NASPAA 2018 ACCREDITATION INSTITUTE

SESSION	DESCRIPTION	FACILITATOR
8:15am – 9:00am	Holistic Strategic Management: Vision, Mission & Goals	Charles E. Menifield, PhD

SESSION DESCRIPTION: NASPAA is the global standard in public service education. NASPAA expects an accredited program to be explicit about the public service values to which it gives priority; to clarify the ways in which it embeds these values in its internal governance, and to demonstrate that its students learn the tools and competencies to apply and to take these values into consideration in their professional activities. In this session, member institutions use their program's vision to develop mission, value and goal statements to strategically examine the institutional context, faculty assets, and curriculum design to manage program growth and advance program quality. The goal of the "Holistic Strategic Management" session is to develop a clear strategic vision that describes your program's long-term and short-term plans to create bold and relevant learning opportunities for your graduate degree program. You should bring your mission statements as well as any accrediting documents that would help you frame your plan for advancing or solidifying your standing in the field. For NASPAA members who attend this session, we will use your vision and mission statements to set the direction of your program, discuss the challenges that program directors face in their institutional climate and describe your ability to make strategic choices and programmatic changes to promote public service values within your graduate degree program.

STANDARD 1 Managing 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.

BEFORE YOU LEAVE THIS SESSION:

- 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 vision and mission of 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 http://www.naspaa.org/JPAEMessenger/Article/VOL18-2/09_MolinaMcKeown.pdf

Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement. John M. Bryson. 2018. John Wiley & Sons, Hoboken, NJ.

10 Steps to Successful Strategic Planning. Susan Barksdale. 2006. ASTD, Danvers, MA.

University of Connecticut. (n.d.) *How To Write a Program Mission Statement*. Retrieved from http://web2.uconn.edu/assessment/docs/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

WORKSHEET FOR CREATING A HOLISTIC STRATEGIC PLAN

PROGRAM MISSION:

_____

_____

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_____

PROGRAM OBJECTIVES:

_____

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_____

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MEASURABLE PROGRAM GOALS:

1.

2.

3.

4.

5.

Strategic Planning: SWOT

Internal and External
Strengths
Weaknesses
Opportunities
Threats/Challenges

When completing the analysis, consider the following subjects: Student Population, Diversity, Concentrations, Administrative Staff, Number of Faculty and their Expertise, Campus Standing, National Standing, Growth in the Area, Political Connections, Competition from other Programs, Financial Resources, Alumni Network, Donor Base, Possible Collaborations with other programs, Mandates and a Readiness Assessment.

Strategic Planning: Connecting Strengths and Weaknesses to Opportunities and Threats
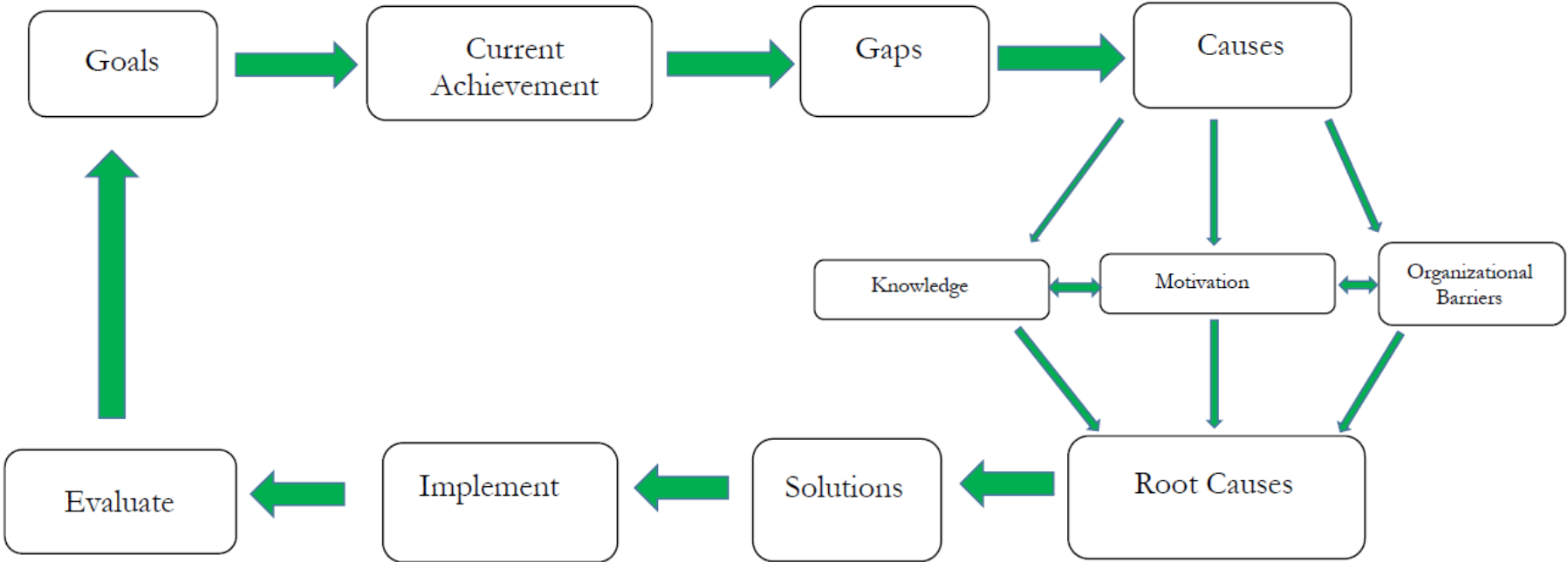
SWOT		Internal to the Program	
		Strengths 1. 2 3	Weakness 1. 2. 3.
External to the Program	Opportunities 1. 2. 3.		
	Threats 1. 2. 3.		

Task: Link your Strengths to you Opportunities and Threats. Link your Weakness to Opportunities and Threats.

GAP Analysis

GAP Analysis Steps	Example	Your Example
1. Challenge	65% of MPA students graduate within 4 year period.	
2a. Organizational Goal	Program wants 100% of students to graduate within a 4 year period.	
2b. Stakeholder Goal	Staff: Want students to follow the plan of study.	
3. Current Achievement Status	The difference between the problem and goal is 35%. Through observations and document analysis we found that students are often working and taking care of family member. As a result they drop courses.	

GAP Analysis Process

Goals → Current Achievement → Gaps → Causes

Causes → Knowledge, Motivation, Organizational Barriers

Knowledge ↔ Motivation ↔ Organizational Barriers

Knowledge → Root Causes ← Motivation ← Organizational Barriers

Root Causes → Solutions → Implement → Evaluate → Goals

SESSION	DESCRIPTION	FACILITATOR
9:00AM – 10:00AM	Program Evaluation	Jade Berry James, PhD

SESSION DESCRIPTION: The goal of the session is to connect the mission statement and observable performance expectations with your planned program evaluation. For every NASPAA member who attends this session, we review how you strategically manage your program through the development of the mission statement, performance expectations and program evaluation. In this session, you review your mission statement and your program goals as well as describe your ability to make strategic choices and programmatic changes that promote public service values in your graduate degree program. As you think about the program's performance expectations, we will discuss how you analyze the relationship between program curriculum and student competency. Distinguishing between course- and program-level outcomes is as important as your approach to measuring learning outcomes. How you promote diversity and inclusion in your curriculum and among faculty and students is also an important focus for this session.

STANDARD 1 Managing the Program Strategically

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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.

BEFORE YOU LEAVE THIS SESSION:

- 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 does your program needs?
- Do your goals describe desired performance? In other words, are they SMART goals (Specific, Measurable, Attainable, Realistic and Time-bound)?

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 http://www.naspaa.org/JPAEMessenger/Article/VOL18-2/09_MolinaMcKeown.pdf

University of Connecticut. (n.d.) *How To Write a Program Mission Statement*. Retrieved from http://web2.uconn.edu/assessment/docs/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

SESSION PROGRAM EVALUATION: MISSION STATEMENT WORKSHEET

Describe the purpose of your graduate degree program:

_____

_____

_____

What are the public service values promoted in your graduate degree program?

_____

_____

_____

What areas of public administration, public policy or public affairs does your program emphasize?

_____

_____

_____

Whom does your program serve? Where is your program's service area?

_____

_____

_____

What contributions does your program, graduate students or alumni make to the public sector? To the private sector? To the nonprofit sector?

_____

_____

_____

ADOPTION, MODIFICATION AND REVIEW WORKSHEET

When was your mission statement adopted, modified and reviewed? And, by whom?

Date Adopted: _____

Development and Review Process

      Faculty: _____

      Students: _____

      Alumni: _____

      Employers: _____

      Internship Supervisors: _____

      Advisory Council: _____

      University Stakeholders: _____

Discuss your review process. Is it annual? Only during accreditation?

_____

_____

_____

Date Revised, Following Review: _____

Where can you find your program's mission statement? University Website? Student Handbook? Course Syllabi? Student Orientation Materials? New Faculty Orientation Materials? Program Newsletter? Program Stationary? On University/Program SWAG?

_____

_____

_____

DIVERSITY WORKSHEET: DIVERSITY PLANNING AND STRATEGIES

Mission of Institution:

_____

_____

Vision of Institution:

_____

_____

Values of Institution:

_____

_____

Strategic Planning & Diversity Initiatives:

_____

_____

School/Department/Program Diversity Plan

I. **Accreditation Standards**

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

II. **Description of Department**

- o Describe academic degree programs in the department as well as the mission of the program
- o Identify academically and professionally qualified program faculty as well as resources to support diversity

III. **Diversity Curricular and Co-curricular Commitments**

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Standard 3 Matching Operations with the Mission: Faculty Performance | 3.2 Faculty Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Goal of Faculty Diversity Goal

_____

_____

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

Standard 4 Matching Operations with the Mission: Serving Students | 4.4 Student Diversity The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

Goal of Student Diversity:

_____

_____

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

Standard 5 Matching Operations with the Mission: Student Learning | Student Learning Goal: The MPA program will prepare students to communicate and interact productively with a diverse and changing workforce and citizenry.

Student Learning Goal:

_____

_____

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

NASPAA 2018 ACCREDITATION INSTITUTE

SESSION	DESCRIPTION	FACILITATOR
9:00AM – 10:00AM	Program Evaluation	Jade Berry James, PhD

EXAMPLE: STANDARD 1 SELF-STUDY REPORT NARRATIVE

This is an example (edited to preserve the program's anonymity) of a Standard 1.3 self-study report narrative that COPRA found to be quite useful, thorough, and complete with respect to addressing the requirements and issues raised in this section of Standard 1.

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.

Strategic management activities should generate documents and data that are valuable to the Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

Self-Study Instructions:

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in their discussion of Standards 2 through 5 (how does the program's evaluation of their performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of their student learning outcomes feed into their assessment of their program's performance). The logic model (or similar illustration) should be uploaded to Appendices tab.

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

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 affairs, administration.**

As described in Standard 1.2, the program is guided by three overarching programmatic goals that are central to the program's mission, reflect our core public service values, and emphasize the program's commitment to the advancement of public affairs knowledge, research, and practice across our local, state, national, and global communities.

- Program Goal 1: To prepare students for public service careers within government and across sectors.
- Program Goal 2: To serve local, state, national, and global communities.
- Program Goal 3: To address significant issues in public management and policy.

To assess whether and how well the program is attaining its goals, each is evaluated using multiple performance output and outcome measures. These performance output and outcome measures include both short- and long-term indicators of success.

The Department's overarching strategy along with core output and outcome measures for each goal are described below.

> Program Goal 1: To Prepare Students for Public Service Careers within Government and across Sectors

To evaluate whether our graduates are prepared for public service careers, the Department relies on multiple output and outcome measures encompassing two key areas of strategic importance to the program: (1) instructional outputs/outcomes and (2) career outcomes. Focusing on these areas allows the Department to assess whether our performance outcomes over the near-term (past five years) and long-term comport with and advance the mission and values of the program.

Instructional Outputs and Outcomes: The Department is deeply committed to delivering a cutting-edge curriculum and advanced public affairs training that leave graduates prepared for public service careers, equipped to enhance practice, and prepared to serve the broader public interest. As such, the knowledge, skills, and competencies embedded within our curriculum are central to mission attainment and student achievement. Therefore, many of the program's core evaluative criteria and indicators of performance are grounded in the instructional and curricular aspects of the program, and are consequently short-term (past five year) in their orientation. To assess whether our curriculum and instructional efforts comport with anticipated performance outputs and outcomes (as well as our mission objectives), we focus on the following anticipated performance outputs and outcomes.

- Classes taught: The quantity and content of courses offered ensures graduates possess requisite public affairs knowledge, skills, and expertise.
- Student engagement: Students engage directly with public affairs theories and practice through their coursework, related departmental events (e.g., research presentations, networking events), and the broader public affairs community.
- Critical skill development: Courses provide students amply opportunities to develop analytical, managerial, and professional skills germane to public affairs practice.
- Student self-reports: Students find value in course content and instructional efforts, believing coursework is relevant and meets their career goals and needs.
- Internship placements: Students without previous experience are presented with real-world opportunities to link theory and practice through relevant internships.

Career Outcomes: The Department also believes evidence of graduate preparedness rests in various career-related short- and long-term outcomes, including

- Initial job placements: Ability of graduates to attain job placements shortly after graduating.
- Professional impact: Graduates make meaningful and substantive contributions to their field.
- Upward career trajectory: When interested, graduates have the knowledge, skills, and ability to advance in their career.
- Graduates recognized as leaders: Graduates are recognized by their public affairs peers as emerging or established leaders in their field.

> Program Goal 2: To Serve Local, State, National, and Global Communities

The program aims to serve our local, state, national, and global communities. We do this by (1) employing faculty who directly contribute to each community, (2) admitting and graduating a diverse student body, and (3) producing highly trained, technically competent graduates employed in different communities. To evaluate whether core program faculty and graduates are serving these various communities, the Department focuses on the following performance factors:

- Applications and conversions: Applicants and enrollees are diverse and originate from different communities.
- Retention rates: Students from diverse backgrounds remain attached to the program through graduation; services are available to help students who may need additional help succeed.
- Graduation rates: The program is producing highly trained, prepared graduates.
- Student/faculty diversity: Student and faculty diversity is a hallmark of the program; diversity is embedded into the curriculum.
- Initial job placements: Graduates attain or are capable of attaining employment in public affairs positions at the local, state, national, and global levels.
- Professional impact: Graduates of the program and nucleus faculty have a meaningful impact on public affairs practice or are widely viewed as influencing practice in various communities.

> Program Goal 3: To Address Significant Issues in Public Management and Policy

University College aspires to tackle significant issues-both academic and practical-in the fields of public management and policy. This goal reflects the University College's longstanding commitment to better public affairs institutions at all levels of government and across sectors. Evidence of our impact in these areas resides in the reputation of the program and faculty, our ability to remain current in the field, and graduate placements. Specifically, we evaluate the following performance criteria:

- Student engagement: Students engage directly with public affairs theories and practice through their coursework, related departmental events (e.g., research presentations, networking events), and the broader public affairs community.
- Student self-reports: Students find value in course content and instructional efforts, believing coursework is relevant and meets their career goals and needs.
- Internship placements: Students without previous experience are presented with real-world opportunities to link theory and practice through relevant internships.
- Program reputation: The program is viewed as a leader by public affairs institutions and as generating highly-trained, technically competent graduates by employers.
- Professional impact: Graduates of the program and nucleus faculty have a meaningful impact on public affairs practice or are widely viewed as influencing practice in various communities.
- Faculty engagement: Faculty actively participate in the program, academic societies and associations, and public affairs institutions.
- Faculty reputation: Faculty are widely viewed as subject matter experts by practitioners and in public affairs research communities.

1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

Core program faculty utilize several distinct assessment tools and processes to evaluate program operations. Specifically, these tools and processes are employed to determine whether performance outputs and outcomes (as described in Standard 1.3.1) are practically efficacious, and how the program might better meet its mission and objectives. Assessment processes encompass three core aspects of program operations: student learning, graduates' career prospects, and faculty productivity.

> Student Learning Assessment

Assessment of student learning is based on a range of direct and indirect measures. The particular measures have changed over the past few years as various courses have been updated and modified.

Direct measures include but are not limited to

- Faculty assessments of student portfolios, which are assembled as part of a final reflection exercise (in CUMPA 509);
- Internship supervisors' reports of student capabilities;
- Student grades in individual courses or assignments (such as CUMPA 507/508 presentations); and
- Employer focus groups.

Core indirect measures include but are not limited to

- Alumni focus groups,
- Student focus groups, which are usually assembled with a specific purpose in mind (e.g., gathering student impressions of what they learned about diversity/equity/fairness or in our statistics courses); and
- Student self-assessments about their learning in each competency, both from memos and from a survey included in PUMA 509.

Example 1: From 2013 to 2015, we assessed student learning on _____. We held focus groups with employers (September 2014), alumni (July 2015), and current students (October 2013). Employers were not concerned with the ability of students to _____. Alumni remembered learning about _____ in specific electives and in interactions with _____, but did not feel that we taught them much in this area. Current students did not perceive strong instruction in this area across core requirements. In response, the program re-purposed a core course, CUMPA 508, to focus more heavily on _____-related issues.

Example 2: From 2014 to 2016, we assessed student learning on quantitative methods while re-designing our two required methods courses, CUMPA 504 and 505. New versions of both courses are being launched in the 2016-2017 academic year. A faculty committee evaluated student memos and portfolios to assess graduates' analytical skills and solicited comments from focus groups of alumni and employers. Based on our evaluation and feedback from stakeholders, we (a) worked with the Department of ____ to make their introductory doctoral statistics course available to our students as an advanced alternative to our program course, CUMPA 505; (b) upgraded the analytical software used in CUMPA 505 from Excel to Stata; and (c) placed more emphasis in the CUMPA 504 and 505 curricula on "soft" skills involved in applying data in real life.

> Student Career Prospects

In addition to focusing on the quality of internship opportunities and graduate placement rates and venues, the Department relies heavily on feedback and support from alumni and key stakeholders to assess whether our graduates possess the knowledge, skills, and expertise necessary to perform at high-levels and as required by employers. The College actively engages with its alumni and stakeholders--and particularly with the College Advisory Board--to gain insight into the strengths and weaknesses of the program. Solicited feedback is used by nucleus faculty to amend program operations and adjust the strategic direction of the program.

> Faculty Performance and Productivity

The performance and productivity of program faculty are measured using a number of specific tools. First, the Dean and Department Chair rely on the University's "faculty activity reporting" system to evaluate faculty performance, establish individual and departmental benchmarks, and compensate faculty on the basis of their contributions. The system allows the Dean and Chair to track and assess individual teaching, research, and service contributions. It is also useful for detecting individual and departmental deficiencies in the areas of teaching, research, and service, and can be employed to develop remediation plans.

The Department has paid particular attention to the development of junior faculty through an annual review process. Junior faculty are required to file an addendum to the activity reporting system--the Tenure Progress Annual Report--each year. The Chair and each junior faculty meet yearly and complete an assessment of the faculty member's progress toward tenure using a rubric. The notes and assessments from those meetings are entered into the rubric, reviewed by the faculty member in question, and then entered in the faculty member's file. Through this process, junior faculty members receive timely and comprehensive feedback on their progress toward tenure.

Second, the number and nature of faculty serving in core leadership roles in academic and professional associations and societies is also treated as an indicator of program and faculty performance. Opportunities to serve in leadership roles outside of the University demonstrate our faculty are widely viewed as subject matter experts. Likewise, faculty asked to offer advice and guidance to public affairs practitioners also demonstrate such expertise.

Third, faculty publications, presentations, and awards--measured in part through activity reporting system--are treated as significant indicators of performance in the assessment process. Not only do publications, presentations, and awards offer general evidence of faculty productivity, but they also signal faculty have remained current in their fields and likely are engaged in research relevant to academics and practitioners.

SESSION	TITLE	FACILITATOR
10:15 am – 11:45am	Student Learning Assessment	Jade Berry James, PhD

SESSION DESCRIPTION: The goal of the "Student Learning Assessment: Fundamentals" session is to discuss sustainable assessment approaches used to identify what students have learned and experienced in your program. Your assessment plan flows from your mission and program goals. By linking your program objectives to student learning outcomes, your program faculty will see how program resources, activities and initiatives contribute to the knowledge, skills, abilities, attitudes and awareness (KSA[3]) of students who graduate from your program. To close the loop, you can use your assessment findings to help faculty make decisions about the impact of your program – your programmatic achievements speak to the quality of your program. Your assessment findings provide credible evidence to make strategic changes in your graduate degree program. For every NASPAA member who attends this session, we will connect your program mission and goals, to objectives and student learning competencies. Your goal is to develop a realistic and sustainable student learning assessment plan.

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.

CRITICAL STEPS IN THE STUDENT LEARNING ASSESSMENT PROCESS

- Operationalize the required Universal Competencies in ways that align with your mission, goals, and curricular focus. These student learning outcomes (SLOs) should be clear, appropriately rigorous, linked to the Universal Competency Domains in observable ways.
- Evaluate where competencies are addressed in your courses (curriculum map).
- Determine the artifacts (student work) that will be assessed and develop a timeline for the assessment. Common examples: capstone projects; student portfolios; course papers and exam questions; internship reports; theses. You may use a sample; provide your sampling methodology.
- Decide when each competency will be evaluated (make your assessment plan sustainable). There is no prescribed schedule - once every 3 years is reasonable. Once every 7 years is not.
- How many universal competencies should you assess? Current expectations are at least three.
- Develop rubrics or other evaluation guides that align with the student learning objectives (your operationalized competencies) and that faculty can apply to the review of the artifacts.
- Determine performance goals. Initially you may wish to "set to baseline" and then decide on expected longitudinal improvement. Do not use grades (i.e., everybody gets at least a B). This broad performance expectation does not provide the detail you need to obtain formative data.
- Decide on a process for analyzing results, communicating results to stakeholders, and identifying needed programmatic changes based on results.

The activities above will comprise your assessment plan. COPRA requires a written assessment plan.

BEST PRACTICES IN STUDENT LEARNING ASSESSMENT

- Multiple measures – direct and indirect.
- Use rubrics or other assessment tools. Do not use grades. They are not "formative" – they do not give you specific criteria for areas where students need to improve.
- 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. While some "process" changes may be appropriate, the bulk of changes should be substantive.
- Use of results: align your program changes with the evidence you found. Sometimes programs discuss changes they've made without specific reference to the assessment process. Sometimes they talk about changes and reference assessment data but a close look at the assessment data reveals no linkage to the changes made.

BEFORE YOU LEAVE THIS SESSION:

- 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?

RELEVANT RESOURCES

Association of American Colleges & Universities. (n.d.) Value Rubric Development Project. https://www.aacu.org/value/rubrics

National Institute for Learning Outcomes Assessment. Eastern New Mexico University Student Learning Assessment Plan/Report Academic Units 2010-2011 Template, Retrieved http://www.learningoutcomesassessment.org/documents/ENM_Program%20Assessment%20Plan%20Report%20Template.pdf

Powell, David C., Michelle Saint-Germain, and Linda-Marie Sundstrom. Using a Capstone Case Study to Assess Student Learning on NASPAA Competencies. *Journal of Public Affairs Education*, 20(2), 151-162.

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

NOTE: See the UMASS Amherst Program-Based Review and Assessment document for varied course-embedded assessment, portfolio evaluations, scoring rubrics and performance assessment examples.

WORKSHEET FOR STUDENT LEARNING ASSESSMENT

PROGRAM MISSION:

_____

_____

_____

MEASURABLE PROGRAM GOAL: "What faculty believe should be characteristic of program graduate"

_____

_____

_____

SMART PROGRAM OBJECTIVE: "Specific learning behavior that the student should demonstrate"

_____

_____

_____

Keys to Assessment Planning	Important Questions
Assessment Methods	By what measure(s) will you know that students are meeting departmental 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?
Excerpt 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.	

- **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 <u>one</u> 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 Matrix: Linking Objectives to Curriculum

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

Objectives	Course Numbers								
	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 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

Data	Assessment Tool	Who or What is Analyzed?	What Can Be Assessed?
Self-reports	classroom assessment focus groups interviews phone surveys/interviews reflective essays surveys (home-grown or standardized)	alumni employers enrolled students faculty graduating students entering students off-campus supervisors parents staff	*Perceptions about:* campus climate perceived learning evaluate processes value-added educational outcomes attitudes values
Achievement Tests	test score analysis content analysis scoring rubrics	competitions embedded questions on exams locally developed exams oral thesis defenses oral exams, recitals standardized tests	mastery and knowledge of principles, skills value-added
Observations	case studies observations	campus events (sports, theater) classes club meetings faculty offices fieldwork sites student services offices	attitudes campus climate interactions processes services student involvement student learning
Student Academic Work	content analysis scoring rubrics	capstone course products homework papers portfolios presentations, performances publications research reports term papers, theses videotapes	mastery and knowledge of principles, skills values processes value-added
Campus Documents	course x program objectives matrix course assignment x program objectives matrix content analysis analysis of forms	administrative units departments programs student services offices course syllabi, etc. student transcripts	accuracy cohesion/consistency efficiency structure for promoting objectives processes

SAMPLE

Program Assessment using Course-Based Assessment/Portfolio Review

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	**Developing (2)**	**Intermediate (3)**	**Proficient (4)**	**Distinguished (5)**
Analyze organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action[1]	Is aware of the internal and external forces at play in organizational decision making.	Recognizes basic and obvious internal and environmental factors that influence decision making and courses of action.	Recognizes complex internal and environmental factors that influence decision making and courses of action. Is able to identify and describe in detail the internal and environmental factors impacting organizations.	Recognizes complex internal and environmental factors that influence decision making and courses of action in a multi-faceted, grey context. Applies different frames (i.e., structural, cultural, procedural, motivational) to organizational diagnostics.	Recognizes complex internal and environmental factors that influence decision making and courses of action in a multi-faceted, grey context and identify cross-relationships among those factors. Uses multi-frame organizational diagnostics to help the organization decide on and implement a course of action.

NASPAA 2018 ACCREDITATION INSTITUTE

SESSION	TITLE	FACILITATOR
1:30pm-2:15pm	Starting the Accreditation Process	Charles E. Menifield, PhD

SESSION DESCRIPTION: In this session, we discuss the accreditation process for programs that are considering accreditation. During this session we will discuss each phase of the pre- and post- accreditation process. Each of the phases in the accreditation process are graphically shown below. When the workshop concludes, participants should be able to realistically look at their program and plot a course moving forward.

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 four 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:

- Complete an Eligibility Application
- 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:
  o Basic program information (Name and Contact Information)
  o Institutional Accreditation Information
  o Program's Mission Statement
  o Program Values as related to the Mission Statement
  o Description of faculty and student diversity
  o 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:

- Programs have up to 3 years to submit a self-study after the eligibility application has been reviewed
- Programs can request an eligibility counselor to provide support early on
- The self-study requires the completion of 7 Standards that address various components of the program
  - **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.

RELEVANT RESOURCES

Eligibility Application. https://accreditation.naspaa.org/considering-accreditation/eligibility-application/

Considering Accreditation: https://accreditation.naspaa.org/considering-accreditation/

Self-Study Instruction: NASPAA Standards. 2017.
https://naspaaaccreditation.files.wordpress.com/2017/11/ssi-instructions-2017-final1.pdf

NASPAA Official Standards & Policies. https://accreditation.naspaa.org/resources/official-standards-policies/

Fundamentals of the Self-Study Report (SSR) and the Site Visit

Preparing for the Self-Study Year (SSY): Are you ready?

- SSY Leadership. Things to consider include: Who will take the lead? Use of consultants? Faculty/staff/student/other stakeholder buy-in ____ Rating

- Mission; Public Service Values; Programmatic goals: SSY is generally a time to review and revise as needed involving widespread inclusion of stakeholders. Generally it is not a time to create these for the first time.
  ____ Rating

- Do you have strategic processes in place? Examples: Advisory Board, strategic planning process, Alumni Board, regular meetings involving stakeholders as appropriate where planning is done and program performance is reviewed? ____ Rating

- Do you have the data/information you need?
  - Evidence of ongoing program assessment:
    - Student application/acceptance/enrollment/internship data; completion/placement data;
      ____ Rating

    - Faculty/adjunct class coverage; AQ/PQ ____ Rating

    - Indirect assessment (examples: exit surveys, alumni surveys, employer surveys, internship supervisor surveys) ____ Rating

    - Direct assessment of student learning tied to the required universal competencies (you don't want to wait until your SSY to begin student learning assessment)
      ____ Rating

    - Diversity: faculty and student demographic data, strategies for creating a climate of inclusiveness ____ Rating

  - Faculty contributions (tied to mission) in research, teaching, service
    ____ Rating

Not everything listed above needs to be ready before your SSY. However, you need to know you can access or compile or develop it.

Take 3 minutes and work down this list. Rate where you believe your program is on each bullet item.

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.**
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27 – 36 = You're off to a good start | 18 – 26 = You have some catching up to do | <18 = You may not be ready

Fundamentals of the Self-Study Report (SSR) and the Site Visit

Mechanics of the accreditation process

At a minimum, COPRA expects the following documents in addition to the SSR:
- 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 Process Timeline:

- August 15 – programs must lock and submit their Self-Study Reports in the NASPAA Data Center. Along with the SSR, programs should remit review fees and submit the application cover page.

- October – COPRA meets to review/discuss SSRs for all programs in the accreditation cohort.

- October – November – Programs receive an Interim Report from COPRA, along with notification of the program's COPRA liaison. The Interim Report provides the program with COPRA's concerns, questions, and requests for clarifications. COPRA's comments are organized by NASPAA Standard.
  - Possible recommendations from COPRA: proceed to site visit; or COPRA has serious reservations about conformity with NASPAA standards which appear to be of such a magnitude as to raise doubts about the wisdom of proceeding to a site visit.
    - In some cases, programs may proceed to site visit even if COPRA recommends that they shouldn't. This is a strategic decision.
  - COPRA gives you a liaison. You should take advantage of this.

- Early December – programs must notify COPRA of their intent to proceed to a site visit.

- January - Shortly after receiving the Interim Report and notifying COPRA of intention to proceed – programs may prepare a response to Interim Report. Programs should use this response to clarify, to update, and to signal actions that will be taken in response to issues raised in Interim Report.

- November – January – After conflict of interest checks, the site visit team (SVT) is agreed upon. It consists of a chair (senior academic with experience in the accreditation process and performing site visits); a second academic; and a practitioner. COPRA staff work hard to align site visitors with characteristics of the program and COPRA's needs from the site visit. Programs can voice concerns about specific members if that is appropriate.

- December – January – The SVT and program director agree on site visit dates. Site visits are generally conducted late January through the end of March and are usually two and one-half days in length, although if programs have multiple sites or multiple modalities or other extenuating circumstances the visit can take a bit longer. The program director will want to be sure that appropriate stakeholders will be available before agreeing to the dates. Typical meetings scheduled during the SV include individuals such as Provosts, Deans, nucleus faculty, various support staff (career centers, advising, internship advisors), advisory board members, alumni, and current students.

- Several weeks prior to the Site Visit – the program director (in consultation with the SVT Chair) drafts an itinerary.

- January – March – Site Visit occurs; team begins drafting site visit report (SVR)

- 30 days post visit - The SVT has a draft of the SVR – the SVT chair shares the draft with the program director, who is asked to review it for accuracy (i.e. only factual errors will be addressed) within.

- Up to 8 weeks after the SV – the SVT uploads the final SVR in the NASPAA Data Center.
  - For each Standard (regardless of whether COPRA has cited the standard or not) the SVT will indicate whether it has concerns and if so, what the concerns are.

- End of May – the program may provide a response to the SVR. Similar to its response to the Interim Report, the program may clarify items in the report, update evidence of conformance, and/or signal actions that will be taken in response to the SVR.

- June – COPRA meets to review/discuss the program's accreditation. The COPRA liaison "presents" the program after consultation with two-three other Commissioners who form a "Group of 3". The liaison makes a recommendation based on his or her review of the SSR, Interim Report, Response to Interim Report, SVR, and Response to SVR. The entire Commission reviews and discusses the evidence, and votes on a final action. Possible actions detailed in July decision letters are:

  - For programs that are already accredited:
    - Accredited for 7 years with no monitoring. Note, that if a program has either voluntarily sought, or been recommended by COPRA, a delay, it will be accredited for 6 years. While rare, there have been occasions when a program has delayed for up to 2 years, in which case it would be accredited for 5 years.
    - Accredited for 7 years with monitoring on specific standards.
    - One-year accreditation with specific information on conformance issues the program must address. This involves a response to the decision letter and a potential second site visit. The site visit is often abbreviated and there have been occasions when a second site visit was not required.
    - Denial of accreditation.

  - For programs seeking accreditation for the first time:
    - Accredited for 7 years with no monitoring.
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    - Denial of accreditation.

NASPAA 2018 ACCREDITATION INSTITUTE

SESSION	TITLE	FACILITATOR
1:30 PM – 2:15PM	The Accreditation Review	Jade Berry James, PhD

SESSION DESCRIPTION: This session is for programs who are ready to begin their self-study report and review. We discuss assessment readiness, the mechanics of the assessment process and the review process for programs seeking accreditation.

In accreditation review, programs conduct a self-evaluation for their mission-based success. It is the perfect time for programs to ask the following questions: What are your goals? What are your strengths? Your opportunities? Your successes? In the accreditation review, programs revisit their mission and goals, engage with stakeholders, gather data, assess student learning and evaluate the program. After submitting the self-study report, programs will work with their COPRA liaison to respond to the Interim Report, and with the Site Visit Chair to plan and host a site visit. Following the on-campus site visit, programs may respond to the site visit report and/or provide final pieces of evidence ahead of COPRA's final decision.

Programs should review COPRA Policy Statements, the site visit manual and other online resources developed to assist you in the self-study process.

RELEVANT RESOURCES

NASPAA Accreditation Cycle, https://accreditation.naspaa.org/reaccreditation/accreditation-cycle/

NASPAA Accreditation: Step-by-Step, https://accreditation.naspaa.org/reaccreditation/

COPRA Policy Statements, https://naspaaaccreditation.files.wordpress.com/2016/11/copra-policy-statement-10-201621.pdf

COPRA Official Standards and Policies, https://accreditation.naspaa.org/resources/official-standards-policies/

COPRA Standard-by-Standard Guidance, https://accreditation.naspaa.org/resources/standard-by-standard-guidance/

Fundamentals of the Self-Study Report (SSR) and the Site Visit

Preparing for the Self-Study Year (SSY): Are you ready?

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  ____ Rating

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- Do you have strategic processes in place? Examples: Advisory Board, strategic planning process, Alumni Board, regular meetings involving stakeholders as appropriate where planning is done and program performance is reviewed?   ____ Rating

- Do you have the data/information you need? Evidence of ongoing program assessment:
  - Student application/acceptance/enrollment/internship data; completion/placement data;

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  - Faculty/adjunct class coverage; AQ/PQ

    ____ Rating

  - Indirect assessment (examples: exit surveys, alumni surveys, employer surveys, internship supervisor surveys)   ____ Rating

  - Direct assessment of student learning tied to the required universal competencies (you don't want to wait until your SSY to begin student learning assessment)

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  - Diversity: faculty and student demographic data, strategies for creating a climate of inclusiveness

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  - Faculty contributions (tied to mission) in research, teaching, service

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NASPAA Site Visitor Training Workbook

NASPAA Accreditation Institute
October 10, 2018

Facilitators:
Jade Berry James, North Carolina State University
Charles Menifield, Rutgers University - Newark

SERVING AS A SITE VISITOR

- **Pre Visit Preparation** (http://accreditation.naspaa.org/resources/official-standards-policies/)
    - Review NASPAA Standards and corresponding videos:
      http://accreditation.naspaa.org/for-site-visitors/site-visitor-training/
    - Review Self-Study Instructions
    - Review Site Visit Manual
    - Review current COPRA Policies (Policy Statements)
    - Perform conflict of interest check when matched to program

- **Pre Visit Preparation, Program-specific in NASPAA Data Center** (naspaa.civicore.com)
    - Review Self-Study Report and appendices
    - Review Interim Report and program response
    - Connect with Chair on Responsibilities
        - Draft Preparatory Questions
        - Consider needed meetings, documents to review
    - Coordinate travel with team (and program)
        - Chair tasked with setting on-the-ground schedule

- **The Site Visit** (2.5 days on-the-ground)
    - Connect with team re: strategy, conduct
    - Faciliatate formative and collegial discussions with all stakeholders
    - Confirm and clarify, inquire; Do not judge or evaluate
    - Review evidence (source documents) related to program evaluatation, student learning assessment, mission, etc.: confirm processes, progress
    - Focus on public service values
    - Draft report findings
        - Document evidence and conversations related to Interim Report concerns

- **Site Visit Report**
    - Coordinate Report through the Site Visit Chair
    - Indicate concerns/no concerns, as supported by evidence
        - Make no final judgments
    - Respnd to COPRA concerns
        - Focus on evidence, what was reviewed, discussed, observed, not pre-judgment
    - Review (all) accreditation standards
    - Report through NASPAA Data Center

- **Chair Responsibilities**
    - Contact COPRA Liaison
        - Understand goals of visit
    - Work with Program Representative to arrange schedule and secure stakeholder meetings and documents
        - Communicate goals and role of visit
    - Assign the workload for the visit appropriately with the team
    - Direct the onsite meetings, including the exit interview, making sure attention is given to COPRA priorities
        - Introduce team and purpose for the visit and each meeting
    - Coordinate site visit report
        - Notify program of draft and finalize report post-program review

CASE QUESTIONS

Using the Example Interim Report below, review the Program's Mission Statement and Items 1, 2, and 3. After you have reviewed each item, **divide the items at the table** and consider the following questions. Once you have completed, discuss the items as a group and share your responses.

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

2. Why did COPRA raise these issues?

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

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

EXAMPLE INTERIM REPORT

Commission on Peer Review and Accreditation
Interim Report to the

Master of Public Administration Program
NASPAA University

November 23, 2017

The Commission on Peer Review and Accreditation has reviewed the Self Study Report (SSR) for the Master of Public Administration (MPA) Program at NASPAA University. The Commission commends the program for strengths evident in the Self-Study Report and requests further information on the following point for its review. If the program proceeds to a site visit, particular attention should be paid to the items listed below. Please relate any responses to the program's specific mission and goals.

Program Mission Statement (as reported in the SSR):

The MPA Program seeks to develop diverse, ethical, and objective leaders for the public and nonprofit sectors. Our program seeks to advance innovation, accountability, transparency, and equity by graduating competent managers and analysts to lead across Virginia, fostering a commitment to public service, and supporting collaboration and best practice across public service organizations.

Item 1: Standard 1.1 – Mission Statement
Standard 1.1 states, "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."

The Self Study Report indicates that the Alumni, Advisory Board, Employers, and Faculty are involved in the development of the mission statement. However, it is not clear how these stakeholders are involved (or will continue to be involved in its review):

> "In preparation for the self-study report, a committee of the faculty reviewed the current mission statement and suggested adjustments to better reflect the program into which we have grown. Our advisory board, which includes former students, and the entire faculty reviewed the proposed new mission statement. The mission statement was ratified by the faculty in March 2016."

The Commission expects accredited programs to define a mission that benefits, responds to, and impacts its community. Based on the narrative, it appears the program relied heavily on only one aspect of its community – faculty – to review the mission statement. The Commission requests

additional information regarding the process that was used in the development, as well as expectations for the continued evaluation of the mission statement. The Commission requests that the Site Visit Team explore this issue with the program during the site visit, paying particular attention to ways in which the development and continued evaluation of the mission statement reflect the program's community of internal and external stakeholders.

Item 2: Standard 1.3 – Program Evaluation

Standard 1.3 states, "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."

Section 1.3.2 of the Self-Study Report states,

> "…a significant percentage of our graduates (primarily pre-service students) do not find a job in either the public or non-profit sector immediately (about twenty to twenty-five percent in recent years). On the face of things, this is a troubling result vis-à-vis the intent of the program to train leaders in the public and non-profit sectors. However, this is mostly a geographical issue related to the lack of professionalization in our region and the unwillingness of many of our students (who are by and large first generation college students) to leave the immediate area to find a job...Many wind up in private sector management careers, especially in the area of healthcare. Our as-of-yet untested hypothesis is that, as our graduates slowly occupy ever more and ever more powerful roles in local and regional agencies, professionally trained managers will become the norm rather than the exception, thus transforming local governance and service provision."

The Commission seeks evidence that accredited programs continuously improve, directing resources toward programmatic outcomes that align with their mission and public service values. Programs should define a mission and strategies for pursuing said mission, including processes for collecting and assessing information to evaluate progress toward its objectives. Based on the narrative shared above, it is unclear the extent to which the program is making evidence-based decisions in pursuit of its mission. The program has acknowledged student employment outcomes do not align with its mission, but it seems has yet to explore the issue and its impact deeper.

The Commission requests the program elaborate on the issues discussed above. How does the fact that a quarter of students ultimately find employment in the private, healthcare management impact the program's mission? How has the program's system of evaluation analyzed these circumstances? What opportunities exist to address the apparent mismatch? The Commission requests the Site Visit Team examine this nuance in the program's employment data, specifically discussing with the program how it can evaluate this issue as well as how the program can facilitate its "untested hypothesis" and support professionalizing regional agencies.

Item 3: Standard 4.3 – Support for Students

Standard 4.3 states, "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 affairs, administration, and policy."

In Section 4.3.4 the Self-Study Report states, "All students without professional work experience (pre-service) are required to complete at least one internship during their course of study…in Spring 2015, 69% of graduating students had participated in an internship."

The Commission seeks evidence that all students will have at least one experiential learning exercise and/or interaction with practitioners to ensure that students learn to apply their education. Internship participation should align with the program's mission.

The Commission requests a fuller description of how the program defines professional work experience and clarification of the exemptions granted to the 31% of students who did not complete an internship. Elsewhere in the self-study report the program (in the self-study year) enrolled significantly more preservice students than in-service. Does the program typically waive internships for some students classified as preservice? Were these students required to have work experience specific to the field of public policy or would any post-baccalaureate work would suffice?

Further, related to the discussion in Item 2, the Commission requests the Site Visit Team explore with the program how the its internship participation and opportunities align with its mission to develop public and nonprofit leaders.

Item 4: Standard 5.1 – Universal Required Competencies
Standard 5.1 states, "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."

The program in its SSR has chosen to elaborate on its assessment of the universal competency "to communicate and interact productively with a diverse and changing workforce and citizenry."

The program operationally defined the competency as the ability to:

- organize, develop, and communicate complex ideas in a clear and logical manner, both orally and written
- listen effectively to diverse viewpoints
- understand the impact of diversity on successful communication
- adapt to cultural interactions and dynamics
- recognize the importance of cultural aptitude in the delivery of public services
- develop service delivery which reflects cultural sensitivity

The Self-Study Report states that

> The program has referred to the Martin and Vaughn (2007) definition of cultural competency in defining learning outcomes: 'Cultural competence refers to an ability to interact effectively with people of different cultures, particularly in the

context of human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.'"

The program further states that it uses the Capstone courses and papers and a student exit survey as its artifacts for measuring student learning outcomes. However, the program does not elaborate on why these measures were chosen and how they specifically relate to the student learning outcomes expected of the students. Further, the program is unclear regarding its full approach to assessment, including how these measures were analyzed and what the causes were for determining that "during the Self-Study year the Assessment Committee determined that cultural competency is not adequately addressed in the current curriculum."

The Commission seeks evidence of systematic assessment of student learning to demonstrate the program is taking action to ensure the attainment of, and improve performance with respect to, student competency across the entire curriculum.

The Commission requests the program provide further information on: why the Capstone projects and exit survey were chosen as measures; how they specifically relate to the student learning outcomes defined by the program for the chosen cultural universal competency; and the systematic process by which the faculty analyzed these measures to determine areas for programmatic improvement. Specifically, how did the program determine the inadequacy of the cultural competency learning outcomes and how does it plan to address this?

SCENARIOS

On-the-Ground Conduct

1. **At a meeting of students assembled at the team's request by the Program Administrator, the student comments are uniformly positive praising the program for its strengths.**
2. The Interim Report indicates the Program submitted no diversity plan. The Program has a diverse student body.
3. Key members of the nucleus faculty are not available during the site visit.
4. **At a meeting with students, another member of the Site Visit Team begins to lecture about public service values.**
5. At a meeting with the program chair, a member of the Site Visit Team begins talking about the value of the Site Visit Team member's home program's approach to curriculum design. What do you do?
6. The program offers courses online, moving toward offering its entire degree online. How can the team review compliance?
7. **Program faculty are resisting developing student learning assessment above and beyond grading students.**
8. The Program is notably lacking in obvious student and faculty diversity. How can the team approach discussing the same topic with different programmatic stakeholders? For instance, if the program is struggling to articulate its climate of inclusiveness, how do you facilitate a conversation with students? Faculty? The provost?

Site Visit Report

1. **The Team has found evidence that the program has not met the expectations with regard to assessing the universal required competencies, as appropriate for its accreditation cohort. How does the Team communicate this in the Report? To the program in person?**
2. **The students indicate that they are dissatisfied with the level of internship and career support provided by the program. The alumni echo this concern.**
3. The Team believes the program is doing an excellent job with regard to student support. Likewise, the Team thinks there are large opportunities to improve faculty support. How does the Team communicate this in the Report? To the Program in person?
4. **As a Site Visitor, what if you have a concern with conformance to a standard not raised by COPRA? What do you do?**
5. As a Site Visitor, what if a concern from COPRA is not a concern for you? What do you do? How is it reported?