NASPAA Accreditation Discussion

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The Picture of Your Program: Unifying Themes

- Mission

- Strategic management

- Culture of assessment

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The Picture of Your Program: Strategic Program Management

- Does the program's **mission statement** guide its goals and activities? (Standard 1)

- Is the program meeting its goals? Engaging in **continuous strategic improvement**? (Standard 1)

- How does the program use **student learning assessment** to improve its outcomes? (Standard 5)

- With what **competencies** do the program's students graduate? (Standard 5) Are they **employable**? (Standard 4)

Strategic Program Management (continued)

- How are faculty and students **supported**, including re: internships & job placement? (Standards 2, 3, 4)

- How does the program **promote diversity** and a climate of inclusiveness? (Standards 3 and 4)

- Are the program's **resources** appropriate to its goals? (Standard 6)

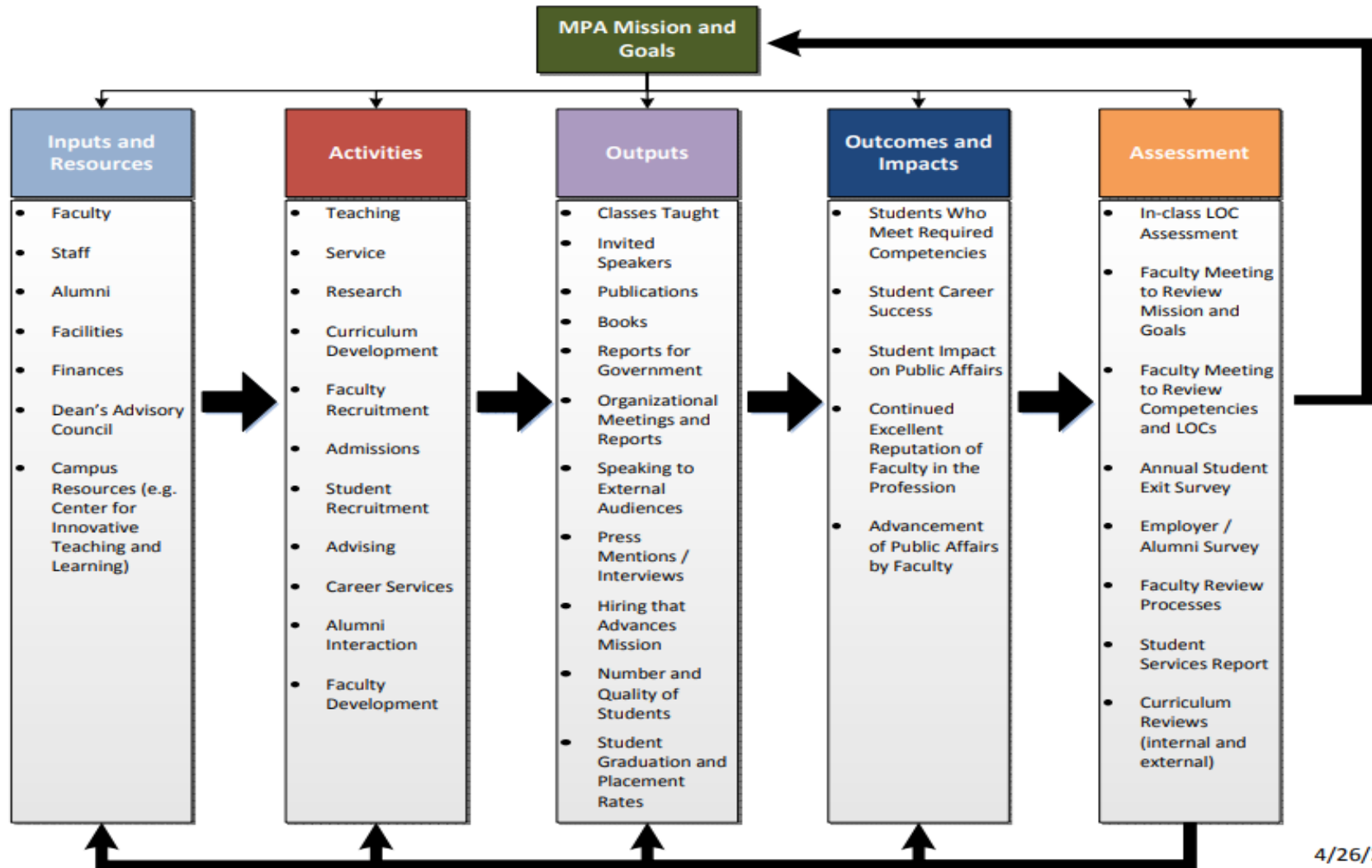- Is the program **accountable** to its stakeholders? (Standard 7)

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 affairs, administration, and policy
  - the population of students, employers, and professionals the program intends to serve, and
  - the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

Managing the Program Strategically (continued)

- **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.

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MPA Mission and Goals

Inputs and Resources	Activities	Outputs	Outcomes and Impacts	Assessment
• Faculty	• Teaching	• Classes Taught	• Students Who Meet Required Competencies	• In-class LOC Assessment
• Staff	• Service	• Invited Speakers		• Faculty Meeting to Review Mission and Goals
• Alumni	• Research	• Publications	• Student Career Success	
• Facilities	• Curriculum Development	• Books	• Student Impact on Public Affairs	• Faculty Meeting to Review Competencies and LOCs
• Finances	• Faculty Recruitment	• Reports for Government		
• Dean's Advisory Council	• Admissions	• Organizational Meetings and Reports	• Continued Excellent Reputation of Faculty in the Profession	• Annual Student Exit Survey
• Campus Resources (e.g. Center for Innovative Teaching and Learning)	• Student Recruitment	• Speaking to External Audiences		• Employer / Alumni Survey
	• Advising	• Press Mentions / Interviews	• Advancement of Public Affairs by Faculty	• Faculty Review Processes
	• Career Services	• Hiring that Advances Mission		• Student Services Report
	• Alumni Interaction	• Number and Quality of Students		• Curriculum Reviews (internal and external)
	• Faculty Development	• Student Graduation and Placement Rates		

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Mission Statement | **Review Process Adoption, Modification and Review**

- Faculty
- Students
- Alumni
- Employers
- Internship Supervisors
- Advisory Council
- University Stakeholders

Standard 1 - Process

- Engage your stakeholders.

- Revisit your mission statement.
  - Does it communicate your public service values? Purpose? Community?

Standard 1 – Process (continued)

- Align your program goals and objectives with mission of your program.
  - Are your goals measurable? In other words, are they SMART goals (Specific, Measurable, Attainable, Realistic and Timely)?

- Assess your resources and determine if they are sufficient in order to reach your goals and objectives.

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 - Process

- How does your Program fit into your: Department? College/School? University?

- Do you have multiple modes of delivery?

- What is the role of your Program Administrator?

- How do these governance relationships support your mission?

Promoting Diversity and Inclusion: Program Management across Standards

Accreditation Standards

- **Standard 3.2 Faculty Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members;

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

- **Standard 5.1 Universal Required Competencies:** To communicate and interact productively with a diverse and changing workforce and citizenry.

Diversity | **Planning and Strategies**

Mission of the Institution

Vision of Institution

Values of Institution

Strategic Planning & Diversity Initiatives

Standard 3 |**Faculty Diversity**

FACULTY DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Advertising			
Retention Practices			
Campus Climate			
Informal/Formal Mentoring			
Funding			

Standard 3.2 Faculty Diversity

The Program will promote diversity and a climate of inclusion through its recruitment and retention of faculty members.

- What is your faculty diversity goal?
- What strategy do you employ?
- How do you evaluate your initiatives with documentation and evidence?

Standard 4 | **Student Diversity**

STUDENT DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Financial Support			
Outreach			
Campus Climate			
Admission Practices			
Support Services			

Standard 4.4 Student Diversity

The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices and student support services.

- What is your student diversity goal?
- What strategies do you employ?
- How do you evaluate your initiatives with documentation and evidence?

Standard 5 | **Student Learning**

STUDENT LEARNING	Strategy	Initiative	Evaluation of Effort
Curriculum			
Problem Based Learning			
Internships			
Service Learning Projects			
Student Competitions			
Semester Abroad/Spring Break Activity			

Matching Operations with the Mission: Student Learning Goal

The graduate program will prepare students to interact productively with a diverse and changing workforce and citizenry.

- What strategy (approach) do you use to prepare students for a diverse and changing workforce?
- What initiatives (specific changes) do you employ to reach your student learning goal for diversity?
- How do you evaluate your strategic approach and specific changes with documentation and evidence?

Standard 5.1 | Universal Required Competencies

As the basis for its curriculum, the Program will adopt a set of required competencies related to its mission and [to] public service values. The required competencies will include five domains, the ability:

- to lead and manage in public governance;

- to participate in and contribute to the public policy process

- to analyze, synthesize, think critically, solve problems and make decisions;

- to articulate and apply a public service perspective;

- to communicate and interact productively with a diverse and changing workforce and citizenry.

One Assessment Cycle

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

Universal Required Competencies: One Assessment Cycle

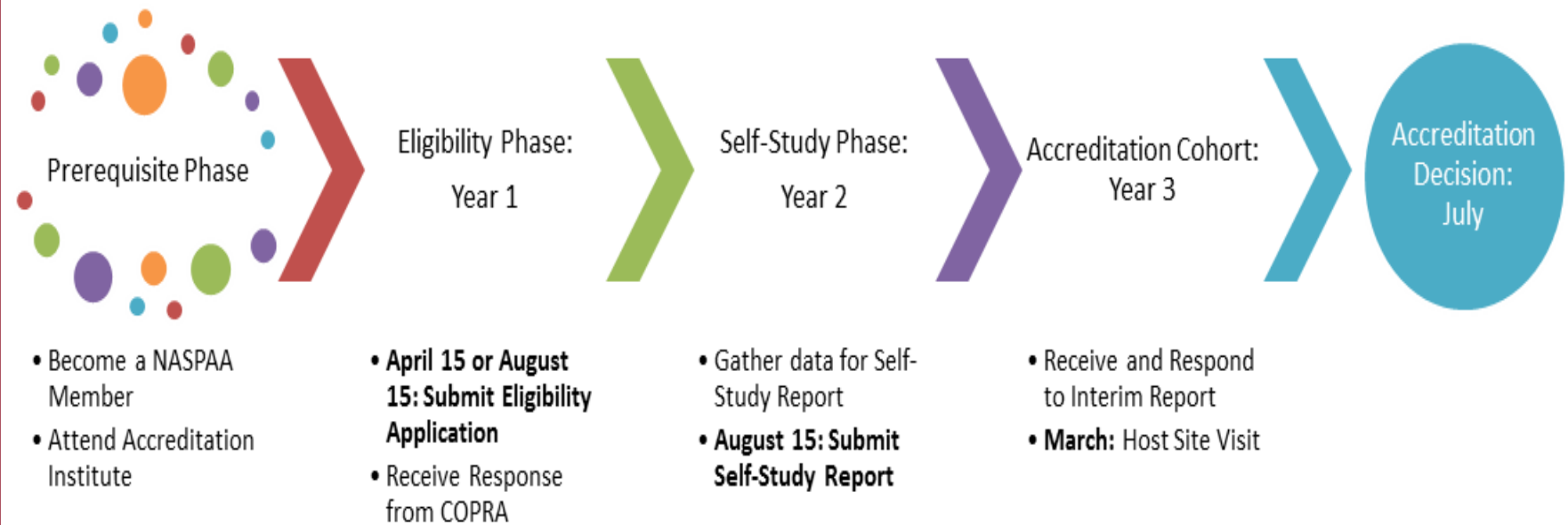| |
|---|
| For the self-study narrative, the program should describe, for <u>one</u> of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student 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 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 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: |

Sample | **Course-Based Assessment/Program Review**

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	**Developing (2)**	**Intermediate (3)**	**Proficient (4)**	**Distinguished (5)**
Analyze organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action[1]	Is aware of the internal and external forces at play in organizational decision making.	Recognizes basic and obvious internal and environmental factors that influence decision making and courses of action.	Recognizes complex internal and environmental factors that influence decision making and courses of action. Is able to identify and describe in detail the internal and environmental factors impacting organizations.	Recognizes complex internal and environmental factors that influence decision making and courses of action in a multi-faceted, grey context. Applies different frames (i.e., structural, cultural, procedural, motivational) to organizational diagnostics.	Recognizes complex internal and environmental factors that influence decision making and courses of action in a multi-faceted, grey context and identify cross-relationships among those factors. Uses multi-frame organizational diagnostics to help the organization decide on and implement a course of action.

Best Practices

- **Multiple measures** – direct and indirect.

- Use **rubrics** or other assessment tools.

- **Validity**: Faculty (or other stakeholders) who have not taught the course assess the student work.

- **Reliability**: Two or more faculty reviewing common work.

- **Achievement of performance targets**: If your program finds that students are not meeting targets, the temptation is to change the targets or the process rather than reflecting on what substantive changes should be made to curriculum, pedagogy, or the like, based on the evidence you found.

- Use of results: **Align your program changes with the evidence you found**.

Phases of the Accreditation Process

Prerequisite Phase
- Become a NASPAA Member
- Attend Accreditation Institute

Eligibility Phase: Year 1
- **April 15 or August 15: Submit Eligibility Application**
- Receive Response from COPRA

Self-Study Phase: Year 2
- Gather data for Self-Study Report
- **August 15: Submit Self-Study Report**

Accreditation Cohort: Year 3
- Receive and Respond to Interim Report
- **March:** Host Site Visit

Accreditation Decision: July

Accreditation | **Prerequisite Phase**

- Become a NASPAA Member
- Attend the Accreditation Institute
- Examine the self-study report and each of the data points and assessment processes needed to complete the self-study
- Establish a clear connection between the accreditation process your program's strategic initiatives
- Determine if you have five or more years of student data and one year of faculty data (self-study year)
- Ensure that you have examined your school's processes and data before starting the process
- Notify NASPAA that you intend to pursue accreditation and request any information that you may need

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Eligibility Phase |Year 1

- Complete an Eligibility Application and submit by **April 15 or August 15**

- COPRA will review the application against the NASPAA Preconditions for Accreditation and recommend whether or not the program is prepared to move forward to self-study.

Eligibility Phase | Year 1 (continued)

- Programs will provide:

  - Basic program information (Name and Contact Information)

  - Institutional Accreditation Information

  - Program's Mission Statement

  - Program Values as related to the Mission Statement

  - Description of faculty and student diversity

  - Summary of program focus in preparing students for employment

  - Program Characteristics (data on full- and part-time students, population served (Pre-service vs In-Career), credit hours, etc.)

  - Capacity to Evaluate (history of program, number of full time faculty, current program evaluation, and resources available to sustain the program)

Self-Study Phase | Year 2

- Programs gather data for self-study report and submit self study report by **August 15**

- Programs have up to 3 years to submit a self-study after the eligibility application review

- First-time applicant programs can request an eligibility counselor to provide support early on

- The self-study requires conformance against 7 Standards:

  - **Standard 1: Managing the Program Strategically**

  - **Standard 2: Matching Governance with the Mission**

  - **Standard 3: Matching Operations with the Mission: Faculty Performance**

  - **Standard 4: Matching Operations with the Mission: Serving Students**

  - **Standard 5: Matching Operations with the Mission: Student Learning**

  - **Standard 6: Matching Resources with the Mission**

  - **Standard 7: Matching Communications with the Mission**

Accreditation Cohort |Year 3

- Receive and Respond to Interim Report (Fall, Winter)

- Work with COPRA liaison, Site Visit Chair

- Host Site Visit (Spring)

- Respond to Site Visit Report (May)

- Accreditation Decision (July)

Mechanics of Accreditation

- In addition to the SSR, COPRA expects the following documents (at minimum):
  - A Diversity Plan
  - An Assessment Plan
  - A logic model

- Other documents that programs have found very useful:
  - Strategic Plan
  - Program Evaluation Plan showing how the program engages in ongoing assessment of standards 2 through 7
  - Curriculum map

Relevant Resources

- *Eligibility Application.* https://www.naspaa.org/accreditation/accreditation-step-step/eligibility-process

- *Considering Accreditation:* https://www.naspaa.org/accreditation/why-seek-accreditation

- *NASPAA Official Standards & Policies.* https://www.naspaa.org/accreditation/standards-and-guidance/official-standards-policy