



# NASPAA ANNUAL ACCREDITATION DATA REPORT

## 2013-2014

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## Introduction

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the global standard in public service education. To ensure excellence in education and training for public service, NASPAA operates a mission- and outcomes-based accreditation process that is driven by public service values<sup>1</sup>. Accredited programs must establish observable goals and outcomes, collect data on program performance, and use information about their performance to guide program improvement.

Since 2010, NASPAA has collected data on key outputs and outcomes of master's degree programs of public service education to track the development in the field, producing annual reports to present and analyze the aggregated data. This report is the fourth annual data report on NASPAA Accredited Programs. It includes three sections: A Snapshot of Accredited Programs in Academic Year (AY hereafter) 2013-2014, Trends from AY 2010-2011 to AY 2013-2014, and Accredited Programs versus Non-Accredited Programs in AY 2013-2014. Data in this report are provided by programs and collected by NASPAA from self-study reports, accreditation maintenance reports, and annual program surveys.

Key findings of this report include the following:

- In AY 2013-2014, more than half of accredited programs reported less than a 1 percent unemployment rate.
- In the past four years, employment of graduates from accredited programs in government has decreased, while employment in the private sector has increased.
- In AY 2013-2014 accredited programs, as compared to non-accredited programs, employ more instructional faculty on average and a more diverse student body overall, place more graduates in government, and award fewer degrees.
- In AY 2013-2014, programs that required internship credit of students showed lower unemployment rates.
- In all years, students in accredited programs are taught by an adequate faculty nucleus.
- In all years, the admission and enrollment rates of accredited programs remained consistent at 65 percent and 60 percent, respectively.
- COPRA's annual review of the annual accreditation maintenance report improves overall compliance of accredited programs.

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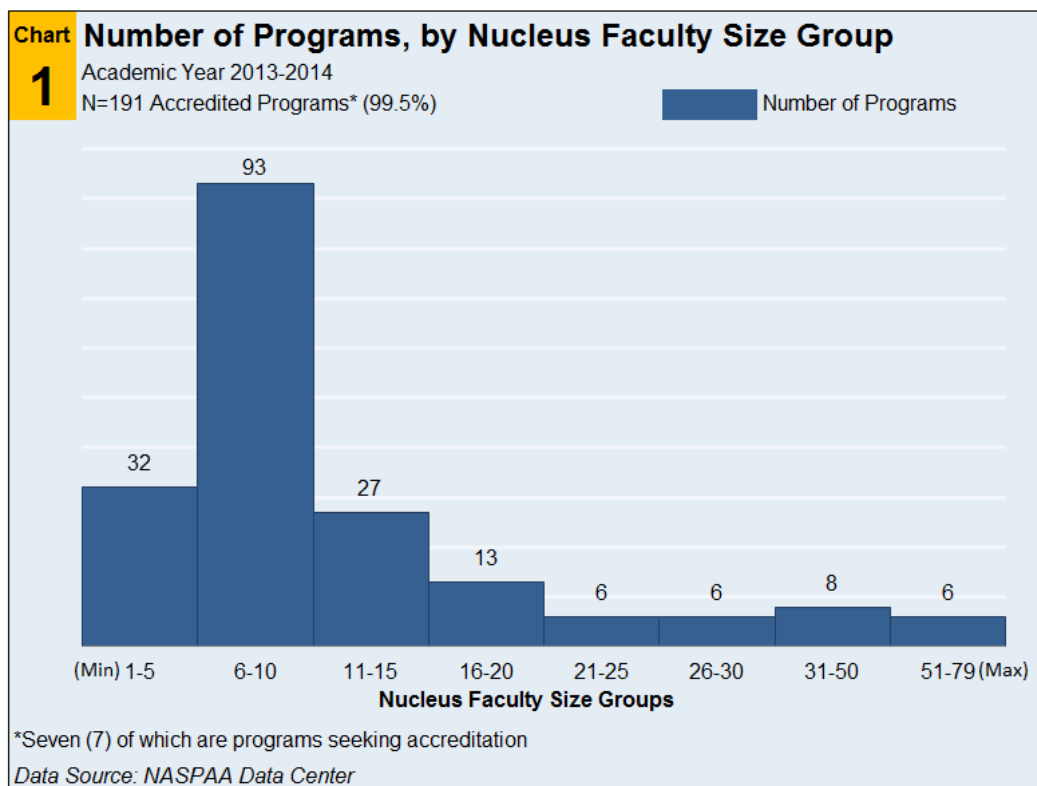
<sup>1</sup> "Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not.....NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs." NASPAA. (2014, May 21). *Self Study Instructions*. Retrieved June 16, 2015, from NASPAA Accreditation: <https://naspaaaccreditation.files.wordpress.com/2014/05/ssi-instructions-2014-update-final.pdf>

## 1. A Snapshot of Accredited Programs in AY 2013-2014

This section presents and analyzes aggregated data on faculty, students, graduates, and program monitoring on NASPAA Standards of the 185 accredited programs and 7 programs seeking accreditation in AY 2013-2014.

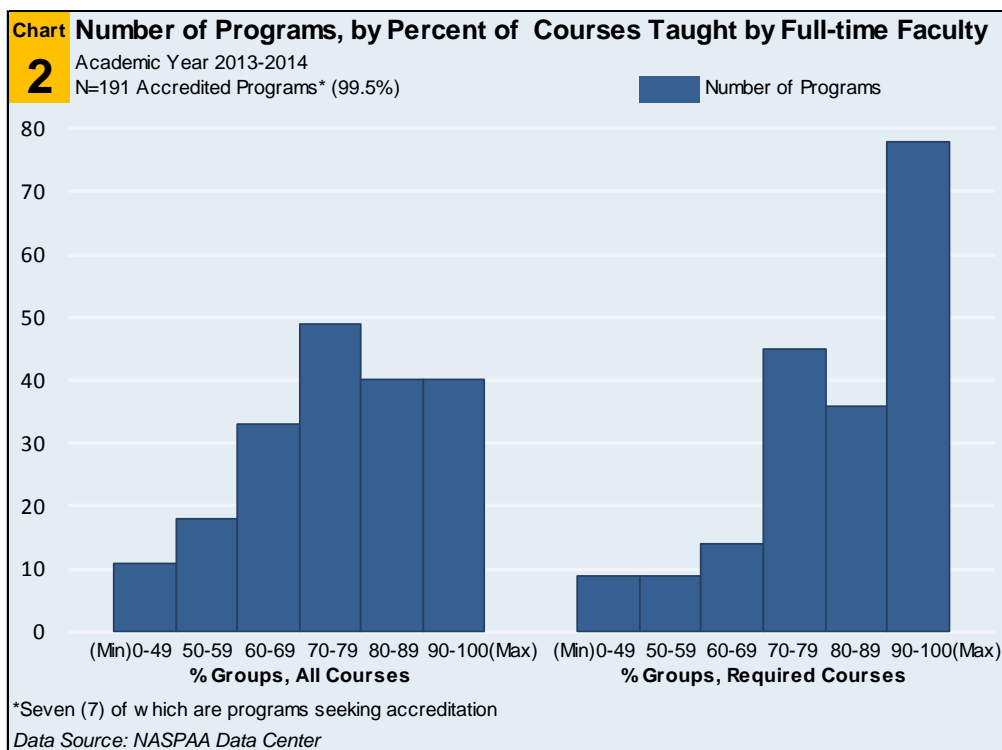
### 1.1 Faculty

Nearly half of accredited programs reported 6-10 nucleus faculty members. NASPAA Accreditation Standard (Standard hereafter) 2 -- Matching Governance with Mission requires of programs a transparent, identifiable and effective governance system, appropriate to its stated mission. Because faculty members have deep knowledge of their program and a commitment to participatory processes, they should play a significant role in the governance and execution of the program. For this rationale, accredited programs must demonstrate that they have “an adequate faculty nucleus—at least 5 full-time faculty members or their equivalent – that will exercise substantial determining influence for the governance and implementation of the program.”<sup>2</sup> Chart 1 shows the distribution of nucleus faculty size of 191 programs that have provided data. Programs are grouped according to their reported nucleus faculty size. 93 out of 191 programs, or 49 percent of programs, fall in the group of 6-10 nucleus faculty members. The majority of accredited programs meet the minimum of 5 nucleus faculty members required by NASPAA.



<sup>2</sup> NASPAA. (2014, May 21). *Self Study Instructions* (Page 12). Retrieved June 16, 2015, from NASPAA Accreditation: <https://naspaaccreditation.files.wordpress.com/2014/05/ssi-instructions-2014-update-final.pdf>

Most accredited programs ensure at least 50 percent of courses are taught by full-time faculty. The Commission on Peer Review and Accreditation (COPRA) also accepts as evidence that students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program if at least 50 percent of all courses are taught by full-time faculty and at least 50 percent of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution<sup>3</sup>. Chart 2 shows the percentage of courses taught by full-time faculty of 191 programs that have provided data. Programs are grouped according to their reported percentage of courses taught by full-time faculty. For all courses, 184 out of 191 programs, or 96 percent of programs, have 50 percent or more of all courses taught by full-time faculty. As for required courses, the number is 186 out of 191 programs, or 97 percent of programs. The chart also shows that 82 programs, or 43 percent of the 191 programs, have at least 90 percent of required courses taught by full-time faculty. Students in NASPAA accredited programs are being taught by an adequate faculty nucleus, generally speaking.

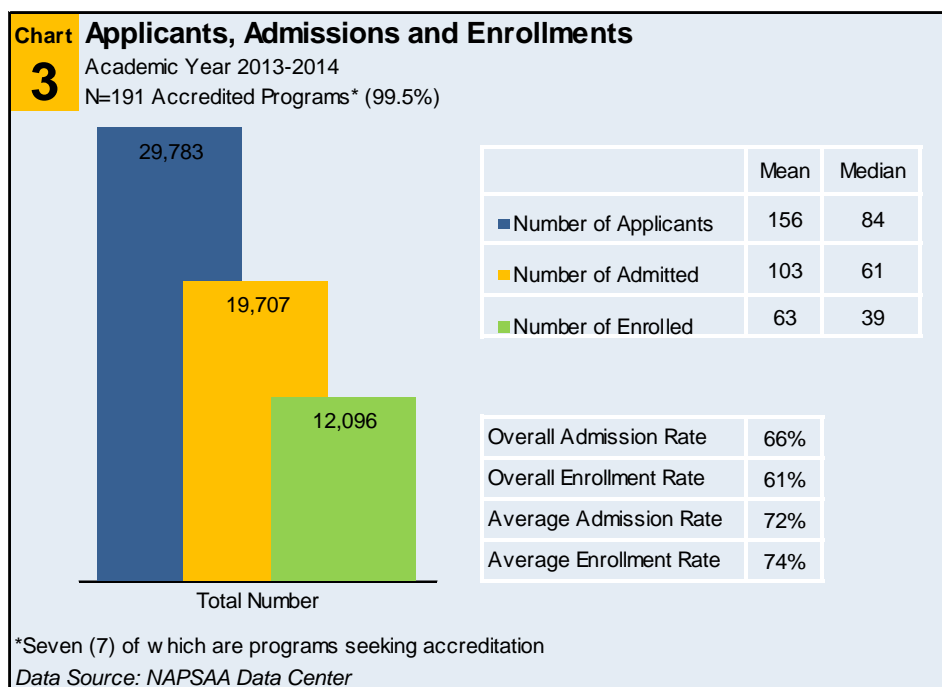


## 1.2 Students

The overall admission rate of accredited programs is 66 percent and the overall enrollment rate is 61 percent. Standard 4.1 and Standard 4.2 require programs to have student recruitment and admission practices appropriate for their missions. To ensure all accredited programs are effectively recruiting students, programs are asked to report data of applicants, admissions, and enrollments, annually. Chart 3 shows the total number of applicants, admissions, and enrollments of the 191 programs that have provided data, with the in-chart tables detailing the averages and medians, as well as admission and enrollment rates. In AY 2013-2014, accredited programs received 29,783 total student applicants. Of those, 19,707 were admitted, making an overall admission rate of 66 Percent.

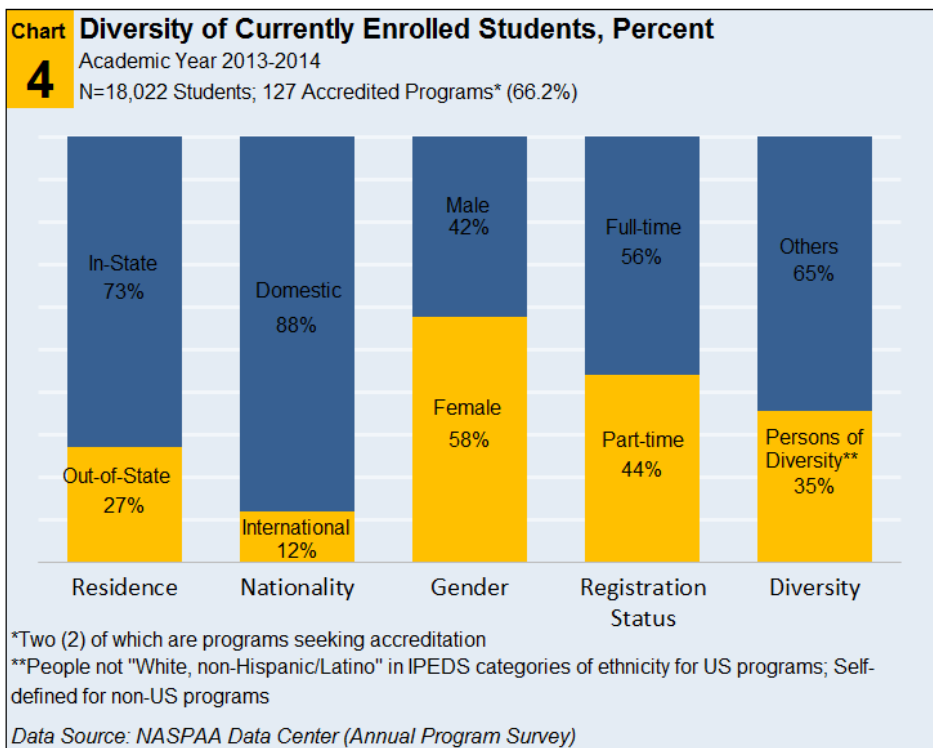
<sup>3</sup> NASPAA. (2014, May 21). *Self Study Instructions* (Page 5). Retrieved June 16, 2015, from NASPAA Accreditation: <https://naspaaaccreditation.files.wordpress.com/2014/05/ssi-instructions-2014-update-final.pdf>

Eventually, 12,096 out of the 19,707 admitted students enrolled in one of the accredited programs, making the overall enrollment rate 61 percent. Among these 191 programs, the average number of applicants, admissions, and enrollments per program were 156, 103, and 63 respectively. However, it can be certain that the average is biased upward by a few programs with large applicant pools, as shown by means that are far larger than the medians (82 applicants, 58 admissions, and 39 enrollments, respectively). The average admission rate per program is 72 percent and average enrollment rate is 74 percent.



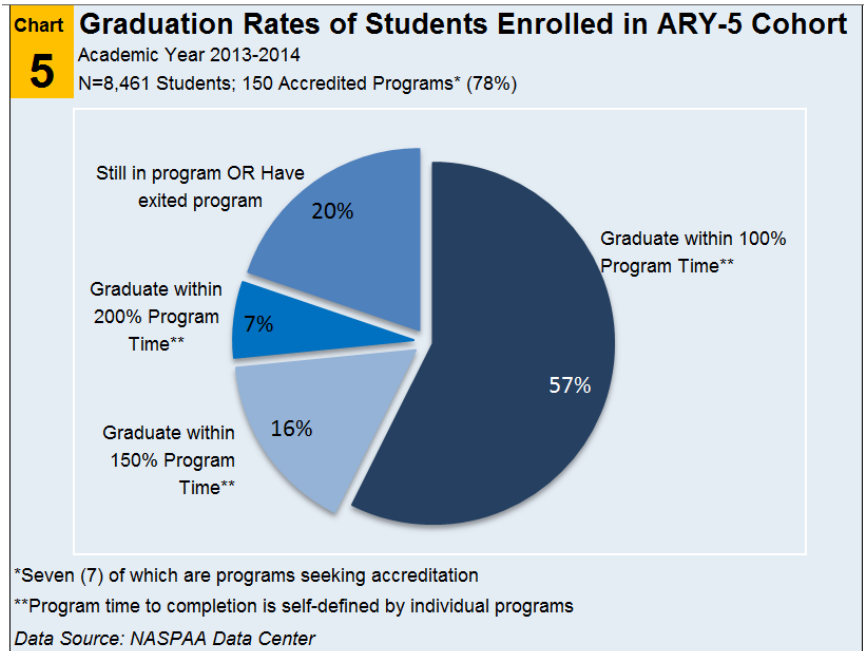
35 percent of currently enrolled students in accredited programs are defined as persons of diversity. Standard 4.4 requires programs to promote diversity in its student body to help prepare students for the workplace of the 21<sup>st</sup> century. Student body diversity data are from the Annual Program Survey, which is an optional survey for all NASPAA members. In AY 2013-2014, 127 accredited programs or programs seeking accreditation have provided diversity data of 18,022 current students. Chart 4 depicts diversity of currently enrolled students in terms of residence, nationality, gender, registration status, and persons of diversity. 27 percent of students are out of state residents of the program location, and 12 percent of students originate from countries other than the one where the program is located. Female students outweigh male students by 16 percentage points, and full-time students outweigh part-time students by 12 percentage points. “Persons of Diversity” include students who fit in all IPEDS categories<sup>4</sup> of ethnicity other than “White, non-Hispanic/Latino” for US programs. As for non-US programs, accredited programs self-define diversity as appropriate to their own culture, historical traditions, and legal and regulatory environment. 35 percent of current students are “Persons of Diversity” in AY 2013-2014.

<sup>4</sup> Institute of Education Sciences. (n.d.). *Collecting Race and Ethnicity Data from Students and Staff Using the New Categories*. Retrieved June 16, 2015, from Integrated Postsecondary Education Data System: [https://nces.ed.gov/ipeds/reic/collecting\\_re.asp](https://nces.ed.gov/ipeds/reic/collecting_re.asp)

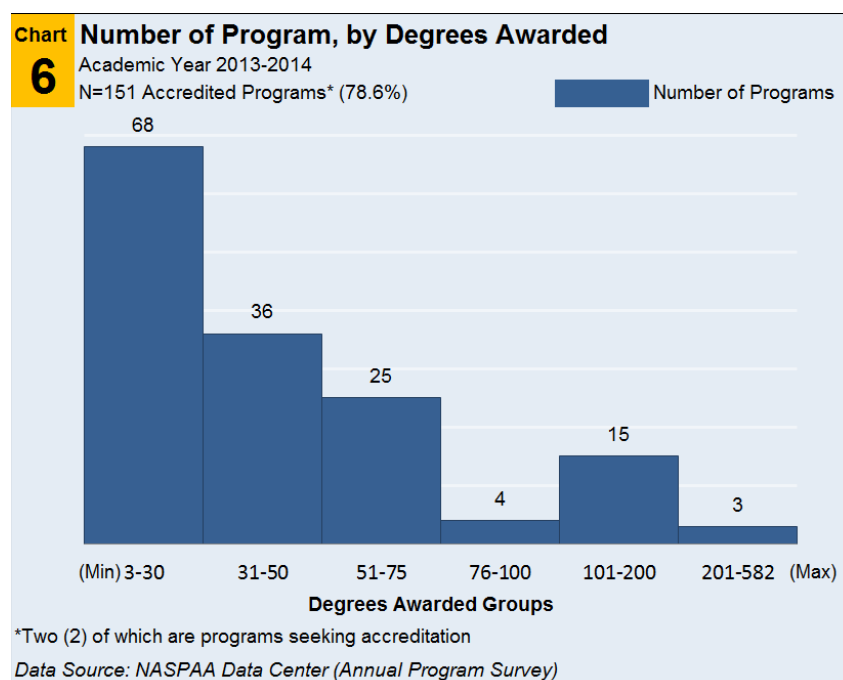


### 1.3 Graduates

57 percent of students in ARY-5 cohort graduate within 100 percent of program time, as defined by programs themselves. Standard 4.3 requires programs to ensure adequate support for students to succeed or advance in the program, as well as in careers of public policy, affairs, and administration. Graduation rate is one of the indicators used to reflect the availability of such support. NASPAA disaggregates graduation rates by the amount of time a student takes to graduate in relation to the length of program defined by each individual program. Programs report the total number of students enrolled in the ARY-5 cohort, which is the group of students who entered the program in the academic year that began 5 years before the annual report year, and the percentage of students who graduate within 100 percent, 150 percent, and 200 percent of program degree length, by their own definitions. This item is required for programs accredited under NASPAA’s 2009 Standards, but optional for all other accredited programs. In AY 2013-2014, 150 programs that are already accredited or are seeking accreditation have provided data of graduation rates. Chart 5 shows graduation rates of 8,461 students initially enrolled in ARY-5 cohort in these 150 programs. 57 percent of students graduated within 100 percent of program time, 16 percent of students graduated within 150 percent of program time, and 7 percent of students graduated within 200 percent program time. NASPAA does not collect data as to why a student did not graduate within at least 200 percent program time. The remaining 20 percent of students could either still be enrolled in the program or have exited the program without graduation.

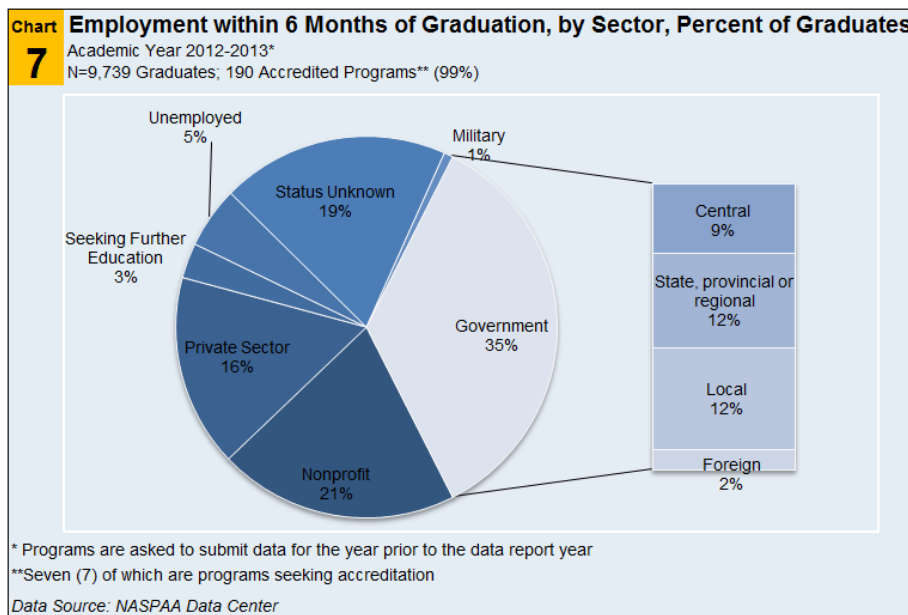


45 percent of accredited programs awarded fewer than 30 degrees. Although NASPAA does not require accredited programs to report the number of degrees they award every year, programs have the option to fill these data in the Annual Program Survey. In AY 2013-2014, 151 programs that are already accredited or seeking accreditation voluntarily provided data of degrees awarded. Chart 6 shows the distribution of these 151 programs, by number of degrees awarded. Programs are grouped according to their reported number of degrees awarded. 68 out of 151 programs, or 45 percent of programs, awarded fewer than 30 degrees and 102 programs, or almost 70 percent of programs, awarded fewer than 50 degrees in AY 2013-2014. The maximum number of degrees awarded by a single accredited program was 582.

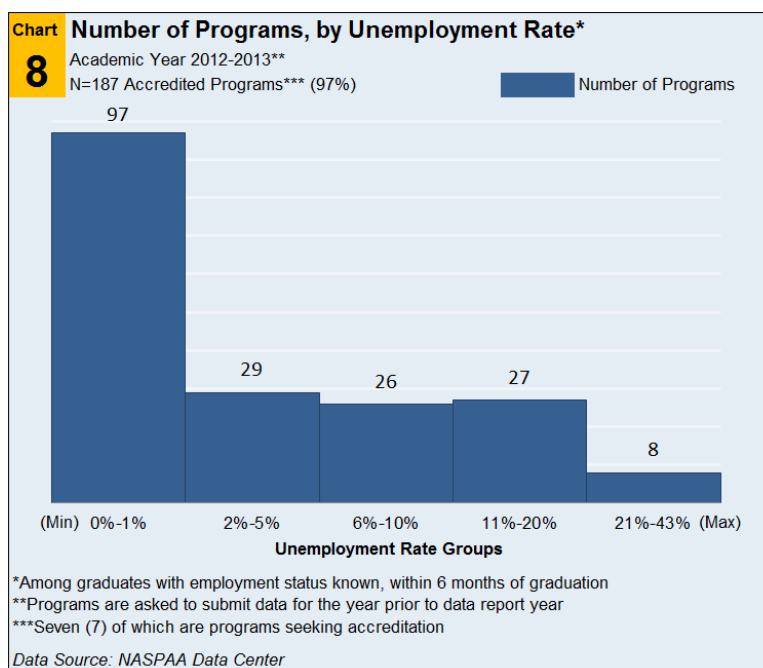




35 percent of graduates from NASPAA accredited programs are employed across all levels of government and 21 percent are employed in the nonprofit sector. One of the most important outcomes of NASPAA accredited programs is to produce graduates with skills to excel in careers of public policy, affairs, and administration. Accredited programs are required to report employment data of their graduates within 6 months of graduation for the year prior to the data report year. Chart 7 shows the employment of 9,739 graduates from 190 accredited programs or programs seeking accreditation that provided employment data for AY 2012-2013. Of these 9,739 graduates, 35 percent are employed in government, 21 percent in the nonprofit sector, and 16 percent in the private sector. Government employment is further disaggregated into subcategories, with 9 percent of graduates employed in federal or central government in the same country as the program, 12 percent in state, provincial, or regional government in the same country as the program, and 12 percent in city, county, or other local government in the same country as the program. 3 percent of graduates were seeking further education, 5 percent were reported unemployed, and 1 percent entered the military after graduation. The remaining 19 percent of graduates have an employment status unknown by the programs.



Over half of accredited programs boast an unemployment rate lower than 1 percent. Programs' unemployment rates can be calculated from the employment data they provided by dividing the number of unemployed graduates by the total number of graduates with employment status known. Chart 8 shows the distribution of unemployment rates of the 187 programs that reported at least 1 graduate with employment status known. Programs are grouped according to the unemployment rate calculated by the author. 97 programs, or 52 percent of programs, have an unemployment rate lower than 1 percent. 126 programs, or 67 percent of programs, have an unemployment rate lower than 5 percent. Unemployment rates, as defined in this case, can be high because of a large number of unemployed graduates, or because of a small denominator due to large number of graduates with employment status unknown. Therefore, high unemployment rates could signal the need of programs to increase the competitive advantage of their graduates in the job market, or the need to improve data collection efforts.



### 1.4 The Value of Internships

Internships are believed to be a key to post-graduate employment in today’s job market, especially for pre-service students<sup>5</sup>. To capture the relation between internship requirements and unemployment rates, this report draws data from the Annual Program Survey on whether programs require professional experiences of applicants, whether programs require internship credits of students, and which students (full-time or part-time) programs mainly serve. Table A is a crosstab table showing unemployment rates of programs with different requirements of professional experience and internship credit. 98 accredited programs have provided data on both items for AY 2012-2013. It is not surprising that programs that require professional experiences of applicants have the lowest unemployment rate on average (the last column of Table A), because in-service students likely keep their jobs during program enrollment or go back to their old jobs after graduation. This observation is true whether or not programs require internship credit of their students. As for the internship credit requirement, on average, programs that require internship credit have lower unemployment rates than programs that have no requirement of students (the last row of Table A). This is also true whether or not programs require professional experiences of their applicants.

<sup>5</sup> Hering, B. B. (2010, April 14). *Why are internships so important?* Retrieved June 16, 2015, from CNN: <http://www.cnn.com/2010/LIVING/worklife/04/14/cb.why.internships.important/> and Smith, J. (2012, December 06). *Internships May Be The Easiest Way To A Job In 2013*. Retrieved June 16, 2015, from Forbes: <http://www.forbes.com/sites/jacquelynsmith/2012/12/06/internships-may-be-the-easiest-way-to-a-job-in-2013/>

<b>Table A Unemployment Rate by Internship &amp; Professional Experience Requirement</b>			
Academic Year 2012-2013			
	Internship Credit NOT Required	Internship Credit Required	Average
Professional Experience of Applicants N/A (N=55 Programs)	11%	5%	7%
Professional Experience of Applicants Optional (N=36 Programs)	7%	6%	6%
Professional Experience of Applicants Required (N=7 Programs)	4%	1%	2%
Average (N=98 Programs)	9%	5%	6%

Another perspective of the relationship between internships and employment is to disaggregate programs according to the enrollment status of students. Although current employment is not always the reason a student chooses to register as part-time, part-time students are likely to be currently employed or have more time for job hunting if they are actively seeking employment. Table B shows unemployment rates for programs with different student enrollment and internship credit requirements. 154 accredited programs have available data on both items. There is a clear decline of average unemployment rate along the continuum of students served from full-time students only to part-time students only (the last column of Table B), regardless of programs' requirements of internship credits. As for internship requirements, on average, programs that require internship credit have lower unemployment rates than programs that have no requirement (the last row of Table B). This is true for all programs, regardless of the enrollment status of students.

<b>Table B Unemployment Rate by Internship Credit Requirement &amp; Students Served</b>			
Academic Year 2012-2013			
	Internship Credit NOT Required	Internship Credit Required	Average
Serve FT Students Only (N=5 Programs)	16%	11%	12%
Serve Generally FT with some PT (N=23 Programs)	10%	9%	9%
Serve Both FT and PT Students (N=103 Programs)	5%	4%	5%
Serve Generally PT with some FT (N=22 Programs)	8%	3%	5%
Serve PT Students Only (N=1 Program)		0%	0%
Average (N=154 Programs)	8%	6%	6%

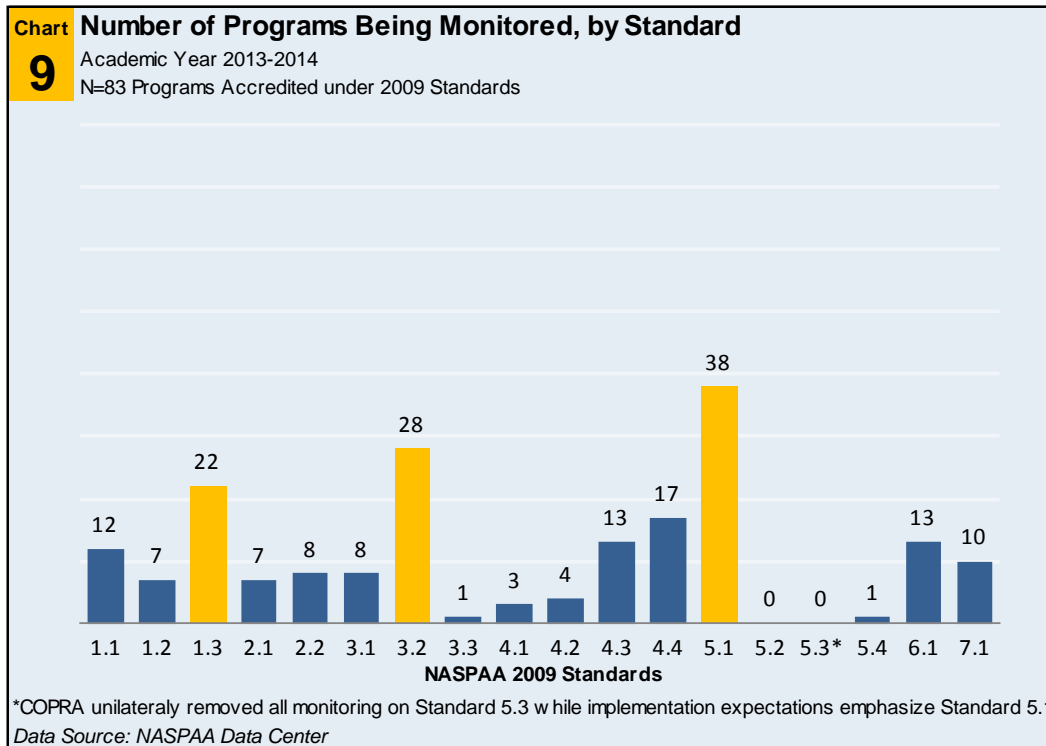
However, an observed higher unemployment rate of programs that require no internship credit does not indicate any causal relation between internship requirements and employment. First of all, the samples of programs in the above tables are selected according to data availability, and thus are not for certain representative of all accredited programs. Second, the data of the professional experience required of applicants, type of students

served, and internship requirement cannot fully control external factors related to employment of graduates, including but not limited to students' employment history, geographical differences of job market, career services available, students' personal characteristics, length of internships, and so forth. Finally, because it takes a student a specific amount of time to finish a program and because NASPAA collects employment data for the year prior to the data report year, there is a time lag between students' entry year, employment data year, and data report year. It is impossible to capture the effect of time lag with the current program-level data available, especially under the circumstances that students do not necessarily graduate within 100 percent of program time. All in all, this year's data show that programs that require no internship credit have a higher average unemployment rate than programs that do require an internship, regardless of students served or professional experience requirements of applicants. However, there is not sufficient data to prove that an internship credit requirement increases a program's employment rate.

### **1.5 Standards Monitored**

While all accredited programs are deemed to be in conformity with NASPAA Standards, some programs are subject to monitoring provisions at the suggestion of COPRA. COPRA monitors the yearly progress of programs as they work to improve upon the specified area, and once a program has shown significant progress toward conformance, the monitoring is removed. With the implementation of the 2009 NASPAA Standards, programs seeking accreditation are evaluated under mission-based and outcome-driven standards.

Standard 1.3 (Program Evaluation), Standard 3.2 (Faculty Diversity), and Standard 5.1 (Universal Required Competencies) are the most commonly monitored standards. Chart 9 shows the number of programs being monitored under NASPAA 2009 Standards in AY 2013-2014. 83 programs are included in the chart, comprised of those programs accredited on the 2014-15 Roster of Accredited Programs. 38 of these 83 programs, or 46 percent of programs, are monitored on Standard 5.1 (Universal Required Competencies), which requires a program to adopt five domains of required competencies related to its self-defined mission and public service values. 28 programs, or 34 percent of programs, are monitored on Standard 3.2 (Faculty Diversity), which requires programs to promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members. 22 out of 83 programs, or 27 percent of programs, are monitored on Standard 1.3 (Program Evaluation), which requires programs to collect, apply and report data to guide continuous programmatic improvement. The least commonly monitored Standards include Standard 3.3 (Research, Scholarship and Service), Standard 4.1 (Student Recruitment), Standard 4.2 (Student Admission), and Standard 5.4 (Professional Competencies).

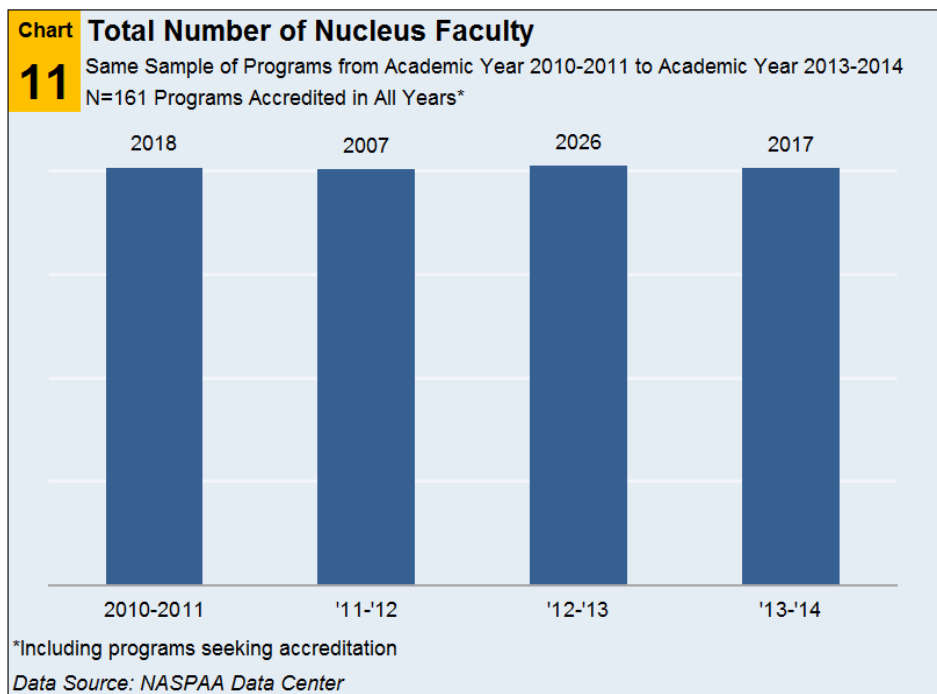
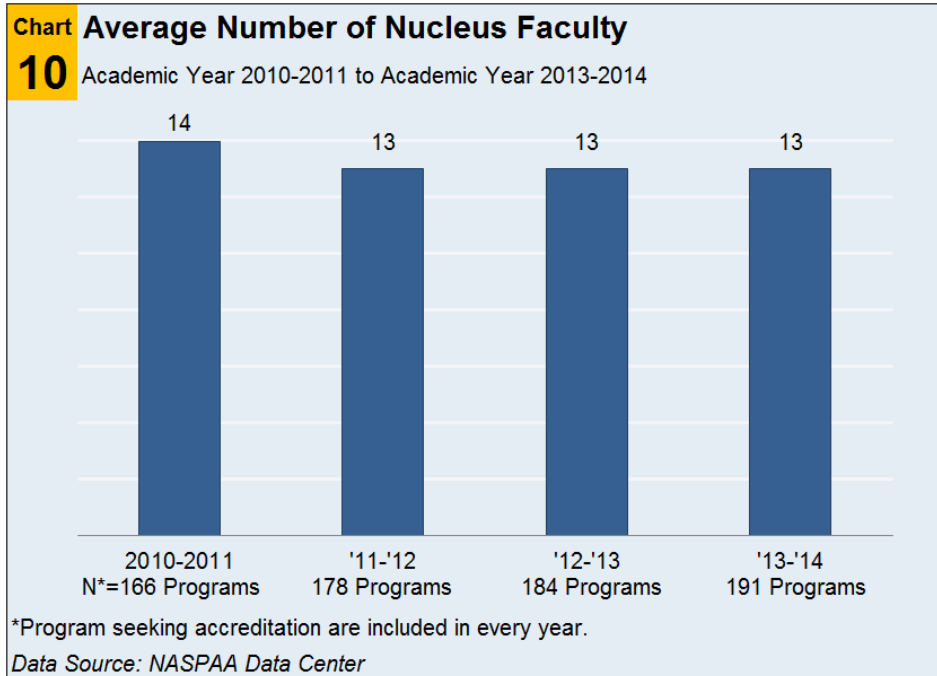


## 2. Trends from AY 2010-2011 to AY 2013-2014

This is the fourth year of the NASPAA Annual Data Report on Accredited Programs, which was first released in 2011. This section aggregates data from previous reports and presents the historical trends in key factors of program performance including nucleus faculty size, courses taught by full-time faculty, student applicants, admissions, and enrollments, and employment of graduates. As an increasing number of programs join NASPAA and commit to the global standard of public service education, the number of accredited programs will likely continue to grow. To better control the effects of COPRA policy changes on data collection and better capture the development of NASPAA accredited programs, analysis of the same sample of programs accredited in all years is added in discussions of each indicator.

### 2.1 Nucleus Faculty Size

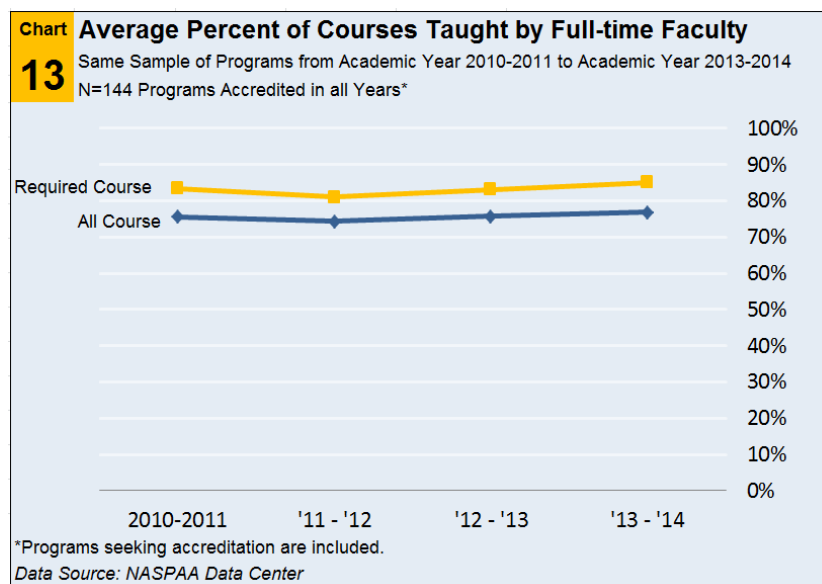
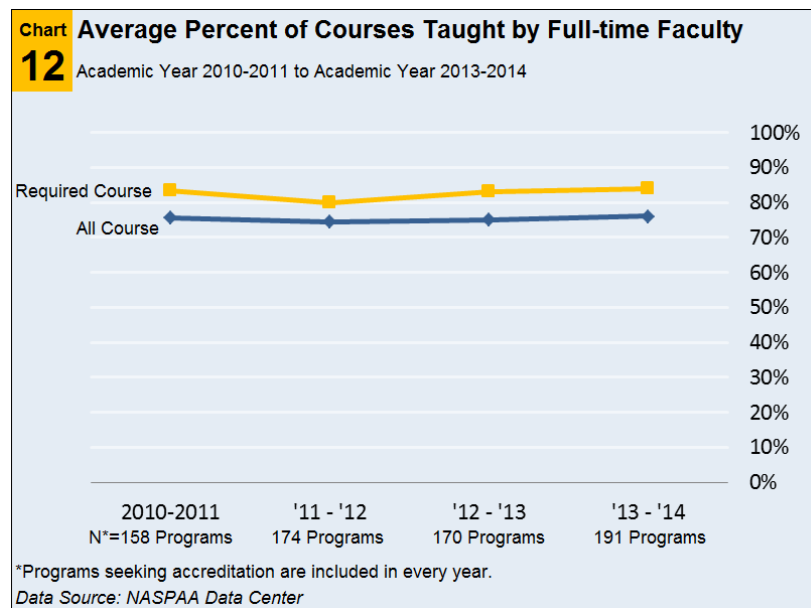
Accredited programs report a stable nucleus faculty size across years. Chart 10 shows the trend in average number of nucleus faculty from AY 2010-2011 to AY 2013-2014. Although the number of accredited programs increases every year, the average number of nucleus faculty members per accredited program remains very stable. Accredited programs report 14 nucleus faculty members on average in AY 2010-2011. The number drops to 13 faculty members per program in AY 2011-2012, and stays there until the most recent year. Chart 11 shows the total number of nucleus faculty members of the 161 programs that were accredited and provided data in all years from AY 2010-2011 to AY 2013-2014. Similarly, the same sample of programs also shows a stable trend in the size of faculty nucleus. The average number of nucleus faculty per program in the same sample also stabilizes at about 13. In sum, NASPAA accredited programs ensure an adequate nucleus faculty size on average over time.



## 2.2 Courses Taught by Full-time Faculty

NASPAA accredited programs ensure about 83 percent of required courses and about 75 percent of all courses are taught by full-time faculty across years. Chart 12 shows the average percentage of courses taught by full-time faculty of accredited programs from AY 2010-2011 to AY 2013-2014. Chart 13 shows the average percentage of courses taught by full-time faculty of the 144 programs accredited, with data, in all years. Both charts show similar trends. Although there is a slight decrease in percentage of required courses taught by full-time faculty in AY 2012-2013, overall accredited programs have on average at least 80 percent of all courses and at least 74 percent

of required courses taught by full-time faculty. The numbers far exceed the 50 percent normally expected by COPRA, which strengthens the above conclusion that students in NASPAA accredited programs are being taught by an adequate nucleus faculty, on average.

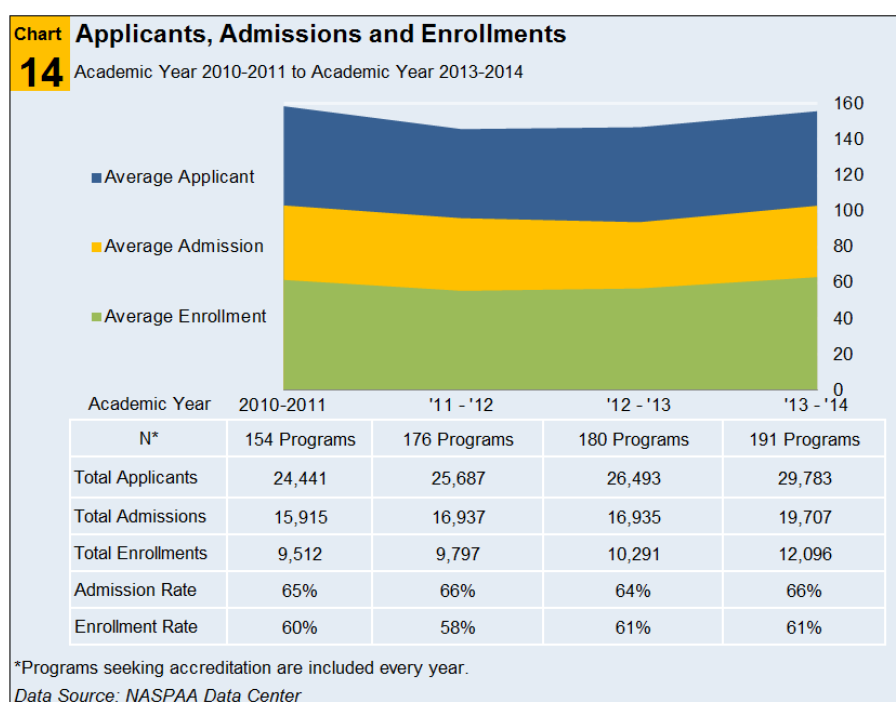


### 2.3 Applicants, Admissions, and Enrollments

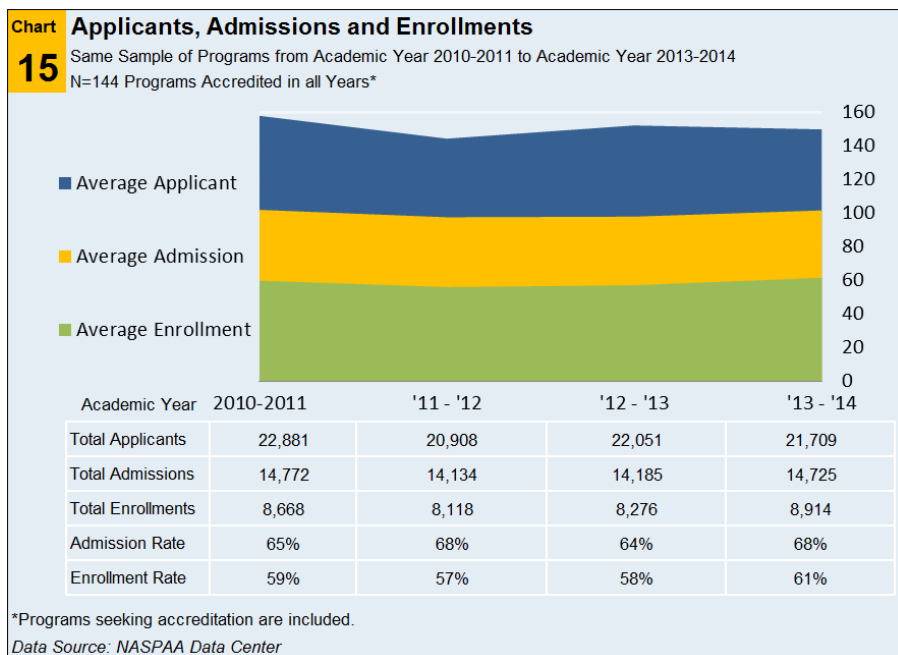
Accredited programs maintain an admission rate of about 65 percent and an enrollment rate of about 60 percent, over time. Chart 14 depicts the average numbers of applicants, admissions, and enrollments of accredited programs from AY 2010-2011 to AY 2013-2014. The U-shaped trends show that the average number of applicants, admissions, and enrollments decreases in AY 2011-2012 and then slowly climbs back to the original level. However, as shown in the in-chart table, the admission rate and enrollment rate of accredited programs stay at about 65 percent and 60 percent, respectively, over time. Chart 15 depicts the same data from the 144 programs that are accredited in all years. The trend in average number of applicants is more rugged than that of all

programs, with greater increase in AY 2012-2013, but a slight fallback in AY 2013-2014. In contrast, fluctuation in the average numbers of admissions and enrollments is smaller than that of all programs. As a result, although admission and enrollment rates of these 144 programs also remain at about 65 percent and 60 percent over time, respectively, the fluctuation across years is greater than that of all programs.

Since Chart 15 includes a consistent group of 144 programs and Chart 14 keeps adding newly accredited programs every year, a comparison of these two charts can tell something about the programs accredited after July 2011. The different trends after AY 2011-2012, as shown in these two charts, suggest that the drop in average number of applicants in AY 2012-2013 is mainly from programs accredited after July 2011, but these programs, together with newly accredited programs after July 2013, pull up the average number of applicants in AY 2013-2014 back to the level in AY 2010-2011. These two charts together also suggest that the admission and enrollment rates of NASPAA accredited programs do not vary significantly over time.







## 2.4 Employment of Graduates

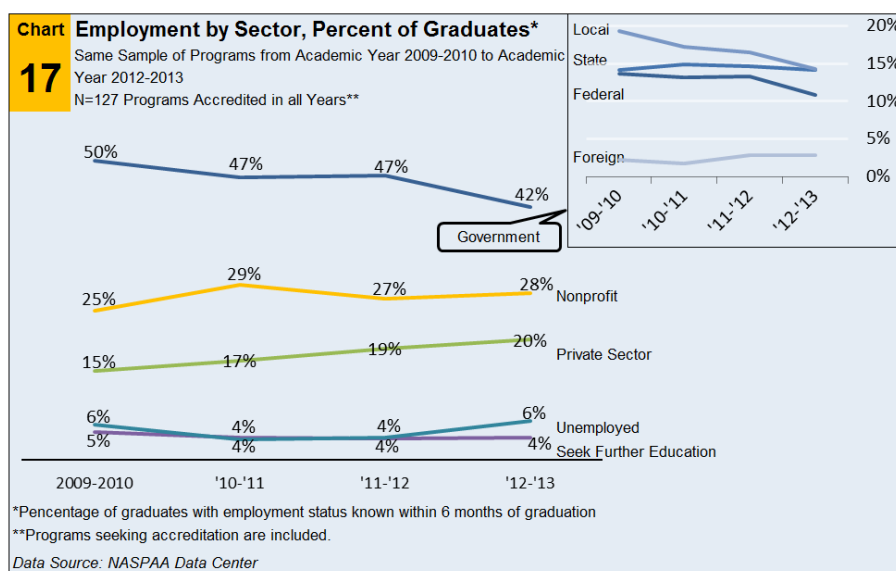
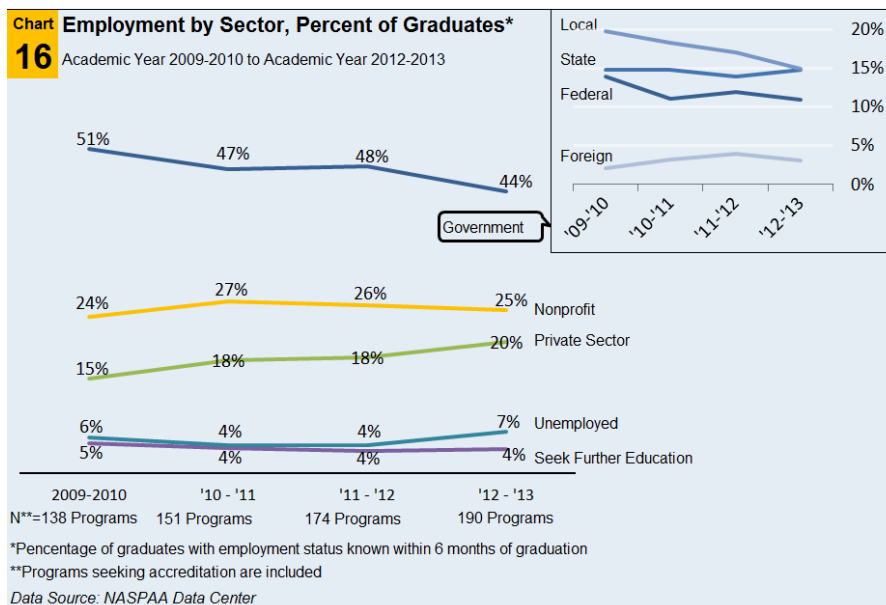
Over the past four years, the percentage of graduates employed in government has decreased, while the percentage of graduates employed in the private sector has increased. Chart 16 shows trends in percentages of graduate from NASPAA accredited programs employed in different sectors. Employment in government decreases from 51 percent in AY 2009-2010 to 47 percent in AY 2010-2011, increases up to 48 percent in AY 2011-2012, but decreases again to 44 percent in AY 2012-2013; On the other hand, employment in the private sector increases five points, from 15 percent in AY 2009-2010 to 20 percent in AY 2012-2013. If we further disaggregate the government employment data, we can see that the drop is mainly accounted for in local and national government. Employment in the nonprofit sector and the percentage of graduates seeking further education remain stable at about 25 percent and 4 percent, respectively, over time. The unemployment rate falls from 6 percent in AY 2009-2010 to 4 percent in the following two years, but increases to 7 percent in AY 2012-2013. Chart 17 shows the same data from the 127 accredited programs that provided data in all years. The trend lines are very similar except for the trend in nonprofit employment which boasts a more obvious increase over time.

Similarly, a comparison of Chart 16 and Chart 17 suggests that programs accredited after July 2011 placed a higher percentage of graduates in the private sector, which pulls down the average nonprofit employment, and that programs accredited after July 2013 placed slightly more graduates in the government, which pulled down the average nonprofit employment.

The decrease in government employment and increase the private sector employment are consistent with the continuous nation-wide decline of government employment since the recent recession and the steady recovery of the private sector in the US<sup>6</sup>. Another possible explanation is that as government jobs are cut more graduates

<sup>6</sup> United States Census Bureau. (n.d.). *Government Employment & Payroll*. Retrieved June 16, 2015, from United States Census Bureau: [https://www.census.gov/govs/apes/historical\\_data.html](https://www.census.gov/govs/apes/historical_data.html)

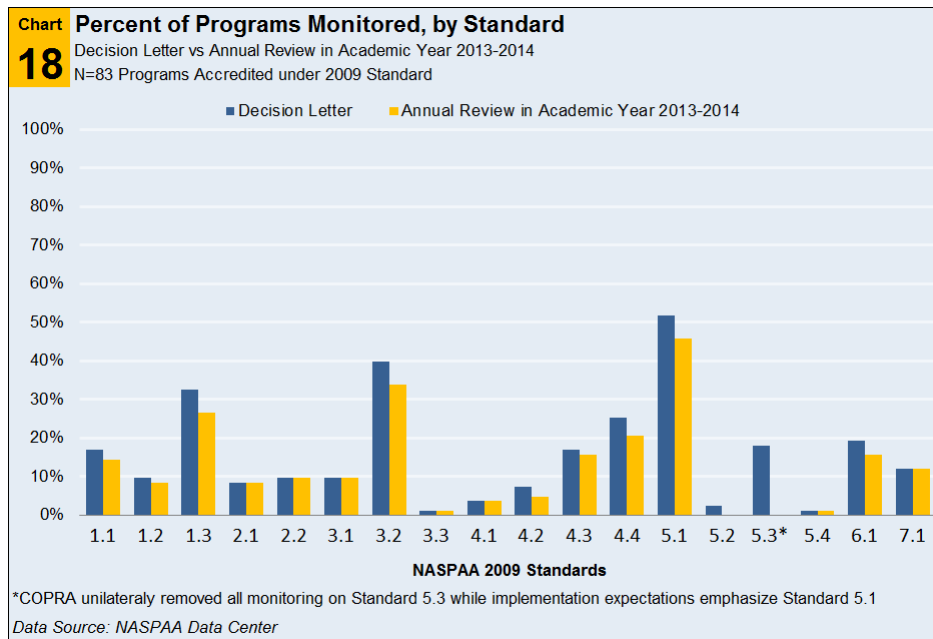
work for the government through private contractors and thus are considered to be employed in the private sector, although they serve in the field of public policy, affairs and administration. Thus, without further disaggregated employment data of graduates, it is premature to conclude that accredited programs are placing fewer graduates in fields of public service.



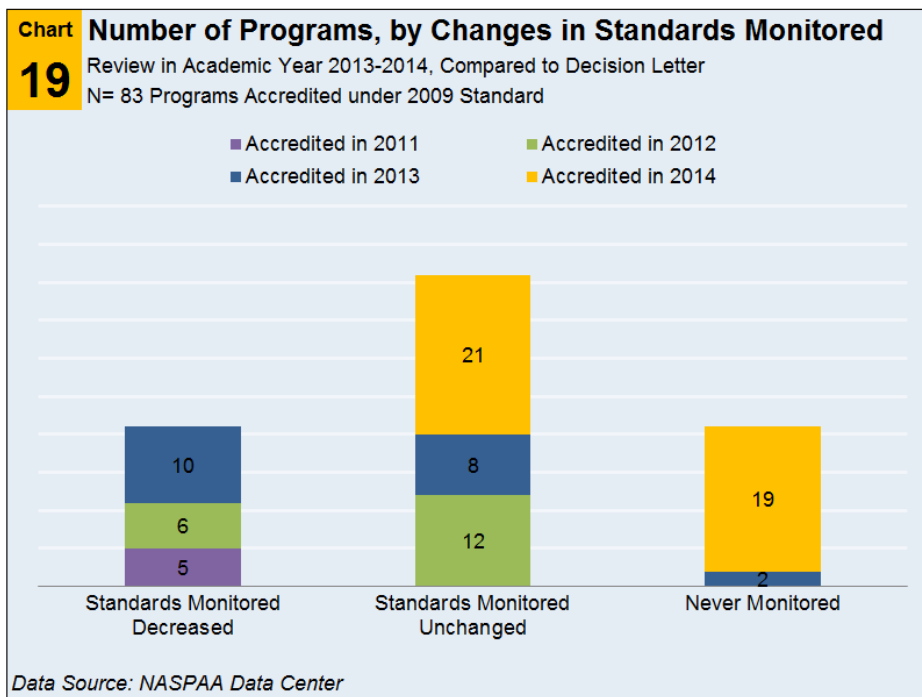
## 2.5 Trends in Standards Monitored

Annual reviews conducted by COPRA improve accredited programs' compliance with the global standards of public service education. To encourage the spirit of ongoing program evaluation, COPRA requires accredited programs to submit an Annual Accreditation Maintenance Report every fall. The maintenance report provides programs with an opportunity to respond to monitoring provisions detailed in decision letters and to continue the conversation with COPRA about program improvement. COPRA removes monitoring if a program shows sufficient evidence of its progress toward conformance. Chart 18 shows the percentages of programs monitored in decision

letter and in the AY 2013-2014 review on each of the 2009 Standards. Compared to the decision letter year, fewer programs are monitored in AY 2013-2014, especially on Standard 1.3 (Program Evaluation), Standard 3.2 (Faculty Diversity), Standard 4.4 (Student Diversity), Standard 5.1 (Universal Required Competencies), and Standard 6.1 (Resource Adequacy). Accredited programs have been making progress in encouraging diversity, equipping students to better contribute to public service, and continuously improving program performance since the accreditation cycle.



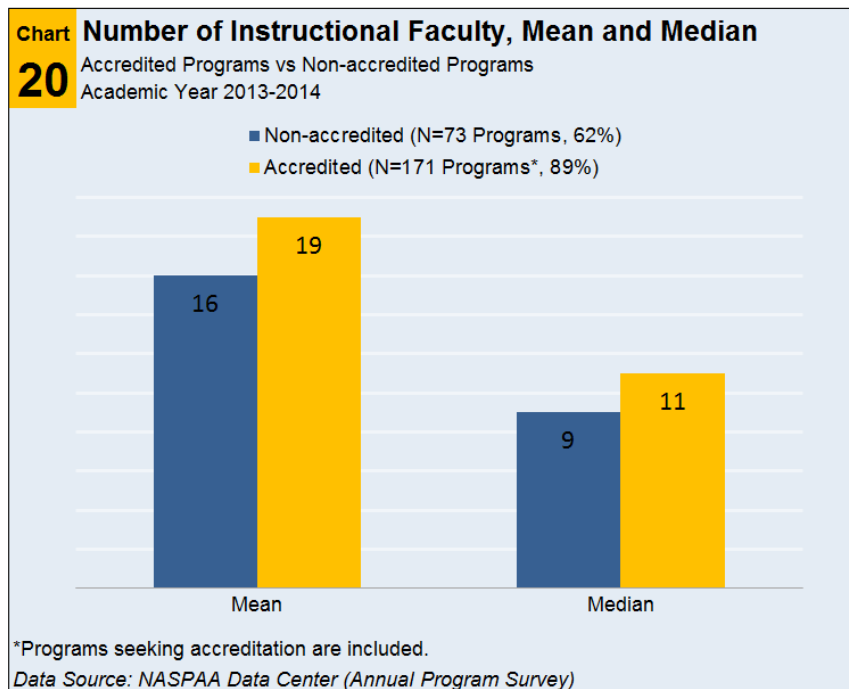
Considering the time a program needs to make sufficient progress to have monitoring removed, COPRA has recently confirmed an ad hoc policy used in the past two years to remove monitoring after three cycles, given adequate evidence from programs. To capture the effects of this policy, Chart 19 disaggregates the 83 programs by the year in which they are accredited and plots their progress in conformance with NASPAA 2009 Standards in AY 2013-2014 compared to decision letters. A subset of 21 programs, or a quarter of programs, represents COPRA’s efforts to use monitoring more strategically, relying on the annual report form. These programs, mainly in the 2013-14 Cohort, have never been monitored on any standard. Each of the 5 programs accredited in 2011 have monitoring removed after three cycles, in AY 2013-2014. One-third of programs accredited in 2012 and one-half of programs accredited in 2013 had monitoring removed in AY 2013-2014. Of those programs with the same standards monitored in decision letter and in AY 2013-2014 review, one-half received accreditation actions 3 months before the annual report deadline, leaving them no time to address the monitoring provisions detailed in decision letters.



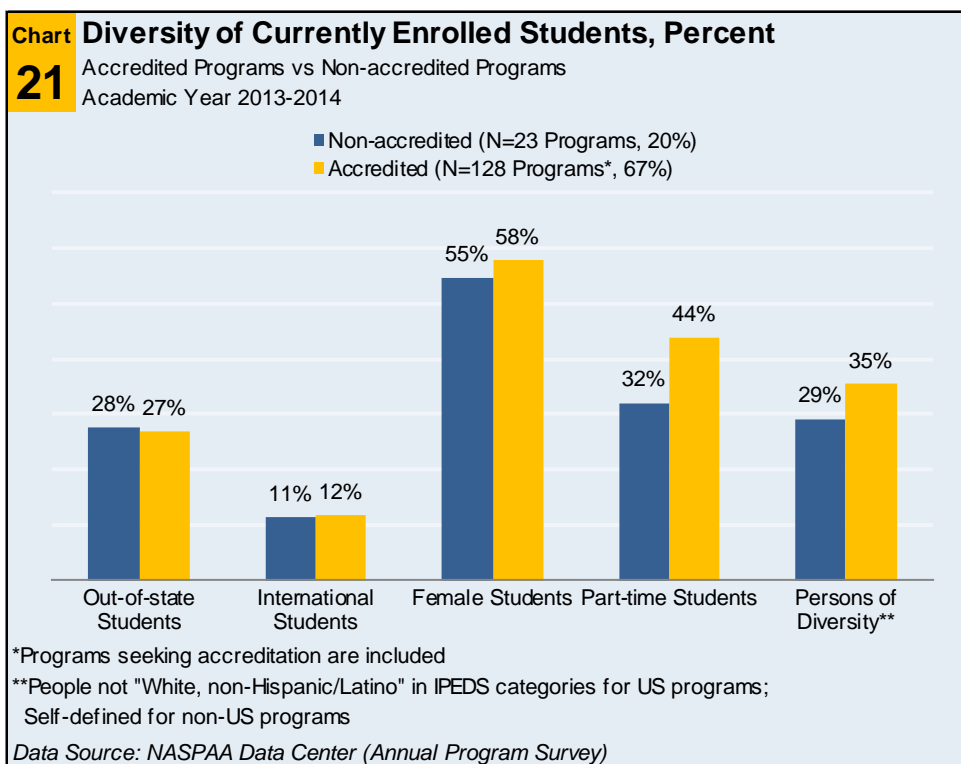
### 3. Accredited Programs versus Non-accredited Programs in AY 2013-2014

NASPAA’s Accreditation Standards represent the global standard of public service education. The mission- and outcomes-based accreditation process provides programs with an opportunity to complete an in-depth self-study and to continuously improve themselves via robust peer reviews. This section outlines the differences between accredited programs and non-accredited programs in instructional faculty size, diversity of student body, number of degrees awarded, and employment of graduates in AY 2013-2014. Data of non-accredited programs were provided by NASPAA’s Annual Program Survey, which is completed by both accredited and non-accredited programs on a voluntary basis. Because data are collected based on such reporting, all differences observed are not necessarily significant. Therefore, this section only describes situations of programs that have provided data but cannot draw conclusions about the variations between accredited programs and non-accredited programs.

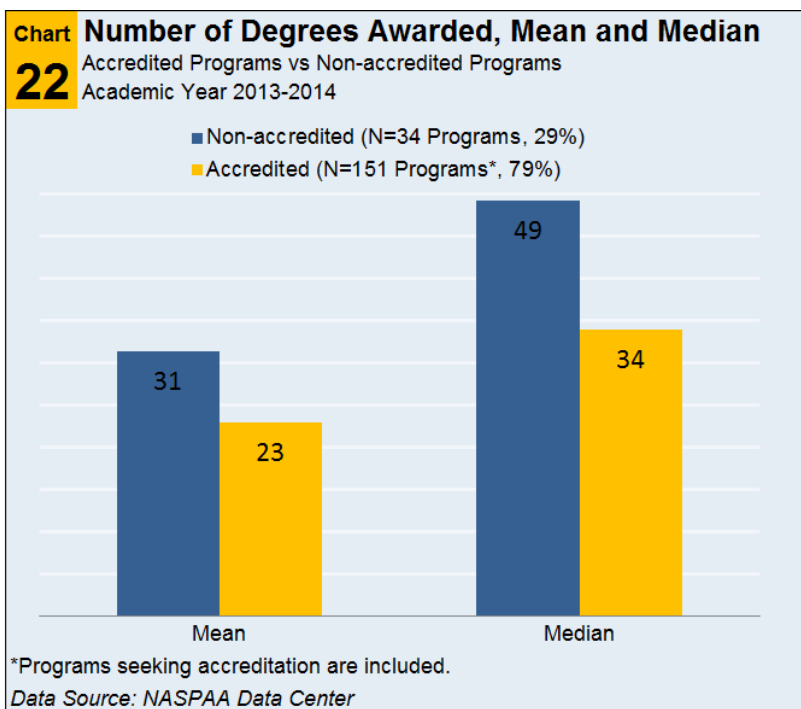
Accredited programs have more instructional faculty than non-accredited programs, on average. Chart 20 shows the different instructional faculty sizes of accredited and non-accredited programs in AY 2013-2014. A total of 73 non-accredited and 171 accredited programs have provided data of instructional faculty. On average, accredited programs have a larger instructional faculty size than non-accredited programs. The mean number of instructional faculty of these 171 accredited programs is 19, while that of the 73 non-accredited programs is 16. Half of accredited programs have 11 or more instructional faculty, and half of non-accredited programs have 9 or more instructional faculty. Both accredited and non-accredited programs have a mean number of instructional faculties larger than median number, indicating that programs, both accredited and non-accredited, with large number of instructional faculty significantly pull the average up.



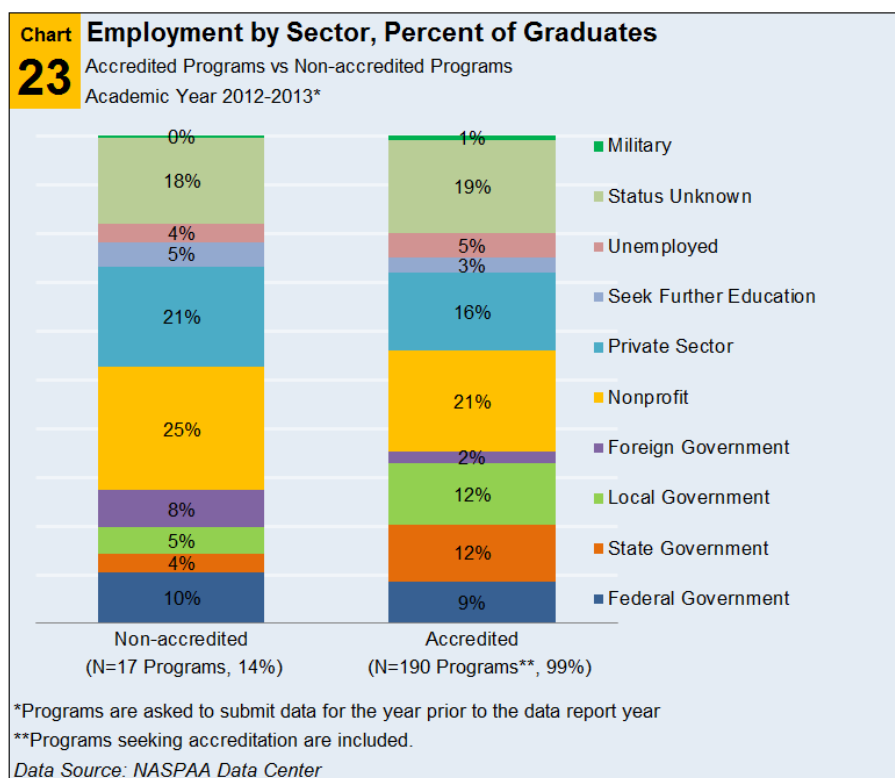
Accredited programs have greater student body diversity than non-accredited programs, overall. Chart 21 shows diversity of currently enrolled students of accredited and non-accredited programs in AY 2013-2014. A total of 23 non-accredited programs have provided data for 1,894 students and 126 accredited programs have provided data for 18,005 students. The percentage of out-of-state students and international students in these two groups of programs are very close. Female students outnumber male students in both groups, but accredited programs have a slightly higher percentage of female students than non-accredited programs. The differences in percentage of part-time students and in percentage of “persons of diversity” are more obvious between accredited and non-accredited programs. Accredited programs have 12 percentage points more part-time students than non-accredited programs. Likewise, the percentage of “persons of diversity” in accredited programs is 6 percentage points higher than non-accredited programs.



Accredited programs award fewer degrees than non-accredited programs, on average. Chart 22 shows the number of degrees awarded by accredited and non-accredited programs in AY 2013-2014. A total number of 34 non-accredited programs and 151 accredited programs have provided data on degrees awarded. On average, non-accredited programs awarded 8 more degrees than accredited programs in AY 2013-2014. The median number of degrees awarded by non-accredited programs is also much higher, 49 degrees, compared to 34 by accredited programs. For both groups, the means are smaller than medians, indicating that in both groups there are programs that award a very small number of degrees, and thus bias the averages.



A higher percentage of graduates from accredited programs are employed in government compared to those from non-accredited programs. Chart 23 shows the percentage of graduates employed in different sectors of 190 accredited programs and 17 non-accredited programs that have provided data. Accredited programs place a higher portion of graduates in government than non-accredited programs, especially in regional government and local government. On the contrary, non-accredited programs place a higher percentage of graduates in the nonprofit and private sectors. The unemployment rates of these two groups of programs are close, and both groups need to improve their employment data collection effort as they both have a high percentage of graduates with employment status unknown.



## Conclusion

The purpose of the NASPAA Annual Accreditation Data Report is to communicate the current state of public service education, as well as to allow accredited programs to benchmark their own performance in the field. The state of public service education is promising in AY 2013-2014. Accredited programs are able to recruit students who share their stated missions, to have adequate resources and sufficient support to graduate these students, and to place them in careers to realize and advance the values of public service.

As an increasing number of programs commit to the global standard of public service education by seeking NASPAA Accreditation and the level of data collected increases, trend discussions become more valuable. This report discusses the trends in accredited programs' performance from AY 2010-2011 to AY 2013-2014. The trends show that accredited programs remain able to recruit students from a sufficient applicant pool with admission criteria appropriate for their stated missions, and that students in accredited programs are consistently taught by an adequate faculty nucleus. The trends also show that accredited programs have been placing a lower percentage of graduates in government and a higher percentage of graduates in private sector. More employment data are needed to gain a fuller picture of graduates from accredited programs.

Finally, this report finds that accredited programs employ more instructional faculty, have higher student body diversity, award fewer degrees, and place more graduates in government than non-accredited programs in AY 2013-2014.



<b>Table C: Takeaways of NASPAA Annual Accreditation Data Report 2013-2014</b>		
<b>A Snapshot of Accredited Programs in AY 2013-2014</b>		
Faculty	Nearly half of accredited programs reported 6-10 nucleus faculty members	
	Most accredited programs ensured at least 50% of courses are taught by full-time faculty	
Student	The overall admission rate of accredited programs was 66% and the overall enrollment rate was 61%	
	35% of currently enrolled students in accredited programs are "persons of diversity"	
Graduate	57% of students in ARY-5 cohort graduated within 100% program time defined by programs themselves	
	45% of accredited programs awarded fewer than 30 degrees	
	35% of graduates from accredited programs were employed in government and 21% in nonprofit sector	
	Over half of accredited programs reported unemployment rate lower than 1%	
Monitoring	Programs that do not require an internship show a higher average unemployment rate than programs that require internship (regardless of population of students served or professional experience requirements of applicants)	
	Standard 1.3 (Program Evaluation), Standard 3.2 (Faculty Diversity) and Standard 5.1 (Universal Required Competencies) were the most commonly monitored standards	
<b>Trends from AY 2010-2011 to AY 2013-2014</b>		
Average number of nucleus faculty	remains	at about 13 per program
Percentage of all courses taught by full-time faculty		at about 83%
Percentage of required courses taught by full-time faculty		at about 75%
Overall admission rate		at about 65%
Overall enrollment rate		at about 60%
Employment in nonprofit sector		at about 25%
Employment in government	decreases	
Employment in the private sector	increases	
Annual reviews conducted by COPRA improve overall compliance of accredited programs		
<b>Accredited Programs vs Non-accredited Programs in AY 2013-2014</b>		
Accredited programs, compared to non-accredited programs:		
<ul style="list-style-type: none"> <li>- had more instructional faculty</li> <li>- had a more diverse student body</li> <li>- placed a higher percentage of graduates in government</li> <li>- awarded fewer degrees</li> </ul>		

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