

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.

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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

4.1 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 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

4.2 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 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 cohort¹, 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.

¹ 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.

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.

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 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 4.3.4b 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	

4.3 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 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

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

4.4.3

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.

4.4.4a US-Based Program – 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 entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/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."

4.4.4a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic					
<i>American Indian or Alaska Native, non-Hispanic/Latinx</i>					
<i>Asian, non-Hispanic/Latinx</i>					
<i>Native Hawaiian or other Pacific Islander, non-Hispanic/Latinx</i>					
<i>Hispanic/Latinx</i>					
<i>White, non-Hispanic/Latinx</i>					
<i>Two or more races, non-Hispanic/Latinx</i>					
<i>Nonresident alien</i>					
Race and/or Ethnicity Unknown					
Total					
Individuals with Disabilities					
Other: as defined by the					

program (drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio- economic Status; Career background; Educational background; Political affiliation; sexual orientation; gender identity; other					
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4.4.4a(1) Please use the box below to provide any additional information regarding the diversity of your student population. Limit 250 words

4.4.4a(1)

4.4.4b 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.

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

4.4.4b(1) Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

4.4.4b(1)

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.