Quick Facts

- There were **29,240** applications for admission in 2017-18. Of those, **18,738** were admitted and **11,406** students enrolled.  
  \((N=199\text{ programs})\)

- **9,082** students graduated in 4 years and 702 are still persisting to graduation. That's an average graduation/persistence rate of **85%**.  
  \((N=206\text{ accredited programs})\)

- **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.  
  \((N=150, 141, 153, \text{ and } 149\text{ programs}, \text{ respectively})\)

- The government employs **49%** of recent graduates, and the nonprofit and private sectors employ **23%** and **17%** of graduates, respectively.  
  \((N=199\text{ accredited programs})\)
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INTRODUCTION

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.
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.
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)

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)

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.
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:

- **Government**: 49%
- **Private Sector**: 17%
- **Nonprofit Sector**: 23%
- **Military**: 4%

5% of graduates are unemployed and seeking employment.

1309 students (14%) had an unknown status, limiting our data to the students who were captured by program data collection.
These data are derived from a sample of 173 programs that have provided these data for each of the last five years.

**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.

**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.
Student Diversity

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)

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