA Official Standards & Policies*. https://www.naspaa.org/accreditation/standards-and-guidance/official-standards-policy

Thank You!

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NASPAA ACCREDITED
The Commission on Peer Review & Accreditation

Session 6

2:30pm-4:00pm

Site Visitor Training

RaJade M. Berry-James, North Carolina State University
Charles E. Menifield, Rutgers University - Newark

Site Visitor Foundations

- **Value of Site Visiting**
  - Feedback
  - Sharing new practices
  - Networking
- **Roles and responsibilities of Site Visitors**
  - "Eyes and Ears" of COPRA
  - Report on Standards through Evidence, *without* judgment
  - Confidentiality
- **Working effectively as a team**
  - Collaborate early and often
  - Prepare in advance

Accreditation Process & Reports

- Self-Study Report
- Interim Report
- Program Response
- External Site Visit (Draft Report, Program Response, Final Report)
- COPRA Decision (may include Monitoring)
- Annual Reports (required)

NASPAA Accreditation Standards

1. **Program Strategic Management (first among equals!)**
2. Program Administration & Governance
3. Faculty Qualifications, Diversity, Performance
4. Student Services, Diversity
5. Student Learning
6. Program Resources
7. Program Transparency & Communications

Guiding Questions

- What information do you need?
  - How will you obtain it?
    - Data sources?
    - Qualitative vs. quantitative
    - Triangulation of multiple data sources
- Writing the Site Visit Team Report:
  - How will you document your findings in Report?
  - How do you balance formative & summative?

Case and Case Questions

Read Interim Report

Case and Case Questions

1. What are the strengths of the mission statement provided in relation to the Standards. What are the weaknesses?

Case and Case Questions

2. During the Site Visit, who would you want to meet with to address COPRA's Interim Report concerns? What questions might you ask?

Case and Case Questions

3. What supporting documentation might you need to see to explore the issues raised in the interim report and provide evidence back to COPRA?

Case and Case Questions: Item 4

To date, we have completed one cycle of assessment. During 2016-17 and 2017-18 academic years, we considered Competency 5 “to communicate and interact productively with a diverse and changing workforce and citizenry.” We did this using a sample of papers students had written in our Ethics course as well as completed capstones, and a student exit survey. Our data show that students generally felt good about the skills they acquired in these courses. We did see one item of concern—students reported that while they felt confident in their written and oral skills, they had been exposed to few opportunities to explore cultural interactions. Based on this, we have revised the way we teach our capstone course to incorporate more attention to this. Otherwise, we have been pleased and have made no other changes as a result of our analysis.

Case and Case Questions

4. Writing a Response (Item 4)

Scenarios for Site Visit Teams

On the Ground Conduct

Site Visit Report

Final Lessons Learned

At *every* meeting, communicate:

- **The site visit is a collegial activity designed to improve programs and, thereby, the profession and public service**
- **You do not speak for COPRA, you report to COPRA**
- **The site visit report is a piece of the entire puzzle**
- **The Program has an opportunity to comment on a draft of the SVT Report, and**
- **Collegiality on the visit does not mean a positive decision**

Reflection

What will you take away from this session?

Mission-driven

Outcomes-oriented

Evidence-based

Accreditation-earning

Program Management

…is ***not only*** about voluntarily conforming to standards set by NASPAA for educational programs in public service.

…***is*** also about pursuing excellence in public service through education by executing well on a mission-based strategy.

Please join COPRA and your colleagues for a reception hosted by Texas A&M University in the Emerald Ballroom at 4:30pm!

The Bush School
OF GOVERNMENT & PUBLIC SERVICE
TEXAS A&M UNIVERSITY