

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.

5.0 Basic Assumption

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

5.1 Basis of Judgment

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 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.

Rationale

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.

6.1 Basis of Judgment

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 NASPAA¹⁰*

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.

- 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 direct¹¹ 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.

