**Draft Management**

Check the "Make Report Visible to School and COPRA (Draft Ready)" box when you are ready for the report to be viewed externally.

Do not click the "Submit and Lock Site Visit Report" button until you are completely finished with the report; you will no longer be able to edit the report after this button is checked and the report is saved.

When editing the report, check the top box to make the draft report visible to the school and the bottom to lock the report, once final.

Make Report Visible To School And

COPRA (Draft Ready)

Submit and Lock Site Visit Report

SECTION 1 INTRODUCTION:

1. List Members of site visit team, with Title and University

2. Dates of the site visit

3. Upload of Site Visit Schedule

Use this section to indicate the dates of the visit, the team members, and to upload the site visit schedule.

**Names of Site Visit Team**

**Site Visit Start Date**

**Site Visit End Date**

**Site Visit Schedule**

**SECTION 2 BACKGROUND AND MISSION**

*In Section 2, The Site Visit Team should indicate whether the program's mission and related activities are appropriate for providing professional education for leadership in public service. The Site Visit Team*

*should provide COPRA with information about the particular mission of the program, the general approach to carrying out that mission, and the procedures for periodic self-evaluation and planning relating to the program's Universal Competencies. The Site Visit Team should provide COPRA with information on the program's progress on the Universal Competencies they did not choose to discuss in their Self-Study report as well as their Mission-Specific Required and Elective Competencies.*

*(Due to the online nature of the format and to reduce on redundancy, SVTs will be asked to comment on Standards 1 and 5 in Section 2 and provide any information they would have under Section 3 in this section.)*

*Instructions:*

*For each Standard (in either Section 2 or Section 3) the program will check the appropriate box (Cited by COPRA; Cited by SVT; Have Concerns; Have No Concerns). Site Visitors are required to provide information in the text boxes below each Standard regarding any Standard that is cited by COPRA in the Interim Report. The SVT may have concerns regarding a Standard that were not cited by COPRA, if this is the case the SVT should indicate they have a concern with the Standard and provide information to COPRA regarding their concern. (If there is a Standard not cited by COPRA and the program has no concerns with the Standard the SVT does not need to provide any commentary in the text box but should check the Have No Concerns box).*

Indicate the program’s mission here.

**State the program's Mission:**

**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.**

Standard 1.1 Status

In each Status section, the SVT should indicate if COPRA has concerns (by checking the “Cited by COPRA” box), as well as the concerns of the team (by checking “Cited by SVT”; “Have Concerns”; or “Have No Concerns”)

Standard 1.1 Comments

In each Comments section, the SVT should detail the relevant evidence provided by the program, addressing COPRA’s concerns as well as any of the SVT.

**1.2 Performance Expectations: The Program will establish observable program goals, objectives and outcomes consistent with its mission and of which student learning is one, but not the only component.**

Standard 1.2 Status

Standard 1.2 Comments

**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.**

Standard 1.3 Status

Standard 1.3 Comments

**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.**

*The SVT in this section should comment on any concerns relating to how the program has operationally defined each of the universal required competencies and their relationship to the programs mission.*

Standard 5.1 Status

Standard 5.1 Comments

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

*The SVT in this section should comment on any concerns relating to how the porogram has operationally defined each of their mission-specific required competencies and their relationship to the programs mission (if applicable).*

Standard 5.2 Status

Standard 5.2 Comments

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

*The SVT in this section should comment on any concerns relating how the program has operationally defined each of their mission-specific elective competencies and their relationship to the programs mission (if applicable).*

Standard 5.3 Status

Standard 5.3 Comments

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

Standard 5.4 Status

Standard 5.4 Comments

*The Site Visit Team should review in the program’s SSR where the program indicated it thought it was in the stages of assessment for each competency. The Site Visit Team for this Standard should indicate after its review of the programs assessment practices where the SVT thinks the program is in the stages of assessment. Where the SVT differs from the program self analysis the team should provide information in the text box below on why they think the program is either further along or not as far as the program itself indicated.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Competency** | **Learning Outcome has been defined** | **Evidence of learning has been gathered** | **Evidence of learning has been analyzed** | **Any Evidence used to make programmatic decisions** | **List what required courses cover this competency** |
| **1. To lead and manage in public governance** |  |  |  |  |  |
| **2. To participate in and contribute to the public policy process** |  |  |  |  |  |
| **3. To analyze, synthesize, think critically, solve problems and make decisions** | The SVT should use this table to indicate (yes or no) the progress of the program in completing cycles for each competency. It may differ from what was indicated in the SSR, and it should match the text below. |  |  |  |  |
| **4. To articulate and apply a public service perspective** |  |  |  |  |  |
| **5. To communicate and interact productively with a diverse and changing workforce and citizenry** |  |  |  |  |  |
| **6. Mission specific required competency if applicable** |  |  |  |  |  |
| **7. Mission specific required competency if applicable** |  |  |  |  |  |
| **8. Mission specific required competency if applicable** |  |  |  |  |  |
| **9. Mission specific required competency if applicable** |  |  |  |  |  |

**Standard 5.1-3 PART B: Stage of Assessment Comments**

In this section, the SVT should explain any reasoning behind its characterization of the assessment cycle(s) in the above table.

**Standard 5.1-3 Part C: One Assessment Cycle**

*The SVT in this section should comment on any concerns of the completed assessment cycle of the one universal required competency the program chose to highlight.*

**The SVT in this section should comment on any concerns of the completed assessment cycle o the one mission-specific required competency the program chose to highlight (if applicable).**

**The SVT in this section should comment on any concerns of the completed assessment cycle of the one mission-specific elective competency the program chose to highlight (if applicable).**

In this section, the SVT should also discuss the competencies not highlighted by the program in its SSR.

**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**

**SECTION 3 STANDARD BY STANDARD ANALYSIS**

*Each item raised by the Commission on Peer Review and Accreditation in its interim report to the program should be addressed in detail. The Site Visit Team should report the facts relevant to the questions raised by the Commission and provide an analysis of the program's relative performance with respect to the standard cited in each item. This assessment should assess the strengths and weaknesses of the program's performance with respect to the standard in question. However, the Site Visit Team should not reach final conclusions concerning conformity versus non-conformity with respect to the item and standard in question. Final decisions on conformity versus non-conformity should be made by the Commission based on clear assessments from the Site Visit Team.*

*In addition to addressing the concerns raised in the interim report, the Site Visit Team should here present its evaluation of the program's performance on any of the standards not specifically mentioned by the Commission that have risen to a point of concern for the team. The team in its report will indicate if a Standard not cited by COPRA has risen to a level of concern and provide information and facts to COPRA as to why the Site Visit Team feels this way. While evaluation and interpretation of "the facts" will be necessary and important, the Site Visit Team should not reach final conclusions concerning conformity versus non-conformity with respect to the standard in question. Final decisions on conformity versus non-conformity should be made by the Commission based on clear assessment from the Site Visit Team.*

**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.**

Standard 2.1 Status

Standard 2.1 Comments

**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 2.2 Status

Standard 2.2 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.**

Standard 3.1 Status

Standard 3.1 Comments

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

Standard 3.2 Status

Standard 3.2 Comments

**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 3.3 Status

Standard 3.3 Comments

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

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

Standard 4.1 Status

Standard 4.1 Comments

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

Standard 4.2 Status

Standard 4.2 Comments

**4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.**

Standard 4.3 Status

Standard 4.3 Comments

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

Standard 4.4 Status

Standard 4.4 Comments

**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 development.**

Standard 6.1 Status

Standard 6.1 Comments

**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.**

Standard 7.1 Status  
Standard 7.1 Comments

**Section 4 Commendations and Recommendations**

*In this section, the site visit team may commend the program on outstanding efforts and accomplishments and may recommend actions to strengthen the program. First, within the framework of peer review and accreditation (and without compromising the judgment to be made by COPRA), it is appropriate for the SVT to identify items that are well done or that are innovative in the field. This recognition of attainments and successes can add to the items covered in the review of standards.*

*Second, the site visit team may develop recommendations or suggestions which it believes will strengthen the program. These recommendations should flow from the mission of the program (and should avoid personal views of how things should be done).*

Use these sections to commend the program for aspects of its program, as well as recommend ways to strengthen it based on SVT observations.

**Commendations**

**Recommendations**

**Section 5: Breakthrough Practices (Optional)**

*Please use this space to describe any exemplary practices you may have noted while on this Site Visit. This section is not part of the Site Visit Report for conformance determination, but rather an area where researchers, COPRA and others can search for programs doing exciting things, to consider including those programs as examples in various communications. Please use descriptive words that might be useful in a keyword search (capstone, mission, assessment, direct measures, etc.).*

*Please check this box if the program has breakthrough practices in diversity and social equity. (As a potential leading example and for potential consideration for NASPAA's Diversity and Social Equity Awards.) Breakthrough diversity practices should be demonstrable program. No strategies developed with respect to the program's unique mission and context. This section is not part of the Site Visit Report for conformance determination, but rather an area where researchers, COPRA and others can search for programs doing exciting things.*

Use the box to indicate if the program has any breakthrough practices in diversity.