NASPAA ACCREDITED

The Commission on Peer Review & Accreditation

COMMISSION ON PEER REVIEW AND ACCREDITATION OFFICIAL SITE VISIT MANUAL

NASPAA Accreditation is a voluntary peer review process that programs in the field of public administration, public policy and public affairs go through to determine whether the program meets a threshold of quality. Programs that are accredited by COPRA have been determined to be in substantial compliance with the Standards set forth by the field.

July 2017

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I. INTRODUCTION: GENERAL OBSERVATIONS

This site visit manual has been prepared by NASPAA's Commission on Peer Review and Accreditation to facilitate the site visit process. It is addressed both to the Site Visit Team members and to host institutions. This first section describes the site visit and its objectives, confidentiality, and the Site Visit Team (SVT).

A. The Site Visit and its Objectives

1. The Site Visit

The site visit is one of the most critical and sensitive parts of the review and accreditation process. The site visit is a cooperative, not an adversarial, event. Fundamental to peer review is recognition that excellence in public service education can be achieved in diverse ways. Both the Site Visit Team and everyone at the host institution must appreciate that the site visitors have two roles to play in helping to determine the quality of the applicant program:

a. The team is the inquiring arm of the Commission on Peer Review and Accreditation (COPRA);
b. The team will, through its report, present and interpret the applicant program to COPRA.

It is very important that all participants embrace this understanding and approach the site visit with trust and goodwill. It is assumed that reasonable people can translate these attitudes into appropriate site visit performance.

During the site visit, administrators, faculty and students at the host institution and members of the Site Visit Team will be in almost constant and intensive contact with one another. The site visit will be an occasion when the host institution will want to create the best possible impression on its visitors, and the visiting team will want to gain the most thorough possible appreciation of the program under review.

2. Objectives of the Site Visit

The main objectives of the site visit are:

a. to verify and clarify the description of the program as presented in the Self-Study Report and gather evidence to support the program's description of the program
b. to gather information on the concerns (if any) cited by COPRA in the Interim Report
c. to collect information on how the program addresses the NASPAA standards
d. to establish a basis for an investigatory report by the Site Visit Team to COPRA

e. to provide an occasion for the exchange of information among colleagues and for learning about innovative developments, responses to common problems, and opportunities in the field

The site visit is part of a larger peer review/accreditation process by which members of this field endeavor to discover and share the continuous development of quality and excellence in public service education.

B. Confidentiality

In accordance with peer review norms and accreditation policies and procedures, no Site Visit Team member will make any disclosure about any program's individual application for accreditation. Nor will any member of the Site Visit Team make any disclosure about the investigations and recommendations that resulted from the site visit made in its report to COPRA.

C. Site Visit Team Members

Site visitors are professional colleagues who are interested in the applicant program's wellbeing and continued improvement. When this spirit prevails, sufficient information will be gathered during the visit to provide a sound basis for the team's evaluation. Great care should be taken by Site Visit Team members to avoid statements of "how it should be done" or "how we do it at our institution." Such expressions can easily be interpreted in a fashion that detracts from the "objective" reviewer posture each site visitor should assume. An attitude of receptiveness to the applicant institution's philosophy and approaches not only makes the visit more productive but often yields dividends in "food for thought" as one returns home.

To facilitate the spirit of the site visit process, site visitors are encouraged to remember that:

1. The Site Visit Team is a team. It works as a unit. Accordingly, the chairperson is the official spokesperson for the team, leads the visit, and ensures that the investigation is comprehensive and thorough. The complete cooperation of team members in carrying out their respective assignments is essential.

2. The highest form of professional confidence is entrusted to those with the responsibility for making a site visit. The opinions of site visitors about the program being visited must be confined to the team and to members of the Commission on Peer Review and Accreditation.

3. Should problems be encountered that are not addressed in this Site Visit Manual, the NASPAA Chief Accreditation Officer, COPRA liaison to the program, and COPRA Chair are available to answer questions.

4. In some cases NASPAA staff may join the visit as an observer. The host institution will not be responsible for any of the expenses associated with the NASPAA staff member. The NASPAA staff member will not participate in the team's discussion or contribute to the Site Visit Report.

D. Site Visitor Selection

Individuals who wish to become a potential NASPAA site visitor must attend a training session. By doing so they will be included in the roster of potential visitors when the matching process begins for each cohort, typically in late September. COPRA begins by matching individuals who are a good fit for the program and can fill one of three roles on the visit: chair, academic, or practitioner. A chair is someone who has previously served on at least two visits and who has a strong understanding of the Standards and the site visit process. The academic member of the visit is usually an associate professor or above and has expertise in an area that fits with the program or its mission. The practitioner is usually someone who has 7+ years of experience in the field of public service and whose area of expertise fits with the program's mission and a MPA, MPP or similar graduate degree. Once a team has been identified, NASPAA staff send the program the names of the possible team members along with their resumes or CVs; NASPAA staff also contact each potential member of the team to determine any conflicts of interest with the program. The program may review the potential team members and ask for a replacement member for any member with whom they view a perceived conflict of interest. Once the program and team have completed the conflict of interest check, the chair of the visit and the program director will begin to work out a proposed date for the visit to take place. If the team and the program cannot agree on dates, the visit will be recast.

II. PRE-VISIT PREPARATION

The pre-visit preparation of every team member includes four major elements (explained in more detail below):

- attendance at a site visit training workshop, service on the Commission on Peer Review and Accreditation, or service on a previous Site Visit Team
- thorough knowledge of the peer review and accreditation process
- knowledge of the standards and their interpretations, and the problems frequently encountered in their application
- cover-to-cover familiarity with the applicant program's Self-Study Report, Interim Report, and Program Response to the Interim Report (if provided)

In addition to the above, the Chair of the Site Visit Team has the additional responsibility of consulting with the applicant program's representative and the Site Visit Team members regarding scheduling details for the site visit and for ensuring delivery of a high-quality final report. Below is a typical preparation schedule for site visitors:

When	What
October/November	Have performed conflict of interest check with assigned program
December/Early January	Have accessed the program's materials in

	online system
At Least 30 Days Prior to Visit	Have made flight arrangements and confirmed with program hotel accommodations
At Least Three Weeks Prior to Visit	Have phone meeting between Chair and Host Institution
At least Two Weeks Prior to Visit	Have Site Visit Schedule finalized (Chair)
At Least One Week Prior to Visit	Is completely familiar with the program's Self-Study Report, Interim Report and Interim Report Response, and individual responsibilities and questions

A. COPRA Training for Site Visitors

At the NASPAA Annual Conference, or at other sites as specified, NASPAA's Commission on Peer Review and Accreditation conducts training sessions for potential site visitors. These training sessions will focus on the issues encountered in the analysis of the Self-Study Report, procedures and policies to govern site visitors, and the guidelines for preparing the Site Visit Report to the Commission on Peer Review and Accreditation. Every effort will be made to ensure that all site visitors have the same understanding of all elements of the review process. Deans and/or program directors will nominate themselves, faculty members, and practitioners to the roster of potential site visitors. For any nominee's name to be added to the roster, he or she must attend a training workshop, except as noted above.

B. Knowledge of Peer Review and Accreditation Process

The entire review process is described in the most recent Policies and Procedures for Peer Review and Accreditation developed by COPRA, available on the NASPAA webpage.

C. Knowledge of Standards and Their Interpretation

The current Standards for Professional Master's Degree Programs in Public Affairs, Public Administration, and Public Policy, as well as other helpful documents, are available on the NASPAA webpage. Important documents for site visitors include:

a) Accreditation Standards
b) Site Visit Manual
c) Self-Study Instructions
d) COPRA's Policies and Procedures
e) Guidance and Past Precedents

D. Familiarity with Self-Study Report

Every member of the Site Visit Team is expected to have a total familiarity with the applicant program's Self-Study Report (SSR). These reports will have been prepared according to the

format presented in the Self-Study Report Form for Professional Master's Degree Programs. The Self-Study Report is the result of much labor on the part of the host institution. When questions that are clearly answered in the report are asked during the site visit, confidence in the site visit process is greatly shaken. Each member of the Site Visit Team should become particularly familiar with the areas of the Self-Study Report that prompted questions by COPRA. Thorough preparation will enable the Site Visit Team to focus quickly on the items that must be addressed during the course of the visit, but the team should also explore other items in the Self-Study Report related to the NASPAA standards. The Site Visit Team Chair may ask each team member to be particularly familiar with certain portions of the Self-Study Report and draft specific sections of the Site Visit Report.

E. Special Obligations of Site Visit Team Chair

The Chair of the Site Visit Team will be expected to communicate with the applicant program at the earliest possible opportunity:

1. to consult with the program head and members of the Site Visit Team to establish the dates for the visit and to set a time for a pre-visit phone meeting between the team and the program.

2. to provide guidance to the applicant program's head about: (a) the site visit timetable and (b) any additional data and documents that should be prepared and made available to the Site Visit Team during its visit.

The Chair of the Site Visit Team should provide the host with a good understanding of the basic approach to be followed during the visit. It is difficult for the applicant institution to provide sufficient and appropriate information if it has only the vaguest understanding of what the site visit will entail. A general site visit principle is that the applicant program's routine should be interrupted as little as possible. The schedule of the visit should be agreed to early enough to enable the host to make the necessary arrangements well in advance.

F. Responsibilities of the Host Institution

The host institution will have undertaken a great deal of preparatory work before the visit. The Self-Study Report is the major result of this effort. The host institution may wish to undertake additional actions to ensure that the site visit goes well, including some or all of the following.

1. Every individual who will have some part in the site visit should read this manual carefully. A clear appreciation of the Site Visit Team's objectives, procedures, and responsibilities will make the site visit a smoother and more productive undertaking.

2. Everyone expected to participate in the site visit should be given enough advance notice so that the site visit can be completed on schedule. The program head should provide a detailed

draft schedule of the names of persons to be interviewed, their roles and office locations, and any other places to be visited, to the Chair of the Site Visit Team at least two weeks in advance of the visit.

3. The individuals who will be in charge of the site visit at the host institution should brief all participating administrators, faculty and students on what to expect. It might be useful to hold meetings to discuss some of the questions site visitors are likely to ask.

4. Materials that were gathered and used in the preparation of the Self-Study Report, for example, the files (or a sample) of an entering cohort, which were used to report on attrition, should be gathered at a central location and be readily available for review. A review of Section VI. Review of Program's Records, would quickly suggest what these items might be. In this connection, the appropriate officials at the host institution should be thoroughly familiar with Section V of this manual. Programs find it helpful to set aside a secure area where the Site Visit Team can examine all related documents at once, often using a flash drive or online document sharing space such as Dropbox to condense the information and allow the team easy access.

5. In cases where state or regional authorities have promulgated complex disclosure regulations, and these regulations have not allowed for required information to be included in the Self-Study Report, officials at the host institution should present alternatives for the Site Visit Team to gather the required information.

6. Finally, every effort should be made to ensure that the site visit is a cooperative, collegial experience and not an adversarial encounter, and that no one involved perceives it as such. The officials in charge of the program's Self-Study Report as well as those responsible for preparation for the site visit should take every possible occasion to reinforce this understanding. COPRA is dedicated to the proposition that openness, candor, and trust at the host institution must, in turn, generate goodwill, sensitivity and dispassionate evaluation on the part of the site visitors.

The host program director and faculty, motivated by a normal sense of hospitality, may want to have some sort of social activity for the Site Visit Team. Extensive social activities are not appropriate; nor does the site visit schedule allow it. At the same time, some informal socializing when the occasion permits can make the site visit a more congenial and sometimes more insightful experience. Finally, the host institution should not present members of the Site Visit Team with any type of official or unofficial gift, merchandise or memorabilia, or directly reimburse the team for expenses incurred as a result of the site visit.

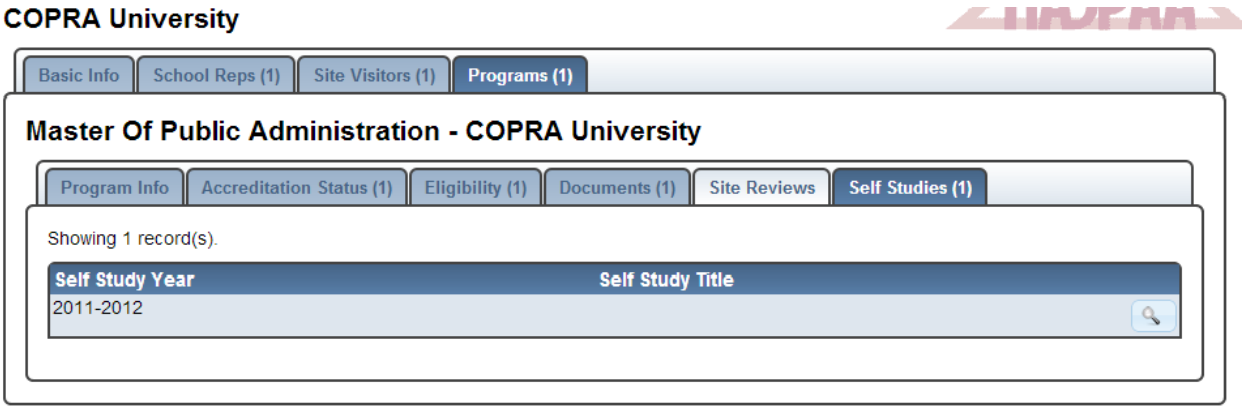
III. ONLINE DATABASE

Beginning with the 2011-2012 cohort, COPRA, programs, and site visitors will interact through the Public Affairs Education Data Center. Programs will complete their Self-Study Report, as

well as upload any supplementary information, wholly in the system. COPRA will issue its Interim Report and Decision Letter through the system. Site visitors will maintain a profile within the system, allowing them to log-in and review the program's Self-Study Report and related documents, as well as update their own information. The Site Visit Report – a template of which is included in this manual – will be entered into the online system, as well. It is important that site visitors update their information as it will be used in making matches and contacting visitors who have been selected.

To access the NASPAA online portal:

1. Log into naspaa.civicore.com using your email address and password. (Register for a profile, if necessary).
2. Update profile, as necessary, with current CV and basic information, using the "My Profile" option on the left of the screen.
3. Using "My School", browse the information about your site visit program:
    a. Select the Programs tab
    b. Select the Degree under review
    c. There will then be several tabs worth of information. Navigate using each, being sure to review the Self-Studies and Documents tabs for the self-study report, interim report, and interim report response.
4. To complete the Site Visit Report, select the Site Reviews tab, within the program's profile.
    a. Select the "+Create new Site Review" button on the right to begin a new report (only one team member should create a report).
    b. Enter in the appropriate information into the online template. Remember, only one team member can edit at a time, otherwise information will be overwritten.
    c. To save and exit, click "submit".
    d. Once the draft is ready, in edit mode, check the "Make Report Visible To School And COPRA (Draft Ready)" box at the top of the report and click submit. This will make the report available (but not editable) to the program.
    e. After receiving any program responses, edit the report as necessary. When the report is final, in edit mode, check the "Submit and Lock Site Visit Report" and clicks submit. This will formally submit the report.



IV. THE SITE VISIT SCHEDULE

While no one site visit schedule will suit every situation, the general outlines presented below describe how most visits will proceed. This day-by-day schedule puts the items to be covered in a logical sequence. COPRA understands that actual site visits may modify this model, but such modifications should not create a radically different schedule of events.

A. Length of Visit

The site visit will normally require two full working days (spread over three calendar days). Team members should arrive in the late afternoon of Day I, the day preceding the official start of the site visit. Day II is totally devoted to site visit activities. In most cases, the site visit will be completed and team members will depart by the afternoon of Day III. A more extensive site visit schedule may be required for institutions with multiple degree programs or multiple campuses, with infrequent airline service, or other complicating factors.

The Chair of the Site Visit Team must agree to any amended time-table. There may be cases, because of the small size of the program and excellent pre-visit planning, in which the evaluation is virtually completed at the end of Day II. In such case the Site Visit Team Chair will determine whether an early departure for some or all members of the team is appropriate. Site visitors are encouraged, however, to use any remaining time to complete the draft Site Visit Report. In rare cases, the site visit may be extended late into Day III or require another night's stay, due to problems such as scheduling, illness, or poor weather.

Prior to scheduling the site visit, the Site Visit Team Chair should contact the other team members to discuss their interests and potential responsibilities for interviewing and report drafting. Based on this, the Chair makes team and individual assignments for interviews that are then reflected in the final schedule. At times, the entire team will attend meetings; at other times, it will be necessary to split up the team for meetings according to assigned responsibilities.

B. Sample Two-Day Site Visit Schedule

A sample two-day schedule and its relationship to NASPAA standards is shown below; a more detailed example is provided in the Appendix.

Day I: Arrival

3:00 pm Site Visit Team members arrive in late afternoon, check into the hotel, confer, contact hosts, confirm site visit schedule, request any additional data or material needed during the site visit, and review site visit schedule and assignments, e.g., where they can separately carry out different parts of the site visit

6:00 pm Dinner for Site Visit Team members, optionally with program administrators and faculty for the purpose of getting acquainted

Day II: First On Campus Day

8:30 am Site Visit Team Meetings with Program Head

9:30 am Site Visit Team Meetings with Dean/ Associate Dean

10:30 am Meetings with full-time faculty individually or in groups

12:30 pm Site Visit Team lunch with faculty and/or staff and/or students, alumni, advisory board

1:30 pm Site Visit Team begins reviewing documentation

4:30 pm Meetings with students, alumni, community partners, advisory board

6:00 pm Working dinner for Site Visit Team members only; team members take stock of the site visit, set priorities for gathering information for additional items and/or reviewing information for items already covered.

Day III: Second Day on Campus and Wrap-Up

8:30 am Meeting with the dean and/or program director to facilitate any final arrangements

9:00 am Meetings with university or college administrators to include the Chief Academic Officer.

10:30am Finish reviewing documentation

12:00 pm Working lunch for Site Visit Team members only, to arrive at a consensus about the site visit and to outline the draft Site Visit Report for COPRA

2:00 pm Further interviews with faculty or administrators if needed
Visits as needed to facilities or university offices; examination of transcripts from the student sample reported in the Self-Study

3:00 pm Final exit interview with appropriate program officials.

3:30 pm Site Visit Team meets to draft the report of the Site Visit Team before departing.

5:00 pm Site visit is completed; team members depart

On Day III the team meets over lunch to arrive at a consensus view of how issues and topics will be discussed in the Site Visit Report. A final courtesy call will be paid to the appropriate program official(s). At this time, the Site Visit Team Chair should review the next steps in

completing the peer review and accreditation process, including the dates on which the Principal Representative should expect to receive the draft Site Visit Report. The team may also communicate the team's consensus view in this exit interview. In other words, the team may provide an overview of the strengths and weaknesses observed on the ground, making no judgments or evaluations. The team will normally depart in the late afternoon of Day III.

C. Three-day Site Visit

There may be instances when a three-day site visit will be needed. The Chair of the Commission on Peer Review and Accreditation and the host program director will make this determination. The Chair of the Site Visit Team will amend the sample two-day schedule as needed to accommodate a longer visit.

D. Off-Campus Site Visit

The model schedule presented above does not allow any time for review of off-campus programs. There are a great variety of such programs, some only a short distance away and others much farther, even abroad. Should an off-campus site visit be required, it need not be held at the same time as the visit to the parent campus; rather, these situations will be resolved on a case-by-case basis. The Chair of COPRA or the program's COPRA liaison will arrive at an understanding with the dean or program head of the applicant program concerning the nature and scope of off-campus (or multiple-campus) site visits. Once these are determined, the Site Visit Team Chair and the program head will work out the specific arrangements.

E. Non US-Based Program

Site visits that take place at non US-based programs may require additional time due to the preparations that will be necessary and the additional time it may take to travel to the program. Programs hosting a NASPAA Site Visit are required to have their materials in English and the site visit will take place in English. The program will be responsible for having an interpreter available if necessary and for the costs associated with processing visas.

V. INTERVIEWS WITH UNIVERSITY AND PROGRAM ADMINISTRATORS, FACULTY AND STUDENTS

A. General Guidelines

Interviewing those who make the program function--faculty, students and administrators--is largely what the site visit is all about. During the visit, some time must be spent reviewing appropriate records and inspecting facilities. Some of the visit must also be devoted to team conferences to establish an early consensus about the report that must be prepared for the

Commission on Peer Review and Accreditation. However, interviewing will consume the most time and should yield the greatest dividends in terms of the site visit objectives. This requires that the Site Visit Team thoroughly review the program's Self-Study Report and draft in advance a list of questions to be asked during the visit. It is a good idea to ask one or two high priority questions of all audiences, typically drawn from the areas of concern noted in the Interim Report, followed by a few more specific questions for different groups (administrators, faculty, students, community partners).

When conducting the interviews, the Site Visit Team should be continuously aware of the requirements of the Site Visit Report that must be prepared for COPRA. Different sections of the report may require the use of varied interview techniques as illustrated below. By the time the two site visit days are over, the team should have heard and gathered enough material in enough different forms to be able to draft the Site Visit Report, with requirements for factual information on the one hand and sensitivity on the other. It is important to keep in mind that the Site Visit Team will use interviews in combination with program documents and other tangible evidence to verify the program's descriptions and to address issues raised in the Interim Report. (See Appendix C for the Site Visit Report Template).

B. Interview Techniques

These examples do not imply that the Site Visit Team is restricted to only formal or only informal interview techniques. Rather, the entire site visit experience will be most rewarding for everyone if more formal and less formal styles are combined.

Site visitors should be thoroughly prepared for every interview. Such preparation generally requires a focus on two fundamental decisions: (1) the aspects of the Self-Study Report, COPRA concerns, and/or NASPAA standards most relevant to the person being interviewed; and (2) the order of priority of the issues to be covered in the limited time available.

The site visitors use interviews to understand the program in relation to NASPAA standards as well as how the program is perceived in general. While each interview may begin with a question on a prepared list, a formal, matter-of-fact interview may not be the best approach to develop a clear perception and understanding of the character and substantive elements of the program. A less formally structured interview process, more akin to a conversation, may provide a richer and deeper understanding on the part of the Site Visit Team. A good deal of unstructured give and take can be quite appropriate in many situations.

There are some cautions to be observed when interviewing. First, the site visitor should not allow the person being interviewed to dominate the session by posing questions to the Site Visit Team. Second, lengthy asides from the Site Visit Team member about his or her own program should be avoided. The result may be a long meeting without the priority questions being answered--or answered as fully as otherwise possible. Third, during the interviews, the nuances, unique features, and special ways of doing things that characterize the program will have to be drawn out from the persons being interviewed. It is important that the Site Visit

Team respect what is unique about the program being reviewed and the many ways in which a program can achieve excellence. However, what is being said by any one person will have to be reconciled with differing opinions from other administrators, faculty, or students, or with information from the Self-Study Report or from reviews of program records.

The sections below provide suggestions about the kinds of issues that site visitors could raise with different groups, including university administrators, program faculty, students, and community stakeholders, and some sample questions. The questions listed in the following sections address the NASPAA standards and commonly encountered issues, but these should not be used as a checklist to be covered. Information relating to these issues should be elicited in a conversational way. The skillful site visitor will create the opportunity for the person being interviewed to tell the Site Visit Team about the issues germane to the site visit, and will not behave as an interrogator or inspector.

C. The University Community Outside the Program

Members of the university community not directly associated with the program can provide useful insights into a variety of issues of interest to the Site Visit Team. There may be a few challenges with interviewing such persons. First, there is the issue of identifying suitable candidates for interviews. Generally, the Chief Academic Officer of the University is interviewed on the last day of the visit. The University-wide person or group responsible for program review and/or assessment could also be interviewed. The program under review can best identify other persons in the university who can be most helpful to the Site Visit Team. These may include other administrators, faculty in other schools or colleges, or persons in research or service units connected with the program.

Second, arrangements must be made for the Site Visit Team to meet these persons. The Chair of the Site Visit Team should consult with the program head on scheduling the actual interviews, which on average last about 30 minutes. The morning of Day III may be optimal as it will permit the Site Visit Team to ascertain the perception of the program from multiple perspectives.

Questions for interviews with university people outside the program could include:

- What is the mission of the program? What are its observable goals, objectives and outcomes? What are its public service values?
- How does the program regularly evaluate its performance and use the information for continuous improvement as well as to guide and plan its future development?
- How would you describe the population of students, employers, and professionals the program serves? How are these stakeholders involved with the program?
- How has the program distinguished itself in terms of contributions to public affairs, administration, and/or policy? For example, through research, teaching, or community service?
- Is the program perceived to have sufficient capacity to meet its goals in terms of

program faculty and program administration?

- Does the program appear to be well-supported academically and financially by the department or school in which it is located, and by the university?
- What is the program's interface with other departments, schools, programs and other components of the university?
- Is this program perceived to be responsive to issues of diversity?
- How is the future of this program perceived?

Members of other groups to be interviewed, such as program administrators, faculty, and students as well as external stakeholders (see below) should also have an opportunity to react to as many of the issues and questions raised above as possible so that perceptions can be compared. Certainly faculty and staff in the program should have an opportunity to respond when negative impressions were received from those outside the program. Helping the program see itself as others in the university see it may constitute an important dimension of the Site Visit Team's consultative role.

D. Program Administrators

The dean and/or program head should be asked to respond to issues and questions listed above as appropriate. In addition, there are other issues that may be addressed, such as:

- How did the program establish its mission, purpose, and public service values? Who was involved (for example, internal or external stakeholders)?
- What is the process the program uses to collect, apply, and report information about its performance and its operations?
- How effective has the program been? How has it improved?
- What are the program's long range plans?
- How does the administrative structure support the program's mission and operations?
- How does the budgeting process support the program's mission and operations?
- What are the academic or professional strengths of the faculty as a whole? How has the program distinguished itself in terms of scholarship and/or community service?
- How active or involved is your advisory council?
- How are mission-specific required or elective competencies (program options, concentrations or specializations) created, expanded, contracted or terminated?
- How is the internship program (if offered) managed? Has it been successful?
- How are students recruited?
- How does the program promote diversity and a climate of inclusiveness for students and faculty?
- Describe how the program ensures that students attain the required and elective competencies as well as the professional competencies.
- What types of communications does the program use to inform students, faculty, alumni, employers, and other stakeholders?

Again, many of the above questions could also be addressed to the faculty members in the

program under review to gain comparative perceptions.

E. Faculty Members

Faculty could be asked to address the faculty perspective on any of the questions already listed above. In addition, other questions might be relevant to full-time or part-time faculty. All questions should be linked to one of the standards for accreditation.

- What has been the faculty's role in establishing the program's mission, purpose, and public service values?
- What has been the faculty's role in collecting and applying information about the program's performance?
- What has been the faculty's role in planning for the program's future?
- How are faculty involved in program administration and governance?
- How was the faculty involved in preparing the Self-Study?
- What is the faculty's role in program assessment? How are competencies addressed in your course?
- What is the relationship between the competency assessment done in your course and overall program evaluation?
- How does the MPA Faculty interact with the larger faculty in your department or school?
- What are the faculty's strengths?
- How is the faculty distinguished in scholarship or community service?
- What is the faculty role in recruitment and hiring of new faculty?
- How do faculty shape the communications the program provides to its stakeholders?
- What message would you like for us to convey about your program to the administration of your university?
- What is the faculty role in recruitment and admission of students?
- How does the program promote diversity and a climate of inclusiveness for students?
- What support services do faculty provide for students, such as academic advising, internship supervision, or career counseling?
- What assignments in your classes do students complete to demonstrate competencies in [specific topic]? Can you show us some examples?
- What value do you think the MPA program adds to the typical graduate of your program? Can you provide us with some evidence of this?

F. Student and Alumni Representatives

Students and alumni are an important source of information and issues. Questions of the following kind could be raised with representatives of the student body and alumni:

- What are your career goals?
- What were your reasons for electing this program?
- Do you think this program will help you to meet your career goals?
- Are you generally satisfied with your experience in the program? Has it met expectations? Can you be specific?
- What do you perceive to be the mission and objectives of this program?
- Is the curriculum consistent with these goals?
- Given your participation in the program to date, do you think you are achieving the knowledge, skills, and abilities you will need in a public service job?
- What are the structural components and degree requirements of the curriculum?
- What are the strengths and weaknesses of the curriculum?
- Which single educational experience in this program have you most enjoyed?
- On balance, how would you characterize your "typical" professor?
- If faculty or course evaluation forms are available to students, have the results of these questionnaires made any difference? If they don't exist, should they?
- Do students participate in the governance and development of the program? formally? Informally?
- Who in your judgment are makers for change and development in the program; the dean, the program head, the faculty?
- What is your evaluation of the academic support services - the library, computer facilities, etc.?
- What is your evaluation of student services - career counseling and placement, and the like?
- What opportunities has the program provided to interact with public service practitioners?
- Were admissions criteria and processes clearly articulated and were advertisements consistent with your experiences after enrollment?
- Does the program have diversity goals of which you are aware? What do you believe the program is doing to achieve these goals? Are issues about such topics as diversity and cultural competency discussed in any of your classes? (This question should be raised with students in general as well as with students specific diversity programs intend to serve).
- What has been the participation of students in the self-study?
- (For alumni) In what ways are you as alumni involved with the program? Are you contacted with any degree of regularity?
- What would you say to someone requesting your advice about entry into this program?
- What is your message, to the president of your university, to the dean, the faculty, student leaders, potential new students and the Site Visit Team?

Do not interrupt the classroom process to reach those you wish to meet. A single classroom visit may produce a more distorted than reliable picture of what generally goes on.

One last word: the team will fulfill its consultative role by also conveying to department

administrators how the program is viewed from "within" as generally perceived by faculty and students. This consultative dimension is generally only possible, however, if the team has had an adequate opportunity to meet alone with faculty and student representatives.

If the site visit has gone well, the last meeting with the program will likely be an opportunity for the team to review the evidence observed throughout the visit. On the other hand, if there are items that need more attention, arrangements should be made between the Chair of the Site Visit Team and the program head to resolve any remaining site visit requirements.

VI. APPROACHING OUTCOMES-BASED ASSESSMENT

Over time, the Commission expects that its understanding of the Standards and the expectations of what it means to be in compliance will advance and evolve, as programs (and COPRA) become more familiar with the competencies-based approach to accreditation. The Commission will expect accredited programs to continue to develop their competency measures and use of assessment tools, and that this maturation should be evident in the program's submissions to COPRA.

Standards 1.3 and 5 form the foundation of the COPRA's outcomes-based approach to assessment. COPRA expects programs to present sustainable, long-term, mission-based plans to evaluate themselves both overall as a program and with regard to specific student learning outcomes. The site visit team should verify that the program has operationalized its competencies with respect to its mission, identified mission-based links between its competencies, its curriculum, and its measures. Any additional concerns cited by COPRA in the Interim Report to the program should also be addressed.

One way to provide evidence of conformance is for the program to implement a direct, competency-based program assessment approach. The Commission expects a program to provide information on the implementation of its evaluation activities, how competencies are being assessed directly, who is involved in the assessment process, how rubrics are created and used, how information from assessments is analyzed, and how that analysis is used for overall program improvement. Overall, COPRA expects programs to provide direct evidence or data to support that its students have achieved the competencies established by the program with respect to its mission. The responsibility of the site visit team is to help COPRA understand the nuances of the assessment plan and its implementation. Again, the site visit team should not pass judgment on the program's conformance with the standards, but it should present COPRA with detailed evidence.

VII. REVIEW OF PROGRAM RECORDS

When the question of conformity depends on specific data, it is important that an adequate

auditing process be undertaken of those records supporting the factual presentation in the Self-Study Report. Care should be exercised to assure that the most relevant records are reviewed, and that an appropriate sampling technique is employed. The following discussion focuses upon those areas of the Self-Study Report where a "hands on" familiarity with the records of the program is likely to be important. Site visitors may wish to examine the kinds of records and materials discussed below that are relevant to the respective standard(s) when and if they are available. At the program's discretion, these documents can be made available in hard-copy or electronically, but must be accessible to the team during the site visit. Some programs have found it helpful to provide site visitors with a flash drive or access to an online document sharing space such as Dropbox.

A. Records Relevant to Standard 1: Managing the Program Strategically

The team will need to examine any mission goals, or objective statements that the program has as well as planning and internal assessment documents. Documents should show the processes used to develop/ review the mission statement, including faculty meeting minutes. Such materials should be read with a view to better understanding of the program's policy-making process and its past and future directions. Programs should also provide a logic model detailing the overarching assessment processes for programmatic improvement.

B. Records Relevant to Standard 2: Matching Governance with the Mission

The team will need to examine documents relating to the administrator's authority in the governance of the program and the faculty nucleus' substantial determining influence in the program. Documents should include faculty meeting minutes, documents outlining the roles of various faculty members within the program, and documents relating to the relationship between the program and the department or school in which it is housed.

C. Records Relevant to Standard 3: Matching Operations with the Mission: Faculty Performance

The team may wish to examine a sample of minutes of school-wide and/or program-wide faculty meetings. Where appropriate, the program's, but not individual faculty member's, annual report(s) may be reviewed. The Site Visit Team Chairperson should arrange before arrival to have such minutes and reports available in case the team wishes to review them. Such materials should be read with a view to better understanding the involvement of individual faculty members in the program in determining qualification and involvement in faculty nucleus. The Site Visit Team should also review records relating to the implementation of faculty diversity goals. For instance, the program could provide its current, program-level and mission-based diversity plan.

D. Records Relevant to Standard 4: Matching Operations with the Mission: Serving Students

The team, with the aid of appropriate faculty or administrators, may request a review of student transcripts and/or degree requirement control sheets to determine the basis on

which course and other degree requirements are waived or met, and to determine if completion of course prerequisites is enforced. If an internship program exists, the team should review a sample of the documents relating to students in the internship program. Also, the team should note the adequacy of managing the internship program, e.g., the job availability, description, letters of appointment, and supervisory activities, and the impact of the internship on developing student competencies. Final transcripts should also be a part of this review to determine if standards for graduation are enforced. The team may review documents relating to the recruitment efforts of the program and its diversity plan pertaining to student enrollment.

E. Records Relevant to Standard 4: Matching Operations with the Mission: Serving Students

The team may request to see admissions data on all or a random sample of enrollees who entered during the self-study year so that a judgment can be reached on the application of admissions standards. The team may also wish to review a sample of the records that support the presentation of these data. In addition to focusing on the above admissions data, the team might also examine computer printouts of the class registrations of several typical classes to determine whether the profile of those in the classroom parallels the picture of graduate student characteristics suggested by the admissions data. It is, for example, meaningful to know whether a significant portion of the class registration is accounted for by degree or non-degree students from other divisions or schools within the university and whether such students have different backgrounds and credentials.

Also, team members may wish to review the distribution of grades earned by students enrolled in several typical classes and to compare the results of this distribution with a cross-sectional profile of the admissions credentials of these students. This process may prompt or answer questions concerning (1) the admissions process in general and/or (2) the implied rigor of the graduate programs.

F. Records Relevant to Standard 5: Matching Operations with the Mission: Student Learning

The team will ask to see records verifying the program is assessing the universal and unique mission-based competencies not provided as part of the Self-Study Report. The program will have documentation available to show how they have defined and operationalized the competencies, employed direct measures of learning, gathered evidence of learning, analyzed evidence of learning and used evidence for program change. Programs must have documents showing that they are at the stage in the cycle they indicated in their Self-Study Report (table 5.1 Part B). These documents can include faculty minutes detailing discussions of student learning evidence, analysis, and program change, rubrics for evaluation, student and alumni surveys, course syllabi, and program policies. Examining student work (capstone papers, portfolios, reports, tests, etc.) also provides the Site Visit Team with evidence of the expectations of the students and the quality of the work. Programs are also required to provide the site visit team (and upload to the SSR) an assessment plan that clearly indicates its timeline for assessment of each universal and mission-specific competency, the links to the program mission, and its strategies for gathering, analyzing, and using evidence of student learning.

F. Records Relevant to Standards 6 Matching Resources with the Mission

The team may wish to visit the placement office and the library. It may be helpful to see the documents that relate to the placement activities, e.g., career counseling, student vitae, and to interview appropriate library officials and look at the library's record of yearly book acquisitions in subject fields offered by the program. The list of regularly maintained periodicals and journals may be obtained and reviewed, if necessary. In the case of online programs, the team may wish to see how students access materials, communicate, and interact in the virtual spaces.

VIII. THE SITE VISIT REPORT

The final and crucial product of the site visit is the team's report to the NASPAA Commission on Peer Review and Accreditation. The site visit report is only one component of COPRA's overall decision process.

A. Team Consensus

The team will begin to assemble its impressions as early as the evening of Day II of the visit. As suggested previously in the proposed site visit schedule, the team should arrange to meet alone before departing from the campus to develop a consensus and/or a draft of the team's report. It may wish to meet a second time after having met with the program faculty and dean.

All members of the team should be involved in the development of the report, even though ways of allocating drafting responsibilities will vary. Everything that the team discusses in the report should be linked to one of the Standards; if the evidence does not relate to a Standard, it likely should not be included (unless in the commendations, recommendations, or best practices section of the report). The final wording of the report should be reviewed and accepted by all team members before it is officially submitted.

If it should happen that a consensus cannot be arrived at, then all members of the team should have the same perception of the inhibiting causes, and an agreement should be arrived at on how the failure to achieve consensus will be overcome. In the event that consensus cannot be achieved on an assessment of an individual standard, then a statement on the diversity of judgment should be included in the discussion of that item in the team's report along with as much factual data as possible.

Neither the team's consensus nor lack of it should ever be conveyed to anyone at the host institution. This admonition is consistent with Part I.A. of this Manual.

B. Draft Site Visit Team Report to Program Head

Within 30 days of the site visit the program head will receive from the chairperson of the Site Visit Team a copy of the draft Site Visit Team Report electronically. The draft report must be completed within the Online Accreditation System.

C. Final Site Visit Team Report

The final Site Visit Report will have several main sections. A template is included in Appendix C. The Site Visit Report should be completed using the online accreditation database. The report should reflect the evidence gathered by the team on its visit, but no judgments of conformance with NASPAA Standards.

Section I. Introduction, provides summary of site visit activities and basic facts about the institution.

Section II. Background, Mission and Assessment, assesses whether the program's mission and related activities are appropriate for providing professional education for leadership in public service. Standards 1 and 5 are detailed in this section. Due to the centrality of these standards in the assessment process, the team should provide comments even if not cited as a concern in COPRA's Interim Report.

Section III. Item-By-Item Analysis of the Standards, discusses in detail each item raised by COPRA and the Site Visit Team for Standards 2, 3, 4, 6, and 7. The Site Visit Team should NOT reach final conclusions concerning conformity versus non-conformity with respect to the standards; such conclusions are only made by COPRA. The Site Visit Team is not required to discuss standards that COPRA did not draw attention to in the Interim Report, with the exception of Standards 1 and 5. It is encouraged to discuss, however, any additional issues raised by the team.

Section IV. Commendations and Recommendations, allows the Site Visit Team to commend the program on outstanding efforts and make recommendations for strengthening the program within the context of the program's mission and goals.

Section VI. Best Practices and Best Practices in Diversity, allows teams to flag noteworthy strengths and practices in any area. The program may be highlighted in NASPAA communications and/or asked to share their practices with researchers or peers, outside of accreditation.

Again, the Site Visit Team is asked to make presentations of the facts and evidence gathered on the visit. However, it will **not** recommend either for or against inclusion on the NASPAA roster of conforming programs, which is the responsibility of the Commission on Peer Review and Accreditation alone. This procedure has been adopted to ensure that NASPAA standards are applied consistently to all programs that apply for peer review.

D. Program Responses

The program will have two opportunities to respond to the site visit report. The first is a response to the draft report. This response is intended to afford the program the chance to offer any factual corrections to the site visit team. As the report is not a negotiation between the team and the program, it is the presentation of the evidence the site visit team gathered, this first response should limit itself to errors of fact: names, program titles, etc.

The second response to the site visit report, to be completed by mid-May of the cohort year, is the program's formal response to the Commission. This response allows the program a more substantive response to the site visit report. It can include changes that have been implemented since the site visit, specific responses to areas within the report with which the program disagrees, or the detailing of future programmatic plans. This is the program's last opportunity to communicate with the Commission prior to the June decision meeting.

E. Communicating Observations

The Site Visit Team in its report must clarify any factual questions raised by the Commission on Peer Review and Accreditation and go on to provide its own assessment of these facts. However, the Site Visit Team's report must stop short of making a final assessment of conformity versus non-conformity. That decision should be reserved for the Commission. In writing the final report, the authors should bear in mind that the applicant program will be given the opportunity to review the draft of the Site Visit Team's report prior to it being made available to the Commission. The program will have the opportunity to inform the Site Visit Team if they believe there are any factual errors, which the team may choose to take into consideration during the final drafting of the report.

Section III of the final report should address the specific questions raised by the Commission in its interim report as well as cover standards not specifically cited by the Commission in its interim report, but ones in which it has concerns that it would like to raise to the Commission. A fine line may exist from time to time between reporting the facts and "assessing the facts" yet not making a final determination of conformity versus non-conformity. The following examples are designed to illustrate both how to provide evidence without making a judgment and when the report has substituted judgment for observations.:

> Example 1: Standard 2.2 Faculty Governance: Though the program states it has five FT faculty members the Site Visit Team can only determine that four have substantial determining influence for the governance and implementation of the program. It appears that the fifth faculty member that the program is counting does not teach a core course nor does it appear that this person is significantly involved in the governance of the program. Professor X's name does not show up in the minutes of the faculty meetings and has not taught a core course in six semesters, teaching only the elective course X.

Example one is a strong example of how to provide evidence of why the Site Visit Team has concluded the program is below 5 faculty members. The team did not state the program is out of conformance, but provided evidence of what it witnessed.

Example 2: Standard 5.1 Universal Required Competencies: Students are introduced to the competency in 6 required courses (PUBA 5001, 5001, 5002, 5003, 5004, 5005, and either 5006 or 5007 depending on which one they select). Students practice the competency in those same courses as well as several electives. Students are assessed on the mastery of the competency in PUBA 6000 (Captsone/Integration) and then either through a thesis, project, or comprehensive exam…The SVT examined the rubrics used for assessment, as well as minutes from the faculty meetings, and confirmed that the summary assessment data are analyzed and program changes are made in direct response to the assessment.

Example two is a good example of presenting the evidence seen on the visit to COPRA. To strengthen it, the site visit team could have expanded on how the data are analyzed (i.e. is there an assessment committee?), the process for making program change, and who is involved..

Example 3: Standard 5.1: Universal Required Competencies: The Site Visit Team was unable to determine how the program's selected measures specifically relate to the student learning outcomes or universally required competencies. It appears that the processes in place for assessment are largely informal, relying largely on grading within courses although other program level performance data is captured relevant to Standard 1. Little evidence existed pointing to a systematic process for collecting and analyzing data. Furthermore, no data was presented because it was maintained by individual faculty. Rather the program provided documentation that clarified how the student learning outcomes match up with the universally required competencies.

To strengthen example three, the site visit team should have elaborated on "little evidence", stating specifically what it was able to examine and how the documentation provided clarified the relationship between the SLOs and the required competencies.

Example 4: Standard 5.4: The SVT believes an internship should be a requirement for all pre-service students. Currently this is not an issue with the program because almost all students are in-service students. However, it is possible that in the long run some students will graduate without having any exposure to real life public service.

In example four, the site visit team inappropriately included its judgment for the program's internship policies. Instead, the team should have noted evidence of how the program was communicating professional competencies, as related to Standard 5.4. For instance, "Currently, the program has no formal internship policies. The program does not track which of its students are pre-service and may benefit from internship placement. However, the vast majority (80%) of students are in-service, as indicated in the SSR and confirmed by the site visit team." By not including its judgment, the SVT leaves it to COPRA to determine whether or not the program is in conformance with Standard 5.4.

Example 5: Standard 5.1: They were actually a little further along than they reported and had made some program changes based on the evidence collected. They added a qualitative methods course to the core after reviewing capstone papers for their competencies and finding qualitative methods to be a weakness of their students.

Example five, like example four, is an incomplete response. The SVT fails to indicate where the program is within its assessment cycle. The team should have elaborated on what evidence was presented by the program to indicate to which stage its assessment had progressed. For instance, "The SSR indicated that the program had only collected evidence of its universal competency. The program presented further evidence to the site visit team that it had now analyzed the evidence, shown by faculty meeting minutes and the external review of capstone papers using a rubric, and that the faculty had voted to add a qualitative methods course to the core curriculum after noting qualitative methods as a weakness." By elaborating in this way, the site visit team would have better communicated to COPRA what progress the program had made since the SSR.

Again, the Site Visit Team should stop short of making a final decision concerning conformity. In addition, the Site Visit Team is reminded that when drafting the report, care should be taken to select a style of writing and an approach that emphasizes an impartial reporting of the evidence. Finally, it is worth repeating that the Site Visit Team will not recommend for or against listing the applicant program on NASPAA's roster of accredited programs in conformity with the standards.

Section IV of the report should be one or two pages in length, and is devoted to developing a set of recommendations that the Site Visit Team believes will strengthen the program. These recommendations must be couched in terms of the NASPAA standards and not the public service philosophy of individual Site Visit Team members. Section IV should capture the consultative dimension of the site visit process. It should reflect the genuine concern each visitor should have for the welfare and development of the host institution and its program(s). It is, however, clearly impossible for site visitors to become, in a couple of very busy days, as knowledgeable as are their host about special local influences which must be taken into account when policy and innovation are at issue. The Site Visit Team may also indicate to COPRA whether or not the program has any breakthrough practices at the end of the report.

Should the Site Visit Team wish to communicate anything that does not fit or format appropriately in the online report form (for instance, corrected data tables), the Site Visit Team should upload appendices to the report to the online database, noting this in the report itself.

In the event that the Site Visit Team is unable to reach consensus on a set of recommendations to strengthen the program, it is appropriate to report divergent recommendations, taking care that the recommendation is couched in terms of the NASPAA standards and not the public service philosophy of the individual team members.

Accordingly, the Site Visit Team Report must be sensitive and tactful when specific solutions are

advocated in those areas where improvement is deemed to be important.

F. Deadlines

The deadline and distribution of the Site Visit Team report are as follows:

1. DRAFT REPORT: A draft of the entire report should be completed by the chairperson within **30 days** of the end of the site visit and submitted to the program for review. The chair should notify the program representative when the draft is accessible. IThe report should be completed within the Online Accreditation system.

2. PROGRAM RESPONSE TO DRAFT REPORT: The appropriate representative of the applicant program must acknowledge receipt of or file a response to the draft report with the chairperson of the Site Visit Team and the Commission within **two weeks** of receipt of the draft report. This response is intended to correct factual errors within the report. Any perceived discrepancies by the program can be articulated, but the site visit team has no obligation to amend its report. The program also has the opportunity to respond directly to COPRA following the filing of the final report.

3. FINAL REPORT: Assuming no major revisions are necessary, the final version of the Site Visit Team Report should be completed within two weeks of receipt of the applicant program's response. In the event of substantial revisions, the Site Visit Team chairperson must advise the Commission of the amount of extra time that will be needed.

4. DISTRIBUTION OF REPORT: The Site Visit Team chairperson should submit and lock the Final Report in the online system. Additionally, the chairperson should notify the program, NASPAA, and other team members the report is finalized.

5. PROGRAM RESPONSE TO FINAL REPORT: The program has the opportunity to respond to the final version of the report. If the program wishes to communicate to COPRA any programmatic changes made following the site visit or respond to any aspects of the final report itself, the program should do so by mid-May, before the COPRA meeting in June. This response is optional and wholly separate from the program’s response to the draft site visit report.

IX. THE PEER REVIEW/ACCREDITATION LIAISON

The liaison is a member of the Commission on Peer Review and Accreditation and plays an important role in the peer review and accreditation and site visit process. The liaison is assigned to a program or group of programs by the chair of the Commission. This member of the Commission will act as liaison between COPRA and the program as well as the Site Visit

Team and COPRA. Prior to the visit the Site Visit Team Chair will most likely have had contact with the program's COPRA liaison to discuss in further detail what information the Commission needs during the visit to make an accreditation decision.

X. TRAVEL REGULATIONS

NASPAA SITE VISIT TEAM MEMBERS

SITE VISIT TEAM MEMBER'S RESPONSIBILITY

You, as a member of the Site Visit Team, have a number of responsibilities in connection with travel. You are expected to exercise the same care in incurring expenses during the site visit that a prudent person would exercise if traveling on personal business.

AUTHORIZATION

Your authorization to travel as a member of a Site Visit Team to evaluate a degree program will be a letter from the Chairperson of COPRA. The program to be visited will be identified along with the dates for the visit as well as the other members of the team. A Team Chairperson will be appointed by the Commission on Peer Review and Accreditation.

TRAVEL BY COMMON CARRIER

Tickets**.** The responsibility for purchasing the air travel ticket rests with each individual member of the Site Visit Team. Programs may handle air reservations only if the airline or travel agent bills the program directly.

Class of Travel:

Air Accommodations. All team members will use coach air travel accommodations. If first class air accommodation is used, the individual Site Visit Team member will be personally responsible for the difference between coach fare and first class fare. If you choose to check a bag you will be reimbursed for one bag fee both ways. For international travel, please discuss class of travel with NASPAA staff.

Rail Accommodations. You are authorized a first class seat for day-time travel.

TRANSPORTATION TO AND FROM THE CARRIER TERMINAL

Reimbursement will be allowed for taxicabs and for limousine fares (plus tip of 15%) to, from, and between common carrier terminals. Please provide receipts.

TRAVEL BY PRIVATELY OWNED AUTOMOBILE

If you drive a privately owned automobile, reimbursement will be allowed at the rate of 56.5 cents per mile (IRS 2012). Site Visitors seeking reimbursement for such mileage must include a Google Map, MapQuest or other such print out verifying the mileage. You will be reimbursed for highway, bridge, and tunnel tolls, ferry fares and parking fees if they are itemized and

receipts are submitted with your travel voucher. If you have to stay overnight at a hotel as a result of driving, you will not be reimbursed for the cost of the hotel accommodation.

Travel by privately owned automobile is not to exceed cost by common carrier.

LODGING/MEALS

In the interest of keeping the Site Visit Team costs reasonable, NASPAA has adopted the following guidelines for lodging and meals:

1. The program head arranges hotel accommodations for each Site Visit Team member and so notifies them. (Since many universities have arrangements with local hotels, the program head may be able to take advantage of available discounts and will know the hotel costs in advance.) It is permissible for the program to pay the hotel directly for lodging of the team for the duration of the visit.

2. Receipts will be required for reimbursement of meal expenses. Copies of all receipts will be sent to the program institution for billing purposes. You are expected to exercise the same care in incurring meal expenses during the site visit that a prudent person would exercise if traveling on personal business.

3. Incidental expenses up to $10 in **total**, including lights meals or snacks, do not require receipts--but you still need to report and itemize them on the expense form.

4. In following NASPAA practices, NASPAA will not process reimbursement requests for alcoholic beverages (except table wine or its equivalent with dinner).

5. A few public state universities must follow per diem rules with respect to expenses for campus visitors. Your program host should inform you if this is the case for your visit, but if you are in doubt, please ask your host. In that case, you will not be able to claim for more than their maximum for hotel and meals. Please contact NASPAA if any problems arise in this regard.

NONREIMBURSABLES

NASPAA will not reimburse Site Visit Team members for the personal expenses such as childcare or pet boarding.

SUBMISSION

Expense reports along with receipts for reimbursement should *ONLY* be sent electronically to the NASPAA Office. NASPAA will process the reimbursement request and reimburse you directly. Under no circumstances should a site visitor submit their reimbursement requests to the host program. NASPAA reimburses site visitors rather than the host program to prevent any appearances of impropriety and so there is no direct "payment" from the host program to the members responsible for reviewing their program.

gregory@naspaa.org or copra@naspaa.org

Reimbursement requests must be received within 60 days from the close of the site visit. Any reimbursement requests received more than 60 days after the visit will **not** be honored.

APPENDIX A. SUMMARY OF PEER REVIEW PROCESS

A. Preserve the Confidentiality of Peer Review Process

1. NASPAA accreditation guidelines require disclosure upon request of Site Visit Team members. However, Site Visit Team members shall make no disclosure about individual program evaluations and recommendations resulting from the Site Visit Team review process.

B. Understand and Preserve the Intended Character of the Site Visit Team

1. It is an inquiring arm of COPRA.
2. It is a cooperative, not an adversarial or an advocacy group of professional colleagues.
3. It is responsible for presenting and interpreting the facts about the applicant program to NASPAA's Commission on Peer Review and Accreditation.
4. It has the responsibility for fact-finding and fact clarification.
5. It is responsible for writing a final report on the program reviewed.

C. Protect the Integrity of the Site Visit Team

1. The Site Visit Team is a team, and must work as a unit.
2. The chairperson is the official spokesperson of the team.
3. Those who comprise the Site Visit Team are entrusted with the highest form of professional confidence.
4. Interviews conducted by team members are not interrogations.
5. The team members are not inspectors, and should not view themselves that way.
6. Team members should avoid statements of "how it should be done" or "how we do it at our institution."
7. Team members should not make decisions/ statements regarding conformance with the standards. Conformance with the standards is *solely* decided by COPRA.

D. Know the Main Objectives of the Site Visit Team which are:

1. To confirm that the program has a clear mission and goals that it regularly assesses.
2. To review data and information, and to verify and clarify, as needed, the description of the program as presented in the Self-Study Report.
3. To provide an occasion for the exchange of information among colleagues, and for learning about innovative developments responsive to common problems and opportunities in a common field.
4. To assess the program under review against its own stated goals and objectives.
5. To assess the program against the NASPAA standards.
6. To use the site visit findings as the basis for writing an evaluative report to the NASPAA Commission on Peer Review and Accreditation.

E. Make Sure Pre-Visit Preparation has been met, including:

1. A thorough knowledge of the peer review and accreditation process.

2. A knowledge of the standards, their interpretation, and the problems frequently encountered in their application.
3. A cover-to-cover familiarity with the applicant program's Self-Study Report, Interim Report, and program response to the Interim Report.
4. A careful reading of the following most recent documents:
    a. NASPAA Standards for Professional Masters Degree Programs in Public Affairs/Administration
    b. NASPAA Policies and Procedures for Peer Review and Accreditation
    c. COPRA Policy Statements
    d. Applicant Program's Self-Study Report
    e. Applicant Program's Interim Report and response
    f. Applicant Program's University Bulletins or Catalogs
    g. Applicant Program's Brochures, Pamphlets and/or Handbooks
    h. NASPAA Self-Study Report Form for Professional Masters Degree Programs
    i. NASPAA Site Visit Manual

5. A pre-visit call between (at least) the chair of the team and the program director, to outline what documentation and materials the team will need available during the visit.

F. Responsibilities of the Site Visit Team Chairperson

1. To chair the Site Visit Team.
2. To make contact with the liaison person of the Commission on Peer Review and Accreditation immediately after appointment as chair.
3. To ask, if this approach is desired, each member of the team to be particularly familiar with certain portions of the Self-Study Report and to write specific sections of the draft Site Visit Team Report.
4. To request the program head of the applicant program to submit a proposed time-table or schedule for the site visit to the chair of the Site Visit Team at the earliest possible opportunity following the establishment of the Site Visit Team.
5. To confirm with the program head the actual dates for the visit, and to request any specific information and/or arrangements for interviews that are needed to clarify any concerns or issues in the Self-Study Report as raised by the Commission on Peer Review and Accreditation.
6. To request before the site visit any special arrangements needed to interview specific university, college or school-wide faculty or administrators, alumni, advisory board members, or students.
7. To make determinations of the length and modification of the schedule for the site visit.
8. To arrange to have minutes of faculty meetings, specific reports and documents, and university affirmative action records available in case the team wishes to review them.

APPENDIX B. SITE VISIT CHECKLIST

Site Visit Checklist Special Interview Arrangements and Additional Documents Needed

Arrange Interviews with:
_____ Chief Academic Officer (Academic Vice President or Provost)
_____ Dean and/or Associate Dean of School
_____ Chair/Head of Department
_____ Program Faculty: full-time and adjunct
_____ Employers of Program Interns and Graduates
_____ Current Students
_____ Former Students (Alumni)
_____ Representative of Cooperative Program Units in Other Schools, Colleges, or Programs
_____ Director, Career Services (of the program, school, or college)
_____ Director, Internship Program (of the program, school, or college)
_____ Director, Student Services: Admissions, Counseling
_____ Advisory Board
_____ Librarian or Acquisition/Liaison Librarian for Program
_____ Affirmative Action Office

Additional Documents to be made available (if not included in self-study):
_____ Current Faculty Roster
_____ Current Course Schedule
_____ Current Course Outlines
_____ Individual Student Files (for transcript analysis)
_____ Updated Curriculum Changes
_____ Updated Program Description
_____ Report of Class Size
_____ Committee Assignments of Faculty
_____ Sample of Minutes of Program-wide or School-wide Faculty Meetings, showing issues, decisions, and attendance
_____Sample minutes of advisory board or community board meetings
_____ Program's Annual Report
_____ Diversity Plan and related documents
_____Program level program evaluation report, assessment plan, logic model, and/or continuous improvement plan
_____ Evaluation rubric(s) for assessing student work
_____ Surveys or other evaluation tools
_____Examples of student work that demonstrate how the universal and program-specific required competencies have been met
_____Copies of program's communications available to stakeholders
_____ Sample of student applications (for admissions criteria analysis)
_____ Policies and procedures related to internships, waivers, etc.

APPENDIX C. SITE VISIT REPORT TEMPLATE

Draft Management

Check the "Make Report Visible to School and COPRA (Draft Ready)" box when you are ready for the report to be viewed externally.

Do not click the "Submit and Lock Site Visit Report" button until you are completely finished with the report; you will no longer be able to edit the report after this button is checked and the report is saved.

Make Report Visible To School And COPRA (Draft Ready) ☐

Submit and Lock Site Visit Report ☐

When editing the report, check the top box to make the draft report visible to the school and the bottom to lock the report, once final.

SECTION 1 INTRODUCTION:

1. List Members of site visit team, with Title and University
2. Dates of the site visit
3. Upload of Site Visit Schedule

Names of Site Visit Team

Site Visit Start Date

Site Visit End Date

Site Visit Schedule

Use this section to indicate the dates of the visit, the team members, and to upload the site visit schedule.

SECTION 2 BACKGROUND AND MISSION

In Section 2, The Site Visit Team should indicate whether the program's mission and related activities are appropriate for providing professional education for leadership in public service. The Site Visit Team should provide COPRA with information about the particular mission of the program, the general approach to carrying out that mission, and the procedures for periodic self-evaluation and planning relating to the program's Universal Competencies. The Site Visit Team should provide COPRA with information on the program's progress on the Universal Competencies they did not choose to discuss in their Self-Study report as well as their Mission-Specific Required and Elective Competencies.

(Due to the online nature of the format and to reduce on redundancy, SVTs will be asked to comment on Standards 1 and 5 in Section 2 and provide any information they would have under Section 3 in this section.)

Instructions:

For each Standard (in either Section 2 or Section 3) the program will check the appropriate box (Cited by

COPRA; Cited by SVT; Have Concerns; Have No Concerns). Site Visitors are required to provide information in the text boxes below each Standard regarding any Standard that is cited by COPRA in the Interim Report. The SVT may have concerns regarding a Standard that were not cited by COPRA, if this is the case the SVT should indicate they have a concern with the Standard and provide information to COPRA regarding their concern. (If there is a Standard not cited by COPRA and the program has no concerns with the Standard the SVT does not need to provide any commentary in the text box but should check the Have No Concerns box).

State the program's Mission: Indicate the program's mission here.

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.**

Standard 1.1 Status

In each Status section, the SVT should indicate if COPRA has concerns (by checking the "Cited by COPRA" box), as well as the concerns of the team (by checking "Cited by SVT"; "Have Concerns"; or "Have No Concerns")

Standard 1.1 Comments

In each Comments section, the SVT should detail the relevant evidence provided by the program, addressing COPRA's concerns as well as any of the SVT.

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

Standard 1.2 Status
Standard 1.2 Comments

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

Standard 1.3 Status
Standard 1.3 Comments

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.**

The SVT in this section should comment on any concerns relating to how the program has operationally defined each of the universal required competencies and their relationship to the programs mission.

Standard 5.1 Status
Standard 5.1 Comments

5.2 Mission-specific Required Competencies: The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

The SVT in this section should comment on any concerns relating to how the porogram has operationally defined each of their mission-specific required competencies and their relationship to the programs mission (if applicable).

Standard 5.2 Status
Standard 5.2 Comments

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

The SVT in this section should comment on any concerns relating how the program has operationally defined each of their mission-specific elective competencies and their relationship to the programs mission (if applicable).

Standard 5.3 Status
Standard 5.3 Comments

5.4 Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Standard 5.4 Status
Standard 5.4 Comments

The Site Visit Team should review in the program's SSR where the program indicated it thought it was in the stages of assessment for each competency. The Site Visit Team for this Standard should indicate after its review of the programs assessment practices where the SVT thinks the program is in the stages of assessment. Where the SVT differs from the program self analysis the team should provide information in the text box below on why they think the program is either further along or not as far as the program

itself indicated.

Competency	Learning Outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any Evidence used to make programmatic decisions	List what required courses cover this competency
1. To lead and manage in public governance					
2. To participate in and contribute to the public policy process					
3. To analyze, synthesize, think critically, solve problems and make decisions					
4. To articulate and apply a public service perspective					
5. To communicate and interact productively with a diverse and changing workforce and citizenry					
6. Mission specific required competency if applicable					
7. Mission specific required competency if applicable					
8. Mission specific required competency if applicable					
9. Mission specific required competency if applicable					

The SVT should use this table to indicate (yes or no) the progress of the program in completing cycles for each competency. It may differ from what was indicated in the SSR, and it should match the text below.

Standard 5.1-3 PART B: Stage of Assessment Comments

In this section, the SVT should explain any reasoning behind its characterization of the assessment cycle(s) in the above table.

Standard 5.1-3 Part C: One Assessment Cycle

The SVT in this section should comment on any concerns of the completed assessment cycle of the one universal required competency the program chose to highlight.

The SVT in this section should comment on any concerns of the completed assessment cycle o the one mission-specific required competency the program chose to highlight (if applicable).

The SVT in this section should comment on any concerns of the completed assessment cycle of the one mission-specific elective competency the program chose to highlight (if applicable).

To lead and manage in public governance

To participate in and contribute to the public policy process

In this section, the SVT should also discuss the competencies not highlighted by the program in its SSR.

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

SECTION 3 STANDARD BY STANDARD ANALYSIS

Each item raised by the Commission on Peer Review and Accreditation in its interim report to the program should be addressed in detail. The Site Visit Team should report the facts relevant to the questions raised by the Commission and provide an analysis of the program's relative performance with respect to the standard cited in each item. This assessment should assess the strengths and weaknesses of the program's performance with respect to the standard in question. However, the Site Visit Team should not reach final conclusions concerning conformity versus non-conformity with respect to the item and standard in question. Final decisions on conformity versus non-conformity should be made by the Commission based on clear assessments from the Site Visit Team.

In addition to addressing the concerns raised in the interim report, the Site Visit Team should here present its evaluation of the program's performance on any of the standards not specifically mentioned by the Commission that have risen to a point of concern for the team. The team in its report will indicate if a Standard not cited by COPRA has risen to a level of concern and provide information and facts to COPRA as to why the Site Visit Team feels this way. While evaluation and interpretation of "the facts" will be necessary and important, the Site Visit Team should not reach final conclusions concerning conformity versus non-conformity with respect to the standard in question. Final decisions on conformity versus non-conformity should be made by the Commission based on clear assessment from the Site Visit Team.

Standard 2. Matching Governance with the Mission

2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.

Standard 2.1 Status
Standard 2.1 Comments

2.2 Faculty Governance: An adequate faculty nucleus - at least five (5) full-time faculty members or their equivalent -will exercise substantial determining influence for the governance and implementation of the program.

Standard 2.2 Status
Standard 2.2 Comments

Standard 3 Matching Operations with the Mission: Faculty Performance

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

Standard 3.1 Status
Standard 3.1 Comments

3.2 Faculty Diversity: The program will promote diversity and a climate of inclusiveness through recruitment and retention of faculty members.

Standard 3.2 Status
Standard 3.2 Comments

3.3 Research, Scholarship, and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university

Standard 3.3 Status
Standard 3.3 Comments

Standard 4 Matching Operations with the Mission: Serving Students

4.1 Student Recruitment: The program will have student recruitment practices appropriate for its mission.

Standard 4.1 Status
Standard 4.1 Comments

4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

Standard 4.2 Status
Standard 4.2 Comments

4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

Standard 4.3 Status
Standard 4.3 Comments

4.4 Student Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Standard 4.4 Status
Standard 4.4 Comments

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous development.

Standard 6.1 Status
Standard 6.1 Comments

Standard 7. Matching Communications with the Mission

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

Standard 7.1 Status
Standard 7.1 Comments

Section 4 Commendations and Recommendations

In this section, the site visit team may commend the program on outstanding efforts and accomplishments and may recommend actions to strengthen the program. First, within the framework of peer review and accreditation (and without compromising the judgment to be made by COPRA), it is appropriate for the SVT to identify items that are well done or that are innovative in the field. This recognition of attainments and successes can add to the items covered in the review of standards.

Second, the site visit team may develop recommendations or suggestions which it believes will strengthen the program. These recommendations should flow from the mission of the program (and should avoid personal views of how things should be done).

Commendations

Recommendations

Use these sections to commend the program for aspects of its program, as well as recommend ways to strengthen it based on SVT observations.

Section 5: Breakthrough Practices (Optional)
Please use this space to describe any exemplary practices you may have noted while on this Site Visit. This section is not part of the Site Visit Report for conformance determination, but rather an area where researchers, COPRA and others can search for programs doing exciting things, to consider including those programs as examples in various communications. Please use descriptive words that might be useful in a keyword search (capstone, mission, assessment, direct measures, etc.).

Please check this box if the program has breakthrough practices in diversity and social equity. (As a

potential leading example and for potential consideration for NASPAA's Diversity and Social Equity Awards.) Breakthrough diversity practices should be demonstrable program. No strategies developed with respect to the program's unique mission and context. This section is not part of the Site Visit Report for conformance determination, but rather an area where researchers, COPRA and others can search for programs doing exciting things.

☐ Use the box to indicate if the program has any breakthrough practices in diversity.

APPENDIX D. SITE VISITOR CONFIRM AND CLARIFY GUIDE

Area of Focus	Standard	Basis of Judgment	Additional Detail	Possible Methods of Verification (not exhaustive!)		Other Considerations	Notes
				Documents Review	Interviews		
Mission Statement	Standard 1.1	The program's values should be reflected in the mission statement.	How does the program develop and review its mission statement? Which stakeholders are involved?	Website, governing documents, faculty meeting minutes, advisory board minutes, surveys	Faculty, students, advisory board, administrators, external stakeholders	When the degree under review is the flagship degree, the program and larger department/school may share a mission.	
Performance Expectations	Standard 1.2	Program activities and goals should reflect the mission.	Does the program have clearly defined expectations, which reflect the program's mission?	Faculty meeting minutes, advisory board minutes, program mission and goals, strategic plan, program annual report	Faculty, administrators	Program goals should drive strategic decisions in the program.	
Program Evaluation	Standard 1.3	The program has processes in place to measure its performance and continuously improve student success.	How does the mission guide program evaluation? How does the program assess whether or not it is meeting its strategic goals – strengths and weaknesses? Opportunities? Did the program provide evidence it has "closed the loop"?	Faculty meeting minutes, advisory board minutes, assessment plan, logic model, changes as a result of strategic review, curriculum/assessment committee documents, program annual report	Faculty, curriculum/assessment committee(s), Institutional Research	Standard 5.1 is just one piece of program evaluation – programs should evaluate goals and success across the program.	
Faculty Capacity	Standard 2.1	The program's administrative infrastructure fits its activities and program delivery model.	Does the program have adequate administrative capacity to pursue the program's goals? (especially considering delivery, assessment).	Course coverage, syllabi, job descriptions, teaching policies, university policies, faculty meeting minutes	Faculty, students, administrators	Faculty *and* professional staff capacity are important aspects of program delivery.	
Faculty Governance	Standard 2.2	The program has a faculty nucleus which exerts substantial determining influence over the program.	Does the program have an adequate faculty nucleus (5, full-time faculty) and an appropriate governance structure?	Faculty meeting minutes, job descriptions, hiring policies, advising policies, curriculum, course coverage,	Faculty, students, administrators	Nucleus faculty must be full-time with the institution, not necessarily with the program, but evidence must	

Area of Focus	Standard	Basis of Judgment	Additional Detail	Possible Methods of Verification (not exhaustive!)		Other Considerations	Notes
				Documents Review	Interviews		
				committee rosters, committee policies		demonstrate substantial determining influence.	
Faculty Qualifications	Standard 3.1	Faculty should be either academically or professionally qualified.	How does the program define academically/professionally qualified faculty? What are its thresholds for hiring and determining ongoing currency?	CVs, Website, Policies re: AQ/PQ, recruitment/hiring plan	Faculty, students, administrators	Professors are not AQ simply by holding a PhD.	
Faculty Diversity	Standard 3.2	The program's faculty should include and support a variety of perspectives and experiences.	How does the program recruit and retain a diverse faculty, as well as promote a climate of inclusiveness? How can it improve?	Diversity plan, recruitment/hiring plan, recent job postings, guest speaker roster, extra-curricular opportunities, mentoring program policies	Faculty, students, alumni, diversity office, administrators	Diversity looks different in different contexts – including across countries. How is the program intentional about modeling inclusivity?	
Faculty Research	Standard 3.3	Faculty should engage in scholarship, community, and professional service.	Are program faculty engaged in the academic and local communities?	CVs, AQ/PQ policies, P&T policies	Faculty, administrators	Faculty should advance not only the profession, but the program's community.	
Student Recruitment	Standard 4.1	Student recruitment efforts should reflect the program's mission-based target student population.	Does the program strategically recruit those students who can succeed and advance the program's mission?	Recruitment plan, diversity plan, persistence rates	Faculty, advisory board, administrators, admissions committee/officers	Programs should think strategically about the students it recruits, as a model for its future student population.	
Student Admissions	Standard 4.2	The program should have minimum and clear thresholds of admission requirements, which are well communicated.	Does the program consistently apply program admission standards as appropriate for its mission?	Student applications (including completed)	Faculty, admissions committee/officers	Admissions standards are often linked to persistence and graduation rates.	

Area of Focus	Standard	Basis of Judgment	Additional Detail	Possible Methods of Verification (not exhaustive!)		Other Considerations	Notes
				Documents Review	Interviews		
Support for Students	Standard 4.3	The program clearly communicates graduation standards, provides advising in support of graduation, as well as ensures support for internships and careers, including tracking employment.	Does the program provide advising and career services appropriate to its student body? Is the preponderance of students graduating?	Internship and job placements, graduation and persistence rates, advising policies, transcripts, internship policies and forms (including completed), student surveys	Faculty, students, career services (program or university)	Different types of students require different support services – consider how pre- v. in-service, in-person v. online, and other groups of students interact in a graduate degree.	
Student Diversity	Standard 4.4	Recruitment activities should reflect a consideration of diversity. The program should provide a supportive educational climate for a diverse student population.	How does the program recruit and retain a diverse student body, as well as promote a climate of inclusiveness? Do students feel supported and included?	Diversity plan, recruitment/hiring plan, curriculum, extra-curricular opportunities,	Faculty, students, alumni, administrators, diversity office	Diversity looks different in different contexts – including across countries. How is the program intentional about modeling inclusivity?	
Universal Required Competencies	Standard 5.1	Programs will define and measure the skills that students develop, related to each of the required competency domains.	How does the program define and assess student learning? Has the program identified and made changes to improve student performance? 2016-17 cohort is expected to provide evidence of 1 complete cycle of assessment on each of 3 competency domains.	Assessment plan, sample of measures of student learning (i.e. assignments, capstones, etc.), faculty meeting minutes, analysis of student learning measures, any indirect tools used to measure learning,	Faculty, students, administrators, assessment/curriculum committee(s), advisory board	While course-embedded tools are useful in student learning assessment, class grades are measures of how well one student performed in one class – not of overall student competency.	
Mission-specific required competencies	Standard 5.2	Some programs will have mission-specific required competencies, as well.	How does the program define and assess student learning? Has the program identified and made changes to improve student performance?	Mission, Assessment plan, samples of measures of student learning (i.e. assignments, capstones, etc.), faculty meeting	Faculty, students, administrators, assessment/curriculum committee(s), advisory board	Developed similarly to Standard 5.1, although not a consideration for most programs.	

Area of Focus	Standard	Basis of Judgment	Additional Detail	Possible Methods of Verification (not exhaustive!)		Other Considerations	Notes
				Documents Review	Interviews		
				minutes, analysis of student learning measures			
Mission-specific elective competencies	Standard 5.3	The program should articulate how elective offerings contribute to the program mission and goals.	What is the program's approach to concentrations, and how does the program ensure quality in these offerings?	Website, CVs, course coverage, course catalog, student enrollment, mission	Faculty, students, administrators	Capacity to deliver concentrations is key: can students take the courses they need to graduate on time?	
Professional Competencies	Standard 5.4	Students will have at least one experiential learning exercise/interaction with practitioners.	How does the program promote engagement with the professional community? What are its internship requirements?	Course schedule, internship policies, internship placement, guest speaker roster, capstone clients,	Faculty, students, career services, advisory board, administrators, adjunct faculty	Professional degrees should expose students to practitioners across a broad range of professions.	
Resources	Standard 6.1	The program's resources should be appropriate to pursue the program's mission, in all aspects of program delivery.	Does the program have sufficient resources to deliver the program and pursue continuous improvement?	Budget, administrative infrastructure, faculty travel policies, scholarships, IT (especially for online programs), physical space	Faculty, administrators	Emphasis is not on the dollar amount of the budget, but the program's overall capacity (or limitations) in pursuit of its mission. Often cited with another Standard because evidence is showing a lack of capacity or poor outcomes.	
Com-munications	Standard 7.1	The program should communicate with its stakeholders, demonstrating accountability, transparency, and ethical practice.	Does the program make the required information and data publicly available? Is it accurate and current? Easy to access?	Website, brochures	Faculty, administrators, IT staff	Programs should inform stakeholders to support decision-making in application/enrollment, employment, hiring, etc.	