

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.

Standard 6 Matching Resources with the Mission

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Self-Study Instructions:

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

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

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

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

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

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

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| 6.1b |
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6.2a During the self-study year and two preceding years, how frequently were your required courses offered?

| 6.2a Required Course (list them by name and number) | Less than once per year | One semester, session, or quarter per year | More than one semester, session, or quarter per year | Every semester, session or quarter |
|--|-------------------------|--|--|------------------------------------|
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6.2b For each specialization advertised by your program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization, and how many courses were offered within that specialization during the self-study and the preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

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

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

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| 6.2c |
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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 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.