



NASPAA Annual Accreditation Data Report 2015-2016

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Highlights

- **Applications to public service programs decreased.** There is a sign of a decline in the number of applicants to public service programs. Whether this reflects a downward trend or just a snapshot of a one year change remains to be seen.
- **The number of graduates entering the private sector continues to grow.** Even though the public and non-profit sectors continue to be the largest employers of public service graduates, the percent of graduates employed in the private sector is increasing. The growth in employment in non-consulting/research companies is more pronounced than the growth in consulting/research firms.
- **COPRA focuses on programs' improvements on diversity and student learning outcomes.** The most commonly monitored accreditation standards relate to program evaluation, student support, course competencies, and faculty and student diversity.
- **Programs should emphasize recruiting faculty of gender and ethnic diversity to enrich student learning experiences.** NASPAA accredited programs are more diverse now than fifteen years ago! Approximately two-fifths of programs have a substantial number of students of ethnic diversity. Female students outnumber male students in about four-fifths of programs. However, such high student diversity is unmatched in faculty diversity. Programs should continue to strategically focus on diversity and inclusion to enrich the learning experiences of students.
- **As NASPAA continues to increase its global footprint, non-U.S.-based programs will have an important and growing influence on accreditation statistics.** The vast majority of enrolled students in non-U.S.-based programs are working in government. Unlike American programs, graduates from non-U.S.-based programs are more likely to work in national/central government. Moving forward, the similarities and differences between U.S. and non-U.S. programs will become evident than before. Overall, the increase of non-U.S.-based programs enhances NASPAA's ability to promote the ideal of public service in a global context.

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Acknowledgements

This is the sixth annual report of the accreditation data. NASPAA and COPRA would like to our express thanks for all of the valuable contributions of our accredited programs, programs seeking accreditation, and volunteers. With each passing year, our ability to describe the public affairs field improves and allows us to provide a creative and detailed analysis, as well as precise and accurate recommendations for program development. Without your efforts, we would be unable to benchmark the field successfully over time.

Thank you especially to the program deans, NASPAA liaisons, and the staff/faculty who contributed to the NASPAA Annual Accreditation Maintenance Reports and Self-Study Reports. A very special appreciation goes to programs that completed the voluntary Annual Program Survey, strengthening the scope of our data.

Finally, thank you to our volunteers: the accreditation experts serving as site visitors, committee and task force members, and on the Commission on Peer Review and Accreditation (COPRA). Your time spent supporting the formative growth of the field, beneficial insights, and detailed documentation add to the value of this annual report. We recognize the time and effort that you have devoted to the accreditation process, survey, and reports. **Because of every one of you, NASPAA is the global standard in public service education.**

Introduction

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) has led the conversation about quality in the field of public service education since the 1970s. Its commitment to ensuring excellence in education and promoting the ideal of public service makes it the global standard in public service education.

At present, both NASPAA and public service programs are in a time of transition (Kellough, 2015). NASPAA's focus is transforming from a US-based membership-driven organization into a global nonprofit organization, which emphasizes student learning outcomes, public service, and best practices. In the twelve years since NASPAA membership expanded to non-U.S. programs, thirty members based outside of the United States (including both full and associate membership) have joined the community, with nine programs earning accreditation. Globalization brings challenges and opportunities to the public service field. The emerging regional and international issues require public service education to adapt and become more inclusive. Students across the globe are entering programs to learn the ins and outs of these emerging issues, and more importantly, to obtain the competencies needed to deal with an increasingly diverse and changing workforce.

As a membership organization, NASPAA advances the ideal of public service education through its conference about the quality of the education, peer reviewed journal of public affairs education research, and most important to this report, programmatic accreditation. The Commission on Peer Review and Accreditation (COPRA) devotes its energies to strengthening accredited programs through the evaluation of program quality. COPRA collects data from, and provides feedback to, accredited programs on an annual basis. The most recent NASPAA Accreditation Standards (the standards, hereafter) were developed and promulgated in 2009. This annual accreditation data report is the sixth annual report based on the 2009 Standards. This report analyzes and concludes the education performance of 191 accredited programs and ten programs seeking accreditation in academic year 2015-2016. Also, the trends of some critical indicators are presented after the annual data analysis.

Student Recruitment and Admission

Standards 4.1 and 4.2 require programs to reflect their mission in their student recruitment and admission efforts. Generally speaking, basic admission criteria include academic degree held, test scores, previous professional experiences, and a statement of intent. **Figure 1** demonstrates the general admission status in AY 2015-2016. 199 programs received completed applications from 30,574 applicants, and 61 percent of them were admitted to at least one program. 60 percent of those who received admission decided to enter a program. The overall admission rate of Master’s degrees in public administration and services

published by the Council of Graduate Schools (CGS) was 63 percent in Fall 2015 (Okahana, Feaster, & Allum, 2016, p. 28). The admission rate published by CGS is higher than the admission rate of NASPAA programs by 2 percentage points. However, the category, public administration and services, used by CGS includes social work degrees, which may enlarge the sample with some high admission rate programs.

The average number of applicants for each NASPAA accredited program was 154, and the median was 71. It is highly possible that the average number is driven by programs with large applicant pools, since the mean is much greater than the median. The average admission rate and enrollment rate were both 72 percent. **Figure 2** shows the distribution of programs based on the admission rate. Most of the programs (85 percent) had an admission rate between 50 and 100 percent. 2.5 percent (5 out of 199) of programs had an admission rate lower than 30 percent. Large application pools contribute to the low admission rates of these programs. Accredited non-U.S. based programs tend to have large applicant pools and low admission rates. Among the top ten programs with a low admission rate, half of them were non-U.S. programs. Regarding programs with a high admission rate, about 20 percent (41 out of 199) of programs had an admission rate greater than 90 percent. Most of these programs are smaller programs, which usually do not have a large application pool, or are programs with open-access missions, emphasizing efforts to provide quality public service education to as many students in their communities as possible.

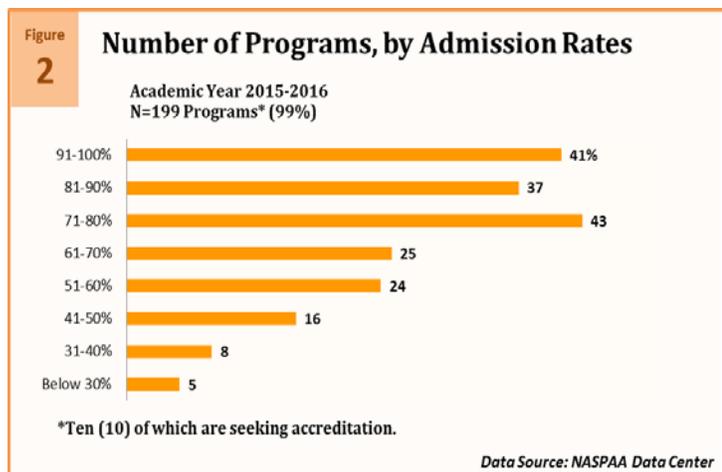
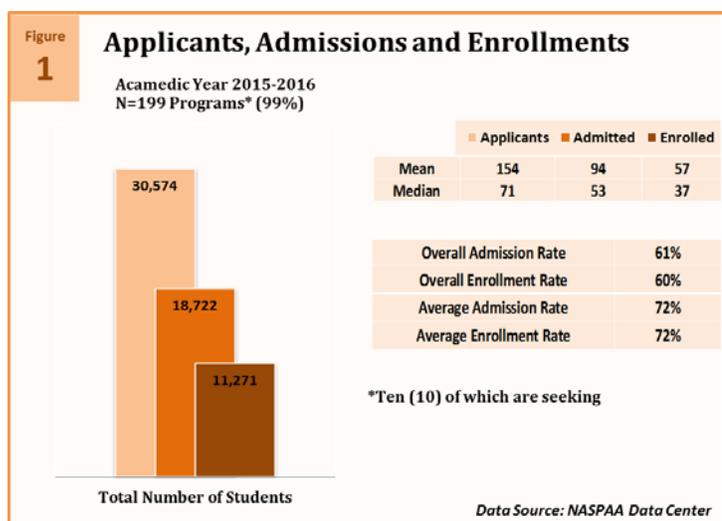
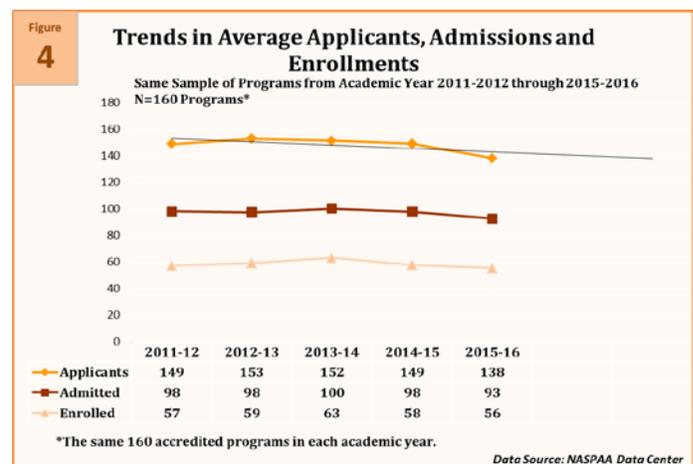
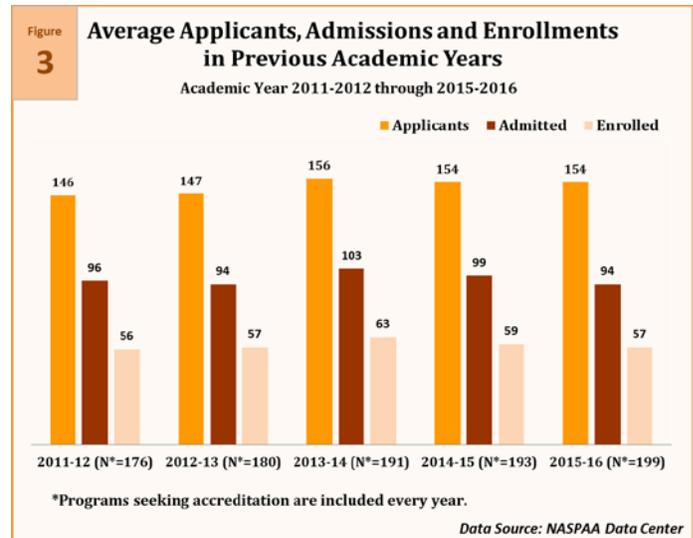


Figure 3 presents a multi-year analysis of the average number of applications, admissions, and enrollments from AY 2011-2012 through AY

2015-2016. All accredited programs (including programs seeking accreditation) are included in Figure 3. The admission and enrollment rates throughout these five academic years were consistent at around 65 and 60 percent, respectively. **Figure 4** presents the trends for the same sample of 160 accredited programs from AY 2011-2012 to AY 2015-2016. The overall admission rate and enrollment rate were maintained at 66 and 60 percent, respectively.

Even though the sample of programs increased between academic years 2013-2014 and 2015-2016, the average number of applicants to each program does not change much. In Figure 3, the average number of applicants for each program from AY 2013-14 to 2015-16 are 156, 154, and 154, respectively. However, the linear forecast trendline on Figure 4 shows a decrease in the applications to the same 160 programs. Comparing the mean of applications in Figure 3, the range between the highest mean (156) and the lowest mean (146) is 10. Comparatively, the range between the highest (153) and the lowest mean (138) is 15 on Figure 4. It seems that the fluctuation within the sample of the same 160 programs is larger than the overall sample. ANOVA test¹ is applied to examine the means in Figure 4 to understand whether the decrease of applications is statistically significant. Table 1 in the Appendix demonstrates the result of this ANOVA test. The F-value is 0.15 which is smaller than the F critical value² (2.38), so we fail to reject the null hypothesis³. There is no statistically significant difference among the means of the applicants in the last five academic years in Figure 4. Even though the average number of the application was decreasing,

the decrease is not statistically significant. Future monitoring is needed to explore whether the application recession is a one-year observation or a consistent phenomenon throughout years.



One explanation for the decrease is that the sample of the same 160 programs does not include the programs with large applicant pools due to the year of initial accreditation. Another potential cause is related to duplicated applications. Students might have applied to fewer programs in AY 2015-2016 than in previous years, which could also lead to a decrease in the number of applications. The trend line in Figure 4 might also demonstrate a decline in applications to public service programs throughout the last five academic years, especially between AY 2014-2015 and AY 2015-2016. Many reasons could

¹ ANOVA is the relevant statistical test to test whether the means of applicants on Figure 4 are statistically different from each other.

² F Crit in Table 1 served as the cutoff value for this significance test. When the F-value is smaller than F Crit, fail to reject the null hypothesis. When the F-value larger than F Crit, reject the null hypothesis.

³ The null hypothesis assumes the means of the applicants are not significantly different from each other.

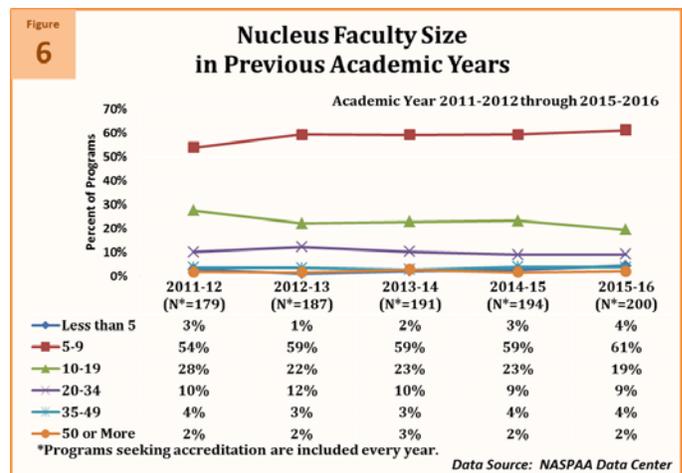
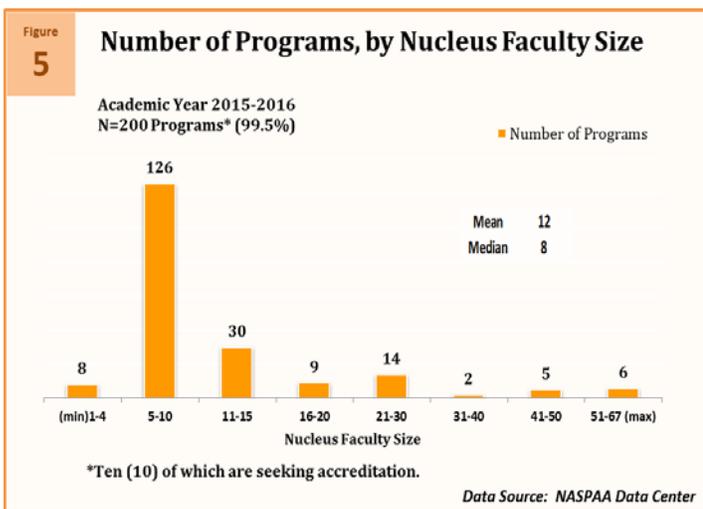
contribute to the decline of the applicants, such as the increase applications to science, technology, engineering, and mathematics (STEM) master’s programs. According to CGS’ report, the annual change rate of applicants to public service programs was 2 percent between 2010 and 2015, which is lower than the rates of biological sciences, mathematics, computer sciences, engineering, health sciences, and business programs. Applications to public administration and services programs decreased from 2014 to 2015 by 0.6 percent, but the applications to mathematics and computer sciences

programs increased by more than 11 percent (Okahana, Feaster, & Allum, 2016, p. 48). In addition to the different disciplines, the size and reputation of the programs may influence applications. Most of programs in Figure 4 are small and mid-size programs. A decline in applications could threaten the ongoing development of these programs. To ensure enrolled students are still of top quality, programs with a small application pool could try to diversify the targeted population and enhance the program’s visibility.

Faculty Governance and Instruction

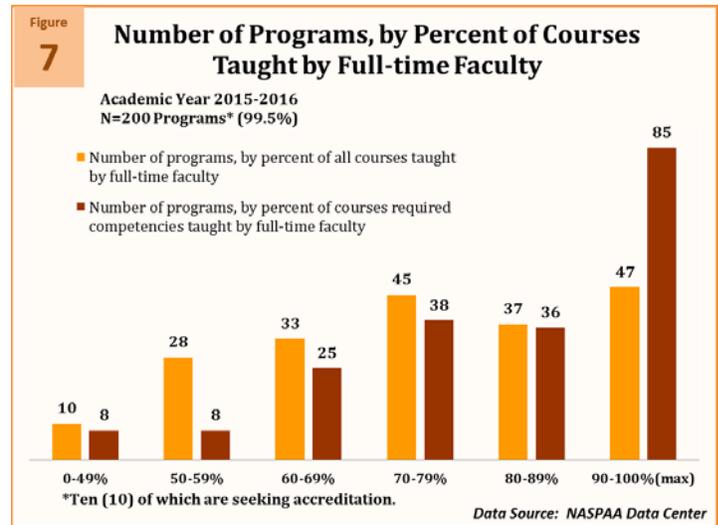
The standards require programs have at least five (5) faculty members who have primary responsibility for the accredited program. Based on the annual data of AY 2015-2016, 192 out of 200 programs or 96 percent of programs met the requirement of faculty nucleus size, which is 1 percent lower than the percentage in AY 2014-2015 (see Figure 6). **Figure 5** demonstrates the distribution of the faculty nucleus. 126 out of 200 programs or 63 percent of programs reported a faculty nucleus between 5 and 10. The mean and the median of the faculty nucleus were 12 and 8, respectively, which is consistent with previous years’

analyses. In general, the distribution of the faculty nucleus is maintained with slight signs of an increase in the number of small programs (nucleus faculty size of 5 to 9) and a decrease of the mid-size programs (10 to 19 nucleus faculties) (see **Figure 6**).



To ensure sufficiently qualified faculty engage with students, the normal expectation is that programs ensure at least 50 percent of all courses are taught by full-time faculty, and that nucleus faculty teach at least 50 percent of courses delivering required competencies. **Figure 7** shows the distribution of the percentage of classes taught by full-time faculty. In AY 2015-2016, 190 out of 200 or 95 percent of programs had more than half

of all courses taught by full-time faculty. Regarding the courses delivering required competencies, 192 out of 200 or 96 percent of programs had them taught by at least 50 percent of full-time faculty. Nearly half of accredited programs had almost all core courses covered by full-time faculty. The average percent of all courses taught by full-time faculty is 75 percent, and of core courses, 83 percent. The proportion of courses taught by full-time faculty barely changed over the last four academic years. Comparing the percentages provided by the same 173 accredited programs, 72 percent either maintained the proportion of all courses taught by full-time faculty or increased it by at least 5 percent. Regarding the courses delivering required competencies, 69 percent of the programs either maintained or increased the proportion (see Table 2 in the Appendix). One benefit of the accreditation process may be reflected through these data, given all 173 programs are accredited. These increases may indicate the role accreditation can play in maintaining educational resources. However, the decrease of the applications and enrolled students may give rise to these increases, as well. When the number of students



decreases, the demand for courses may as well. While the accreditation process does expect significant engagement from full-time, academically qualified faculty, it also leaves room for programs to engage professionally qualified faculty, such as part-time or adjunct instructors, who bring valuable working experiences to the class. For professional master’s degree programs, balancing academically and professionally qualified faculty is critical to ensuring professionally competent graduates.

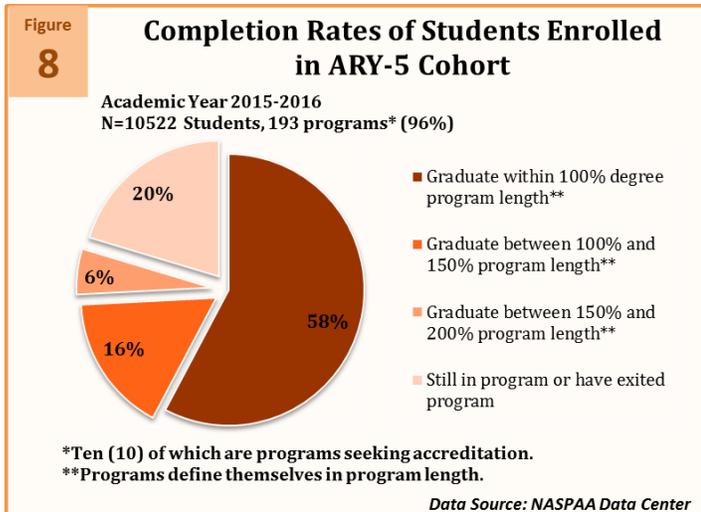
Graduation and Job Placement

There are many approaches to evaluating students’ learning outcomes. Graduation rates and employment are important indicators of student success. NASPAA requires programs to update the number of graduates through the annual data report, on the one hand, to understand whether the programs are successful in preparing graduates for a competitive job market, and on the other, to provide benchmarking of the public service employment.

Graduation rates allow programs to track how successfully students are moving toward degree completion. This is the final report in which graduation rates will be analyzed according to a

degree program length self-defined by the program⁴. The unit of program length includes quarter, semester, term, trimester, and other. 173 NASPAA programs establish their program length by semester. On average, the 100% degree program length contains five semesters (see Table 3 in the Appendix).

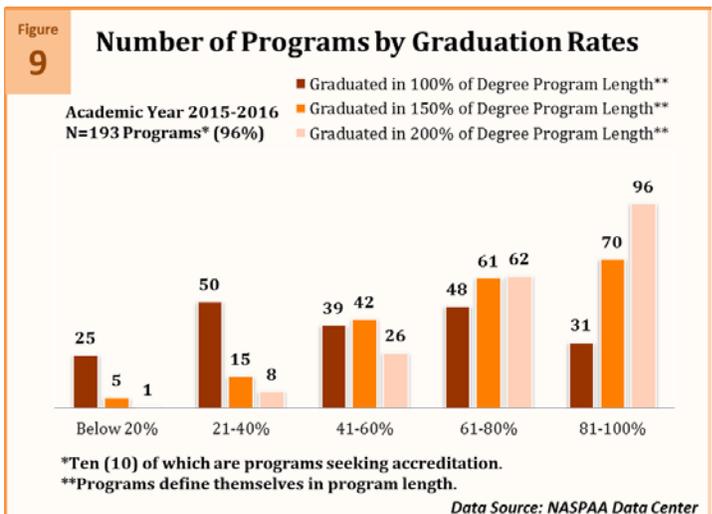
⁴ Beginning with AY2016-17, graduation rates will be collected at standard intervals to allow for cross-program comparison. Programs will also provide a persistence rate to capture the number of students still active in the program.



In general, 193 programs reported the completion rates of students enrolled in the ARY-5 cohort⁵. **Figure 8** displays the graduation status. The average time-to-degree was 117 percent⁶ of a program designed length⁷. 10,522 students entered public service programs during AY 2010-11(ARY-5 cohort). 58 percent of them graduated within 100 percent of program length. An additional 16 percent graduated within 150 percent of program length to complete their degrees. Finally, an additional 6 percent graduated within 200 percent of program length. The remainder of students (20 percent of students) likely either exited the program or are still in the program. The attrition rate decreased from 25 percent in AY 2012-2013 to 20 percent in AY 2015-2016.

Figure 9 presents the number of programs based on the cumulative graduation data provided by 193 programs. Bars in the figure show the distribution of programs by graduation rate.

Regarding students who graduated within 100 percent of degree length, 25 out of 193 programs have less than 20 percent of students graduated and 31 out of 193 programs have more than 80 percent of students graduated. Concerning the students who graduated within 150 percent of program length, 5 out of 193 programs have less than 20 percent of students graduated, and 70 out of 193 programs have more than 80 percent of students graduated. Regarding the students who graduated within 200 percent of degree length, only one program has less than 20 percent of students graduated, and 96 programs have more than 80 percent of students graduated.



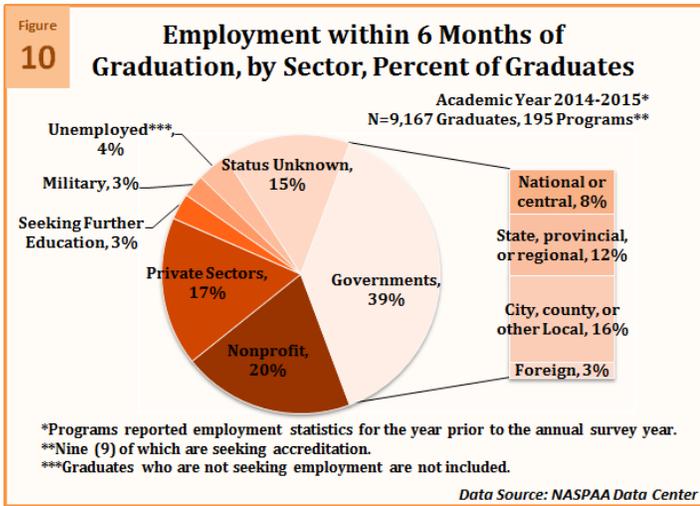
Employment placement allows programs to demonstrate the mission-based success of their graduates. Government and non-profit institutions were the primary employers of NASPAA accredited graduates. Regarding the analysis of the employment status of students who graduated in the academic year of 2014-2015⁸ (see **Figure 10**), 39 percent of graduates were employed in all levels of government. Specifically, 8 percent were working in national or central government; 12 percent were employed by state, provincial, or regional governments; city, county, or other local

⁵ ARY-5 cohort refers to academic year 2010-11, which began five years before the annual report year.

⁶ The percentage was calculated by assigning different weights to the graduation rates (1 for 100%, 1.5 for 150%, and 2 for 200%).

⁷ The average self-designed program length for full-time student is 7 quarters/5 semesters/6 terms/4 trimesters, based on the various units for different programs (see Table 3 in the Appendix).

⁸ Employment of graduates is collected for the ARY-1 cohort, 2014-15.

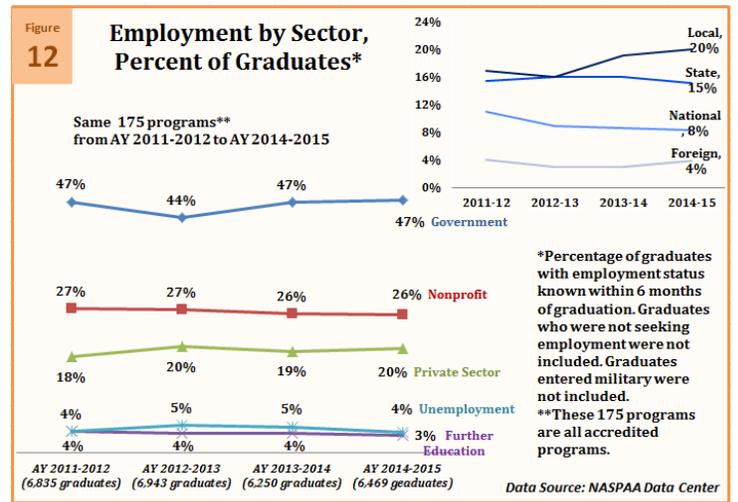
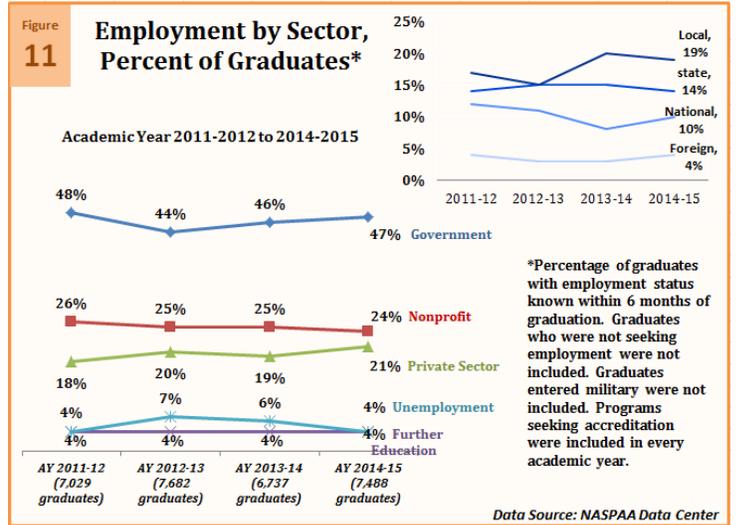


governments attracted 16 percent of graduates; and 3 percent of graduates entered foreign or international government. In addition to all levels of government, 20 percent of graduates chose to work in the non-profit sector, and 17 percent entered the private sector. The proportions of graduates seeking further education and joining the military were both 3 percent. 4 percent of graduates were not employed but actively seeking employment. After years of efforts, the proportion of status known decreased from 20 percent in previous academic years to 15 percent in AY 2015-2016. However, 15 percent of graduates remaining classified as status unknown continues to negatively impact the accuracy of the employment analysis.

Figures 11 and 12 analyze the graduate job placement from AY 2011-12 to AY 2014-2015. These two analyses excluded graduates who were either not seeking employment or did not report their employment status. Also, graduates who entered military were excluded from these two analyses. Figure 11 demonstrates a multi-year analysis of all accredited programs or programs seeking accreditation in previous four academic years. Figure 12 presents a trend of job placement of the same accredited programs in the past four academic years. Overall employment across government has increased since AY 2012-2013 with a clear increase

in city and local government employment (see Figure 11). Similarly, the percent of graduates who entered the private sector steadily increased. Given more graduates were employed by local authorities and in the private sector, the percent of graduates in the non-profit sector decreased throughout the last four academic years.

With regard to the sample analyzing the same programs throughout the last four years, the employment trend was slightly different from that



of all accredited programs. The percent of graduates employed in both the non-profit and private sector remained consistent in the past four academic years. The slight decreases in seeking further education

and unemployment may have contributed to the increase in government employment, specifically, at the local level (see Figure 12). In general, both Figure 11 and Figure 12 demonstrate that job placement in government, specifically at the local level, is increasing. Also, it is worth mentioning that the employment in foreign and international government has grown slightly in recent years. Also, the national/central government employment percentage in Figure 12 is 8 percent, which is lower than the 10 percent in Figure 11. Meanwhile, the percentage of local government employment in Figure 12 is 20 percent, which is higher than the 19 percent in Figure 11. The sample of Figure 12 excluded almost all the non-U.S.-based programs due to data shortage. These variances may lead to the assumption that graduates of non-U.S.-based programs are more likely to be employed by the national/central government in the program's country. Comparatively, graduates from U.S.-based programs are more likely to seek employment in local governments.

The U.S. Bureau of Labor Statistics classifies people who do not have a job but are actively seeking employment as unemployed. Those who have no job and are not seeking employment are not counted in the labor force (U.S. Bureau of Labor Statistics, 2014). NASPAA began to distinguish the unemployment status by active job seeking in 2014. Therefore, the unemployment rate reported before AY 2013-2014 consists of all unemployed graduates. Comparing national unemployment rates to the rates of NASPAA programs, the level of

unemployment of NASPAA programs is lower than the national ones between AY 2011-2012 and AY 2014-2015. However, the national rates are describing the overall national status, which did not distinguish the job seekers' degree level. Roughly, the unemployment rate decreases as educational attainment rises (U.S. Bureau of Labor Statistics, 2016). Considering the level of education, the unemployment rate of people with a bachelor's degree and higher was about 2.7 percent in AY 2014-2015, which was lower than the rate of NASPAA programs (see Figure 13). However, the unemployment analysis of NASPAA programs did not include the graduates whose employment status remains unknown. With about 15 to 20 percent of graduates for which programs did not account,

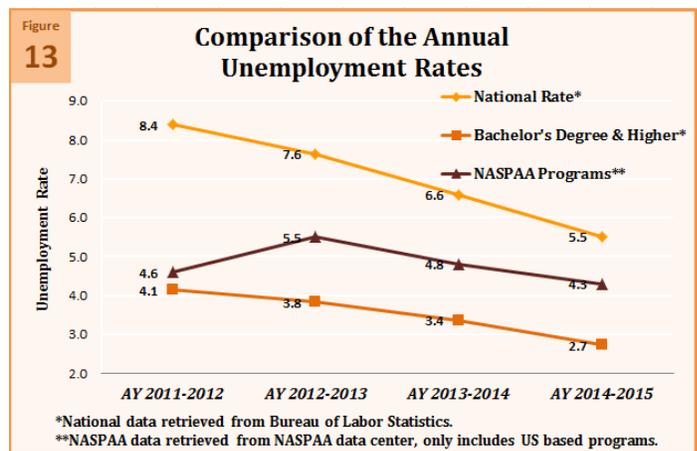


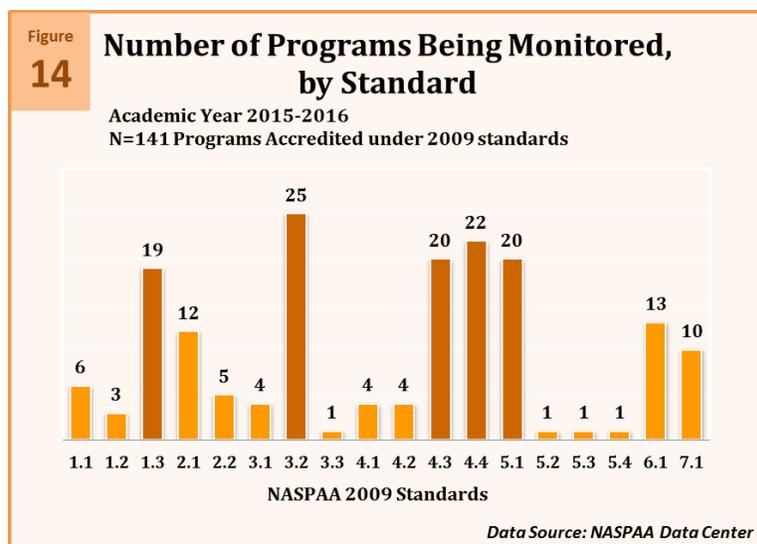
Figure 13 may not reflect the precise relationship between NASPAA programs and national unemployment rates. Sufficient data are needed to analyze the employment status thoroughly.

Standards Monitored

All NASPAA accredited programs are in substantial conformance with the accreditation standards. Some programs are subject to standards monitored to continue to improve educational quality. Programs with standards monitored provide updated information regarding specific standards annually. COPRA removes the monitoring when the program demonstrates a consistent improvement on a specific issue, typically after 3 annual reports.

Figure 14 shows the number of programs currently monitored under the 2009 Standards. 141 accredited programs are included in the illustration. Standards 1.3 (program evaluation), 3.2 (faculty diversity), 4.3 (support for students), 4.4 (student diversity), and 5.1 (universal required competencies) are the most commonly monitored standards during the AY 2015-2016, consistent with past years. The least commonly monitored standards include Standards 3.3 (faculty research, scholarship, and service), 5.2 (mission-specific required competencies), 5.3 (mission-specific elective competencies), and 5.4 (professional competencies). Among the most commonly monitored standards, two of them (Standards 3.2 and 4.4) focus on advancing the diversity and inclusion of the program.

The remainder of standards monitored are closely related to student learning outcomes. Standard 1.3, program evaluation, requires programs to provide evidence that they continually improve the program performance. Standard 4.3, support for students, advises programs to assist in student success in both studying and job placement. Standard 5.1, universal required competencies, requires that programs graduate students with competency in five specific domains.



Diversity and Globalization

It is necessary to continue the conversation about social equity, diversity, and inclusion in the public service education community. As an increasing number of programs are earning accreditation, the evaluation of diversity and a climate of inclusiveness is becoming more complicated. Programs throughout the United States face different challenges related to diversity. Local demographics are distinct in the various regions across the country. As NASPAA expands globally, the accredited non-U.S. programs also broaden the discussion of diversity and inclusion. To ensure

programs are graduating students prepared to work with a diverse and changing workforce and citizenry, NASPAA requires accredited programs to document their strategies and progress toward creating a diverse and inclusive environment. In general, the ideas and values of diversity and inclusion are embedded in the daily practices of the program, including the practices of student admission, faculty recruitment, student support services, curricula, and student competencies. The discussion of practices in student admission and faculty recruitment are the primary foci of this section.

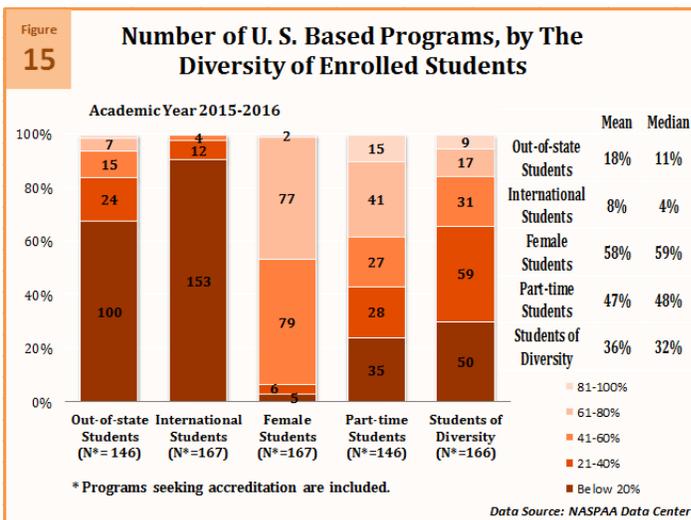
Figure 15 and Figure 16 demonstrate the diversity of enrolled and admitted students in U.S.-based programs⁹ in AY 2015-2016. These two analyses do not include non-U.S. based programs since they provide diversity data using non-standardized categories. In Figure 15, 146 programs documented the percentages of out-of-state students enrolled in the program. The average percent of out-of-state students is 15 percent. 100 out of 146 or 68 percent of programs enroll out-of-state students for less than 20 percent of their students. (The count of the out-of-state students does not include the international students or temporary residents¹⁰). The average proportion of international students across 167 programs is 8 percent. 151 out of 167 or 90 percent of programs have less than 20 percent of enrolled students who are identified as temporary residents. The analyses of the out-of-state and international students illustrate that the majority of the currently enrolled students are in-state. Regarding gender, the average proportion of female students is 59 percent. 158 out of 167 or 94 percent of programs reported that the percentage of the female students was more than 40 percent of all students. Regarding ethnicity, the average proportion of the students of ethnic diversity is 36 percent. About 66 percent of 166 programs presented that less than 40 percent of the enrolled students are of a minority background. In about 16 percent of programs, more than 60 percent of their enrolled students were identified as students of diversity.

The report published by the Council of Graduate Schools presented that the percentage of the non-white students enrolled in public administration and service programs is 45.4 percent (Okahana, Feaster, & Allum, 2016, p. 40).

⁹ NASPAA programs report student diversity data voluntarily, which may add to a self-selected bias. In AY 2015-2016, 88 percent of programs documented student diversity.

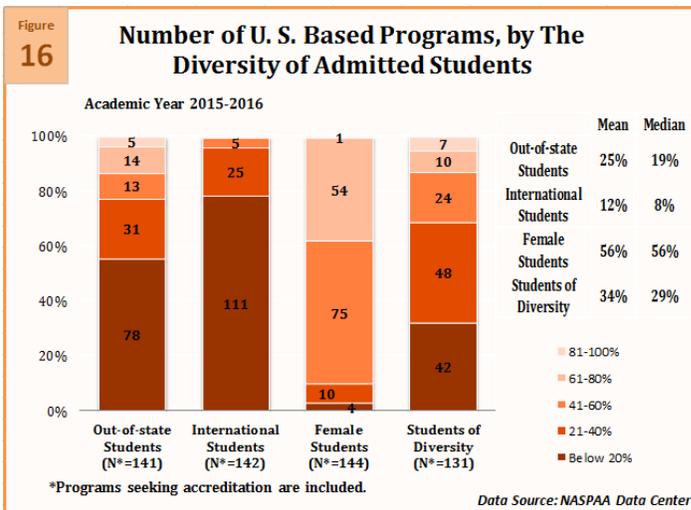
¹⁰ This based on the instruction of NASPAA annual accreditation survey.

The rate of non-white students in this sample of public administration programs is higher than the rate of the NASPAA accredited programs. One explanation is that the category of public administration and service in CGS's report includes social work degrees. It is highly possible that social work programs enroll a large proportion of minority students, which contributes to the high rate of non-white students in CGS's sample. Another possible explanation is that only about 70 percent of NASPAA programs documented complete information on



student diversity. Lack of data could threaten the reliability of validity of the analysis.

U.S. based NASPAA programs continue to make progress in providing a diverse and inclusive learning environment to students. Based on the complete data provided by 98 programs, the average proportions of students of diversity in AY 2013-2014, AY 2014-2015, and AY 2015-2016 are 31 percent, 33 percent, and 35 percent, respectively



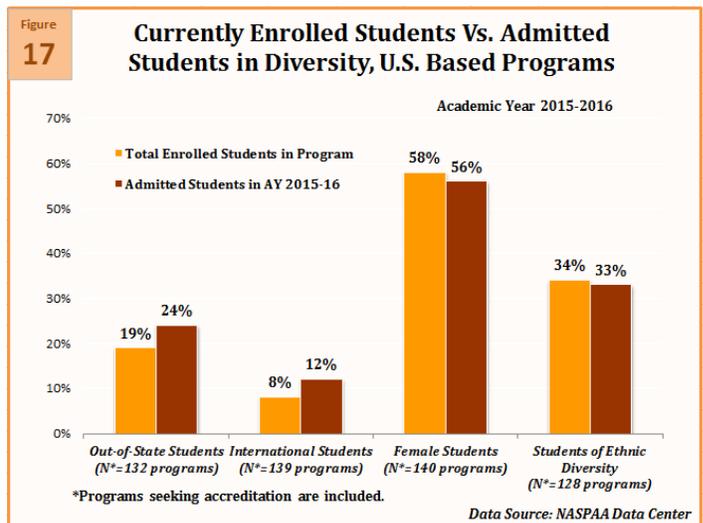
(see Table 4 in the appendix). Since a lack of students of diversity may challenge students' learning capacity and competencies, NASPAA programs should continually make efforts in creating a diverse and inclusive learning climate.

Regarding diversity in student admission, about 140 programs provided information about the diversity of admitted students (see **Figure 16**). The average proportions of out-of-state students and international students are 25 percent and 12 percent, respectively. The average percentage of admitted female students is 56 percent, and the average proportion of students of diversity is 34 percent.

Figure 17 compares admitted students to the total number of enrolled students in AY 2015-2016. With regard to the out-of-state students, the percentage of the admitted students is 24 percent, which is higher than the percentage of the enrolled students (19 percent). Similarly, the percentage of admitted international students is 12 percent, which is greater than the percentage of non-U.S. students enrolled in programs (8 percent). It seems that programs tend to admit more out-of-state and international students than they currently enroll. One possible explanation for this phenomenon is that applicants receive admissions from multiple out-of-state programs and in-state programs, and decide to enter in-state programs due to the distance from home and the cost of the degree. Also, it could be interpreted as that programs admit more out-of-state students and international students than they enroll to diversify the students. Comparing with previous years' data, there are increases in the enrollment of out-of-state students and students of diversity (see Table 4 in the appendix). Based on CGS' report, the average annual growth rate of temporary residents in public administration and service majors is 2.9 percent from 2010 to 2015 (Okahana, Feaster, & Allum, 2016, p. 59). Both NASPAA and CGS' data indicate an increase in out-of-

state and international students in public service programs.

In addition to diversifying admitted students, the diversity of faculty is a critical factor in preparing students for careers in public service and promoting a climate of inclusiveness. Since programs have unique missions and environments, the comparison of faculty diversity with students' demographics should be more meaningful than describing faculty diversity alone. **Figures 18 and**



19 demonstrate comparisons in gender and ethnic diversity, respectively. These two figures do not include non-U.S.-based programs since they used non-standardized categories of faculty diversity.

Among 191 U.S.-based programs (including four programs seeking accreditation), 167 programs documented gender status for both faculty¹¹ and enrolled students¹². According to the U.S. Census Bureau, 50.3 percent of the population between 18 and 64 years old¹³ is counted as female residents in the United States (U.S. Census Bureau, 2015a). Using

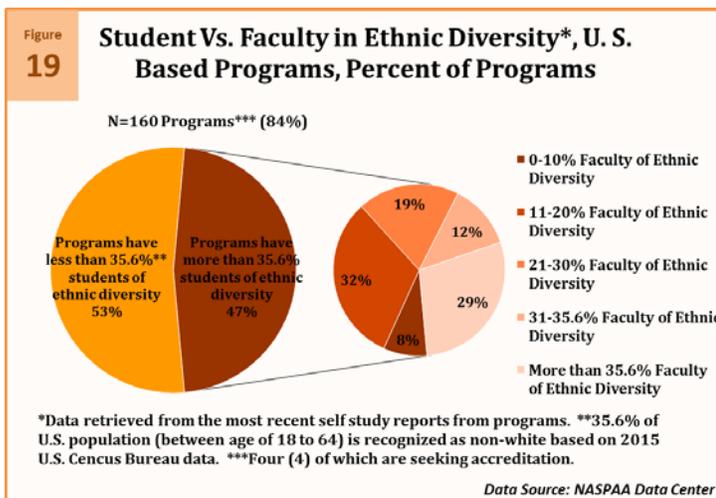
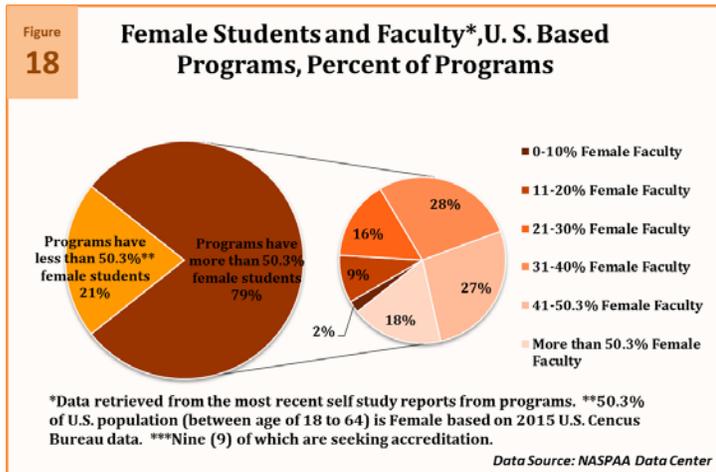
¹¹ Data were retrieved from the most recent self-study report from programs.

¹² Data were retrieved from annual accreditation data report or self-study report in AY 2015-2016.

¹³ NASPAA does not collect data related to the age of enrolled students. We assume that almost all enrolled master's students are between 18 and 64 years old.

50.3 percent as the cut-off percentage, 77 percent of 167 NASPAA programs have more than 50.3 percent female students. Most of these programs have more than 20 percent female faculties. However, only 19 percent of programs have more than 50.3 percent female faculty (see Figure 18).

cut-off percentage, 46 percent of accredited U.S. programs have more than 35.6 percent ethnic diversity students. 29 percent of these programs have more than 35.6 percent ethnic diversity faculty. The proportion of faculty of ethnic diversity in about 40 percent of programs is 20 percent or less (see Figure 19).



Among all accredited U.S.-based programs and programs seeking accreditation, 160 programs provided ethnic diversity information for both faculty¹⁴ and students¹⁵. The percentage of minority residents between 18 and 64 years old is 35.6 percent of the total population in the U.S. (U.S. Census Bureau, 2015b). Utilizing 35.6 percent as the

The data demonstrated in Figures 18 and 19 do not include non-U.S.-based programs. NASPAA accreditation data include ten non-U.S.-based programs, with six of them seeking accreditation in AY 2015-2016. In half of these non-U.S.-based programs, more than 50 percent of students are female, but in only two programs is more than 50 percent of the faculty female. Regarding diversity, non-U.S. programs use place of origin (both domestically and internationally oriented), ethnic groups, socioeconomic status, and educational and career background to define both faculty and student diversity. However, the categories used to define faculty diversity tend to be different from those used in the description of student diversity, which contributes to the difficulty in comparing faculties to students in diversity. Speaking generally, half of the non-U.S. programs enrolled significant amounts of student with diverse geographical and cultural backgrounds. However, the faculty in three of these programs are less diverse than their students.

Programs have many opportunities to strategically strengthen faculty diversity. All NASPAA accredited programs have documented strategies and processes of recruiting faculty, which can enhance the faculty diversity, such as searching for a diverse pool of applicants and hiring part-time or adjunct faculties of gender and ethnic diversity. Future analysis is needed to examine the success of these strategies when considering faculty diversity and a climate of inclusiveness.

¹⁴ Data were retrieved from the most recent self-study reports from programs.

¹⁵ Data were retrieved from the annual accreditation data report or self-study report in AY2015-2016.

Quick Takes

Global impact. As NASPAA continues to move into international accreditation, the impact of non-U.S. programs on the trends of accreditation data will gradually appear. Regarding student admissions, non-U.S. programs could add to the number of applicants given their large applicant pools. Non-U.S. programs could also influence employment statistics, since (thus far) their graduates tend to be employed in government. There is already a clear sign of an increase in international/foreign government employment, indicating the global impact on job placement.

Applicants and admissions. There is an indication of a decrease in applicants to public service programs, mostly in U.S.-based programs. Most of programs saw a decline in applications are small and mid-size programs, especially from AY 2014-2015 to AY 2015-2016. A decline in applicants could limit program's ability in securing students of top quality. We currently do not have sufficient evidence to demonstrate whether a decline in applications to public service programs is a multi-year fact or just a one-year snapshot. Nevertheless, programs saw a decline in applicants might as well strengthen the student recruitment strategies and the visibility of the programs.

Female faculty. The *2013 NASPAA Diversity Report* addressed the lack of gender diversity in MPA/MPP faculties (Primo, 2013). According to accreditation data in AY 2015-2016, this situation continues. A lack of a sufficient number of female faculty is still a reality for the most programs. According to the CGS report, the annual growth rate of doctoral degrees awarded to women is 4.5 percent, which is much higher than the rate for men (0.4 percent) (Okahana, Feaster, & Allum, 2016, p. 67). Exploring ways to increase gender (and ethnic) diversity in faculty applicant pools, or to strengthen the pipeline of new PhDs into academia, could help increase faculty parity.

Diversity in a global context. Globalization broadens the conversation around diversity. As policy issues within the traditional domestic public service realms are gradually globalized, graduates incorporating global perspectives will become increasingly competitive in the job market. Cultural competency is underscored by NASPAA Standard 5.1, which addresses the ability of students to communicate and interact with a diverse and globalized workforce as a universal required competency for public service graduates. The admission of students with diverse backgrounds adds to the diversity of students and increases cultural exposure of students. Moreover, as NASPAA accredits an increasing number of programs based outside of the US, understanding the issues of diversity in a global context is necessary to strengthen the process.

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Appendix

Table 1. ANOVA Test Result

ANOVA Test on the Means of Applicants (Sample of the Same 160 Programs)						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
2011-2012	160	23831	148.9438	34726.41		
2012-2013	160	24486	153.0375	36836.05		
2013-2014	160	24241	151.5063	36419.04		
2014-2015	160	23864	149.15	34645.73		
2015-2016	160	22128	138.3	26921.61		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	21407.61	4	5351.903	0.157828	0.959459	2.383132
Within Groups	26958264	795	33909.77			
Total	26979672	799				

Table 2. Change of the Full-time Faculty Instruction (AY2012-13 to AY 2015-16)

Change of Courses Taught by Full-time Faculty				
	<i>All Courses</i>		<i>Courses Delivering Required Competencies</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Increase at least 5%</i>	65	38%	57	33%
<i>Change within 5%</i>	59	34%	63	36%
<i>Decrease more than 5%</i>	49	28%	53	31%
<i>Total</i>	173*	100%	173*	100%

*The same 173 accredited programs in all years.

Data Source: NASPAA Data Center

Table 3. Program Design Length

Program Designed Length		
Unit	Number of Programs	Average Length
<i>Quarter</i>	16	7
<i>Semester</i>	173	5
<i>Term</i>	5	6
<i>Trimester</i>	3	4
<i>Other</i>	3	6

Data Source: NASPAA Data Center

Table 4. The diversity of Enrolled Students in AY 2013-14, AY 2014-15, and AY 2015-16.

Trends in Diversity of Enrolled Students, Average Percentage (N=98 programs*)			
	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>
<i>Out-of-state Students</i>	19%	20%	21%
<i>International Students</i>	9%	8%	9%
<i>Female Students</i>	59%	59%	59%
<i>Part-time Students</i>	46%	47%	44%
<i>Student of Ethnic Diversity</i>	31%	33%	35%

*Same programs from AY 2013-14 to AY 2015-16.

Data Source: NASPAA Data Center