

NASPAA ANNUAL DATA REPORT



Quick Facts

- There were **29,240** applications for admission in 2017-18. Of those, **18,738** were admitted and **11,406** students enrolled.

(N = 199 programs)

- **9,082** students graduated in 4 years and 702 are still persisting to graduation. That's an average graduation/persistence rate of **85%**.

(N = 206 accredited programs)

- **59%** of students were women, **37%** of students were persons of diversity, **7%** of students were international, and **16%** of students were out-of-state (US) in 2017-18.

(N=150, 141, 153, and 149 programs, respectively)

- The government employs **49%** of recent graduates, and the nonprofit and private sectors employ **23%** and **17%** of graduates, respectively.

(N = 199 accredited programs)

29,240
Applications

85%
Graduate/Persistence
Rate

59%
Women

Multisectoral
Employment

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NASPAA Accreditation promotes, and helps program maintain, **educational quality** in global public service education.

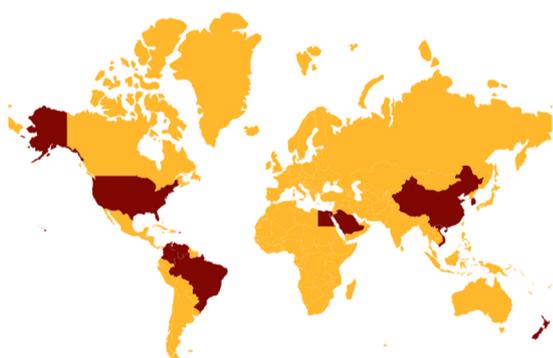
The rigorous process, including eligibility requirements, program self-evaluation, on-site visit, and peer review by the Commission on Peer Review and Accreditation (COPRA), ensures a commitment to **academic quality** and **continuous improvement**.



The NASPAA Accreditation Standards are built on **public service values**. Our programs train students preparing to pursue the public interest ethically and effectively.

Our accredited programs have a demonstrable impact on professional **public service**.

Maintenance of program quality is monitored through required annual reporting and septennial review. This data collection facilitates **transparency, accountability**, and the **advancement** of the public service field. This process ensures that students, programs, and other stakeholders can access important information about our field. The following data are derived from the annual data reports and self-study reports of 209 programs that are accredited or sought (re)accreditation in 2018-19.



209 programs in
10 countries

Enrollment and Admission



Of the 199 programs represented in these data, there were **29,240** applications for admission.

18,738 students were admitted.

11,406 of those students proceeded to enroll in a NASPAA accredited program in 2017-18.

ADMISSION RATE

The average admissions rate was **73%** (median 75%).

ENROLLMENT RATE

The average admissions yield was **71%** (median 72%).

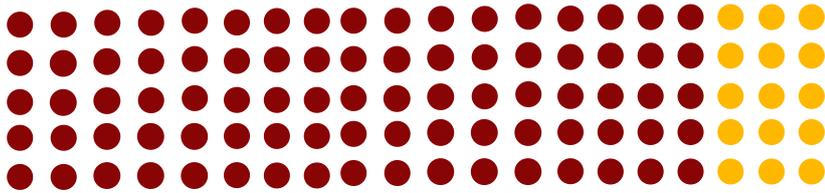
Total enrollment for 2017-18 was **19,996** with an average of **127** and median of 82 students enrolled per program. (n=157)



NASPAA accredited programs distinguish themselves through program-specific missions, serving different student populations from around the world. Our Standards are inclusive of program types with different goals, resources, and capacities.

Graduation Rates

9,082 students graduated in 4 years and **702** are still persisting in their degree. That's **85%** of students initially enrolled (11,481) who are either graduated or still persisting. **45%** of students graduated in 2 years, and **69%** graduated within 3 years. (n = 206)



85%

There were **6,626 degrees** awarded in 2017-18, with an average of **45** and a median **26** of degrees awarded per program. (n=149 programs)

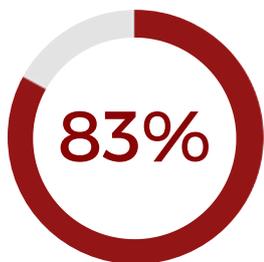
6,626

Degrees

Faculty Breakdown

COURSE COVERAGE

83% of required competencies courses and **76%** of all courses were taught by full-time faculty. (n = 202)



FACULTY NUCLEUS

NASPAA accredited programs have a median faculty nucleus size of **7** (average: 12). (n = 207)

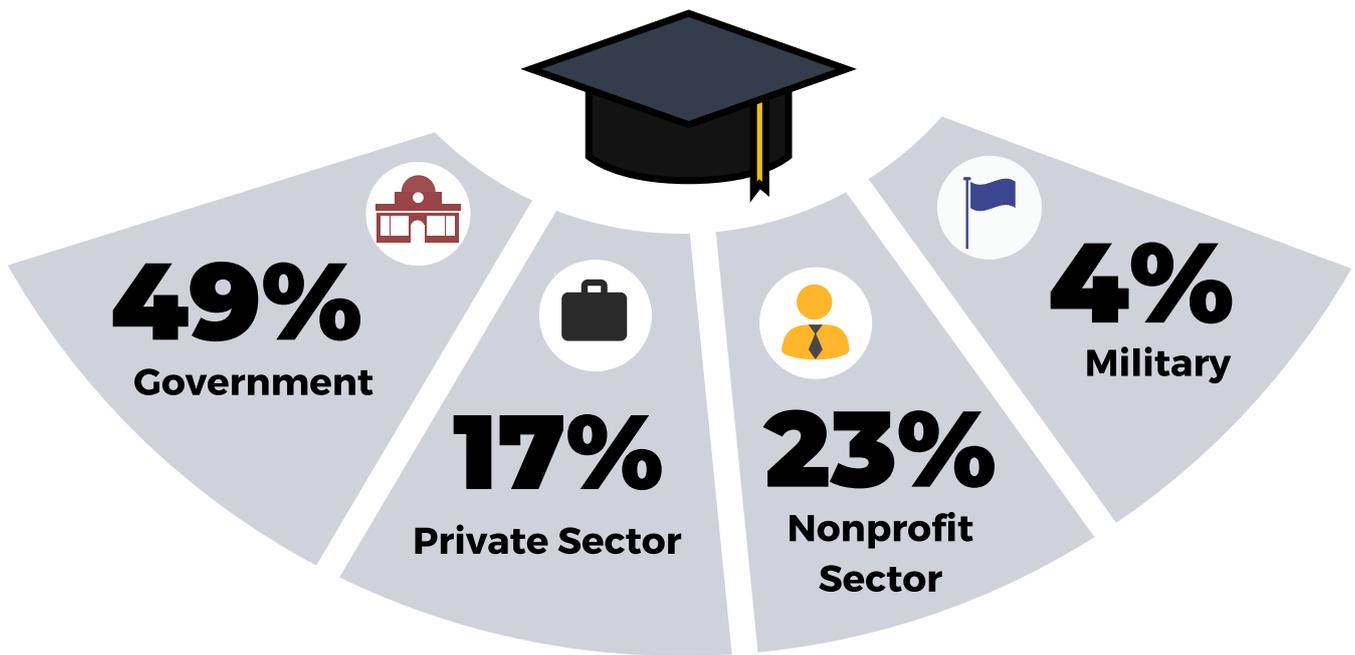


NASPAA Standards require a minimum of **5** faculty nucleus members for accredited programs.

PUBLIC SERVICE DEGREES

Our degree programs are **multisectoral**; graduates from NASPAA accredited programs are employed in a variety of fields. Of total known graduates, **3%** pursued a higher education.

Of the **8,184** known students from **199** programs included in this analysis, graduates were employed in the following sectors:



NASPAA Data Center

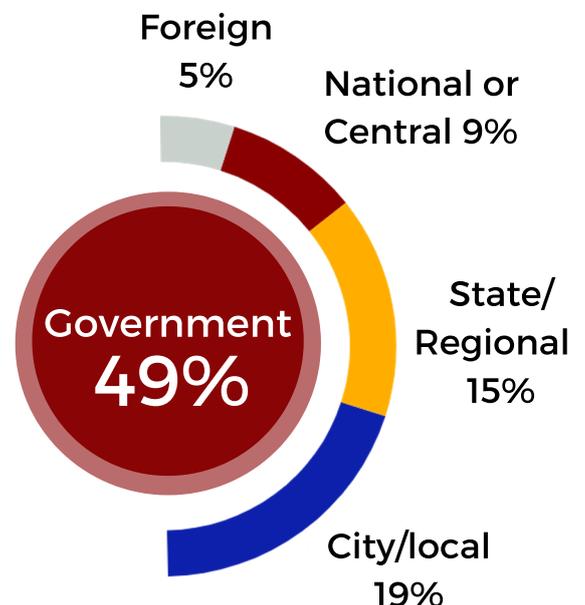
UNEMPLOYMENT

5% of graduates are unemployed and seeking employment.

LIMITATIONS

1309 students (14%) had an "unknown" status, limiting our data to the students who were captured by program data collection.

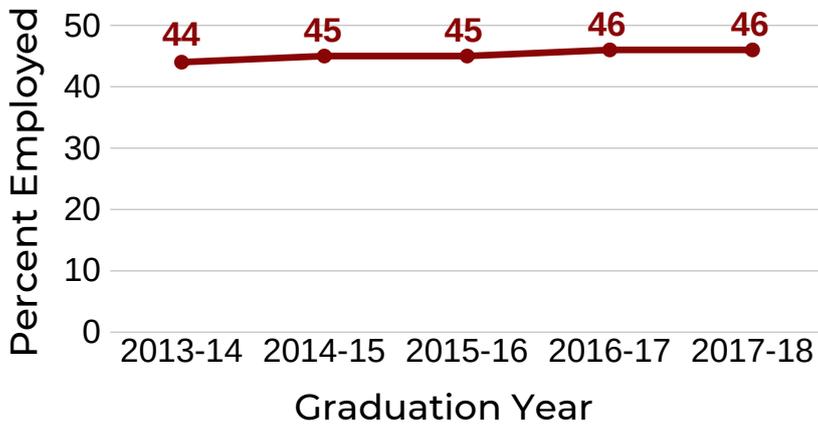
GOVERNMENT SERVICE



Employment Trends

These data are derived from a sample of 173 programs that have provided these data for each of the last five years.

Employed with Government



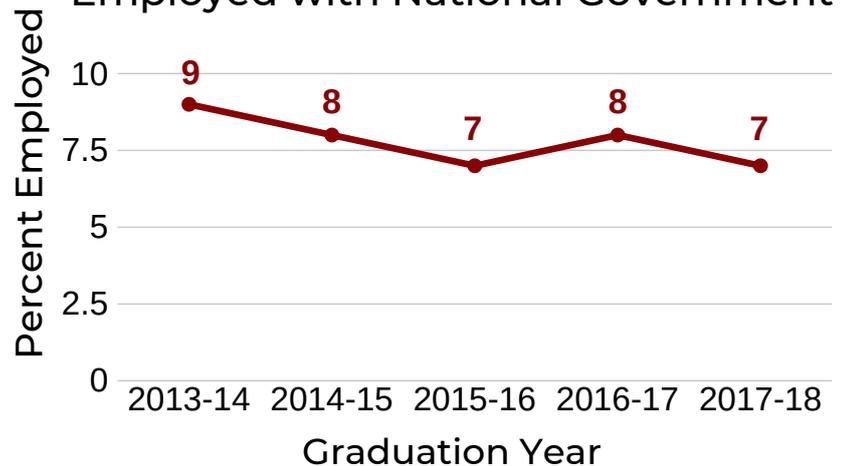
GOVERNMENT

The government continues to employ a majority of known graduates, and this appears to have slightly increased over the last five years.

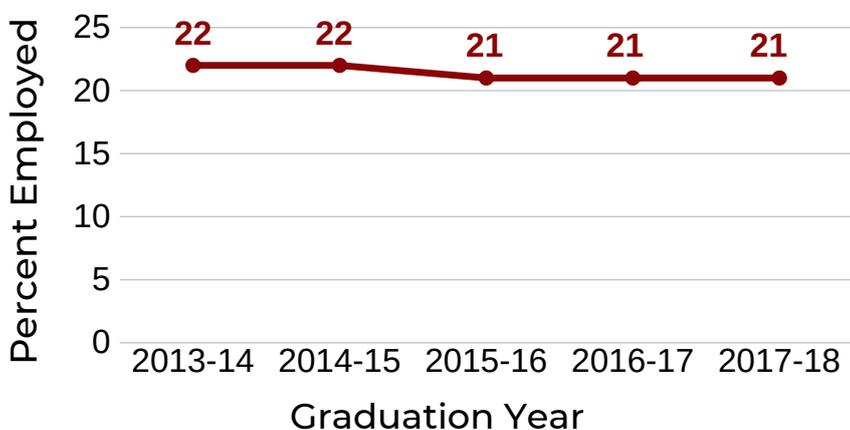
NATIONAL/CENTRAL

National government employment is down **1%** this year, and has seen a potential downward trend since AY 2013-14.

Employed with National Government



Employed with Domestic Nonprofit



NONPROFIT

Nonprofit employment appears to have decreased slightly in AY 2015-16, and has remained steady each year since. International nonprofit employment was 3% each year excepting 2016-17, during which it was 4%.

These data are limited by the number of programs who filled out employment data for each year, and more research is necessary to determine if these trends will continue.

NASPAA promotes diversity within public service faculty, student bodies, and program delivery. Through accreditation, NASPAA invests in the education and training of students preparing to work in increasingly diverse and changing environments.



36% of students enrolled in our accredited, and seeking (re) accreditation, public service degree programs are persons of diversity (N=141). **59%** are women (N=150).

ENROLLED STUDENT BREAKDOWN



59%

women
N=150



49%

Part time
N=139



37%

Persons of Diversity
N=139



16%

Out-of-State (US)
N=149



7%

International Students
N=153

A more detailed sample of 30 US-based programs seeking (re)accreditation in 2017-18 reveals the following student diversity breakdown:

Black/African-American: 24%, **American Indian/Alaska Native:** 2%, **Asian** 3%, **Hispanic:** 19%, **White:** 44%, **Native Hawaiian/Pacific Islander:** 0.2% **Nonresident:** 3%, **2+ Races:** 2%, and 2% of students were **unknown**. These findings are influenced by the cohort's distribution of minority serving institutions.

Standards Monitoring

COPRA monitors programs based on the Standards, to ensure continuous accountability and improvement. NASPAA Accreditation is committed to ensuring that students are prepared to pursue the public interest. The following were the most monitored standards from the 2017-18 annual reports (n=184 programs).

Standard 4.3: Support for Students (7% of programs monitored): 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 5.1: Universal Required Competencies (10% of programs monitored): As the basis for its curriculum, the program will adopt a set of **required competencies** related to its **mission** and to **public service values**. The required competencies will include five domains: the ability

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

Standard 6.1: Resource Adequacy (7% of programs monitored): The program will have **sufficient funds**, **physical facilities**, and **resources** in addition to its faculty to pursue its mission, objectives, and continuous improvement.

5% of programs were monitored on the following standards:

Standard 1.3: Program Evaluation

Standard 3.2: Faculty Diversity

Standard 4.4: Student Diversity

Spotlight: Faculty Diversity

DETAILED BREAKDOWN

Of a sample of 30 US-based accredited programs and those seeking accreditation in 2018-19, **32%** of faculty are persons of diversity. A more detailed breakdown is as follows:

Black/African-American: 13%,
American Indian/Alaska Native: 1%,
Asian 9%,
Hispanic/Latinx: 6%,
White: 66%,
Nonresident: 1%,
2+ Races: 1%,
Native Hawaiian or Other Pacific Islander: 1%.
2% of faculty were unknown.

GENDER BREAKDOWN



Women make up **62%** of total faculty, and **67%** of women currently hold full-time faculty positions. **66%** of total faculty members are full-time while only 34% are part-time. (n= 540 faculty members, 30 programs)

Spotlight: Alumni Survey Findings

A sample of **28** accredited programs and **329 students** (an average of 12 students per program) responded to the 2018 NASPAA alumni survey, offered 3 years after the cohort (2014-15) graduated.



73% of survey respondents were either "satisfied" or "extremely satisfied" with their salary. (n=322)

90% said their MPA/MPP was important/very important to their success
N=325

91% of respondents were either "satisfied" or "extremely satisfied" with their work environment. (n=323)

Percent of alumni who said their public service degree prepared them...

96% "To **articulate** and **apply** a public service perspective" N=325

94% "To **communicate** and **interact** productively with a diverse and changing workforce and citizenry" N=325

92% "To be a more **productive** or **ethical** public servant" N=298

89% "To **participate** in and **contribute** to the public policy process" N=325

The **Global Standard** in Public Service Education

