Self-Study Instructions

January 28, 2022

Approved by the Commission on Peer Review and Accreditation (COPRA) of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

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[1] In a School of Public Policy/Affairs/Administration/Public Service, In a School of Business/Management, In a Center or Institute, In a Department within a School of Public Policy/Affairs/Administration/Public Service, In a Department within a School of Business/Management, In a Department of Political Science, In a Department of Public Administration, Other (Please explain)

[2] Main Campus, Satellite Campuses, both Main Campus and Satellite Campuses, no physical campus

[3] In person instruction, In person instruction with online coursework available. Primarily online (students have to come to campus at least once), Completely online (students never have to come to campus)

[4] International Affairs/Relations (IA/IR); Law (JD); Master of International Diplomacy; Master of Business Administration (MBA); Master of Community & Regional Planning; Master of Criminal Justice; Master of Environmental Studies; Master in Political Science; Master of Public Health (MPH); Public Policy/Administration/Management (MPP/MPA); Master of Social Work (MSW); Master of Urban Affairs and Planning; Master of Planning; Other (Please explain)

[5] None, Budgeting/ Finance, City/ Local, Criminal Justice, Economic Development, Education, Emergency , Environment, General/ Public Management, Health, Homeland/ National Security, Human Resources, Information Technology, International/ Global, Leadership, Nonprofit, Organizational Management, Public Policy Analysis, Public Sector, Self-designed, Social Policy, State, Survey Methods, Urban, Other (Please specify)

[6] Summer, Fall, Spring; Fall, Spring, Summer; Other: please specify

[7] Afrikaans, Albanian, Arabic, Armenian, Basque, Bengali, Bulgarian, Cambodian, Catalan, Croatian, Czech, Danish, Dutch, English, Estonian, Fiji, Finnish, French, Georgian, German, Greek, Gujarati, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Irish, Italian, Japanese, Javanese, Korean, Latin, Latvian, Lithuanian, Macedonian, Malay (incl. Indonesian and Malaysian, Malayalam, Maltese, Mandarin Chinese, Maori, Marathi, Mongolian, Nepali, Norwegian, Persian (Farsi), Polish, Portuguese, Punjabi, Quechua, Romanian, Russian, Samoan, Serbian, Slovak, Slovenian, Spanish, Swahili, Swedish, Tamil , incl. Tamil languages), Tatar, Telugu, Thai, Tibetan, Tonga, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Welsh, Wu , Chinese (incl. Shanghainese), Xhosa, Yue Chinese (incl. Cantonese)

Preconditions for Accreditation Review

Program Eligibility:

A program applying for accreditation review must demonstrate in its Self-Study Report that it meets four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public service a program that does not meet the preconditions in a strictly literal sense, but which meets 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.

1. Program Eligibility

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

2. Public Service Values

The mission, governance, and curriculum of an eligible program shall demonstrably emphasize public service values. Values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. 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 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 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. 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. 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 is that professional degrees in public service require at least 36 semester credit hours of study, or the equivalent. 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 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 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 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 service.

Special Condition: Executive Education Programs may offer a degree in public 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.

Please verify program is a member of NASPAA: □

Is the program at an institution accredited by a U.S. national or regional accrediting body? y/n

If yes,

Provide name of accreditor. (Pull down menu)
List year of most recent recognition. (Select year)

If no,

Provide name of quality assurance body (or bodies) that recognizes the institution and contact info.
When was your most recent recognition? (Select year)

When was the degree program established? (Select year)

If the program is located outside the United States:

Since your last review are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.

Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? Y/N

If so, please explain.

Public Values

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution (Y/N)? Provide links if relevant.

Primary Focus

Special note for programs with multiple modalities within a single degree:
Throughout the Self-Study Report (SSR), the program should pay attention to communicating the comparability of its modalities and offerings. <u>Multiple modalities refer to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts.</u> A recommended way to do this is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes). Qualitative information can be

entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

Is the entire degree devoted to executive education? y/n
Does Exec Ed exist as a track within the degree to be reviewed? y/n

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admission, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

Indicate the mode of program delivery that most accurately describes your program. Check all that apply. (Autopopulated)

In person instruction.
In person instruction with online coursework available.
Primarily online (students have to come to campus at least once).
Completely online (students never have to come to campus.

Does the program offer courses at remote sites and locations? (select)

No
Yes

Name of site:	Check one: Some courses can be completed at this site; The entire program can be completed at this site

Please describe any other unique delivery modalities the program employs, consortia, etc.

Standard 1 Managing the Program Strategically

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 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 service.**

Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe 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.

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

1.1.1 Provide the current program mission statement and the date it was adopted. (Limit 500 words)

1.1.1

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. (Unlimited)

1.1.2

1.1.3 Describe the public service values that are reflected in your program's mission. (Limit 250 words)

1.1.3

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

Self-Study Instructions:

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.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

1.2.1 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 service.**

1.2.1

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

Strategic management activities should generate documents and data that are valuable to the program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

<u>Self-Study Instructions:</u>

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. The program should relate the information generated by these processes in its discussion of Standards 2 through 7 (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, student learning, resource allocation, and communications). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how the program's evaluation of its student learning outcomes feeds 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.

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 service.**

1.3.1

1.3.2 Describe ongoing program evaluation processes and how the results of the 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.

1.3.2

Standard 2 Matching Governance with the Mission

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

Self-Study Instructions: In preparing its SSR, the program should

A. Indicate relationship of the program to the institution
Populated from Program Fact Sheet Pg. 3

B. Indicate Modes of Program Delivery
Populated from Program Fact Sheet Pg. 3

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

2.1.1

2.1.2 Who is/are administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program. (Limit 500 words)

2.1.2

2.1.3 Describe how the governance arrangements support the mission of the program and match the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

2.1.3

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

There must be a faculty nucleus who accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study Instructions: 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, and are significantly involved in the delivery and governance of the program.

When completing the Self-Study Report in the online system, the program will enter a 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.

FACULTY NUCLEUS & GOVERNANCE

2.2.1a Please note the total number of nucleus faculty members in the program for the Self-Study Year.

2.2.1a

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self-Study Year.

2.2.1b

Provide the following information for no fewer than 5 Nucleus Faculty members of your choosing:

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 Research Community Service

2.2.2a Please provide a detailed assessment of how the program's faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

2.2.2a

2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

2.2.2b

2.2.3 Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words.)

2.2.3 Faculty Governance Comments

Standard 3 Matching Operations with the Mission: Faculty Performance

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

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified?" While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission-driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses. (See also Standard 2.2 Basis of Judgment).

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).

Special Note: When completing the Self-Study Report in the online system, the program will enter each faculty member 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.

Name	Rank	Tenure Status	Full or Part time	Type of Qualification	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications
	Drop Down: Professor Associate Prof Assistant Prof Senior Lecturer Lecturer Research Prof Clinical Other	Drop Down: Tenured Tenure track Non-tenure Other		Drop Down: Academically Professionally	Drop Down: Ph.D. DPA MPA MA MS JD Other	Drop down menu (select all that apply) -This faculty member has received their PhD within the last five years -Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility -Other

3.1.2 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. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 Words)

3.1.2 Academically and Professionally Qualified Faculty Info

3.1.3 Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified faculty in the self-study year. 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 <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 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.**

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)
All Courses		%	%	%
Courses delivering required Competencies		%	%	%

3.1.4 Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

3.1.4 Faculty Support

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

<u>Self-Study Instructions</u>

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 should be able to demonstrate through its goals, actions, and outcomes, that it supports faculty and understands

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 members of society.
The program should be able to demonstrate how it "promote[s] equity, diversity, and a climate of inclusiveness" in accordance with a strategic diversity, equity, and inclusion plan, developed with respect to 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.

3.2.1 Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

Please check one: US Based Program □ Non-US Based Program □
Legal and institutional context of program precludes collection of diversity data □

US-based

3.2.1a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non-Hispanic/ Latinx					
Asian, non-Hispanic/Latinx					
Native Hawaiian or other Pacific Islander, non-Hispanic/Latinx					
Hispanic/Latinx					
White, non-Hispanic/Latinx					
Two or more races, non-Hispanic/Latinx					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total					
Individuals with disabilities					

3.2.1a Faculty Diversity (Additional Diversity Categories)

3.2.1a Select Designation	Program-defined diversity category	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Drop down menu: -- Select -- Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; Religion Other Sexual orientation; Gender identity						

Non US-based

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: -- Select -- 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						

3.2.2 Describe how your current faculty diversity efforts support the program mission. Include any additional faculty diversity categories that your program tracks in addition to those included in 3.2.1a (US-based), including the name and description of the additional diversity categories and how they relate to your program's 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 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.

3.2.2 Current Faculty Diversity Efforts

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)

3.2.3 Faculty Diversity over past 5 years

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

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

3.3.1 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, 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

3.3.2 Provide some overall significant outcomes or impacts on public service related to these Exemplary Efforts. (Limit 500 words)

3.3.2 List some significant outcomes related to these exemplary efforts.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions:

In preparing its Self-Study Report, the program should bear in mind how student recruitment, admission, 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.

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

Self-Study Instructions:
In this section of the Self-Study Report, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

4.1.1 Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

4.1.1 Program Recruitment

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

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.

4.2.1a How do your admission policies reflect your program mission? Limit 250 words.

4.2.1a Admission Criteria and Mission:

4.2.1b In the box below, discuss any exceptions to the above admission criteria, such as "conditional" or "probationary" admission, "mid-career" admission, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admission criteria, and describe what those alternative admission opportunities are. (Limit 500 words.)

4.2.1b Exceptions to Admission Criteria

4.2.1c Complete the table below:

4.2.1c Admission Criteria (check all that apply)			
Bachelor's Degree:	Required	Optional	N/A
Letter of Recommendation	Required	Optional	N/A
Resume:	Required	Optional	N/A
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	Required	Optional	N/A
Minimum Score* _____			
Other Standardized Test (please specify name and score)			
GPA	Required	Optional	N/A
Minimum Required*_____			
Statement of Intent	Required	Optional	N/A
Essay/Additional Writing Sample	Required	Optional	N/A
Professional Experience	Required	Optional	N/A
Number of years of Professional Experience: _____			
Interview	Required	Optional	N/A
Special Mission Based Criteria	Required	Optional	N/A
Other (specify)	Required	Optional	

***Denotes Optional Field**

4.2.2a Please provide the following application, admission, and enrollment data for the Self-Study Year (SSY).

> **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.**

Total SSY Applicants	
Total SSY Admits	
Total SSY Enrollments	

Fall SSY Total Full Admissions	
Fall SSY Total Conditional Admissions	
Fall SSY Total Full Enrollments	
Fall SSY Total Conditional Enrollments	
Fall SSY Total Pre-Service Enrollments	
Fall SSY Total In-Service Enrollments	

4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year.

4.2.2b

*The number of FTE students is calculated using the Fall student headcounts by summing the total number of full-time students and adding the number of part-time students times the formula used by the U.S. Department of Education IPEDS for student equivalency (currently .361702 for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.
Note: If your program calendar does not allow for a Fall calculation, please use a reasonable equivalent and note your methodology below.

4.2.2c Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data.

4.2.2c Admitted/Enrolled Students and Mission

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 service.

Self-Study Instructions

In this section of the Self-Study Report, the program should describe, discuss, and document 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 Self-Study Report should explicitly link the types of services provided with the program mission.

4.3.1 In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

4.3.1 Academic Standards & Enforcement

4.3.2 In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered "exceptional" cases under advising system described above. (Limit 250 words)

4.3.2 Support Systems & Special Assistance

4.3.3a Below, using the SSY-5 cohort[8], provide the cohort's completion and persistence rates. 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 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 4.3.3a 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.**

[8] SSY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the self-study year. Programs unable to use this cohort as a basis for calculating completion rates should explain their approach for calculating a completion rate in the text box.

4.3.3a	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	**Total Students Graduated and Persisting to Graduation**
Total Number of Students in the SSY-5 Cohort					

4.3.3b Please define your program design length: (semesters/quarters/terms/trimester/other) (1/2/3/4/5/6/7/8/9/10)

4.3.3c Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as full-time or part-time students, pre-service vs. in-service students, or other limitations that impede progress towards graduation). (Limit 250 words)

4.3.3c Completion Rate additional information/explanation

4.3.4 Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

4.3.4 Career Counseling and Professional Development Services

4.3.4a(1) Describe your program's internship requirement(s), any prerequisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. (Limit 250 words) If available, provide a LINK to these policies on the program's website.

4.3.4a(1) Internship Requirement

4.3.4a(2) How many internship placements did the program have during the Self-Study year?

4.3.4a(2) Internship placements

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self-Study Year. (If the program had less than 10 placements, please list all placements.)

4.3.4a(3) Internship placements

4.3.4a(4) Briefly discuss the program support and supervision for students who undertake an internship, to include internship search support, any financial assistance for unpaid interns, and ongoing monitoring of the student internship. (Limit 250 words)

4.3.4a(4) Internship Support

4.3.4a(5) Briefly discuss how the distribution of internships reflects the program mission. Limit 250 words.

4.3.4a(5) Internships and Mission

4.3.4b Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals those students who were employed while a student in the program, and who continued that employment after 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 4.3.4b 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.**

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	
State, provincial or regional government in the same country as the program	
City, County, or other local government in the same country as the program	
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	
Private Sector but not research/ consulting	
Military Service	
Obtaining further education	
Unemployed seeking employment	
Unemployed not seeking employment	
Status Unknown	
Total Number of Graduates	

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.

Self-Study Instructions

In the Self-Study Report, the program should demonstrate its 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 ongoing basis in its operations, services, and support of students. A program should be able to demonstrate how it "promote[s] diversity and a climate of inclusiveness" in accordance with a strategic diversity, equity, and inclusion plan, developed with respect to 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.

Specifically, the Self-Study Report should address the following, as a minimum.

4.4.1 In the text box below, describe the explicit activities the program undertakes on an ongoing 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 representative of diverse backgrounds, 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.**

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

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)

4.4.2 Program Recruitment Diversity Activities

4.4.2bIn 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)

4.4.2b

Student Diversity (with respect to the legal and institutional context in which the program operates):

Check appropriate box: US Based Program □ Non-US Based Program □

Check here if applicable - Legal and institutional context of program precludes collection of any "diversity" data. □

<u>4.4.3a US-Based Program</u> – Complete the following table for all students 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 <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 4.4.3a 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/Latinx should be reported only on the Hispanic/Latinx line, not under any race, and persons who are non-Hispanic/Latinx multi-racial should be reported only under "Two or more races."

4.4.3a Ethnic Diversity – Enrolled 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/Latinx					
Asian, non-Hispanic/Latinx					
Native Hawaiian or other Pacific Islander, non-Hispanic/Latinx					
Hispanic/Latinx					
White, non-Hispanic/Latinx					
Two or more races, non-Hispanic/Latinx					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total					
Individuals with Disabilities					

4.4.3a Additional Diversity Categories—Enrolled Students

4.4.3a Select Designation	Program-defined diversity category	Self-Study Year -1 Male	Self-Study Year -1 Female	Self-Study Year Male	Self-Study Year Female	Total
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; Religion Other Sexual orientation; Gender identity; Total						

Please use the box below to provide any additional information regarding the diversity of your student population. Include any additional student diversity categories that your program tracks for enrolled students in addition to those included in Table 4.4.3a, including the name and description of the additional diversity categories and how they relate to your program's mission. Limit 250 words

4.4.3b Ethnic Diversity - Enrolled Students

Student Diversity (with respect to the legal and institutional context in which the program operates):

Non-US Based Program – Complete the following table for all students 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 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 4.4.3b 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.

Select Designation	Program-defined Diversity Categories	Self-Study Year -1 Male	Self-Study Year -1 Female	Self-Study Year Male	Self-Study Year Female	Total

4.4.3c Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability

- **to lead and manage in the public 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, apply, and advance a public service perspective;**
- **to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

Self-Study Instructions:

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 programmatic improvement.

In preparing its 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 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 areas will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that the program submit within its Self-Study Report, a written plan or planning template that addresses how it plans to assess each competency, when 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 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.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies? (In this section you should be identifying student learning outcomes, not providing examples of its assessment).[9] Limit 500 words each.

To lead and manage in the public interest.

To participate in, and contribute to, the public policy process.

To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment.

To articulate, apply, and advance a public service perspective.

To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

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

Section 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

[9] A list of example phrasing of competencies can be found in Appendix B.

If your program offers any mission-specific competencies required of all students (beyond those competencies entered in 5.1 Part A on universal competencies), then for each one offered please describe how it supports the program mission and state at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) *If none, please state "none."*

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

The program is expected to demonstrate its capacity to offer the concentrations and specializations it advertises to students.

5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals.

5.3.1

5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.

5.3.2

5.3.3 Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).

5.3.3

5.3.4 *Optional*: If the program would like to add any add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.), please do so here or upload an attachment. [upload]

5.3.4

- **<u>Part B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?</u>**

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

- **<u>Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?</u>**

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for <u>one</u> 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 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.*
1. Definition of student learning outcome(s) for the competency being assessed:
2. Evidence of learning that was gathered:
3. How evidence of learning was analyzed:
4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Mission-Specific Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for <u>one</u> 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.
1. Definition of student learning outcome for the competency being assessed:
2. Evidence of learning that was gathered:
3. How evidence of learning was analyzed:
4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

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

The program should provide information on how students gain an understanding of professional practice.

5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Be certain to indicate the relative frequency of each activity.

5.4.1

Standard 6 Matching Resources with the Mission

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

Self-Study Instructions:

The overarching question to be answered in this section of the Self-Study Report is "To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?" In preparing its Self-Study Report, the program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. The program should be transparent about its resources absent a compelling reason to keep information private. The program is required to report on resource adequacy in the areas of:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

*COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases, COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

If available, please provide the budget of the degree seeking accreditation:

6.1a Overall budget for program [increasing, stable, decreasing]

6.1b Please describe the adequacy of your program's budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program's ability to support its faculty, staff, and students, including in the areas noted above.

6.1b

6.2a During the self-study year and two preceding years, how frequently were your required courses offered?

6.2a Required Course (list them by name and number)	Less than once per year	One semester, session, or quarter per year	More than one semester, session, or quarter per year	Every semester, session or quarter

6.2b For each specialization advertised by your program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization, and how many courses were offered within that specialization during the self-study and the preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

6.2b	Number of students graduating with each concentration/specialization in SSY:	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Specialization A				
Specialization B				
Specialization C				
Specialization D				

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. Limit 100 words.

6.2c

Standard 7 Matching Communications with the Mission

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

Self-Study Instructions:

This standard governs the release of public service education data and information by the program 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 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 other data will 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).

Data and Information Requirements

The information listed below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. The program is expected to ensure ongoing accuracy in all external media on an annual basis.

7.1.1 Please provide an URL to the following information, which is to be made public, and kept current, by the program:

General Information about the degree (Program Fact Sheet)

a) Degree Title
b) Organizational Relationship between program and university
c) Modes of Program Delivery
d) Number of Credit Hours
e) Length of Degree
f) List of Dual Degrees (if applicable)
g) List of Specializations (if applicable)
h) Fast-track Info (if applicable)
i) Number of Students

Mission of the Program (Standard 1)

j) Mission Statement

Faculty (Standard 3)

k) Number of Faculty Teaching in Program
l) Program Faculty Identified Including Credentials

Cost of Degree (Standard 4)

m) Tuition Cost (in-state and out-of-state)
n) Description of Financial Aid Availability, including assistantships

Admissions (Standard 4.2)

o) Admission Criteria

Career Services (Standard 4.3)

p) Distribution of Placement of Graduates Graduating from the Year Prior to the Data Year (number)

Current Students (Standard 4.3)

q) Internship Placement List (use list in Standard 4)

Graduates (Standard 4.3)

r) Completion Rate (percentage of class entering five years prior to data year that graduated within 2 years and 4 years)

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

GLOSSARY

Academically Qualified Faculty Member: A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Accountability: Having identifiable responsibility for making a decision or taking an action with the capacity to supply a justifying analysis or explanation.

Administrative Infrastructure: Refers to the coordination of management arrangements that support program delivery, including but not limited to student admissions, student advising, student services, course scheduling, course reviews and student assessment, library and research support and faculty program coordination and assessment.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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.

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.

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.

Competencies: Expected skills, knowledge, aptitudes, and capacities. Student competencies must be defined by each program consistent with its mission. Goals to be considered when developing competencies can include, but are not limited to:

1. the extent to which the competencies contribute to a collective identity in education for public service, broadly defined;
2. the extent to which the competencies acknowledge and encourage diversity;
3. competencies should ensure that students will be capable of acting ethically and effectively in pursuit of the public interest.

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 include:

1. Analyzing Self-Study Reports and draft interim report to program.
2. Serving as an intermediary between the Site Visit Team, the Commission, and the program under review.
3. Answering 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.

Conditional Admissions/Enrollment: Students admitted under this category are typically granted specified exceptions to the program admissions criteria, subject to “performance conditions” after enrollment.

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: The representation of differences relating to social identity categories 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 uses the Integrated Postsecondary Education Data System (IPEDS) categories for US-based programs; Non US-based programs will define their own diversity categories based upon their own context.

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.

Ethical Practice: Acting in a manner that conforms to moral duties and obligations, as well as legitimate codes of conduct, by being able to identify moral duties and obligations, reason about their application in particular circumstances, and have the courage and ability to follow through.

Enrolled Student: Any student admitted to a program who has registered for at least one class in the semester for which he/she was admitted.

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.

Extended Faculty Member: Include faculty within the current department or from other departments that teach a course in the program but do not have a primary responsibility for the program in terms of governance, program development or program implementation.

Full-Time Faculty Member: A faculty member employed full-time by the university or institution.

Full-Time Equivalency Student (FTE): The full-time equivalent (FTE) of students for U.S. schools is calculated by using the Fall student headcounts by summing the total number of full-time students and adding the number of part time students times the formula used by U.S. Department of Education IPEDS for student equivalency (currently .361702) for public institutions and .382059 for private institutions).

Full-Time Student: A student enrolled in the program who meets the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as 9 credit hours or more per semester.

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.

Governance: The legitimate institutions and processes, including the creation and implementation of policy, for authoritatively directing resources and activities in the public domain, broadly defined to include political jurisdictions and nonprofit entities.

Hispanic or Latinx: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

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).

In-Service Student: Any applicant to a program, or student admitted to a program, who has at least one year of relevant post-baccalaureate work experience.

International (faculty or student): A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

Leadership: A process whereby an individual influences others to achieve a common goal. The means of influence may use analytical, managerial, interpersonal, communicative, and other skills. Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. (These two common forms of leadership are called "assigned leadership" and "emergent leadership." This is a more inclusive view than charismatic or positional leadership. In the context of the NASPAA standards, leadership does not define the individual's formal position or role but rather the result of his/her ability to move an entity—an individual, group, organization, government, community, nation, etc.—to achieve enhanced or new outcomes, using means appropriate to his or her role and areas of responsibility. Examples of such enhanced or new outcomes include, but are not limited to, designing, adopting and implementing desirable policy or administrative initiatives; achieving goals; and/or facilitating major rethinking about or transformation of processes or systems.

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.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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.

Non-US Based Program: A program located outside the geographical boundaries of the United States or its territories (not to include branch campuses of US programs located abroad).

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.

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.

Part-Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Part-time Student: A student enrolled in the program who does not meet the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as fewer than 9 credit hours per semester.

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.

Persistence: Those students continuing toward completion of the master's degree, consistent with the program's institutional policy regarding continuous enrollment.

Pre-Service Student: Any applicant to a program, or student admitted to a program, that has less than one year of relevant post-baccalaureate work experience.

Probational Students: (See "Conditional Admissions/Enrollments) Typically applies to currently enrolled students who do not meet the program's continuance standards. However, as applied here, includes students admitted to, and enrolled in the program under pre-specified conditions.

Program Faculty: Refers to Nucleus, Extended, and Part-Time Instructional Faculty as a whole.

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.

Professionally qualified faculty member: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's program responsibilities. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

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 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 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.

Public Service Values: 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 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, regional, and local awareness; and promoting participation and inclusiveness by demonstrating respect, equity, and fairness in dealings with members of society citizens, 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.

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.

Scholarship: The expectation that faculty members be engaged in scholarly activities that develop new knowledge, re-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.

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.

Specialization: Is used to refer to all advertised areas of emphases, whether they are called specializations, concentrations, foci, areas, cognates, etc.

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.

Student Services: Includes, but not limited, to advising students about their decisions regarding financial aid, completing their program of academic study, and pursuing their careers.

Student-to-Faculty Ratio: The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

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.

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.

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.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

APPENDIX A: Rationale, Clarifying Examples, Basis of Judgment

Standard 1 Managing the Program Strategically

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 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 service.**

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

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

<u>Standard 1 Rationale</u>

The accreditation standards reflect NASPAA's commitment to support programs for professional education that:

1. commit to the 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 their resources toward 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 program 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 dissemination of knowledge about public service reflect 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, <u>and</u> 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.

<u>1.1 Basis of Judgment</u>

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

1.1 Clarifying Examples

Program A has established as a program goal to become a national provider of professional degrees for public service for the public sector, non-profits, and consulting and multilateral agencies, emphasizing the values of ethics, collective benefit, and sustainability. The program has established a strong core program and a variety of program public service emphasis areas. The program establishes core curriculum depending upon the emphasis the student wishes to pursue. It involves alumni and employers in bi-annual faculty discussions of its mission and how it incorporates its commitments to public values in its curriculum, student services, and overall program governance. Program A has articulated its emphasis in public service.

Program B has established a program that offers a core curriculum and a specific focus on a one-year internship placement in the career area of interest to the student. This two-year program seeks to provide students with the unique combination of necessary academic and extensive administrative training and experience to enhance public service in the areas of student interest. The program designed its curriculum and the internship experiences with priority on the public values associated with constitutionalism, justice, and promoting the general welfare, consistent with the mission of its university. Program B has articulated its emphasis in public service.

Program C has established a program goal to be problem centered and to focus on public service needs within the metropolitan community. In addition to a core program in public administration curriculum, the program has established curriculum that is applied, problem centered and enhanced the skills of student in addressing pressing social problems. Its commitment to public values of responsiveness, sustainability, transparency, and accountability reflect the culture of its community as captured in focus groups with employers and other stakeholders. Program C has articulated its emphasis in public service.

Program D is a program that establishes a specific focus on management. The mission of the program is to offer curriculum that provides students with a strong background in leadership, organizational behavior, financial analysis, budgetary processes, marketing and customer relations. The program provides no emphasis on the public that is to be served nor the specific public values that it seeks to enhance with its program and graduates. 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 service. Program D has not articulated its emphasis in public service.

Program E is a program with a specific focus on nonprofit management as evidenced by its mission to prepare professional public servants for leadership roles in the nonprofit sector. The program discusses its public service values, emphasizing ethical and effective management and leadership, and provides instances where its values are reflected in program goals and student outcomes. The program regularly engages external stakeholders from the nonprofit community. Program E has articulated its emphasis in public service.

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.

1.2 Basis of Judgment

- 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.

1.2 Clarifying Example

Program A has established as a program goal to become a primary provider of 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 nonprofit executives to help identify needs and values. It describes its efforts to recruit in-service students in the nonprofit field looking to secure graduate level education. It surveys its alumni and their employers for information about projects and programs its graduates have helped manage, implement, and shape. Program A has articulated its performance expectations.

1.3 Basis of Judgment

- 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.

Programs may vary in the values they emphasize and their means of addressing them but each program should document how it supports and strengthens the commitment of its students, faculty, and alumni to public service.

Programs may have different approaches to achieving excellence in education for the public and nonprofit sectors. Deviations from the standards can result from innovations or cultural differences that the standards do not anticipate. They must be justified in light of a program's mission and success in fulfilling it. In arriving at an overall evaluation, COPRA expects substantial but not rigid conformance with the standards.

1.3 Clarifying Examples

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 student performance, as well as its efforts to continuously improve student success. The program evaluates progress toward meeting this goal through:

- Facilitating longitudinal comparisons of learning outcomes.
- Using state of the art learning outcomes assessment practices.
- Providing program-level as well as course-specific outcomes assessment of required competencies.
- Providing 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.

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 of 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.

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

Standard 2 Matching Governance with the Mission

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

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

Standard 2 Rationale:

To pursue its mission, an accredited program should have a transparent, identifiable, and effective governance system. Governance includes, but is not limited to:

1. program and policy planning including allocation of resources;
2. establishing degree requirements;
3. making and implementing recommendations regarding admission, advising and evaluations of students;
4. advising students;
5. specifying curriculum and learning outcomes;
6. evaluating student performance and awarding degrees;
7. appointing, promoting, and tenuring faculty; and
8. participating in defining and assuring faculty performance, collectively and individually, both full- and part-time.

An appropriate administrative infrastructure that matches program delivery is essential for the proper governance of the program. Programs may have multiple forms of delivery and a clearly defined program infrastructure should be identified that matches program delivery form. Given the choices made regarding program delivery, the program needs to demonstrate adequate administrative and faculty governance.

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.

2.1 Basis of Judgment

- The program's administrative infrastructure fits its activities, including geographic location of program delivery, use of technology in program delivery, and type of program (traditional, accelerated, executive).

- The normal expectation is for the program to have an identifiable director who provides an appropriate focus of attention, direction and accountability.

2.1 Clarifying Example

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.

2.2 Basis of Judgment

- The normal expectation is for program nucleus faculty to participate in recruiting, promoting, and awarding tenure to their colleagues, as well as to participate in making other policies related to the design and delivery of the program. Participation is broadly defined. For example, it could mean participation on faculty search, promotion, or tenure committees. Deviations from the normal expectation may be justified on the basis of the program's mission.
- The faculty nucleus, which is identifiable to parties outside of the program, includes a minimum of five (5) full-time faculty or their equivalent who conduct the teaching, research and service responsibilities entailed in the program's mission. Fewer than five might be justified if a program can clearly demonstrate the capacity of the nucleus to teach; advise; engage in public and nonprofit affairs, administration, and policy scholarship and service; expose students to a variety of perspectives; and to govern student admissions, plan curriculum and otherwise administer the program to promote student and faculty success. The sufficiency of the faculty nucleus beyond five depends upon the requirements of the program's mission, its size, curriculum design and delivery formats, and student success.
- COPRA accepts as evidence that (for every location and modality) students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program where:
    - at least 50% of the courses are taught by full time faculty (employed by the institution)
    - at least 50% of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution.

2.2 Clarifying Examples

Program A lists a full-time department chair with reduced teaching load in exchange for administrative responsibilities, two full-time faculty with teaching loads primarily in undergraduate courses, and eight adjunct faculty, all practitioners with appropriate terminal degrees. Because it lacks five full-time faculty members, the burden is on the program to demonstrate that it has sufficient faculty resources to be in conformance with Standard 2.2.

Program B 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.

Program C has four full-time faculty members, including a chairperson who receives release time from teaching for administrative duties, plus four faculty members from other departments, each with .33 appointments to the program. The fractional appointees teach courses in the program's curriculum but do not otherwise participate in the governance of the program. The program is not in conformance with Standard 2.2.

Standard 3 Matching Operations with the Mission: Faculty Performance

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

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

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

Standard 3 Rationale

An accredited program must demonstrate that the faculty engaged in instruction possess credentials and expertise consistent with the curricular outcomes for which they are responsible and sufficient to support the program mission. Students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, will include a variety of identities, perspectives and experiences 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 program with a public service orientation should demonstrate its commitment, to the extent it is possible *within its legal and institutional framework*, to public service values in the processes used to recruit, retain, and support faculty and in the ways they assure students are exposed to people with diverse views and backgrounds. 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 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 program is expected to be able to articulate how it is making a difference for its students, in its community, and in the profession.

3.1 Basis of Judgment

- Faculty who teach in accredited programs must be academically or professionally qualified.

- The program's decision to use professionally qualified faculty should be consistent with its mission.
- In general, a professionally qualified faculty member will have a terminal level degree in his or her area of responsibility. The burden is on the program to document the qualifications of all of its faculty members. One way to demonstrate that a program's faculty members meet this standard is if at least 75% of nucleus faculty are academically qualified to pursue the program's mission. A faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's program responsibilities.
- As a general rule COPRA does not consider it appropriate for a program to have faculty that are neither academically or professionally qualified. If a program lists a faculty member who is neither academically or professionally qualified the burden of proof is on the program to show that it was appropriate in an emergency situation, and should explain what steps it is taking to ensure the quality of instruction/the course was not adversely affected.
- Where nucleus faculty members come from departments outside the program, clearly defined responsibilities – such as official assignment of duties or joint appointments—should be identified.
- The program will have systematic steps and strategies for, and investment in, individual faculty career development to ensure that faculty members sustain and improve their academic and professional qualifications.
- Program faculty should represent diverse substantive areas in public service consistent with the program's mission and defined competencies***.***

<u>3.1 Clarifying Examples</u>

Program A has exactly five full-time faculty members that conduct all instruction. Three have Ph.Ds. in Public Administration and the other two, who were recently hired, are ABD in Public Administration, and are nearing completion of their dissertations. Although the program currently has only 60% of its faculty with Ph.D.'s, it can make a case that it is in compliance with the standard that requires 75% of faculty to be academically qualified. COPRA will accept ABD as meeting the standard, as long as the faculty members have not been ABD for an excessive period of time.

Program B has a mission that focuses on urban policy. The program has a Professor of Practice with a Master's in Urban Planning and 25 years of high-level urban planning experience, including continuing consulting. The program can make a case that the Professor of Practice is professionally qualified based on professional experience directly related to program responsibilities.

Program C has a mission to provide a quality education to future practitioners in nonprofit management. The program hires a part time instructor with 2 years' experience as a Finance Director in a local government and argues she is professionally qualified to teach non-profit finance courses. The program is likely not in conformance with Standard 3.1 due to the limited professional experience of the instructor and the lack of relevant experience in the non-profit sector.

Program D has no mentoring program for new faculty; does not fund or encourage travel to academic or professional conferences for tenure-track faculty; and does not provide systematic performance feedback. Unless the program can make the case it is investing in faculty currency in the field in other ways, it will not be in conformance with Standard 3.1.

Program E has reviewed its curriculum related to mission episodically over 15 years. Student evaluations of teaching identify learning problems students have experienced for three years in courses delivered by two faculty members. The program has provided no evidence of steps taken to provide professional development opportunities for those faculty members to address these concerns. Program E is not in conformance with Standard 3.1.

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 service.

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.

3.2 Basis of Judgment

- 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 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.

3.2 Clarifying Examples

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. Program E is in conformance with Standard 3.2.

Program I has articulated steps and strategies that relate program mission to recruitment for diversity but is silent on the matter of climate and inclusiveness. The program is not 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.

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 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.

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
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	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 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
Invitations are sent to authors of articles from publications, such as Black Issues in Higher Education, which feature people of color in the field	Clear criteria for promotion	Use of research practicum and/or service-learning courses in partnership with organizations that serve diverse community
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, NFBPA, and other organizations relevant to the position	Monitor workload, including teaching, research, and service	Data tracking to monitor faculty outcomes (promotion, tenure, etc.)
Evaluation criteria are used to create an inclusive pool of candidates	Provide opportunities for increased visibility and leadership roles for underrepresented faculty	Cultural competency training
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		

3.2.1 Strategies used in **recruitment**	Strategies used in **retention**	Other **strategies** used to assure students are exposed to diverse views and experiences
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Underrepresented faculty have an opportunity to informally meet with other faculty candidates during the interview process		
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		
Other, please specify		

3.3 Basis of Judgment

- 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.

3.3 Clarifying Examples

Program L whose mission includes preparing students for service in local government lists a faculty member that served as the academic member on a taskforce for ICMA that set competencies for employees working for local governments. The program is in compliance with Standard 3.3.

Program M is a small program with a mission to create competent professionals for local government service. The program has 5 faculty members, 3 of whom are able to demonstrate some form of commitment to advancing the field and making a difference in the community consistent with the program's local government focus. Two faculty members have no exemplary activities in any of the tables in Standard 3. Program M is not in conformance with Standard 3.3.

Program N is located in a research-focused university where there are few, if any, incentives for community or professional service. However, most senior faculty members volunteer their time on community boards or commissions. Several conduct applied research collaboratively with public service organizations that leads both to scholarship and to organizational improvements. Faculty members make use of these professional experiences to enrich their classroom teaching and student mentoring, which the Program documents. Program N is in conformance with Standard 3.3. The Standard does not expect all faculty members to engage the community or profession. Untenured faculty members might be expected to focus on traditional scholarship to earn tenure. However, the program has documented that overall it is contributing to its community and to the profession.

Program O has a mission that states that it is training students to be engaged public servants. Program faculty talk about the importance of public service and provide opportunities for students to engage in applied projects in the community. Program L is in conformance with Standard 3.3.

Standard 4 Matching Operations with the Mission: Serving Students

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

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

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 progress in careers in public service.

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

Standard 4 Rationale:

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 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 a diverse and changing professional workplace.

4.1 Basis of Judgment

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.

4.1 Clarifying Example

Program A's mission includes a statement about enhancing the professional credentials of in-service students. Although the applicant pool reflects this element of the mission statement, (i.e., the preponderance of applicants are "in-service", more pre-service students are admitted to the program than in-service students. The burden falls on the program to explain how its recruitment activities and subsequent applicant pool support its mission.

4.2 Basis of Judgment

- (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.)
- The program implements minimum thresholds for admission and clearly defines, and communicates, these requirements as well as any program prerequisites.
- The program follows its admission policies, which should be based on a combination of indicators appropriate to its mission.
- Admission policies produce a diverse student body that supports achievement of the program's mission.

4.2 Clarifying Example

> The admissions criteria established by Program B include performance on standardized examinations, such as GRE and TOEFL, above a minimum threshold. This is consistent with its mission, which aspires to excel in public affairs, administration, and policy education by attracting students with high academic qualifications through a competitive admissions process. The program documents performance on the examinations and explains deviations from the criteria in its admission decisions. The program is in conformance with Standards 4.1 and 4.2.

4.3 Basis of Judgment

- The program has established academic continuance and graduation standards, and an advising system to support achievement of those standards, that students are informed of and participate in.
- Evidence that a preponderance of admitted and enrolled students completed the degree.
- The program provides services that help students achieve their educational, internship and career objectives.
- Job placement statistics, internship participation, graduate career opportunities, and employment are in line with the program mission.

4.3 Clarifying Examples

In Program C advising and counseling are provided only by faculty members who are not members of the nucleus faculty and who have neither recent experience in the profession nor relationships with employers served by the program. The burden falls on the program to demonstrate how its student support services are in conformance with the standard.

Program D requires students without “significant management” experience to complete an internship. The program does not define “significant experience”, nor evidence of faculty oversight of the internship. The burden falls on the program to demonstrate how its student support services are in conformance with the standard.

The mission for Program E focuses on providing well-prepared public servants for the state and local governments. However, post-graduation employment statistics show that the majority of the program graduates are taking jobs in the private and non-profit sectors. The burden falls on the program to demonstrate how the career services provided and graduate employment are in line with the program mission.

Program F admitted 30 students, X number were admitted conditionally. Six years later 30% of probationary students have completed the program while 75% of the regularly admitted students have completed. Program F has no special support for probationary students and communicates no information on conditions for remaining in the program. Program F is not in conformance with Standard 4.3.

4.4 Basis of Judgment

- 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.

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

4.4 Clarifying Examples

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.

Program H frequently posts notices, on its website and bulletin boards, of lectures and multi-cultural activities in other departments and colleges across the campus, and in the local community. Program H is in conformance with Standard 4.4.1.

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.

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability:

- **to lead and manage in the public 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, apply, and advance a public service perspective;**
- **to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

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

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

5.4 Professional Competency: The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.

Standard 5 Rationale

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 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 dealing with incomplete information 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 interest.

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.

<u>5.0 Basic Assumption</u>

NASPAA intends the accreditation process 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 program 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 will be expected to demonstrate that it understands the competencies expected of graduates, that it has 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.

PART A

<u>5.1 Basis of Judgment</u>

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 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.

5.1 Clarifying Examples

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

Program B's mission is to educate managers for international governmental and nongovernmental organizations. It lists learning objectives under each of the five universal required competencies. Under "to participate in and contribute to the policy process," it lists aligning regional and national programs with international treaty obligations. Under "to lead and manage in the public interest," it lists accommodating program operations to local customs and mores. Program B is in conformance with Standard 5.1 for this competency.

Program C does not list any learning objectives under the competency of "to incorporate public service values into decisions." The other learning objectives listed are not consistent with the program's mission. Program C will need to justify how is in conformance with Standard 5.1.

Program D operationally defines each required competency, however; these operational definitions do not relate to the program's mission. The program's mission states that it will "prepare students to work in local government". The program does not at any point when operationalizing the required competencies make reference to local government and the unique skills it is ensuring its student are getting to be prepared to work in that context. The program is not in compliance with Standard 5.1.

> Program E’s mission is to educate effective leaders for the nonprofit sector. For each of the five universal required competency domains, it details specific learning objectives, which are assessed directly on a regular timeframe. For the domain “to lead and manage in public governance”, the program operationalizes the student learning outcome “the student will demonstrate effective volunteer management skills, in support of achieving the nonprofit’s mission.” The program is in conformance with Standard 5.1 for this competency.

> 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.

5.2 Basic Assumption

While not all programs will have them, mission-specific required competencies can reflect the unique mission of the program and identify what sets it apart from other programs.

5.2 Basis of Judgment

The program states each mission-specific required competency and links them to the program mission. The program defines each of the mission-specific required competencies in terms of at least one student learning outcome (but there may be more than one). The emphasis that a particular program places on each of these competencies is consistent with its mission.

5.2 Clarifying Examples

> Program D prepares students to become public administrators and managers in border regions. The program requires students to demonstrate competency in one language other than English. The program justifies this mission-specific required competency in terms of its stated mission. Program D is in conformance with Standard 5.2 for this competency.

> Program E re-defined its mission to prepare students for high-level policy positions in the federal government. The program still requires students to demonstrate competency in municipal law through a series of three courses taught by a long-time professor. This program will need to justify why this mission-specific required competency is mandatory for all students or why the courses are required.

> Program F offers an executive MPA program. The program defines a mission-specific required competency as the ability to plan and carry out organizational change at an executive level, and defines the competency in terms of specific student learning outcomes. Program F is in conformance with Standard 5.2 for this competency.

5.3 Basic Assumption

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

5.3 Basis of Judgment

The program articulates how elective offerings contribute to the achievement of program mission and goals. The program demonstrates that it has the capacity and properly qualified faculty to deliver all specializations or concentrations it offers to its students.

5.3 Clarifying Examples

Program G has a mission focused on regional issues within its state and offers an international development concentration. The program does not indicate faculty with expertise in development, nor does it clearly articulate how this concentration relates to the program's mission. Most of the program's graduates work in local and regional government positions within the program's state. This program has not yet demonstrated conformance with 5.3.

Program H offers students five concentrations related to its local government management mission. In addition to the main campus, the program is also offered at an off-campus downtown location to a cohort of fire and police professionals. The only specialization offered to this cohort is emergency management. The program provides clear information to the unique cohort as to the options available at that location and has policies in place to ensure that the students can graduate with their concentration in a timely manner. The program is in conformance with 5.3.

Program I has a wide array of faculty resources and lists multiple areas of student focus on its website. The program states in its Self Study Report that it does not have official specializations for purposes of accreditation. On the site visit, students complain that they do not have access to enough elective courses to complete their specializations and have worries about graduating on time. The program has not yet demonstrated conformance with 5.3.

Program J offers students the opportunity to design their own concentrations or take one offered in the university's urban planning department. The program provides clear information to students regarding how concentrations can be formed, including a limit on non-programmatic credit hours and syllabi oversight for any courses outside of the public administration department. In addition, the program maintains oversight over the approved courses for the urban planning concentration through a professor holding a dual appointment in both public administration and urban planning. The program is in conformance with 5.3.

5.4 Basic Assumption

Practitioners make unique contributions to the educational program as role models, career advisors, and individuals who convey lessons from experience in public 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.

5.4 Basis of Judgment

The program assures that all students will have at least one experiential learning exercise and/or interaction with practitioners. The program may indicate that additional opportunities are available to students, but not required.

5.4 Clarifying Examples

Program J provides all students with four guest lecturers from the public sector during the required, semester-long introductory course. For the required policy analysis course, all students must work in groups to provide a policy analysis to a local government agency. An optional course in non-profits requires students to volunteer for 20 hours during the semester. All students are invited to social mixers with practitioners from the community. Program J is in conformance with Standard 5.4.

Program K offers a fully on-line MPA program. The courses consist of downloading and reading the materials, and then taking on-line exams or e-mailing papers in each subject. Students are widely distributed geographically and do not ever have to visit the campus. No internship is required. The program advises students to “surf the web” for advice on professionalism. The program will need to justify how it meets the standard 5.4 with respect to professional competence. Program K does not appear to be in conformance with Standard 5.4..

In the past five years, Program L has not been able to hire any practitioner faculty due to budget constraints. Given that the campus is not near an urban center, and suffers harsh weather conditions, it is difficult to get guest speakers to attend evening classes. There are no case studies, simulations, or group projects; no courses require the student to interview a public administrator or to shadow a public official. The program will need to justify how it meets the standard 5.4 with respect to professional competence, with practitioners from the community. Program L does not appear to be is in conformance with Standard 5.4.

PART B

5.1 Basis of Judgment

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.

5.2 Basis of Judgment

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.

PART C

5.1 Basis of Judgment

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.

5.2 Basis of Judgment

The program demonstrates evidence of student attainment of the expected learning outcomes for the mission-specific required competencies described in the self-study. (The Site Visit Team has auditing authority at NASPAA and may review any mission-specific required 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.

See Appendix B for Further Standard 5 Examples

Standard 6 Matching Resources with the Mission

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

<u>Rationale</u>

An accredited program should have the resources required to pursue its mission and to continue to improve. In keeping with NASPAA's Guiding Principles, a program's level and use of resources should reflect the program's mission and a commitment to continuous improvement. Resources can include, but are not limited to: budget for salaries, travel, equipment, supplies and other expenses; personnel and support for administrative functions; sufficient numbers of faculty to maintain class sizes, faculty-student ratios and frequency of course offerings appropriate to the program mission; information technology to support teaching and research; adequate library services; instructional equipment, offices, classrooms, and meetings areas.

<u>6.1 Basis of Judgment</u>

The Commission will rely on the program's analysis of the resources required for initiatives associated with its mission. The Commission is less concerned with the absolute budget amounts allocated to the program, the size of classes, or the arrangements made for program administration. Instead, the Commission is concerned with the extent to which those budget amounts, class sizes and program administration arrangements are sufficient to pursue the program's mission. For example, the Commission will refer to the program's analysis to determine if the financial resources for faculty searches, salaries and benefits and the policies regarding teaching loads allow the program to recruit and retain faculty who are able to support the program's mission. Whether a program's travel budget is sufficient depends on its stated mission and its expectations regarding research and professional development to facilitate tenure and promotion. The number of assistantships, scholarships, or other sources of student support will be evaluated in terms of whether they allow the program to recruit and retain the target population of students. Information technology must be sufficient for mission-relevant teaching and research and must allow record keeping and activities in support of program administration and improvement. Faculty and students must have access to library resources that allow for research and teaching activities relevant to the program's mission; library resources may be in the form of physical holdings or electronic access, as long as they include adequate search capabilities and are kept current.

An accredited program should have sufficient support staff to provide clerical assistance and record keeping and administrative support. Faculty offices should allow for sufficient privacy for class preparation, research, and advising students. Classrooms should provide an environment conducive to learning and appropriate for the pedagogical approaches articulated by the program. The program must have access to sufficient professional meetings spaces for faculty, staff, students, and external stakeholders. In assessing the adequacy of resources, COPRA will consider the program's mission and method of delivery. Online programs may be able to justify less need to for physical offices and meeting places, but may need to demonstrate more extensive instructional technology resources. The overarching concern is whether the resources available to the program are sufficient to pursue the stated mission and to pursue initiatives and improvements in response to systematic assessment.

6.1 Clarifying Examples

Program A documents that it has experienced a steady decline in the number of graduate assistantships the program has to offer incoming students and has truthfully advertised the number available to applicants. Despite the decreasing number of assistantships, Program A indicates that the number and quality of applicants and enrollees has been increasing. Program A appears to be in conformance with Standard 6.1.

Program B has very limited travel budgets for faculty. Faculty rarely have program support to attend national or international conferences, but all faculty are provided with support to attend at least one state-wide conference each year. The program, located in the state capitol, defines its primary student population as in-service state government employees, and identified the research and service foci of program faculty as state government issues and agencies, these resources might be deemed adequate. Program B, based upon its mission, appears to be in conformance with Standard 6.1. If Program B were to have internationalization of the curriculum and national prominence of the faculty as central to its mission, it would not appear to be in conformance with Standard 6.1.

Program C provides a one course reduction per year and summer salary to the program director and has a policy of having that position assigned only to a tenured faculty member. During one year of the four year period covered by the report, the position was held by an untenured faculty member while the regular director was on sabbatical leave. The Program reports that several steps were taken to ensure continuity in administrative functions and to avoid negative consequences in promotion and tenure decisions. The untenured faculty member was provided with additional GA/RA support during the year of administrative service as well as a research grant from the Dean's Office for the summer following the administrative appointment. The program also reports that untenured faculty member is being groomed to assume the directorship upon promotion and tenure, and that the two faculty worked together closely to ensure continuity. Program C appears to be in conformance with Standard 6.1

Program D is a small Executive MPA program with five full-time faculty, several high profile professionals as adjuncts, and 40 part-time students who hold management positions in local and nonprofit agencies in the community. The program has no designated clerical support; it shares a secretary position with another academic department. Additionally no one within the program is assigned to provide internship or placement services. The Program reports that these arrangements are adequate given the program's mission and student body. Extensive opportunities are provided for networking among students and professional development/career planning is built into the curriculum. Program D appears to be in conformance with Standard 6.1.

Program E claims to offer four specializations, one of which has historically been offered primarily by adjunct instructors with expertise in that area. Due to statewide budget cuts, the program is no longer allowed to hire adjuncts and the necessary courses for that specialization are not available with any regularity. Few students select this specialization and the program SSR indicates that individualized arrangements would be made when and if a student indicated interest in that specialization. The burden will be placed on this program to demonstrate that it has sufficient resources to offer the advertised specializations. Lack of student interest in a specialization is not a sufficient basis for asserting that resources are adequate. If the program continues to consider the specialization appropriate to its mission and continues to advertise the specialization, it must be able to document adequate resources.

Standard 7 Matching Communications with the Mission

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

Rationale:

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 to meet the expectations of the profession in terms of accountability in public 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

Each accredited program, regardless of its mission, is 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. A program that provides additional data by participating in national surveys (optional) sponsored by NASPAA, ASPA, or other organizations can demonstrate, by example, its leadership in public service education and defining the public service values with respect to its mission. This essentially divides the component of data requirements in two categories: (1) conforming to the standard by reporting universal information to all stakeholders, and (2) conforming to the standard by providing mission-specific information beyond mandatory requirement to help understand and refine program mission to all stakeholders. Universal or mandatory information should include program decision-making processes by which it informs its stakeholders about outcomes as it relates to:

1. **Students**: decisions about whether to apply and enroll;
2. **Staff and Faculty**: decisions about whether to accept and continue employment;
3. **Employers**: decisions about whether to sponsor internships or hire a graduate;
4. **Administrators**: decisions about whether to approve faculty lines and provide funding for the program;
5. **Alumni:** decisions about whether and how to interact with the program following graduation.

Information about the program's capacity and performance should not be kept confidential absent a compelling reason, such as student and faculty privacy laws and regulations.

7.1 Basis of Judgment

The program should provide evidence that communications with its stakeholders demonstrate accountability, transparency, and ethical practice in the following ways:

- The courses, specializations, and services the program offers are consistent with the claims it makes, such as in its literature, emails, and webpage, and with its mission.
- The program publicizes its admission policies. Goals, policy, and standards, including academic prerequisites, are clearly and publicly stated. Admission policies should specify differences for pre-service, in-service, and other categories of students and reflect specific concern for diversity.
- The program describes how it assesses competencies and how well students perform on those measures.
- The program reports on the placement and career progress of its graduates and the qualifications and accomplishments of its faculty.
- The program reports on the completion rates of its graduates.
- The program explains to prospective students the cost of attendance (tuition and fees) and ethically communicates information regarding opportunities for financial assistance.
- The program is expected to ensure ongoing accuracy in all external media on an annual basis.

7.1 Self Study Guide

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.

General Information: NASPAA will publicly release data supplied on the following information: degree title, organizational relationship of the program to the school, modes of delivery, number of credit hours, length of degree, list of dual degrees, list of specializations, fast-track Info, and number of students.

Mission Statement: The program will make available to the public its mission statement. The program must provide to COPRA the URL of where on the website the information is available. If the program has not made this information available to the public, it must state why it has not done so, and the rationale for demonstrating conformance with this standard.

Admission: The program will make publicly available the admission criteria for entry into their 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 the website the information is available.

Enrollment: NASPAA may make publicly available program enrollment and gender/ethnic composition where available. If the program has not made this information available to the public via NASPAA it must state why it has not done so, and the rationale for demonstrating 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 in their rationale to COPRA why they are in conformance with the standard.

Faculty: 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 also make this information publicly available.

Cost of Degree: The program will make available to the public the following information: Tuition cost (for all student populations), Financial Aid Information, and Assistantships available. The program will provide to COPRA the URL of where on the website the information is available.
(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).

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.

Student Completion: NASPAA and the program will make available to the public the program's completion rate (as defined in Standard 4, to be the number of the SSY-5 cohort that complete the program within 2, 3, and 4 years).

Evidence of Student Learning Outcomes: NASPAA may make publicly available information on evidence of student learning outcomes.

7.1 Clarifying Examples

Program A's electronic/print materials reflect information prior to the recent appointment of new faculty and revision of the curriculum; faculty meeting minutes are not taken; records of administrative decisions are incomplete; no record or record older than five years of student internships, graduate placements or alumni career progress. Program A is not in conformance with Standard 7.

Program B maintains accessible electronic/print materials with current information; faculty meeting minutes are taken; administrative files are complete; records of student internships, graduate placements, and student and alumni career progress not older than two years are summarized in electronic/ print distribution. Program B is in conformance with Standard 7.

Program C's prospective student admission decisions are maintained and recorded via ApplyYourSelf Online. Student records are managed through the Banner System and are accessible to core faculty. Alumni records are maintained in a searchable electronic database. Faculty communication is maintained in SharePoint or archived in Blogs. Students and employers have access to Career Service Portal for matching placements for interns and graduates. The program explains how each electronic database is accessible to stakeholders and can be used by them to understand program operations and to inform their decisions. The Program also explains how it tracks the data to improve its internal governance and pursue its mission. Program C is in conformance with Standard 4.

Program D offers the MPA degree through traditional in-class instruction as well as online modules. As per program website program's literature on its on-line program and campus based program appears the same. However, admission, course offerings and other elements are different for the two delivery approaches. The program is not in conformance with Standard 7 because the program does not clearly provide information on its website to potential students about the differences between the online and campus based programs.

7.1 NASPAA Publicly Accessible Data
May be made public by NASPAA[10]

General Information about the degree (Program Fact Sheet)
1. Degree Title
2. Organizational Relationship between program and university
3. Modes of program delivery
4. Number of Credit Hours
5. Length of degree
6. List of dual degrees
7. List of specializations
8. Fast-track Info
9. Number of students (varies)

Mission of the Program (Standard 1)
1. Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public service.

[10] Subject to NASPAA Data Policy guidelines.

Enrollment (Standard 4)
1. Number Enrolled
2. Enrollment – Diversity
   a. Gender
   b. Race/ethnicity
   c. International

Cost of Degree (Standard 4)
1. Tuition cost (in-state and out-of-state)
2. Description of Financial Aid availability, including assistantships

Career Services (Standard 4.3)
1. Distribution of placement of graduates (number)

Faculty (Standard 3)
1. Faculty diversity (percent of teaching faculty, by ethnicity)

APPENDIX B: Examples of Competency Statements

The following are illustrative examples, stated in terms of specific student learning 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, "to lead and manage in the public interest" than on "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 the required domain of *to lead and manage in the public interest* might include but are not limited to:

- Apply public management organization 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 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 *to participate in, and 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* might include but are not limited to:

- Articulate and apply methods for measuring and improving organizational, program and individual 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.
- 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* might include but are not limited to:

- Apply concepts of social equity to public 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 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* may include but are not limited to:

- Communicate effectively in writing 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 by presenting oral information accurately, clearly, concisely and persuasively tailored to audience's level of expertise and needs.
- Demonstrate flexibility 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.
- 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.
- Demonstrate facilitation skills by actively and effectively eliciting information, views, input, suggestions, and involvement of others in pursuit of common goals.

- Build actionable consensus.
- Discern the interests and values of others; surface assumptions; secure agreement on ground rules and tolerable outcomes; gain 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 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.

Illustrative Examples of Assessment of Student Learning

The following provide examples of direct[11] assessment of various definitions of student learning for competencies in the domain of *to lead and manage in the public interest* and *to participate in, and contribute to, the public policy process.* These examples are only suggestive of the type of information that might be reported to answer questions such as: What do we expect student to know and be able to do? Are students meeting faculty expectations? How do we know? Is evidence used for program change?

Program A: To lead and manage in the public interest

Learning Outcome Defined	Evidence collected	Analysis & Findings	Program Change
Manage projects	Project management report	Six-dimension rubric applied by faculty; poor performance on some dimensions	Project report broken into six sections written over the course of the semester

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

[11] Direct evidence means that program faculty (and/or outside experts) examine actual student work and evaluate it against their expectations for learning on the competency. Direct evidence of student learning can take the form of papers and reports; annotated bibliographies; journals; problem solving exercises; project documentation; independent study, studio or workshop reports; individual or group wikis; contributions to discussion boards or blogs; internship evaluation; comprehensive exams; theses; etc.

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

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