Detailed Summary of Changes
2019 NASPAA Self-Study Instructions

December 10, 2019

What's new and improved?

The Commission on Peer Review and Accreditation (COPRA) is pleased to release the 2019 Self-Study Instructions (SSI) for NASPAA Accreditation, the official document that outlines the data requirements for accreditation and provides definitions, a basis of judgment, and illustrative examples for each of the standards. The 2019 revisions reflect the work of several NASPAA committees working together to align the Instructions with the 2019 NASPAA Accreditation Standards. The additions and clarifications outlined below are intended to ensure our process remains formative, while growing the field's commitment to global public service values and embracing the multisectoral and changing nature of public service. COPRA also sought to increase clarity in areas where programs have sought additional guidance, particularly with regard to Standards 1 and 5.

To those of you that provided feedback from your own self-study process, participated in colloquia and surveys, or provided comments on the draft version of the 2019 Standards, thank you for helping NASPAA and COPRA make the accreditation process and Self-Study Report more valuable.

As the lists of Highlights amendments detail, the 2019 changes also reflect clarifications and adjustments, which are intended to make the Self-Study process more accessible to participating programs.

2019 Highlights

The 2019 Self-Study Instructions:

- **Incorporate changes to the 2019 Standards,** which reflect trends in public service education, sharpening our expectations for student learning and renewing our commitment to public service values.
    – Nonprofit at the Core: the Standards establish nonprofit management as fundamental to public service education. Changes to language throughout the SSI, such as clarifying examples, Standard 5.1 rationale, and the use of the term 'public service', align with these changes.
    – Global accreditation: the Standards highlight critical public service values such as transparency, accountability, participation, and equity, which align with NASPAA's goals to support effective, accountable, and inclusive institutions, and serve as hallmarks of public service worldwide. Changes to language throughout the SSI align with these changes.
    – New Developments: The Standards target the universal required competencies to ensure they are as multisectoral as the field of public service, rigorous with regard to critical analysis and decision-making, and adaptable to the rapidly changing needs and environments of the field, be they technological, geographic, or otherwise. Changes to language throughout the SSI align with these changes.

- **Increase emphasis on equity and cultural competency**. Important in the global public service values discussion, the Standards incorporate equity, support, retention, and responsiveness into the Standards. The SSI retain the flexibility necessary to accredit in different contexts, while emphasizing the role diversity, equity, and inclusion must play in preparing students to work with a diverse and changing workforce and society at large.
  - The diversity plan, required of all programs, is now referred to as a diversity, equity, and inclusion plan to better capture the holistic expectations of promoting a climate of inclusiveness.

- **Provide guidance with regard to Standards 1 and 5.1** in response to feedback from programs and site visitors. COPRA expectations, and program implementation, have matured over the past 10 years. New guidance better distinguishes program evaluation and student learning assessment and outlines expectations for direct assessment of student competency.

- **Offer new sample student learning outcomes** to illustrate the broad applicability of the universal required competencies to programs with different mission-based foci. New examples specifically map competencies critical to nonprofit management, data analysis, and cultural competency to the universal required competencies.

- **Define over 30 new glossary terms** in areas such as program evaluation, student learning assessment, direct measure, and inclusion as reference points for expectations throughout the accreditation process.

The complete and detailed list of changes follows below. Note that several changes were made to formatting, grammar, etc. and to ensure consistency in language that will not be highlighted here. New language will be delineated in **green**.

Self-Study Report form

1. Preconditions for Accreditation Review (Change to NASPAA Standards)

   The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

   A p Programs applying for accreditation review must demonstrate in ~~their~~ **its** Self-Study Report~~s~~ that ~~they~~ **it** meet**s** four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public ~~affairs, administration, and policy~~ **service**, **a** program~~s~~ that do**es** not meet the preconditions in a strictly literal sense**,** but which meet**s** the spirit of these provisions**,** may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.

2. Preconditions for Accreditation Review (Change to NASPAA Standards)

   The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

2. Public Service Values

The mission, governance, and curriculum of **an** eligible programs~~s~~ shall demonstrably emphasize public service values. ~~Public service~~ v**V**alues are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. **Public service values consist of the values that should guide public and nonprofit professionals. NASPAA's public service values are consistent with globally recognized sustainable development goals to build effective, accountable, and inclusive institutions at all levels. NASPAA's public service values** ~~They~~ **include, but are not limited to:** pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; **cultivating global and local awareness;** and **promoting participation and inclusiveness by** demonstrating respect, equity, and fairness in dealings with ~~citizens~~ **members of society, stakeholders,** and fellow public servants. 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.

3. Preconditions for Accreditation Review (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in **public service, specifically** the professions of public **and nonprofit** affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Variations in nomenclature regarding degree title are typical in the field of public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. Specifically excluded are programs with a primary mission other than that of educating professionals in public **and nonprofit** affairs, administration, and policy (for example, programs in which public **and nonprofit** affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Preconditions for Accreditation Review (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

4. Course of Study

Students should interact and collaborate extensively with faculty and each other, engage in hands on collaborative work, be socialized into the norms and aspirations of the profession, and be able to develop their interpersonal and communication skills through ample faculty observation and feedback. The normal expectation ~~for students studying for~~**is** that professional degrees in public **service** ~~affairs, administration, and policy is equivalent to~~**require at least** 36 ~~to 48~~ semester credit hours of study, **or the equivalent**. ~~The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills.~~ Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public ~~affairs, administration, and policy~~**service** in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

Special Condition: Dual Degrees Programs may allow a degree in public ~~affairs, administration, and policy~~**service** to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public ~~affairs, administration, and policy~~**service** must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public ~~affairs, administration, and policy~~**service**.

Special Condition: Executive Education Programs may offer a degree in public ~~affairs, administration, and policy~~**service** designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

5. Standard 1.1 (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

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~~**service**,
- 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~~**service**.

6. Standard 1 Self-Study Instructions (addition)

In section 1.1, the program should provide its mission statement and describe ~~how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the processes used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:~~ **the processes used to develop and refine its purpose, public service values, and mission statement, including the roles and contributions of stakeholders such as students, graduates, faculty members, employers, and practitioners. The program should also document how it ensures the ongoing alignment of its mission, purpose, values, and the community it serves. The program should report on how, and to what extent, the mission statement is informed by and disseminated to relevant stakeholder groups.**

The program should discuss the distinctive elements of its purpose and public service values as conveyed in its mission statement including, but not limited to, student and employer population(s) served, faculty expertise, curricular philosophy and pedagogy, and student support infrastructure.

The program should describe the process by which the mission statement guides decision-making, including the allocation of resources. Specific illustrations are recommended.

7. Question 1.1.2 (addition)

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences **goal-setting and** decision-making, and how and to whom the program disseminates its mission. Include information describing how often relevant internal and external stakeholders, including employers, are involved in the mission development and review process, detailing their explicit responsibilities and involvement.

8. Standard 1.2 Self-Study Instructions (addition)

1.2.1 Please identify the major PROGRAM goals as they relate to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.3.

In section 1.2.1, please identify the primary mission-based program goals. The program should explicitly declare, operationally define, and justify program performance expectations stated in, or implied by, its mission statement and its mission-defined goals and objectives. Describe how these program goals and objectives align with the mission and public service values identified in Standard 1. A logic model or similar device should be provided to illustrate how what is being measured contributes to an evaluation of specific programmatic outcomes and how achievement of these outcomes delivers on the promises made in the mission statement. A logic model is a visual tool that allows for a program to describe its theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals. The program should upload its logic model or similar device to the Self-Study Appendices page.

9. Question 1.2.1 (addition, deletion)

   Please link your program goals **and objectives**:
   - to your mission's purpose and public Service Values.
   - to your mission's population of students, employers, and professionals the program intends to serve.
   - to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration**service**.

10. Standard 1.3 Self-Study Instructions (addition)

   In section 1.3, the program should connect its programmatic goals to measurable performance objectives and outcomes. The program should describe the measurement methodologies employed in the assessment of the performance metrics declared, defined, and justified in section 1.2.1. The description of the measurement methodology should include the population studied, data collection procedures used, including the sampling protocol employed, if appropriate, analyses undertaken, and how results were used to improve program performance and enhance the community the program seeks to serve.

   It is important that program evaluation efforts lead to demonstrable programmatic changes intended to improve program delivery, including administrative capacity, resource adequacy, faculty teaching, research, and service productivity, graduation and employment rates of students, faculty and student support, student learning, alumni and employer support of program(s), and/or recruitment and retention of students. While every aspect of every program cannot be evaluated every year, a schedule of regular and systematic program evaluation should be undertaken and described by the program over the course of each seven year accreditation cycle.

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. ~~Programs should use logic models or other similar illustrations in their Self- Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes.~~ The program should relate the information generated by these processes in its discussion of Standards 2 through ~~5~~**7** (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, ~~and~~ student learning**, resource allocation, and communications**). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how ~~does~~ the program's evaluation of its student learning outcomes feed**s** into its assessment of the program's performance).

For those goals **and objectives** identified in Standard 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission. **Based on these outcomes**, describe how the program enhances the community it seeks to serve.

11. Question 1.3.1 (addition, deletion)

   1.3.1 Please link your program performance outcomes**:**
   - to your mission's purpose and public service values**.**
   - to your mission's population of students, employers, and professionals the program intends to serve.
   - to the contributions your program intends to produce to advance the knowledge, research, and practice of public ~~policy, affairs, administration~~ **service**.

12. Question 1.3.2 (clarification)

   1.3.2 Describe ongoing ~~assessment~~ **program evaluation** processes and how the results of the ~~assessments~~ **evaluation** are incorporated into program operations. **Provide examples of evidence-informed decisions made** to improve **programmatic outcomes, including** student learning, faculty productivity, and graduates' careers. ~~Provide examples as to how assessments are incorporated for improvements.~~

13. Standard 2.2 Self-Study Instructions (clarification)

   In preparing its SSR, the program should:

   Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This faculty nucleus should consist of a minimum of five (5) persons who are full time **at the university**, academically **or** ~~/~~professionally qualified faculty members or

their equivalent, ~~at the university~~ and are significantly involved in the delivery and governance of the program.

When completing the Self-Study Report in the online system**,** ~~programs~~ the program will enter a ~~sample~~ **minimum** of five faculty members and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in Standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

14. Question 2.2.1

2.2.1 Name	Faculty Nucleus Qualification	Degree	How Involved in program (check all that apply)
	Drop Down: Academically Qualified; Professionally Qualified	Drop Down: Ph.D. DPA MPA MA MS JD Other	Teaching Governance Public **Service** ~~Affairs~~ Research Community Service

15. Question 3.1.1 (clarification)

3.1.1 Provide information on **no fewer than** 5 of your Nucleus Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study. (Data repopulated from previous tables where available).

16. Question 3.1.2 (clarification)

Provide your program's policy for **determining** academically and professionally qualified faculty, **including expectations of faculty for sustaining those qualifications**, and the mission-based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program.

17. Question 3.1.3 (deletion, clarification)

Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified faculty in the self-study year. ~~Please upload a separate table for each location and modality, if appropriate.~~ The total across all rows and columns will not add to 100%.

For programs with multiple modalities, complete the first table **in the self-study report in** aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

18. Standard 3.2 (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

3.2   Faculty Diversity: The program will promote **equity,** diversity and a climate of inclusiveness through its recruitment**,** ~~and~~ retention, **and support** of faculty members.

19. Standard 3.2 Self-Study Instructions (addition)

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity, **equity, and inclusion**. **A** program~~s~~ should be able to demonstrate **through its goals, actions, and outcomes**, that ~~they~~ **it supports faculty and** understand**s** the importance of providing students access to faculty with diverse views and experiences so they are better able to understand and serve their clients and ~~citizens~~**members of society.**

The p~~P~~rogram~~s~~ should be able to demonstrate how ~~they~~ **it** "promote**[s] equity,** diversity**,** and a climate of inclusiveness" in accordance with a strategic diversity, **equity, and inclusion** plan, developed with respect to ~~a~~**the** program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity**, equity,** and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts **(which includes not only demographic representation among faculty and students but its climate of inclusion)**, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self-Study Appendices page.

Upload your program's diversity, **equity, and inclusion** plan as a Self-Study appendix.

20. Question 3.2.1a (clarification, addition)

3.2.1 a	FT		PT		Total
Faculty Diversity	M	F	M	F	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non Hispanic/Latinox					
Asian, non Hispanic/ Latinox					
Native Hawaiian or other Pacific Islander, non Hispanic/Latinox					
Hispanic/Latinox					
White, non-Hispanic/Latinox					
Two or more races, non Hispanic/Latinox					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total					
Disabled **Individuals with disabilities**					
Other: as defined by the program (drop down menu: Place of origin (domestic); Place of origin					

(international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; sexual orientation; gender identity; other					

21. Question 3.2.1b (addition)

Using the drop down menu, first select a broad designation for each individual category, **as applicable**, then provide a specific name for the category.

3.2.1b Faculty Diversity	Program-defined diversity categories	FT		PT		Total
		M	F	M	F	
Drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; Religion; **sexual orientation; gender identity**; other						
Total						

Individuals with disabilities						

22. Question 3.2.2 (addition)

3.2.2 Describe how your current faculty diversity efforts support the program mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's ~~unique~~ **distinct** mission and environment, for how the program promotes diversity**, equity,** and a climate of inclusiveness. **Describe your program's retention and support strategies for underrepresented faculty.**

23. Question 3.2.3 (addition)

3.2.3 Describe how the diversity of the faculty has changed in the past 5 years. **Programs should discuss diversity in terms of race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, socioeconomic background, veteran status, etc.** (Limit 250 words)

24. Question 3.3.1 (addition)

Provide ONE exemplary activity for 5 of your nucleus faculty members' (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service, ~~and~~ efforts to engage students, **and contributions to the practice of public service** in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

3.3.1 Name	**Research or Scholarship**	**Community Service**	**Efforts to Engage Students**	**Contributions to the practice of public service**

25. Question 3.3.2 (addition, deletion)

Provide some overall significant outcomes or impacts on public ~~administration and policy~~**service** related to these Exemplary Efforts. (Limit 500 words)

26. Standard 4 Self-Study Instructions (addition)

In preparing its Self-Study Report (SSR), the Program should bear in mind how **student**

recruitment, admissions, **retention**, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.), its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, **retention**, internship support, career counseling, etc.)**,** are in accordance with, and support, the mission of the program.

27. Standard 4.2 (Change to NASPAA Standards)

    The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

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

28. Standard 4.2 Self-Study Instructions

    In this section of the Self-Study Report, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, **students across modalities**, gender-based considerations, ethnicity, or any other "discriminating" criteria should be presented and explained, vis-à-vis the program mission.

29. Question 4.2.1c (addition)

Standardized Tests	Required	Optional	N/A
GRE			
Minimum Total Score*			
GRE Verbal Minimum*			
GRE Quantitative Minimum*			
GRE Analytical Minimum*			
GMAT			
Minimum Score*			
LSAT			
Minimum Score*			
TOEFL			
Minimum Score*			
National Entrance Exam			
Minimum Score*			

30. Question 4.2.2a (clarification)

For programs with multiple modalities, complete the first table **in the self-study report** in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

31. Standard 4.3 (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

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~~**service.**

32. Standard 4.3 Self-Study Instructions (clarification)

In this section of the Self-Study Report, the program should describe, discuss, and document ~~its~~ **the support** services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The ~~SSR~~ Self-Study Report should explicitly link the types of services provided with the program mission.

33. Question 4.3.3a (clarification)

4.3.3a Below, using the SSY-5 cohort, **provide the cohort's completion and persistence rates**. ~~i~~Indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

For programs with multiple modalities, complete the first table **in the self-study report** in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table

reflecting only satellite campus student data, and the fourth table reflecting only online student data.

34. Question 4.3.3c (clarification)

    Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as ~~FT/PT~~**full-time or part-time students**, pre-service vs. in-service **students**, or other limitations that impede progress towards graduation). (Limit 250 words)

35. Question 4.3.4a(4) (clarification)

    Briefly discuss the program support and supervision for students who undertake an internship, to include ~~job~~ **internship** search support, any financial assistance for unpaid interns, **and** ongoing monitoring of the student internship. (Limit 250 words)

36. Question 4.3.4b (clarification)

    For programs with multiple modalities, complete the first table **in the self-study report in** aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.4b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

37. Standard 4.4 (Change to NASPAA Standards)

    The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

    4.4   Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices, **retention efforts**, and student support services.

38. Standard 4.4 Self-Study Instructions (addition)

    In the Self-Study Report, the program should demonstrate its ~~overt~~ **tangible** efforts to promote diversity, cultural awareness, inclusiveness, **equity,** etc., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations, ~~and~~ services, **and support of students**. **A p**~~P~~rograms should be able to demonstrate how ~~they~~ it "promote**[s]** diversity and **a** climate of inclusiveness" in accordance with a strategic diversity, **equity, and inclusion** plan, developed with respect to ~~a~~ **the** program's unique mission and

environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts **(which includes not only demographic representation among faculty and students but its climate of inclusion)**, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self- Study Appendices page.

39. Question 4.4.1 (addition)

4.4.1 In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:
   - Diversity training and workshops for students, faculty and staff**.**
   - Frequent guest speakers ~~of~~ **representative of** ~~a~~ "diverse" background**s**, **especially those not currently represented among the faculty.**
   - Formal incorporation of "diversity" as a topic in required courses.
   - Student activities that explicitly include students of a diverse background.
   - ~~Etc.~~

40. Question 4.4.2 (addition)

4.4.2 In the box below briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of "underrepresented populations" may vary among programs, **given the location of program**, mission-oriented "audience" and stakeholders, target student populations, etc.) (Limit 250 words)

41. Question 4.4.3 (addition)

4.4.3 In the box below briefly describe the program's strategies for the retention of underrepresented students. (Note: the definition of "underrepresented students" may vary among programs, given the location of program, mission-oriented "audience" and stakeholders, target student populations, etc.) (Limit 250 words)

42. Question 4.4.4a (addition)

4.4.4a US-Based Program – Complete the following table for all students ~~enrolling~~ **enrolled** in the program in the year indicated, (if you did not check the "precludes" box above).

> For programs with multiple modalities, complete the first table **in the self-study report** in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main

campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latin~~o~~**x** should be reported only on the Hispanic/Latin~~o~~**x** line, not under any race, and persons who are non-Hispanic/Latin~~o~~**x** multi-racial should be reported only under "Two or more races."

4.4.4a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non Hispanic/Latin~~o~~**x**					
Asian, non-Hispanic/ Latin~~o~~**x**					
Native Hawaiian or other Pacific Islander, non Hispanic/ Latin~~o~~**x**					
Hispanic/ Latin~~o~~**x**					
White, non-Hispanic/ Latin~~o~~**x**					
Two or more races, non Hispanic/ Latin~~o~~**x**					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total					
~~Disabled~~ **Individuals with Disabilities**					
Other: as defined by the program (drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career					

background; Educational background; Political affiliation; sexual orientation; gender identity; other					

43. Question 4.4.4b (addition)

4.4.4b Non-US Based Program – Complete the following table for all students ~~enrolling~~ **enrolled** in the program in the year indicated, enumerating categories of "diversity" appropriate for your location. Using the drop down menu, first select a broad designation for each individual category **as applicable**, **and** then provide a specific name for the category.

> For programs with multiple modalities, complete the first table in **the self-study report in** aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.4.4b Ethnic Diversity – Enrolling Students	Program-defined Diversity Categories	Self-Study Year Minus 1		Self-Study Year		Total
Drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; Religion; **sexual orientation; gender identity;** other		Male	Female	Male	Female	
Total						
Individuals with Disabilities						

44. Standard 5.1 (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies ~~related to~~**determined by** its mission and public service values. The required competencies will include five domains: the ability
  - to lead and manage in **the** public ~~governance~~**interest**;
  - to participate in**,** and contribute to**,** the policy process;
  - to analyze, synthesize, think critically, solve problems and make **evidence-informed** decisions **in a complex and dynamic environment**;
  - to articulate**,** ~~and~~ apply**, and advance** a public service perspective;
  - to communicate and interact productively **and in culturally responsive ways** with a diverse and changing workforce and ~~citizenry~~**society at large**.

45. Standard 5.1 Self-Study Instructions (addition)

Consistent with Standard 1.3 Program Evaluation, the Program will collect and analyze evidence of student learning on the **universal** required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program**matic** improvement.

In preparing its ~~SSR~~ **Self-Study Report** for Standard 5, the program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:
  - PART A: How does the program define what students are expected to know and to be able to do **upon graduation** with respect to the required universal **required** competencies and/or **mission-specific** required~~/elective~~ competencies in ways that are consistent with its mission?
  - PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
  - PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to **questions in** these three ~~questions~~ areas will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that the program~~s~~ submit within ~~their~~ **its** Self- Studie~~s~~**y Reports**, a written plan or planning template that addresses how ~~they~~ **it** plan~~s~~ to assess each competency, when ~~they~~ **it** will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan ~~may be articulated within the appropriate text boxes and questions below or~~**should be** uploaded as a PDF to the Self-Study

Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

46. Standard 5.1 Part A (clarification, alignment with 2019 Standards)

Within the context of your program's mission, how does your program operationally define each of the universal required competencies**?** (I~~I~~n this section you should be ~~defining the competency~~ **identifying student learning outcomes**, not providing examples of its assessment).

to lead and manage in **the** public ~~governance~~**interest**;
to participate in**,** and contribute to**,** the policy process;
to analyze, synthesize, think critically, solve problems and make **evidence-informed** decisions **in a complex and dynamic environment**;
to articulate**,** ~~and~~ apply**, and advance** a public service perspective;
to communicate and interact productively **and in culturally responsive ways** with a diverse and changing workforce and ~~citizenry~~**society at large**.

47. Standard 5.2 (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

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

48. Standard 5.1 Part C (clarification)

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning ~~objectives~~ **outcomes**; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. Note that while only one universal required competency **cycle of assessment** is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.

49. Standard 5.2 Part C (clarification)

For the self-study narrative, the program should describe, for one of the mission-specific required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning **outcomes**, 2) the type of evidence of student learning that was collected by the program for that competency, 3) how

the evidence was analyzed, and 4) how the results were used for program improvement.

50. Standard 5.4 (Change to NASPAA Standards)

The SSI incorporate changes to the NASPAA Accreditation Standards approved on October 18, 2019:

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

51. Standard 7.1 Self-Study Instructions (clarification)

This standard governs the release of public ~~affairs~~ **service** education data and information by **the** program~~s~~ and NASPAA for public accountability purposes. Virtually all of the data addressed in this standard have been requested in previous sections of the self-study; this standard addresses how and where the key elements of the data are made publicly accessible.

In preparing its Self-Study Report for Standards 1-6, the program will provide information and data to COPRA. Some of these data will be made public by NASPAA to provide public accountability about public ~~affairs~~ **service** education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

These and all ~~O~~**o**ther data will ~~have to~~ be posted by the program on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

Glossary

52. Glossary (addition)

The following are new definitions added to the glossary:

Assessment Plan: a written plan which includes the frequency and strategies underlining the assessment of student learning outcomes, as well as the program's approach to programmatic improvement. The assessment plan details direct (and indirect, as needed) measures, the use of rubrics for evaluation, faculty and stakeholder involvement, analysis procedures, and how

analysis is used for overall program improvement.

Civic Virtue: The cultivation of habits important for the success of a community. This may lead to citizens being dedicated to the common welfare of their community even at the cost of their individual interests.

Climate of Inclusiveness: Actively ensuring a culture of belonging by valuing the full participation and engagement of all people, especially marginalized individuals and social groups.

Collective Benefit: A benefit which accrues to anyone whether or not they are a member of the group.

Cultural Responsiveness: An individual's cultural background—including but not limited to one's race/ethnicity, country of origin, age, socioeconomic status, religion, sexual orientation, gender identity, geographic region—can inform one's values, goals, expectations, beliefs, perceptions and behaviors. Cultural awareness requires recognition of one's own cultural identity and the different ways in which different cultural identities may shape values, goals, expectations, beliefs, perceptions and behaviors. Thus, cultural responsiveness entails actively engaging with others—both those internal and external to an organization—to learn, understand and respect different cultures and contexts; and to make decisions that address and adapt to the needs, interests and norms of different cultural groups. In doing so, cultural responsiveness aims to create more equitable, effective, and efficient practices, policies, programs and services.

Direct Measure: A method of measuring student performance based on a program's mission and goals that entails the assessment of the skills and knowledge demonstrated in student work and deliverables, including, but not limited to, pre- and post-tests of skills or knowledge, standardized exams, portfolio evaluations and capstone evaluations. Direct measures are based on standards of performance that can be captured in assessment instruments, such as rubrics. Course grades are not considered to be direct measures. (Please see Indirect Measure to understand what is not included in this definition).

Diversity, Equity, and Inclusion Plan: A written planning document which provides substantial evidence regarding programmatic efforts to promote diversity, equity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating DEI efforts, and the connection to the program's mission and objectives. A diversity, equity and inclusion plan links mission-based goals to measurable outcomes.

Equality: The promotion of fairness and justice by ensuring that all people, regardless of position, status, race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, and/or veteran status, etc., receive equal opportunity, access, and

treatment.

Equity: The recognition that all people do not have access to the same resources to achieve equality and the implementation of fair and just practices that give people what they need in order to reduce or eliminate disparity. Equitable practices identify and eliminate the biases and barriers which may prevent the full participation of some individuals.

Gender identity: - One's personal concept of self as male, female, a blend of both or neither, which can be the same or different from their sex assigned at birth.

Indirect Measure: A method of measuring student performance based on a program's mission and goals that entails perceptions, opinions or thoughts regarding student skills and knowledge by various stakeholders, such as through student surveys and self-assessments, student focus groups, alumni surveys and employer surveys. (Please see Direct Measure to understand what is not included in this definition).

Indirect Measure: A method of measuring student performance based on a program's mission and goals that entails perceptions, opinions or thoughts regarding student skills and knowledge by various stakeholders, such as through student surveys and self-assessments, student focus groups, alumni surveys and employer surveys (Please see Direct Measure to understand what is not included in this definition).

Logic Model: a visual tool that allows for programs to describe their theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals.

Mission Statement: a succinct statement of purpose which communicates a program's values, goals, and community.

Nonprofit Organizations: privately organized (non-governmental) entities created to advance a specific social mission that contributes to the public good. Also known as not-for-profit or voluntary sector organizations, these self-governed organizations use profits to advance its mission, rather than by distribution to owners or shareholders.

Participatory Processes: Specific methods to encourage the participation of all members of a group in a decision-making process. The primary goal is to encourage productive discussion to develop positive solutions.

Performance Metric: a measure of a program's objectives, activities, and performance. It is commonly accepted that performance metrics should be specific, measurable, actionable, realistic, time-bound, and provide data useful to strategic program management processes.

Program Goal: a clear, mission-based outcome statement that defines a program's specific aims or desired results.

Program Objective: a measurable step or action taken to achieve a program goal.

Public Interest: Outcomes that best serve the well-being of a social collective construed as a public as opposed to outcomes that serve the well-being of an individual, private corporation, or political party. Public interest is not the aggregate of individuals' interests but a consideration of the needs, aspirations, and values of a community, and the tensions that may arise with conflicting needs, aspirations and values (for example, the tension between national security vs. privacy in terms of the public interest). Thus, acting in the public interest entails accountability to the public, inclusion and consideration of the diversity of views within a community, and ethical deliberation.

Public Service Education: For the purposes of NASPAA Accreditation, those programs whose focus is preparing students to be leaders, managers, and analysts in public service, specifically the professions of public and nonprofit affairs, administration, and policy. Variations in nomenclature regarding degree title are typical in the field of public service education.

Public Service Professions: For the purposes of NASPAA Accreditation, entails the professions of those seeking to advance public service across sectors, particularly through public and nonprofit affairs, administration, and policy.

Quantitative Analysis: An empirical approach utilizing data which is in numerical form, e.g. statistics or percentages.

Qualitative Analysis: An empirical approach using non-numerical data such as meanings, concepts definitions, characteristics, metaphors, symbols, or description of things.

Racial/Ethnic Categories - (For U.S.-based programs) Categories based on the 1997 U.S. Office of Management and Budget (OMB) standards. Faculty and students may designate themselves as White; African-American or Black; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; or Hispanic.

Responsiveness: The ability of a system or organization to adjust quickly to suddenly altered conditions and to resume stable operation without undue delay.

Rubric: an evaluation tool used to define student learning expectations and evaluate direct measures of student competency. Rubrics establish a consistent set of criteria against which evaluators determine competency attainment by students.

Self-Study Year (SSY): the academic year preceding the submission of the self-study report.

Data provided in the self-study report should reflect program operations in the self-study year, unless otherwise noted (i.e. if the self-study report is due August 2022, the SSY is the 2021-22 academic year).

Sexual Orientation: a person's sexual identity related to the romantic, emotional, or sexual attraction to another person.

Stakeholders: Anybody who can affect or is affected by a program, such as students, faculty, graduates, employers of graduates, members of the community in which the program is being delivered. Stakeholders may not have a direct ability to affect the program but are affected by decisions about how to deliver the program.

Strategic Program Management: the mission-based process by which a program makes evidence-informed decisions in pursuit of continuous programmatic improvement.

Student Learning Outcome: a mission-based and measurable statement of the knowledge, skills, and abilities expected of students. Accredited programs define program-level student learning outcomes as aligned with the universal required competencies. Also referred to as student learning competency or objective.

Substantial Determining Influence: demonstrable governance by the nucleus faculty in areas such as teaching; advising; engaging in public and nonprofit affairs, administration, and policy scholarship and service; exposing students to a variety of perspectives; and to governing student admissions, planning curriculum and otherwise administering the program to promote student and faculty success.

Sustainable Development Goals: An example of sustainable development goals is the set of 17 Sustainable Development Goals (SDGs) developed by the United Nations and adopted by some world leaders in 2015 to promote prosperity while protecting the planet. A description of the goals can be found at this site:
https://www.un.org/sustainabledevelopment/sustainable-development-goals/
The goals encourage policies to build economic growth and address social needs including education, health, social protection and job opportunities while tackling climate change and environmental protection.

> **SDG 16 aims to "promote peaceful and inclusive societies for sustainable development, provide access to justice for all and provide effective accountable and inclusive institutions at all levels". This is most relevant to NASPAA and encourages signatories to aspire to reduce violence, abuse and exploitation, corruption and illicit finance and arms flows and build the rule of law, effective institutions, responsive decision-making, access to information, international cooperation and non-discriminatory legal frameworks.**

Sustainability: Meeting the needs of the present without compromising the ability of future generations to meet their needs.

Transgender: People whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth.

Underrepresented Population: faculty or students who have been insufficiently and inadequately represented in the academy, particularly due to racial identity or another social group membership. In the US, underrepresented faculty typically refer to faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

53. Glossary (clarification)

The following are amendments to existing definitions in the glossary:

Black or African American: A person having origins in any of the black racial groups of Africa**, including, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.**

COPRA 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. The role and responsibilities of the liaison ~~are to~~**include**:

1. Analyz~~e~~**ing** Self-Study Reports and draft ~~preliminary~~ **interim** ~~response~~ **report** to program.
2. Serv**ing**~~e~~ as an intermediary between the Site Visit Team, the Commission, and the program under review.
3. Answer**ing** any questions about the **review and** site visit process that may be raised by the program under review but not satisfactorily answered by the Site Visit Team.

Diversity: **The representation of d**~~D~~ifferences relating to social identity categories ~~such as~~**including, but not limited to,** race, ethnicity, gender, **gender identity**, class, nationality, religion, sexual orientation, disability, age, **socioeconomic background**, and veteran status. **For tables 3.2.1 and 4.4.3,** NASPAA ~~is using~~**uses** the ~~Common Data Set~~**Integrated Postsecondary Education Data System** (~~CDS~~**IPEDS**) categories for US-based programs**;** Non US-based programs will define their own diversity categories based upon their own context.

Hispanic or Latin~~o~~**x**: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Nucleus faculty member: A faculty member who participates in the program's 1) governance by participating in faculty meetings, area of specialization committees, student admissions,

curriculum planning and overall program administration; 2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public **and nonprofit administration, policy, and** affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University.

Public organization: an operating unit within an international, federal, state, **regional**, or local government; a supplier of services or products operated on a not-for-profit basis.

Public Service Values: The mission, governance, and curriculum of **an** eligible program~~s~~ shall demonstrably emphasize public service values. ~~Public service v~~**V**alues are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. **Public service values consist of the values that should guide public and nonprofit professionals. NASPAA's public service values are consistent with globally recognized sustainable development goals to build effective, accountable, and inclusive institutions at all levels. NASPAA's public service values** ~~They~~ **include, but are not limited to:** pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; **cultivating global and local awareness;** and **promoting participation and inclusiveness by** demonstrating respect, equity, and fairness in dealings with ~~citizens~~ **members of society, stakeholders,** and fellow public servants. 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.

Scholarship: **The expectation that faculty members be engaged in scholarly activities that** ~~the development~~**develop** ~~of~~ new knowledge, ~~the~~ re-~~synthesis~~**synthesize** or re-**conceptualize** existing knowledge. **These activities include, but are not limited to, research and publication of articles in peer review journals and books, the creative application of theory to practice, as well as participation in other community based professional activities that are designed to support the program's mission and advance their careers.** ~~and/or the creative application of theory to practice.~~

Transparency: Processes, procedures, identify of decision-makers, information, rationales and justification for decisions can be easily understood by parties who participate in the decision and those who do not. **Operating in such a way that it is easy for others to see what actions are performed. Transparency implies openness, communication, and accountability.**

54. Glossary (deletion)

The following are definition was removed from the glossary:

Minority Faculty: (For U.S. based programs) Faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Appendix A

Note, to reduce redundancies within this document, changes to Appendix A of the Self-Study Instructions with regard to the official wording of the NASPAA Accreditation Standards, as approved in October 2019, will not be identified below. These changes have been included above as part of the Self-Study Report form, and can be referenced in whole on the [Standards document](#).

55. Standard 1 Rationale (addition)

The **a**Accreditation standards reflect NASPAA's commitment to support programs for professional education that

1) commit to the ~~public service~~ values of **globally recognized sustainable development goals and global** public **service, specifically public and nonprofit affairs,** policy, and administration, and model them in their operations;
2) **invest** ~~direct~~ their resources toward ~~quantitative and qualitative~~**mission-based** outcomes **that promote the values of public service**; and
3) continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.

The commitment to public service values distinguishes **a** NASPAA-accredited programs from other degree programs. **NASPAA expects an accredited program to be explicit about the public service values to which it gives priority; to clarify the ways in which it embeds these values in its internal governance and operations; and to demonstrate that its students learn the tools and competencies to apply and take these values into consideration in their professional activities.**

The expectation that the program will:

- Define and pursue a mission that benefits its community through education and **the** dissemina**t**~~ing~~**ion of** knowledge about public ~~affairs, administration and policy~~**service** reflect~~s~~ NASPAA's commitment to public service values, for example civic virtue, participatory processes**,** and social equity;
- Direct resources toward observable and measurable outcomes reflects NASPAA's commitment to **the** public **service** values of transparency and accountability; and
- Evolve and improve reflects NASPAA's commitment to **the** public **service** values of responsiveness and sustainability.

In this way, NASPAA's accreditation process promotes public service values as the heart of the discipline.

Conformance with these standards ensures that the program invests its resources and efforts in a specific and well-defined public service mission. Strategic program management enables a program to develop and pursue a mission that articulates a program's purpose and public service values, and guides program performance, decision making, and continuous improvement with regard to governance, operations, faculty and student support, diversity and inclusion, student learning, resources, and communications. The purpose of strategic management is distinctive value creation. Strategic management is fundamental to investing increasingly scarce resources to achieve desirable, differentiated, and measurable outcomes. Formulation of a program's purpose, public service values, and implementation strategy and tactics should explicitly consider the program's unique goals and objectives as reflected in its faculty, curriculum, pedagogy, student support, climate of inclusiveness, and the student and employer populations whom the program serves. The resultant mission statement is the program's succinct promise to its stakeholders and should state or imply metrics by which program success can be objectively and routinely evaluated. Routine evaluation of program performance should inform both current and future operating priorities as well as suggest strategic imperatives necessary to deliver on this promise.

So long as their activities are consistent with their mission, programs have latitude to define their performance goals, measures of outcomes, and improvements. Whatever the program's goals and measures, they must be stated in terms that are sufficiently clear and concrete for the program to use in assessing itself and for outside parties, such as COPRA, to use in assuring that the program manages itself strategically. The mission statement brings coherence to the program's activities.

56. Standard 1.1 Basis of Judgment (addition)

   - The program's mission fits with its degree title (i.e., MPA, MPP, MNM, etc.).
   - The mission statement reflects values of public **service.** ~~affairs, administration, and policy.~~
   - **The program's mission is developed, and consistently reviewed, with input from program stakeholders.**

57. Standard 1.1 Clarifying Examples (clarification)

...Program A has articulated its emphasis in public ~~affairs, administration and policy.~~**service.**

...Program B has articulated its emphasis in public ~~affairs, administration and policy.~~**service.**

...Program C has articulated its emphasis in public ~~affairs, administration and policy.~~**service.**

...Program D does not provide evidence of how the program attempts to identify its commitment to public values nor provide evidence with regard to an emphasis in public ~~affairs, administration and policy.~~**service.** Program D has not articulated its emphasis in public ~~affairs, administration and policy.~~**service.**

58. Standard 1.1 Clarifying Examples (addition)

   Program F has a focus on training leaders in local government management. The program's mission statement restates the national ministry of education's goal to increase the number of trained local government managers by 10% over the next 5 years. The program has an extensive in-service student enrollment employed in national civil service. Program F does not have a mission statement reflecting input from program faculty, students or other stakeholders or defining public service values, rather relying on the goals of the government. Program F has not articulated its program-specific emphasis in public service.

   Program G's mission statement articulates an aim to foster public service education and values, specifically through nonprofit management. Its measured outcomes though do not directly relate to, flow from, or mostly encompass the focus on nonprofit management or otherwise do not enable the program, stakeholders, or NASPAA to determine how well the program is accomplishing its stated mission. Program G is not in conformance with Standard 1.1.

   Program H articulates a mission grounded in public service education and values, and measures outcomes directly related to its mission. The mission and outcomes though were defined many years ago and have not been periodically re-examined or updated by the program and its stakeholders since. Program H is not in conformance with Standard 1.1.

59. Standard 1.2 Basis of Judgment (addition)

   - The mission statement endorsed by the program guides its activities.
   - **The program has developed clear goals and objectives that are linked to its mission and public service values, and have measurable outcomes.**
   - **Program goals extend beyond goals specific to student learning.**

60. Standard 1.2 Clarifying Examples (clarification)

   Program A has established as a program goal to become a primary provider of ~~public policy analysts for state and federal agencies~~**professionals for nonprofit agencies** operating in its region. It defines its region in geographic terms. **It has identified 3 strategies to achieve its goal, including identifying and providing nonprofit capstone clients and hiring faculty with**

backgrounds in the nonprofit sector. It assesses its success by tracking the placements of its graduates and compares this to the placements of competing programs. It creates an advisory board of ~~training and development managers at its target government agencies~~**nonprofit executives** to help identify ~~agency~~ needs and value**s.** It describes its efforts to recruit in-service students ~~who are policy analysts~~**in the nonprofit field** looking to secure graduate level education. It surveys its alumni and their employers for information about ~~policies~~ **projects and programs** its graduates have helped ~~analyze~~ **manage, implement,** and shape. Program A has articulated its performance expectations.

61. Standard 1.3 Basis of Judgment (addition)

  • The program's mission and activities bear a clear and compelling relationship to a well-defined community of professionals outside of the university.
  • **The program's defined performance goals, measures of outcomes, and programmatic improvements align with its mission and allow for systematic program self-evaluation and strategic management of its resources.**
  • **The mission and its related goals and objectives help the program's decision-makers, students, and stakeholders and other constituents understand the program and its operations.**

62. Standard 1.3 Basis of Judgment (deletion)

~~NASPAA encourages programs to refer to guidelines it has issued to help them design their curricula, such as the guidelines on internships and not-for-profit curricula. However, the accreditation standards are determinative. The guidelines represent "best practices" as of the date of their issuance. Programs should evaluate their curricula in terms of their missions and objectives.~~

63. Standard 1.3 Clarifying Examples (clarification)

Program A, having established as a program goal in conformance with Standard 1.2 that student learning outcomes will include a set of competencies associated with its mission, describes its process for measuring ~~their~~ **student** performance, as well as its efforts to continuously improve student success. ~~Its assessment methods and processes:~~**The program evaluates progress toward meeting this goal through:**

1. Facilitat~~e~~**ing** longitudinal comparisons of learning outcomes.
   Us~~e~~**ing** state of the art learning outcomes assessment practices.
2. Provid~~e~~**ing** program-level as well as course-specific outcomes assessment of required competencies.
3. Provid~~e~~**ing** opportunities for students to demonstrate mastery of relevant competencies in applied, experiential settings that, at a minimum, parallel the challenges of working in the

public **and nonprofit** sectors.

The program describes **a pre-post skills-inventory administered to incoming and graduating students;** an annual survey of agency supervisors who have employed the prior year's graduates to determine the extent to which the recent graduates have demonstrated knowledge of its required competencies; pre- and post-program analyses to document the value the program adds, and to measure trends in outcomes; **analysis of employment rates;** and evaluations of student work in capstone courses, theses, and in integrative comprehensive written and oral exams.

Information gathered from these measurement efforts are reported annually to program faculty and stakeholders and are used to inform several facets of the program, including changes in strategic direction and curriculum.

Program A is in conformance with Standards 1.2 and 1.3.

~~Reports of survey results, pre-and post-test analyses, comparisons, and resulting program improvements appear in its SSR under Standard 5.~~

64. Standard 1.3 Clarifying Examples (addition)

Program B established that its faculty teaching and research serves and advances the program's community and profession in accordance with its mission and objectives. To this end, the program identifies four short term and four long term performance outcomes and provides a visual representation of these performance outcomes as part of their logic model.

The program measures progress toward these short and long-term performance outcomes through a variety of means. It conducts a regular alumni and stakeholder survey to inventory skills desired by area employers and to inform the extent that the program equips its graduates with NASPAA's universal competencies and its program and mission defined public service values.

The program maps NASPAA Universal required competencies to its mission objectives and curricular offerings and revisits its curriculum on a regular basis, and measures mastery of NASPAA universal competencies through direct and indirect assessment techniques in accordance with Standard 5.1.

Program B tracks placement and location of post-graduation employment in public and nonprofit sectors, monitors alumni careers and career advancements, and tracks pure and applied faculty research efforts, how faculty disseminate their research, the quality and reputation of publication outlets, and how faculty research informs their teaching and vice versa.

Program B is in conformance with Standards 1.2 and 1.3.

Program C reports a set public service values that flow from its mission and its related goals and objectives that were developed with input from faculty, students and community stakeholders. The public service values also reflect the program's non-profit and health administration tracks and its mission's emphasis on serving the program's geographic area.

The program describes taking a holistic approach to evaluating success in meeting outcome goals related to its public service values. These efforts include gathering data from a periodic stakeholder and employer survey, annual curricular assessment in accordance to standard 5.1, exit interviews with students, and periodic review by the program's advisory board.

Program C also reports that its nuclear faculty use these data to revisit its mission and public service values on an annual basis.

The Program C is in conformance with Standards 1.1, 1.2, and 1.3.

65. Standard 2 Rationale (addition)

The governance arrangement, including administrative leadership, should ensure the **ongoing** integrity of the program. Because program nucleus faculty members have deep knowledge of their program and a commitment to participatory processes, they also should play a significant role in the governance and execution of the program. A program nucleus faculty member, is one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time, tenured faculty member in the program, commensurate with the level of his or her appointment.

66. Standard 2.1 Clarifying Example (addition)

Program A is delivered both in-person and online, with its 6 nucleus faculty teaching courses in both modalities. The online program was developed recently and the program's administrative support structure remains geared toward its in-person students. The program has not articulated how its administrative infrastructure fits its dual modality program delivery, and is not in conformance with Standard 2.1.

67. Standard 2.2 Clarifying Examples (clarification)

Program A has joint appointments with PhD level staff from its research institutes. The appointments range from .25 to .50, **and all faculty are full-time with the university.** The Program documents these faculty performing functionally equivalent roles to the 1.0 appointments (teaching, research, advising, attending meetings, serving on committees, community service etc.), albeit with less commitment of their time. The fractional appointees demonstrably contribute to the program's ability to meet the performance goals it establishes.

If a fractional appointment is only teaching, then certain functional and normal expectations of the faculty role are not being met. Combined with its full-time appointments, the program exceeds 5 faculty FTE and is in conformance with Standard 2.2.

68. Standard 3.1 Basis of Judgment (clarification)

Program faculty should represent diverse substantive areas in public ~~affairs, administration, and policy~~**service** consistent with the program's mission and defined competencies.

69. Standard 3.1 Clarifying Examples (clarification)

Program F has a faculty member from the Psychology Department who teaches the Program's human resource management course. The faculty member, now seven years past receiving her PhD, has an active research program and a practice in clinical psychology. Although one of her Ph.D. fields was in organizational psychology, the faculty member will not be considered academically or professionally qualified unless the program can demonstrate that the form, quality, and quantity of her scholarship or professional practice are related to the program's mission in public ~~affairs, administration, and policy~~**service**.

70. Standard 3.1 Clarifying Examples (addition)

Program G has defined its faculty expectations based primarily on terminal degree attainment. Academically qualified faculty have strong research agendas, and professionally qualified faculty are active in their fields, however the program has not articulated actionable expectations for ensuring currency in faculty qualifications. The program has not articulated its academically and professionally qualified faculty policies.

71. Standard 3.2 Rationale (addition)

The program's faculty, as a group, will include a variety of **identities**, perspectives and experiences ~~(e.g., gender, ethnic, racial, disabilities)~~ to invigorate discourse with each other, and with students, and to prepare students for the professional workplace. **The program should demonstrate efforts that strengthen diversity, equity, and a climate of inclusiveness through recruitment and retention initiatives, faculty support, and professional development. The program should implement inclusive practices to eliminate barriers and reduce bias that fully engage faculty in its mission.**

The p~~P~~rograms~~s~~ with a public service orientation should demonstrate ~~their~~ **its** commitment, to the extent it is possible within ~~their~~ **its** legal and institutional framework, to public service values in the processes used to recruit**,** ~~and~~ retain**, and support** faculty and in the ways they assure students are exposed to people with diverse views and backgrounds.

72. Standard 3.2 Basis of Judgment (addition)

- There are program specific **goals**, steps, and strategies that demonstrate evidence of good practice in recruitment, retention, **and support** of faculty consistent with its mission and context.
- The program's diversity, **equity, and inclusion** strategies provide a framework for evaluating the ~~diversity~~ efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, **the curricular content**, as well as other measures.
- The program's data on recruitment and retention demonstrate adherence to the program's diversity, **equity, and inclusion** strategies.
- The program demonstrates that it appreciates diversity, **equity, and inclusion**, broadly defined in the context of the program and its mission, as critical in today's workplaces and professional environments.
- **The program takes steps to acknowledge and eliminate biases and program cultures that impact faculty recruitment, retention, and development.**

73. Standard 3.2 Clarifying Examples (clarification)

Program G posts the University's guidelines for faculty searches for the program's diversity, **equity, and inclusion** plan. The program is not in conformance with Standard 3.2 because it lacks a program specific set of steps and strategies.

Program H has a fully developed diversity, **equity, and inclusion** plan that incorporates best practice in recruitment and retention. In the last three searches, however, **the program has failed to diversify its faculty according to its stated diversity goals. The site visit team reviewed documents related to the searches and verified that the program followed its recruitment plan. Through discussions with the program leadership, the site visit team learned the program is revising its recruitment strategies to better align with its mission and goals and improve its faculty outcomes.** ~~they have hired white males 2 out of 3 times. In the other search, the program hired a white female. The diversity data shows that there are 7 white faculty, two are white females. The site visit team reviewed documents related to the search and verified that the program followed its recruitment plan. In the narrative explaining its hiring decisions for each search, the program stated that the minority faculty in the candidate pool did not have the expertise in the competency area needed by the program. The program has 3 minority part-time faculty out of 6 total and regularly uses a diverse pool of guest lecturers.~~ Program E is in conformance with Standard 3.2.

Program J is located in Central America. It lists the following diversity categories: Mestizo, White, Black-Creole, American Indian, and Other. The program discusses its diversity, **equity, and inclusion** plan and how it is ensuring that students are exposed to diverse perspectives from the faculty. The program is in compliance with Standard 3.2.

Program K is located in Asia. It lists the following diversity categories: Asian and International. It makes no reference to a diversity, **equity, and inclusion** plan and does not discuss how students are exposed to diverse perspectives from the faculty. The program is not in compliance with Standard 3.2.

74. Standard 3.2 Clarifying Examples (addition)

Program L is located in a minority-serving institution in the United States. Its faculty is comprised of individuals of predominantly underrepresented backgrounds. The program has developed a diversity, equity, and inclusion plan, but the plan does not detail ways in which the program actively promotes diversity and a climate of inclusiveness across its faculty, instead reporting out only racial diversity. The program is not in conformance with Standard 3.2.

Program M has articulated a goal to ensure that students of all identities see themselves represented across the program and in public service. The program implements a diversity, equity, and inclusion plan that includes efforts specific to meeting this goal. At the beginning of each academic year, students and faculty engage in an unconscious bias training; before each term, faculty meet to ensure that syllabi include underrepresented scholars in individual reading lists; the student-led diversity committee sponsors community-based mentoring and shadowing opportunities. The program is in conformance with Standards 3.2 and 4.4.

75. Standard 3.2 Sample Strategies (addition)

*Below is a list of some sample strategies programs use to pursue their faculty diversity **and inclusion** goals. It is meant to be illustrative, although not exhaustive.*

3.2.1 Strategies used in **recruitment**	Strategies used in **retention**	Other **strategies** used to assure students are exposed to diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	**Faculty meet and review syllabi for readings and course assignments related to diverse communities** ~~use of part-time instructors~~
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of **part-time instructors**; guest lecturers
Advertisement is sent to schools with concentrations of diverse graduate students	New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.	**Support faculty efforts to meet with diverse community organization leaders**

Clear hiring criteria and non-gendered language in position announcements ~~Databases are purchased and ads sent.~~	New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process	**Support field trips and other organized activities to sites with historical and/or cultural significance to underrepresented populations**
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.	**Organize a film series where students watch and discuss movies that bring diverse perspectives**
Phone calls or recruitment letters made to ~~women and minorities~~ **underrepresented faculty** known by program faculty to encourage application	New faculty regularly meet with the program director or chair to discuss issues and needs.	**Partnerships with professional association chapters that increase contact with professionals with diverse backgrounds different from those of some students**
~~Faculty, administrators, women, and professional staff of color to help uncover the available pool.~~	**Clear criteria for promotion** ~~Other please specify~~	**Use of research practicum and/or service-learning courses in partnership with organizations that serve diverse community**
Invitations are sent to authors of articles from publications, such as <u>Black Issues in Higher Education</u>, which feature people of color in the field	**Monitor workload, including teaching, research, and service**	**Data tracking to monitor faculty outcomes (promotion, tenure, etc.)**
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, **NFBPA**, and other organizations relevant to the position	**Provide opportunities for increased visibility and leadership roles for underrepresented faculty,**	**Cultural competency training**
Evaluation criteria are used to create an inclusive pool of candidates		
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Underrepresented ~~minority and female~~ faculty have an opportunity to **informally** meet with other ~~minority and female~~ **faculty candidates** during the interview process		
~~A female or minority is~~ **Underrepresented faculty are** included on the search		

committee		
Documentation on why candidates are excluded from interview is required		
Search committee establishes protocols for ensuring a diverse and inclusive candidate pool		

76. Standard 3.3 Rationale (addition)

Faculty members in an accredited program form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty **should** engage in the scholarship of public and nonprofit affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession and it impacts the community. They **should** engage in community and professional service related to public ~~affairs, administration, and policy~~**service** because it promotes their personal accountability and commitment to the values they are expected to model and provides opportunities for them to connect theory and practice, to recruit students, and to place graduates. In short, the programs ~~are~~ is expected to be able to articulate how ~~they~~ it ~~is~~ are making a difference for ~~their~~ its students, in ~~their~~ its community, and in the profession.

77. Standard 3.3 Basis of Judgment (addition)

- Faculty engage in public service scholarship and service, appropriate to the program's mission and goals.
- The program's collective research, scholarship, and service positively impact its community and the public service field.

78. Standard 4 Rationale (addition)
The outcomes of student recruiting, admissions, **retention**, and student services should be consistent with the program's mission. Admitted students should show good potential for success in professional graduate study in public ~~affairs, administration, and/or policy~~**service**, in area(s) relevant to the program's mission. The recruitment **and retention** processes should be transparent, accountable, ethical, equitable, diverse, **inclusive**, and participatory. Student support services should exhibit the same characteristics, as well as be available to, and accessible by, all students in the program. A program should encourage diversity in its student body to help prepare students for ~~the workplace of the 21st Century~~**a diverse and changing professional workplace.**

79. Standard 4.1 Basis of Judgment (addition)

The program's recruitment efforts should reflect the program's target population, intended applicant "characteristics", **commitment to diversity**, and student body composition, as defined by the program mission. The rationale for this judgment is that if the preponderance of students applying to the program does not represent the type of student the program covets, then the program would need to reevaluate its recruitment efforts. **Recruitment efforts produce a diverse application pool with the potential to support achievement of the program's mission.**

80. Standard 4.2 Basis of Judgment (addition)

   • (Note: A baccalaureate degree, or equivalent, from an accredited institution is required of all students entering any accredited Master's Program in Public **and Nonprofit** Administration, Policy, or Affairs. Where a program has a combined Bachelors/Master's degree, it must specify requirements appropriate for the success of Bachelor's students engaging in graduate work.)

81. Standard 4.4 Basis of Judgment (addition)

   • **There are specific goals, steps, and strategies that demonstrate evidence of good practice in recruitment, retention, and support of students consistent with its mission and context.**
   • The program provides a supportive **and inclusive** educational climate for a diverse student population.
   • The program's recruitment activities reflect a consideration of "diversity" (with respect to its mission), through its selection of media, audience, and resourcing; and in the eventual composition of its entering students.
   • **The program's diversity, equity, and climate of inclusion strategies provide a framework for evaluating the efforts of the program. Evidence can be found in the diversity of the student body, the curricular content, as well as other measures.**
   • **The program's data on recruitment and retention demonstrate adherence to the program's diversity, equity, and inclusion strategies.**
   • **The program demonstrates that it appreciates diversity, equity, and inclusion, broadly defined in the context of the program and its mission, as critical in today's workplaces and professional environments.**
   • **The program takes steps to acknowledge and eliminate biases and program cultures that impact student recruitment, retention, and success.**

82. Standard 4.4 Sample Strategies (addition)

Strategies used in recruitment of students	Strategies used in retention of students	Other strategies used to assure students are exposed to diverse views and experiences
Program brochures and website include statement welcoming historically underrepresented applicants consistent within legal and institutional environment	**There is a new student orientation for students**	**Provide volunteer opportunities to students to engage in local community**

Advertisements are placed in publications and on social media platforms that serve historically underrepresented audiences	New students are assigned to a faculty mentor	Offer awards for inclusion-related student research
Recruitment trips are made to schools with concentrations of historically underrepresented students	New students are provided information about diversity and inclusion on campus	Connect students with diverse community organization leaders
Databases of outstanding historically underrepresented undergraduates are purchased and used	New students regularly meet with the program director to discuss progress	Provide field trips and other organized activities to sites with historical and/or cultural significance to underrepresented populations
Phone calls are made to program directors from schools with a diverse student body to encourage applications	Offer financial awards to incoming students	Organize a film series where students watch and discuss movies that bring diverse perspectives
Offer fee waivers to applicants		Partnerships with professional association chapters that increase contact with professionals with diverse backgrounds different from those of some students
		Use of research practicum and/or service-learning courses in partnership with organizations that serve diverse community

83. Standard 4.4 Clarifying Examples (clarification)

The diversity of students entering Program G is minimal. In an effort to have a more diverse student population, Program G has implemented a program specific diversity, **equity, and a climate of inclusion** plan using new recruitment tactics recommended by their University's diversity officials. They have yet to see results. Program G is in conformance with Standard 4.4.

84. Standard 4.4 Clarifying Examples (addition)

Program I has articulated a goal to ensure that students of all identities see themselves represented across the program and in public service. The program implements a diversity, equity, and inclusion plan that includes efforts specific to meeting this goal. At the beginning of each academic year, students and faculty engage in an unconscious bias training; before each term, faculty meet to ensure that syllabi include underrepresented scholars in individual reading lists; the student-led diversity committee sponsors community-based mentoring and shadowing opportunities. The program is in conformance with Standards 3.2 and 4.4.

85. Standard 5.1 Rationale (addition)

Graduate level education should enable the student to demonstrate knowledge and understanding that is founded upon, extends, and enhances that typically associated with the

bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Graduate students should be able to apply their knowledge, understanding, and problem solving abilities in new or unfamiliar environments, and within ~~broader or~~ **multisectoral**, multidisciplinary, **and multicultural** contexts related to public **and nonprofit** affairs, administration, and policy. They should have the ability to **identify, collect, analyze and use qualitative and quantitative data to inform decision making that best serves the well-being of the public; to actively engage others to learn, understand, and respect different cultures and contexts; and to make decisions that address and adapt to the needs, interests, and norms of different cultural groups. Graduate students should be able to recognize, adapt to, and make decisions in changing and increasingly complex environments, for example, but not limited to, managing and leveraging emergent technologies, and** dea**li**ng with incomplete information~~,~~ ~~complexity~~, and conflicting demands. Graduate students should reflect upon **the** social and ethical responsibilities **and the equity implications** linked to the application of their knowledge and judgments. **An accredited program should strive to assure that its students can apply the concepts, tools, and knowledge they have learned in pursuit of the public intere**st.

An accredited program should implement and be accountable **to its students and stakeholders** for delivering its distinctive mission through the course of study it offers and through the learning outcomes it expects its graduates to attain. While all accredited degree programs must meet these standards, NASPAA recognizes that programs may have different missions with varying emphases. The curriculum should demonstrate consistency and coherence in meeting the program's mission. The program being reviewed should demonstrate how its curricular content matches the emphasis of its overall mission **and public service values**.

NASPAA encourages programs to refer to guidelines it has issued to help them design their curricula. However, the accreditation standards are determinative. The guidelines represent "best practices" as of the date of their issuance. An accredited program should evaluate its curricula in terms of its missions, goals, and objectives.

86. Standard 5.0 Basic Assumption (addition)

NASPAA intends the accreditation process ~~under the new standards~~ to be developmental, that is, to advance the public esteem for all the degree programs it accredits as well as to improve the educational effectiveness of each degree program. **The p**~~P~~rograms that provides accurate information on student learning and student attainment of required competencies will not be held to an ideal standard of perfection. Rather, **the** program~~s~~ will be expected to demonstrate that ~~they~~ **it** understand**s** the competencies expected of graduates, that ~~they~~ **it has** ~~have~~ instituted teaching and learning methods to ensure that students attain these competencies, and, where evidence of student learning does not meet program expectations, that action has been taken to improve performance. **Therefore, the overall assumption is that students will graduate from the program with the necessary competencies to embody the program's mission statement and public service values.**

87. Standard 5.1 Basis of Judgment (addition)

It is expected that all students in a NASPAA-accredited degree program will have the opportunity to develop **knowledge and** skills on each of the five universal required competencies. The program shows that it requires the five universal competencies of public **and nonprofit** affairs, policy and administration and links them to the program mission. The program defines each of the required competencies in terms of at least one student learning ~~objective~~ **outcome** (but there may be more than one) **and demonstrates student achievement of those competencies at the program-level.**

Once the student learning outcome(s) is established, the program should identify where the outcome is measured, what is used to measure it, how the measure is directly assessed, and how the analysis of the resulting data has led to programmatic improvement. Therefore, the result of the assessment of student learning outcomes is demonstrable evidence of how the student performed on the specific student learning outcome (rather than in a course or on an assignment). The feedback loop is demonstrated by how the program used these performance data to make programmatic decisions.

The student learning assessment process should be detailed in a concrete plan for implementation of a long-term, sustainable assessment enterprise, appropriate for the program's mission, goals, and structure. The program should discuss and document its assessment development and provide an assessment plan, which includes the strategies underlining the assessment of student learning outcomes, as well as its approach to programmatic improvement. The assessment plan should further detail direct (and indirect, as needed) measures, the use of rubrics for evaluation, faculty and stakeholder involvement, analysis procedures, and how the analysis is used for overall program improvement.

The emphasis that a particular program places on each of these competencies is consistent with its mission. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

88. Standard 5.1 Clarifying Examples (clarification)

Program A's mission is to educate managers for state and local government. It lists at least one mission related learning objective under each of the five universal required competencies. Under "to participate in and contribute to the policy process," it lists two specific learning objectives: that students should be able to correctly interpret state policy when designing and delivering a local government program, and that students should be able to ~~prepare memoranda describing the implications of state court rulings for local government~~**identify and**

engage community leaders in the nonprofit sector. Program A is in conformance with Standard 5.1 for this competency.

89. Standard 5.1 Clarifying Examples (addition)

   Program F has operationalized student learning objectives as aligned with the five universal competencies. The program has identified core classes which map to each of these objectives, and where students identify, practice, and master the objectives. For evidence of student learning, the program provides a grade distribution of the specific courses. The program is not in conformance with Standard 5.1.

90. Standard 5.3 Basic Assumption (clarification)

   While not all programs will have concentrations or specializations, mission-specific elective competencies ~~can~~ **should** reflect the unique and/or specialized knowledge and expertise available to students in the program.

91. Standard 5.4 Basic Assumption (clarification)

   Practitioners make unique contributions to the educational program as role models, career advisors, and individuals who convey lessons from experience in public ~~affairs, administration, and policy~~**service**. The program should provide some opportunities for students to gain an understanding of and interact with practitioners across the broad range of professions and sectors associated with public **and nonprofit** affairs, administration, and policy. These may include client-based, field projects within regular courses; internships; instructors from the profession; guest speakers; ongoing relationships with public service employers; and so forth.

92. Standard 5.1 Basis of Judgment Part B (addition)

   At a minimum, the program has defined each universal required competency in terms of student learning outcomes. Over one accreditation cycle, the program will have completed all four stages of the assessment process for each universal required competency. **The four stages include: defining of student learning outcome(s), gathering evidence of student learning, analyzing evidence of student learning, and using evidence to make programmatic decisions.** An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

93. Standard 5.2 Basis of Judgment Part B (addition)

   At a minimum, the program has defined each mission-specific required competency in terms of

student learning outcomes. Over one accreditation cycle, the program will have completed all four stages of the assessment process for each mission-specific required competency. **The four stages include: defining of student learning outcome(s), gathering evidence of student learning, analyzing evidence of student learning, and using evidence to make programmatic decisions.** An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

94. Standard 5.1 Basis of Judgment Part C (clarification)

The program demonstrates evidence of student attainment of the expected **student** learning outcomes for the universal required competencies described in the self-study. (The Site Visit Team has auditing authority at NASPAA and may review any of the required universal competencies). The program shows that it collects direct evidence of student learning and analyzes the evidence in terms of faculty expectations. If the results of assessment do not meet faculty expectations, the program shows how it has used the results of assessment for program change to improve student learning.

95. Standard 7.1 Rationale (addition)

When communicating with its stakeholders, the Program should be transparent, accountable, and truthful. In establishing transparency, programs must provide data that are publicly available and clearly linked to the mission of the program. NASPAA expects **an** accredited program~~s~~ to meet the expectations of the profession in terms of accountability in public ~~affairs, administration, and policy~~**service**. Transparency is a public service value exemplified in programmatic action and results. In order to demonstrate that the program results follow from the mission, the burden lies with the program to produce data acknowledging the strengths and limitations of the program mission.

Underlying assumption:

~~All~~ **Each** accredited program,~~s~~ regardless of ~~their~~ **its** mission, **is** ~~are~~ expected to **communicate accurately about its accreditation status** and supply certain data to demonstrate conformance to each standard. This "universal" data and information should be publicly available via appropriate communication medium (electronic or printed) and privately available to stakeholders (faculty, NASPAA, etc). Such mandatory requirements are a minimum basis by which programs can claim a linkage between the mission and the outcome…

96. Standard 7.1 Basis of Judgment (addition)
   - **The program reports on the completion rates of its graduates.**
   - **The program is expected to ensure ongoing accuracy in all external media on an**

annual basis.

97. Standard 7.1 Self-Study Guide (addition)

If the program has not made the below information available to the public, it must state why it has not done so, and the rationale for demonstrating conformance with this standard.

98. Standard 7.1 Self-Study Guide (deletion)

~~Faculty Contribution: NASPAA will make available to the public the URL for faculty publications and faculty contributions to public policy and administration. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~

99. Standard 7.1 Self-Study Guide (clarification)

Mission Statement: ~~Your~~ **The** program will make available to the public ~~your~~ **its** Mission statement. The program ~~will~~ must provide to COPRA the URL of where on ~~your~~ **the** website the information is available ~~or a PDF of the Document or report in which it is available~~. If ~~you~~ **the** program has not made this information available to the public, **it** ~~you~~ must state why ~~you have~~**it has** not done so, and ~~your~~ **the** rationale for ~~how you are still~~**demonstrating** ~~in~~ conformance with this standard.

Admission: **The p**~~P~~rograms will make publicly available the admission~~s~~ criteria for entry into the~~ir~~ program. This includes any exceptions or alternate routes to admission that a student may use. The program will provide to COPRA the URL of where on ~~your~~ **the** website the information is available ~~or a PDF of the Document or report in which it is available.~~
~~If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~

Enrollment: NASPAA ~~will~~ **may** make publicly available program~~'s~~ enrollment and ~~its~~ gender/ethnic composition where available. If ~~your~~ **the** program has not made this information available to the public via NASPAA ~~you~~ **it** must state why ~~you~~ **it has**~~have~~ not done so, and ~~your~~ **the** rationale for ~~how you are still~~**demonstrating** ~~in~~ conformance with this standard. NASPAA is aware that in some **US** states providing information on the ethnic make-up of enrolled students may not be legally permissible; or that in some instances a program's size would make the information individually identifiable. Programs facing these legal issues should note ~~as such~~ in their rationale to COPRA ~~as to~~ why they are ~~still~~ in conformance with the standard.

Faculty: ~~Your~~ **The** program will make available to the public the following information: #**the number** of Faculty teaching the program, Faculty identified within the unit, and Faculty diversity. NASPAA will ~~publicly~~ **also** make this information **publicly** available.

45

~~If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~

Cost of Degree: ~~Your~~ **The** program will make available to the public the following information: Tuition cost (~~in-state/out-of-state~~**for all student populations**), Financial Aid Information, and Assistantships available. The program will provide to COPRA the URL of where on ~~your~~ **the** website the information is available ~~or a PDF of the Document or report in which it is available.~~ ~~If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~ (Note this is the one of the few aspects of Standard 7 where the information we are asking you to provide has not been collected elsewhere in the SSR).

Career Service: **Both** NASPAA **and the program** will make available to the public the program's distribution of placement of graduates (using the prescribed categories).
~~If your program has not made this information available to the public via NASPAA and on the program's website or other public materials, you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~

Internship Placement: The program will make publicly available the number of internships (distributed by sector) for the self-study year **(or data year)**, including **an** explanation of waivers granted.
~~If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~

~~Graduates:~~ **Student** Completion~~s~~: ~~Your~~ **NASPAA and the** program will make available to the public ~~your~~ **the** program's completion rate (as defined in Standard 4, to be the ~~%~~ **number** of the SSY-5 cohort that complete the program within ~~100%, 150% and 200%~~**2, 3, and 4 years** ~~of program design length~~.)

Evidence of Student Learning Outcomes: NASPAA ~~will~~ **may** make publicly available information on evidence of student learning outcomes. ~~If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard.~~

100.   Standard 7.1 Data to be made public by NASPAA (clarification)
   1. Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public ~~affairs, administration~~**service.**

Appendix B

101.   Appendix B (clarification)

The following are illustrative examples, stated in terms of specific student learning ~~competencies~~**outcomes (competencies)**, not required elements of each domain. A program can include other competencies within each of the domains to meet NASPAA's requirements. The emphasis that a particular program places on each of the domains of universal **required** competencies should be consistent with its mission. A public affairs program might put greater emphasis on the domain, "~~managing public organization~~**to lead and manage in the public interest**" than on "~~participating in and influencing~~ **to participate in, and contribute to,** the policy process;" the latter might be more the emphasis of a public policy program.

~~Examples of competencies in each of the required domains are provided below, stated in terms of specific expectations for student learning. A Program can include other competencies within each of these domains to meet NASPAA's requirement of universal competencies. The emphasis that a particular program places on each of the domains of universal competencies should be consistent with its mission.~~

102.   Appendix B (addition)

Examples of competencies in the required domain of ~~leading and managing in public governance~~**to lead and manage in the public interest** might include but are not limited to:
- Apply public management ~~models and~~ organization ~~theory~~ **theories**.
- Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting.
- **Demonstrate the ability to lead change in a complex environment.**
- Lead, manage, and serve a diverse workplace and citizenry.
- **Assemble and manage inclusive and productive cross-sector paid and volunteer workforces.**
- Lead and manage people effectively, whether volunteers or compensated, fostering team building, commitment, creativity, and performance.
- Manage **large and complex programs** and projects.
- Manage information and networks.
- **Leverage data and technological change for public good.**
- **Adopt agile technologies to solve complex mission problems.**
- **Lead or operate in networks of people and organizations.**
- Manage contracts and public-private partnerships.
- **Apply risk management principles to support organizational missions.**
- Resolve conflict ~~and negotiate~~**through negotiation and consensus-building processes.**
- Understand the relationships between public policy, whether proposed or

enacted, and leadership and management in implementation.

- **Identify and apply key elements of a strategic planning or other community-based planning processes to a nonprofit or government organization.**
- **Demonstrate an appreciation for the complexities of decision-making in the public interest.**
- **Create sustainable communities through effective public budgetary and nonprofit fund development practices.**

Examples of competencies in the required domain of ~~participating~~ to participate in, and ~~contributing~~ contribute to, the public policy process might include but are not limited to:

- Apply techniques for program evaluation and forecasting.
- **Demonstrate the ability to structure a policy problem and analyze policy alternatives, using a variety of frameworks and tools.**
- **Understand the value of citizen participation and social inclusion in the policy process.**
- **Formulate and communicate an impact evaluation plan.**
- Describe and work within the institutional, structural, and political contexts of policy making **and implementation**.
- Describe and execute the policymaking process, including defining the problem, setting the agenda, formulate policy, implement policy and evaluate policy.
- Incorporate interest groups, executive-legislative relationships, judicial decision-making, and the media in the policy process.
- Prepare a budget reflecting policy priorities.
- **Use risk management to meet the mission.**
- Recognize the social construction of problems.
- **Build consensus.**

Examples of competencies in the required domain of **to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment** ~~analyzing, synthesizing, thinking critically, solving problems, and making decisions~~ might include but are not limited to:

- Articulate and apply methods for measuring and improving **organizational, program and individual** ~~human~~ performance.
- **Demonstrate ability to apply a variety of analytical frameworks to analyze complex problems and formulate recommendations.**
- Employ **evidence-informed** analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques, **such as data analytics or artificial intelligence**.
- **Develop and use statistical models to support strategic decision-making.**
- **Manage data as a strategic asset.**

- Identify and employ alternative sources of funding, including grants, taxes, and fees.
- **Develop and implement strategic plans.**
- ~~Plan strategy~~
- ~~Understand and apply the legal context of public affairs, administration, and policy~~
- Understand and apply theories of decision-making and models.
- **Select and implement a data-collection process appropriate to a resource-constrained small nonprofit organization or local government.**
- **Demonstrate the ability to collect, analyze and use data from constituent or program beneficiaries.**
- **Use appropriate technology to evaluate policy problems and offer solutions.**

Examples of competencies in the required domain **to articulate, apply, and advance a public service perspective** ~~of incorporating public values into decisions~~ might include but are not limited to:

- Apply concepts of social equity to public ~~affairs, administration, and policy~~**service**.
- **Identify and analyze ethical dilemmas involving fiduciary stewardship of public resources, stakeholders and a variety of power relations, and will weigh alternative courses of action in terms of responsibility, fairness and achieved public interest.**
- **Know the meanings of due process, authority and social equity; and recognize the role of these values for the assurance of democratic governance, and understand the implication of upholding them for public management practice.**
- Behave ethically and with integrity: Tell the truth, keep confidences, admit mistakes, and do not misrepresent oneself, one's goals or the facts for personal advantage. Behave in a fair and ethical manner toward others.
- Distinguish short- from long-term fiscal consequences of program and policy decisions.
- Exercise **ethical** responsibility when conducting research and making decisions.
- Identify the short- and long-term impacts of program and policy decisions on the physical environment.
- Understand and apply criteria appropriate to public ~~affairs, administration, and policy~~**service**.
- **Use effective oral communication to articulate policy decisions.**
- **Negotiate outcomes sensitive to the interests and values of others.**

Examples of competencies in the required domain **to communicate and interact productively**

and in culturally responsive ways with a diverse and changing workforce and society at large ~~of communicating and interacting productively—face-to-face and/or electronically—with a diverse and changing workforce and citizenry~~ may include but are not limited to:

- Communicate effectively in writing~~: Prepares~~ **by preparing** clear, concise and well-organized written materials tailored to the audience's level of expertise and needs.
- **Demonstrate interpersonal communication skills required to serve empathetically and effectively diverse sets of people.**
- Communicate effectively in speech~~: Presents~~ **by presenting** oral information accurately, clearly, concisely and persuasively tailored to audience's level of expertise and needs.
- Demonstrate flexibility~~: adapts~~ **by adapting** behavior and work methods to differences (whether they are differences in thought, communication style, perspective, age, interests, fairness or some other variable); to new information, to changing conditions and to unexpected obstacles.
- Demonstrate self-knowledge **through** ~~:~~ awareness of one's own stylistic preferences for relating to others, communicating with others, making decisions, managing yourself in groups, and the impact that this has on relationships and your ability to influence others.
- ~~Evidence~~ **Demonstrate** sensitivity and responsiveness to beliefs and behaviors associated with differences among people because of their ethnicity, nationality, race, gender, physical characteristics, religion, age, etc.
- ~~Facilitate:~~ **Demonstrate facilitation skills** by ~~A~~**a**ctively and effectively ~~elicits~~ **eliciting** information, views, input, suggestions, and involvement of others in pursuit of common goals.
- ~~; b~~**B**uilds actionable consensus.
- ~~Negotiate:~~ Discerns the interests and values of others; surface~~s~~ assumptions; secure~~s~~ agreement on ground rules and tolerable outcomes; gains cooperation of others to accomplish goals.
- Relate to all kinds of people and develop appropriate rapport that leads to constructive and effective relationships; finds common ground with a wide range of stakeholders.
- Work productively in teams~~: Interacts effectively in a team,~~ **by** demonstrating composure, professionalism and effective working relationships, including understanding others' priorities, needs and concerns and sharing information, expertise and resources.
- **Recognize, and adapt to, cultural differences in community interactions and communication.**

103.   Illustrative Examples of Assessment of Student Learning (clarification)

Program B: To lead and manage in the public interest

Learning Outcome Defined	Evidence collected	Analysis & Findings	Program Change
Resolve conflict and negotiate	Teams perform in negotiation simulation	Evaluation by panel of practitioners **using faculty-designed rubric**; all teams met expectations	Faculty discuss whether expectations could be raised; no change needed for now

Program C: To lead and manage in the public interest

Specific Competency	Evidence	Analysis & Findings	Program Change
Manage public and non-profit partnerships	Students write a paper on a specific non-profit	Evaluated by faculty and the non-profit **using 5-point rubric**; students need more information on good partnership practices	Additional units on partnerships added to two required courses

Program D: To lead and manage in the public interest

Specific Competency	Evidence	Analysis & Findings	Program Change
Recognize and contribute to the public policy process	Students write a thesis on the policy process	Program faculty exchange student theses with faculty at another university; students weak at literature review	Several courses modified to require a literature review with faculty feedback

Program E: To lead and manage in the public interest—this program would have to explain how its assessment meets the intent of the Standard as course grades are not sufficient evidence **of conformance.**

Specific Competency	Evidence	Analysis & Findings	Program Change
Manage public and non-profit partnerships	Student grades in course on generic management	All students get either an A or a B grade	Program concludes that no change is needed

104.   Illustrative Examples of Assessment of Student Learning (addition)

Program F: to participate in, and contribute to, the public policy process

Specific Competency	Evidence	Analysis & Findings	Program Change
Formulate and communicate a project that adds public value	Student project requiring development of in public policy formation and analysis course	External faculty members evaluate student projects against a rubric that details 4 distinct expectations, assessed at below expectations, complies with expectations, or above expectations; students weak in considering stakeholder feedback	Additional units on stakeholder engagement and feedback added to two core courses