

Welcome to 2023 Accreditation Institute

Your Accreditation Institute Facilitators:

Kate Hallihan, PhD, Assistant Dean of Students & Instruction; Chief Diversity Officer, John Glenn College of Public Affairs, The Ohio State University

Dana Harsell, PhD, Professor of Political Science and Public Administration, University of North Dakota

2023-24 COPRA Chair:

Gloria Billingsley, PhD, Interim Department Chair & Program Director, Department of Public Policy and Administration, Jackson State University

Thank You to Our Sponsors



Breakfast



Northeastern University
**School of Public Policy
and Urban Affairs**



Lunch

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE
MPA PROGRAM



School of Public Affairs

UNIVERSITY OF COLORADO **DENVER**



Hobby School of Public Affairs
UNIVERSITY OF **HOUSTON**



School of Public Affairs
UNIVERSITY OF COLORADO **DENVER**



School of
Public Affairs



Oregon State
University



Beverages



UCF

School of Public
Administration

UNIVERSITY OF CENTRAL FLORIDA

Schedule

| 2023 NASPAA ACCREDITATION INSTITUTE | |
|--|-------------------------|
| Breakfast and Networking | 8:00 - 9:00 am |
| Session 1 Value Accreditation Accreditation Eligibility Process Accreditation Review Process | 9:00 - 10:15 am |
| Session 2 Standard 1: Managing the program strategically | 10:30 - 11:45 am |
| Lunch | 12:00 - 1:00 pm |
| Session 3 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 | 1:00 - 2:15 pm |
| Session 4 Standard 5: Matching operations with the mission: Student Learning Standard 6: Matching resources with the mission: Resource Adequacy Standard 7: Matching communications with the mission | 2:30 - 3:45 pm |
| Session 5 <ul style="list-style-type: none"> • Site visit process | 4:00 - 5:15 pm |
| Wrap up & Assessment | 5:15 - 5:30 pm |

Session 1

Goals and Objectives

- Provide a broad overview of NASPAA, its organization, and its role in the accreditation process
- Review the value and value proposition of accreditation
- Provide brief overview of the seven standards and four preconditions for accreditation
- Review the process for eligibility, accreditation, and reaccreditation
- Discuss resources for eligibility and accreditation readiness

Value of Accreditation

Programs

- Visibility to peers
- Peer-based formative evaluation
- Program improvement
- Student learning outcomes

Students

- Program meets field-wide standard of quality
- Adds a level of distinction to their qualifications

Employers

- Signal of quality and reliability to potential employers
- Partnership opportunities for programs and employers

Institutions

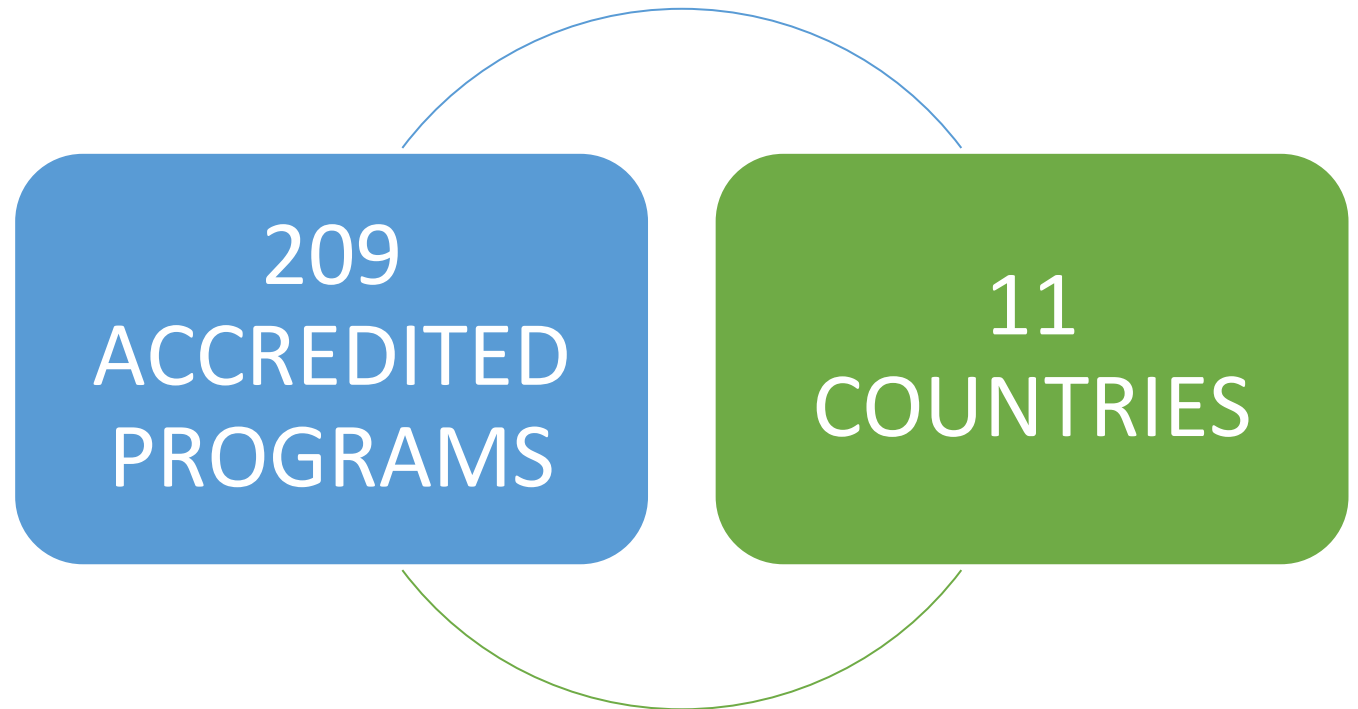
- Serves as an external indicator of quality that is valued by universities

Public Service

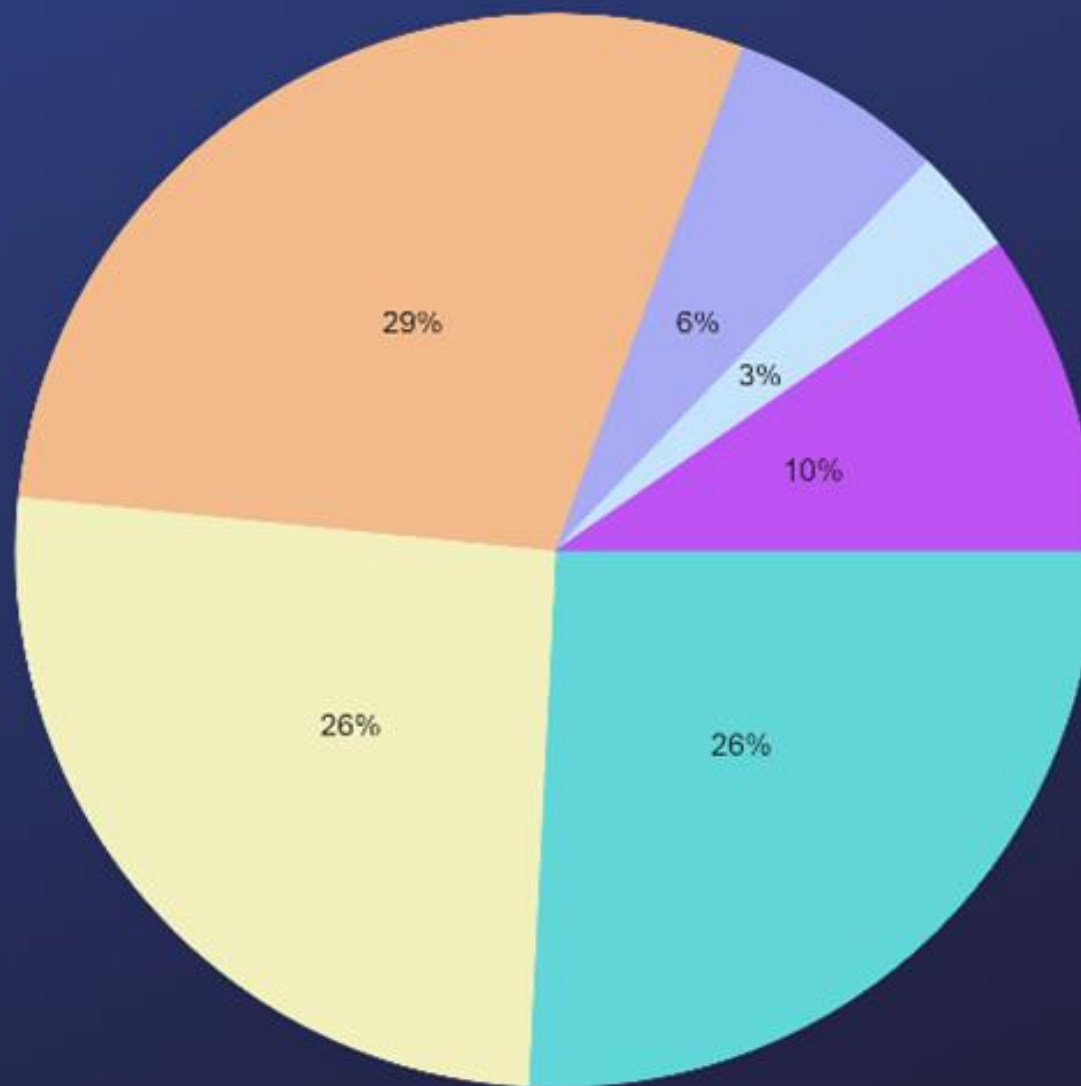
- Expression of a program's commitment to the field
- NASPAA standards and accreditation process enhances graduate public degrees globally

Value of Accreditation

NASPAA is a Global Network of public policy and nonprofit programs emphasizing a commitment to public service values, performance management and high-quality education



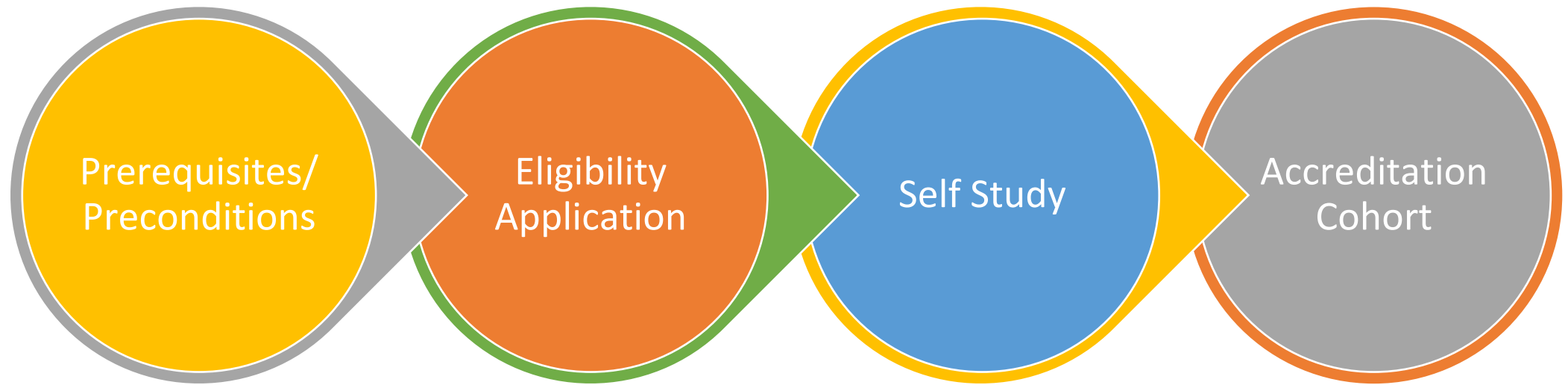
Value of Accreditation



Source: 2022-23 Cohort Review Cycle Survey

n=31

Process & Timeline



Precondition 1: Program Eligibility

- Does the program offer a Master's Degree (or comparable title) in public affairs/policy/administration?
- Is the program a current NASPAA member?
- Is the home institution accredited by a regional, national, or government authority (or equivalent)?
- How long has the program been in operation?
- Can the program demonstrate capacity for evaluation?
- Is there a nucleus of five qualified faculty members (or the equivalent) and do they exercise substantial determination over the program?

Evaluation Plan Examples



| PROGRAM GOALS (HORIZONTAL AXIS) PROGRAM LEARNING OBJECTIVES FOR FOUR CONTENT STREAMS (VERTICAL AXIS) | 1. Lead and manage in the public interest | 2. To participate in, and contribute to, the public policy process | 3. To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment | 4. To articulate, apply, and advance a public service perspective. | 5. To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large. | 6. Gather, analyze, synthesize, and use appropriate evidence to inform public action and decisions. |
|--|---|--|---|--|---|---|
| Policy 1 - Understand the context of the public policy process | X | XX | X | X | | X |
| Policy 2 - Identify the basic elements of public policy process | X | X | | X | | X |
| Policy 3- Understand the legal foundations of policy and management in the public sector | | | X | X | | |
| Management 1 - Use public management techniques to promote equitable environments | XX | | | X | XX | |

*“NASPAA’s
accreditation process
promotes public service
values as the heart of
the discipline”*



Precondition 2: Public Service Values

- Do mission, governance, and curriculum emphasize public service values?
- Eligibility application asks for
 - Program's guiding mission
 - Summary and demonstration of program's guiding public service values
- What does faculty and student diversity mean in the context of your program and the environment it operates?
- Is there code of conduct or other ethical expectations to guide the institution?

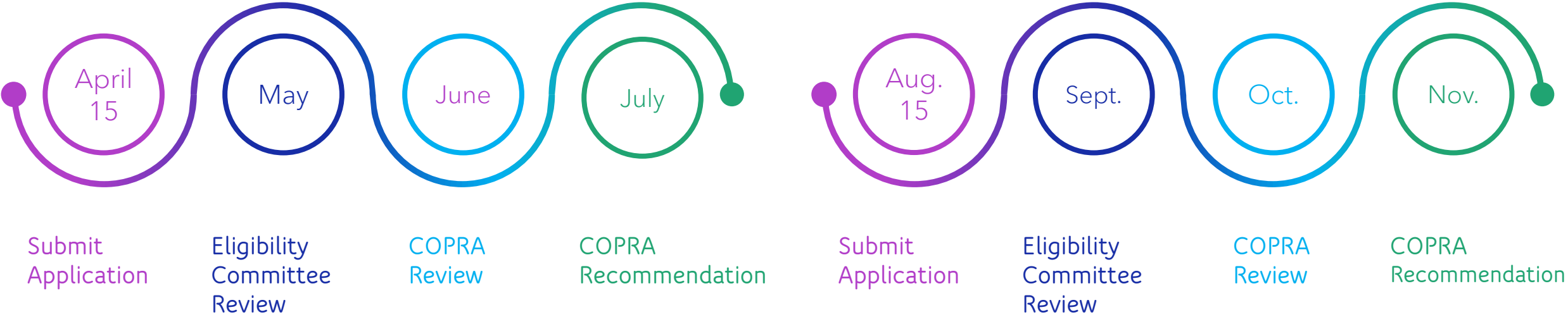
Precondition 3: Primary Focus

- Is the degree program's primary focus to educate leaders, managers, and analysts in public service?
 - professions of public and nonprofit affairs, public administration, and public policy
- Related degrees in policy or management may apply if they meet the accreditation standards (including advancing public service values and competencies)
- Application asks for information about:
 - program's primary focus in preparing students to be leaders, managers and analysts in the professions of public and nonprofit affairs, administration, and policy
 - job placement and typical careers of recent graduates

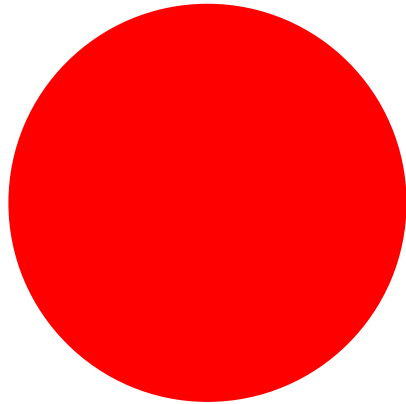
Precondition 4 Course of Study

- Does the curriculum provide extensive opportunities for student and faculty interactions and collaboration, and opportunities to build interpersonal and communication skills?
- Does the program require at least 36 semester credit hours of study, or the equivalent?
 - Exceptions may include, fast-tracked or combined undergraduate to master's programs, dual degree programs, and executive education programs

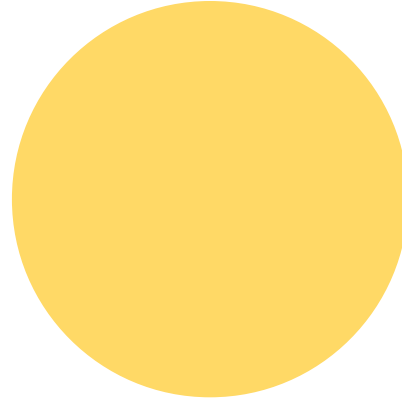
ELIGIBILITY APPLICATION TIMELINES



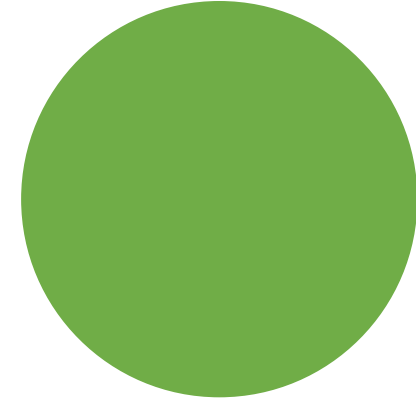
Eligibility Application Outcomes & Recommendations



Do Not Proceed
Program appears to need more
than a 3-year horizon

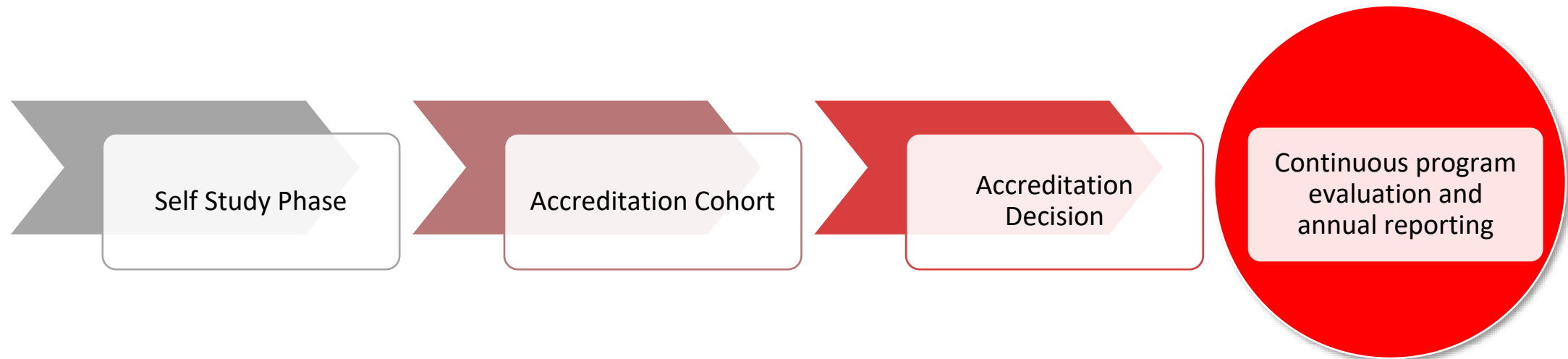


Proceed With Caution
Typically, a 2- 3-year time horizon



Proceed to Self-study
Typically, a 1- 2-year time
horizon

Accreditation Process



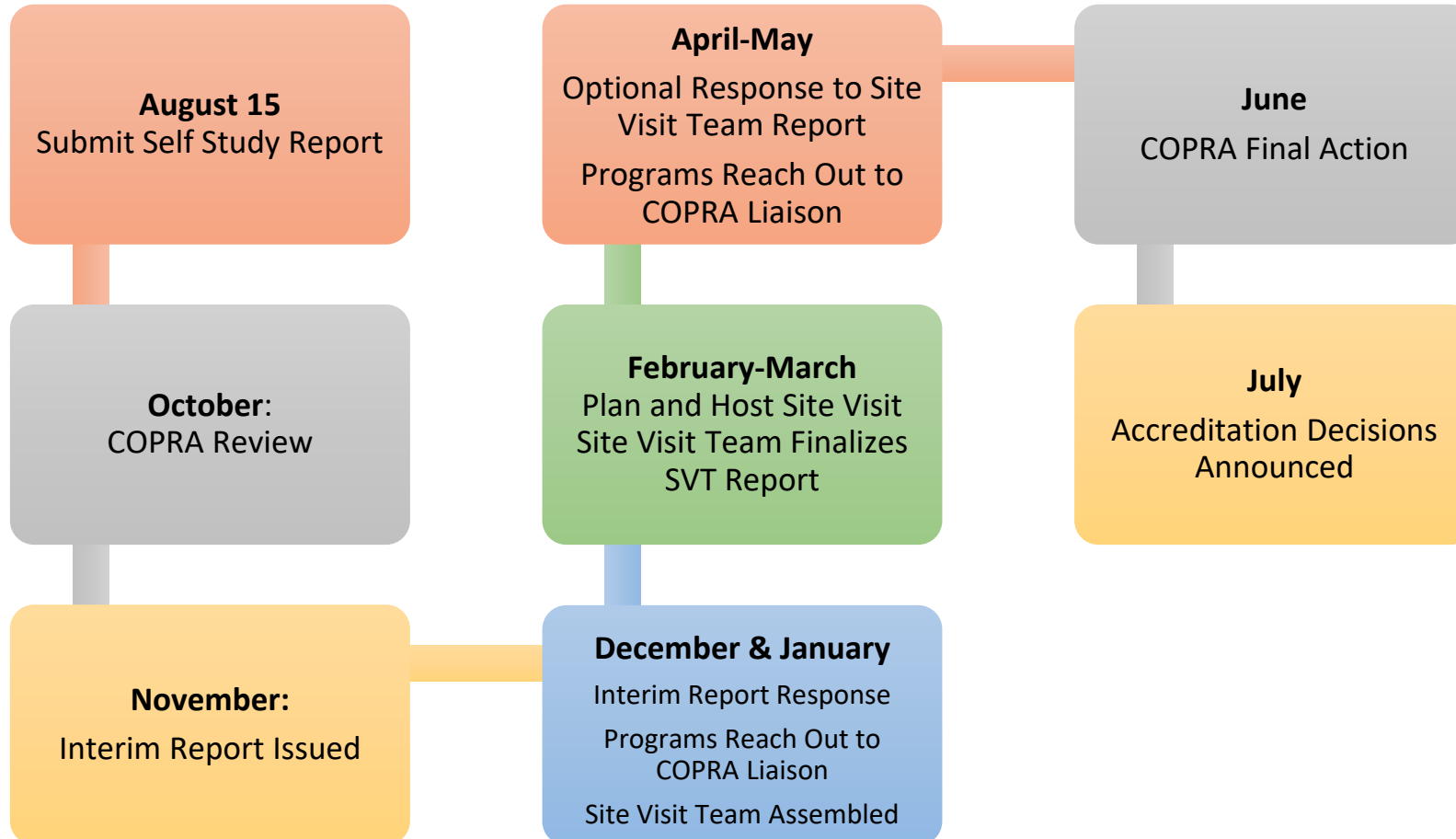
Prepare program data for self study report
August 15 Submit Report

COPRA Meets (Oct)
Interim report (Nov)
Interim report response (Jan)
Host Site Visit Team (Early Spring)

COPRA takes Accreditation Actions (June)

Annual Maintenance Reports Due November 1

Accreditation Timeline



Program Readiness Considerations:

- Meets preconditions
- Collects required data
- Engages in strategic program management (1.3)
 - actionable and measurable DEI or DEIJA plan
- Established assessment regime of student learning outcomes (5.1)
 - Ongoing evidence of closing the loop for at least three universal competencies
- Institutional support for accreditation /reaccreditation
 - Capacity to prepare SSR and host Site Visit Team
- Capacity to pay accreditation fees
- Some programs may consider a voluntary delay

Resources for Self Study Report



[Self Study Instructions](#)



Glossary (SSI)



Basis of Judgment and Rationale (SSI)



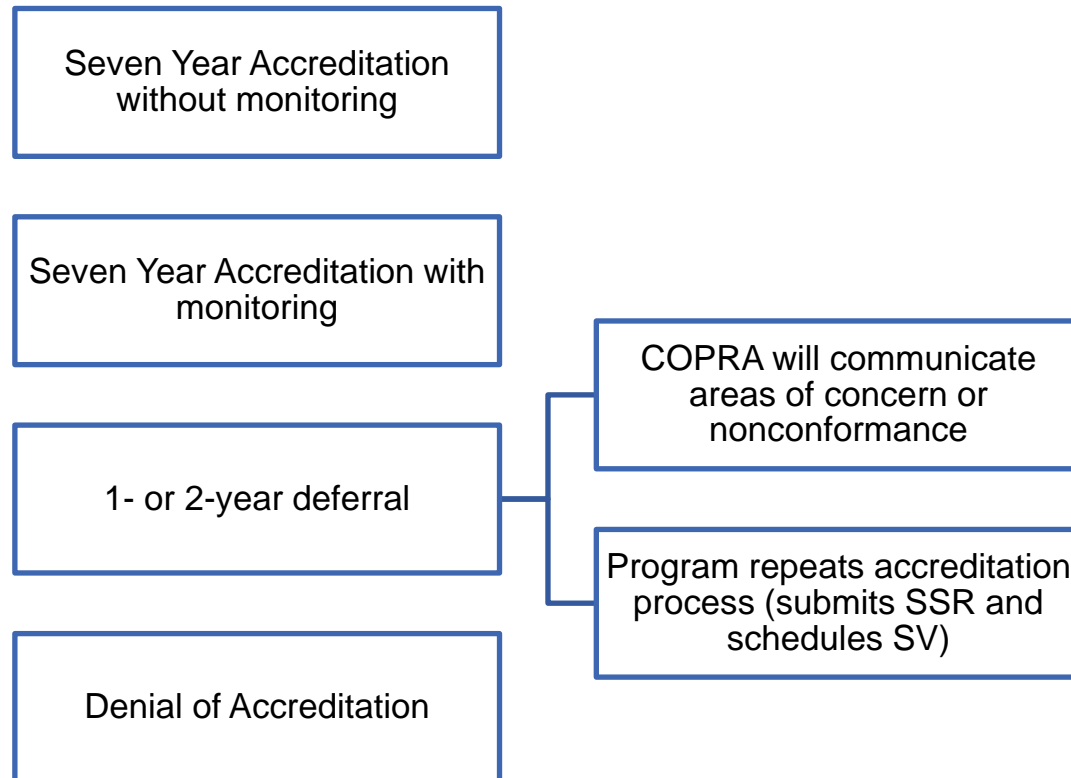
[COPRA Policy Statements](#)



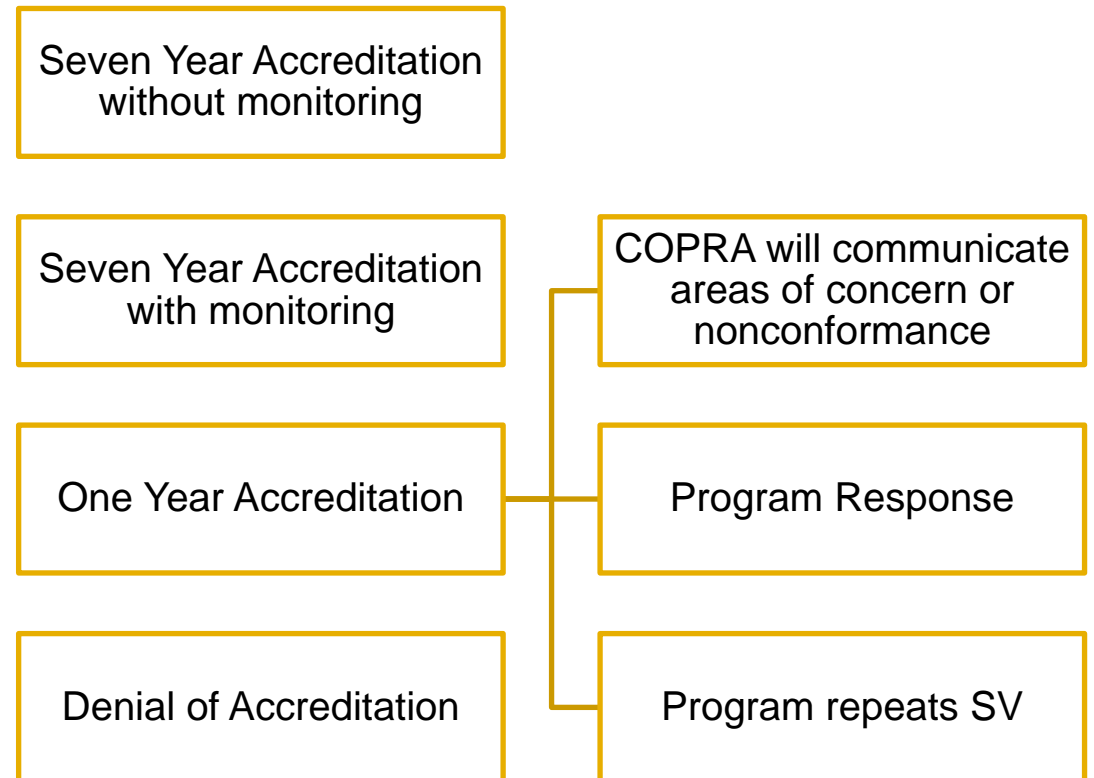
Best Practice [Peer Examples](#) on NASPAA Website & [Archive](#) of Accreditation Institute Materials

COPRA Final Action: Range of Decisions

First Time Accreditation



Reaccreditation



Session 2

Standard 1: Managing Program Strategically

The Big Picture

- Demonstrate that Mission drives program's day-to-day strategic program management

Standard 1: Managing Program Strategically

Rationale & Assumptions

- Public service values distinguish NASPAA accredited programs from other degree programs
- The program is committed to and models the values of global public service
- The program invests in mission-based outcomes that promote the values of public service
- The program engages in continuous improvement guided by a well-defined management plan within the context of the communities it serves

Standard 1: Managing Program Strategically

Basis of Judgement

- 1.1 Mission
- 1.2 Performance Expectations
- 1.3 Program Evaluation

Standard 1.1 Mission

- 1.1.1 Provide the current program mission statement and the date it was adopted (500 words)
 - How does the mission reflect the program's public service values?
- 1.1.2 Describe the process used to develop and review the mission
 - How does the mission influence goal setting and decision-making?
 - Who are the internal and external stakeholders involved and how (and how frequently) are they involved with mission review?
- 1.1.3 Describe the public service values that reflected in your programs mission (250 Words)

Standard 1.2 Performance Expectations

- 1.2 Performance Expectations: The program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.
 - What are the primary mission-defined goals and objectives?
 - Can the program demonstrate continuous progress toward identifiable programmatic outcomes and how these outcomes deliver on the promises made in the mission?
 - Has the program developed a logic model (or similar) to illustrate this?

Standard 1.2 Performance Expectations

- 1.2.1 Link your program's goals and objectives to: (unlimited)
 - Mission's purpose and public service values
 - Mission's population of students, employers, and professionals the program intends to serve
 - To the contributions that advance knowledge, research and practice of public service
- Basis of judgement
 - Does the mission guide program activities *across the seven standards*
 - Are program goals identifiable, measurable, and related to program mission and public service values?
 - Do program goals extend beyond student learning outcomes?

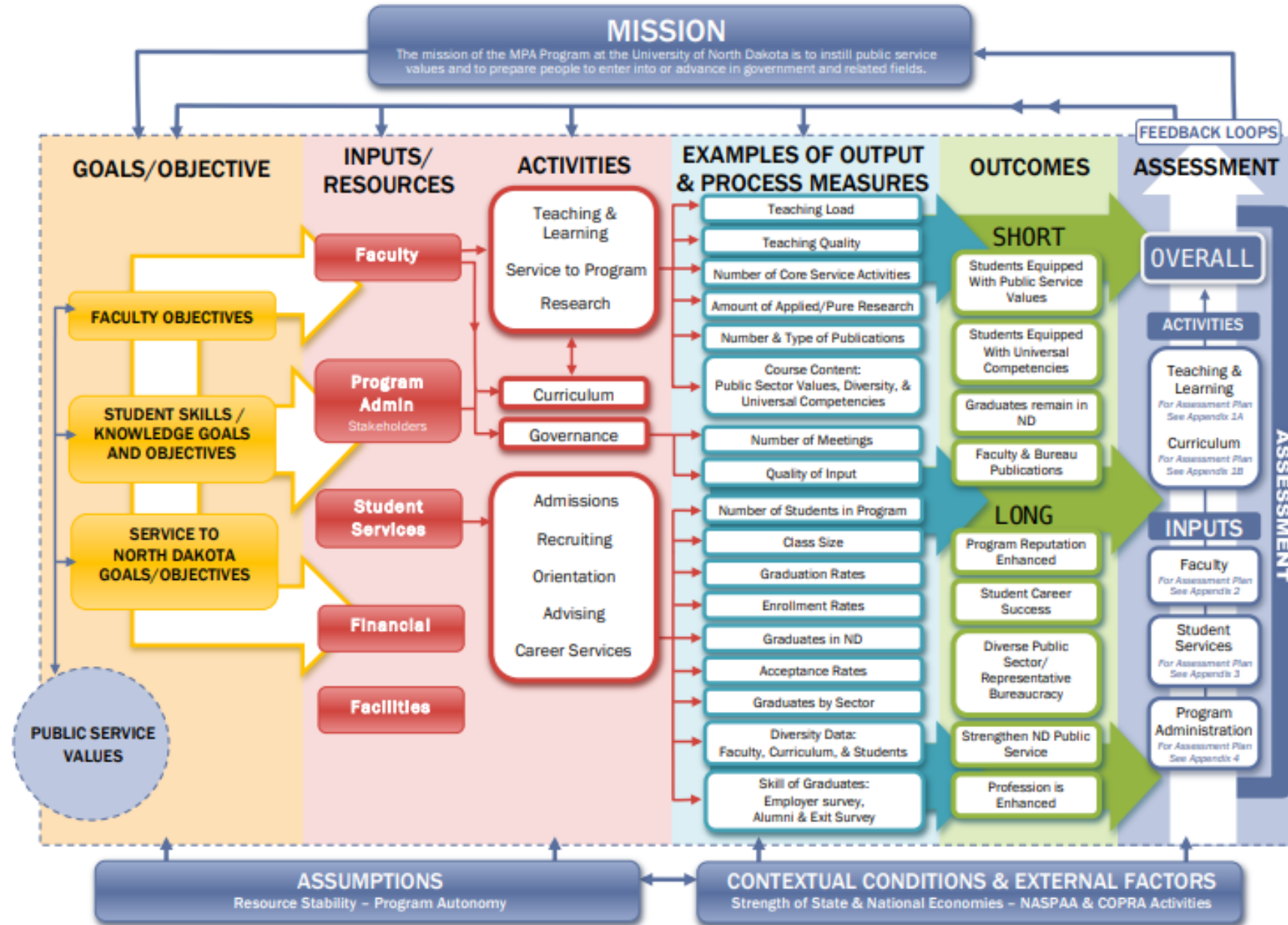
Standard 1.3 Program Evaluation

- Program will collect, apply and report information related to performance and operations
 - How is this information used to manage the program strategically across the standards and its DEI Plan?
 - Are there systemic structures and processes in place to ensure equity and diversity?
 - Do these data inform mission evolution and continuous program improvement?
 - Are these data separate from its student learning objectives?
- Basis of judgment
 - Is there demonstrable relationship between a program's mission and its activities to a well-defined and external community of professionals?
 - Does the program's performance goals, outcome measures, and programmatic improvement efforts align with its mission *and* permit systematic self-evaluation and ongoing strategic program management?
 - Do the mission and related goals and objectives help stakeholders understand the program and its operations?

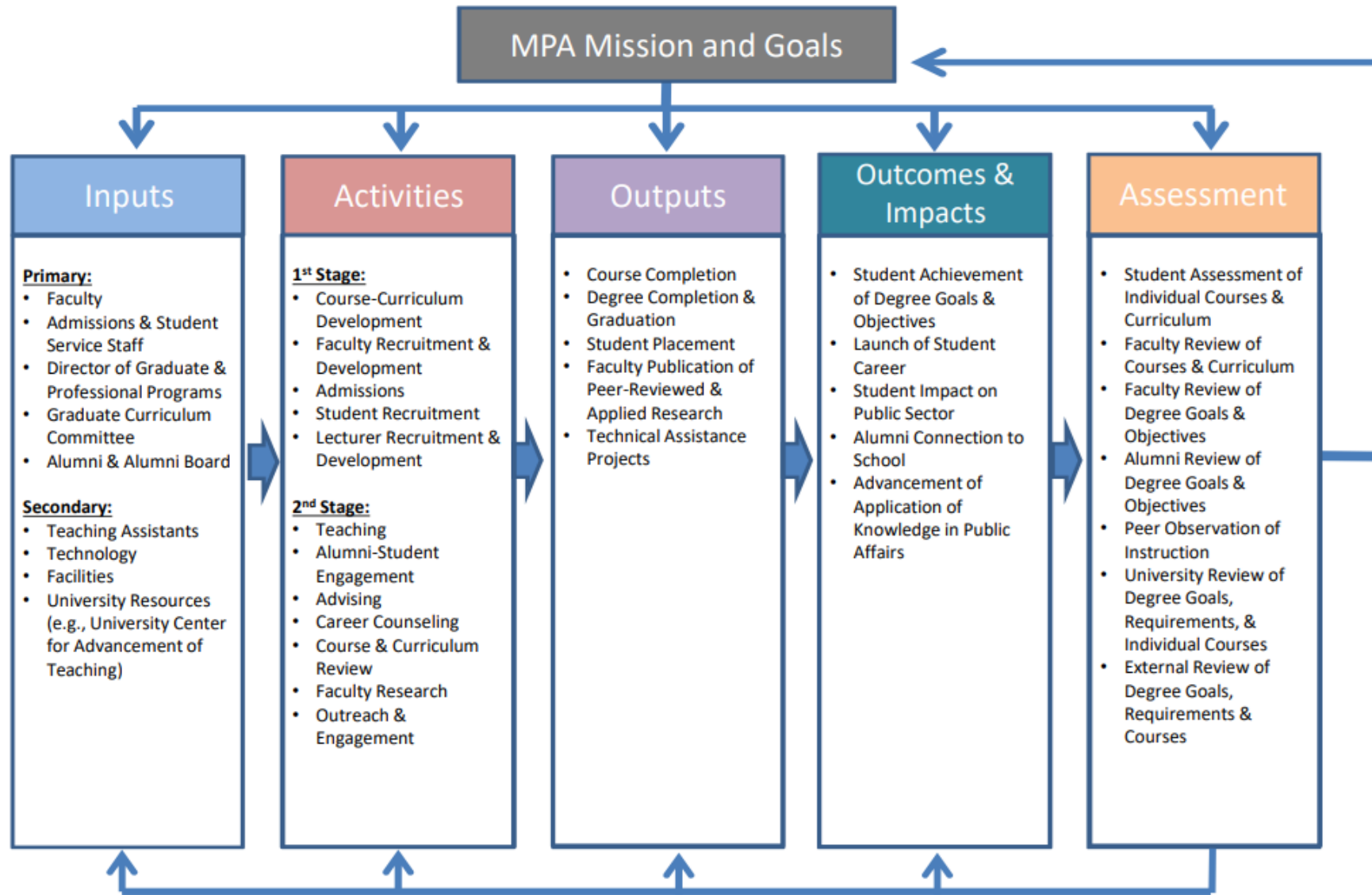
Standard 1.3 Program Evaluation

- Standard 1.3.1 Program Performance Outcomes (unlimited)
 - How do performance outcomes link to mission and public service values?
 - To the mission's population of students, employers, & employees?
 - To advancement of knowledge, research, and practice of public service
- Standard 1.3.2 Program Evaluation Process
 - How is evaluation conducted?
 - How are results incorporated into program operations?
 - Evidence of programmatic improvements might include: student learning, faculty productivity, graduates' careers, increase in persistence to graduation

UND MPA STRATEGIC MANAGEMENT LOGIC MODEL



John Glenn School Logic Model



Session 3

Standards 2-4

Standard 2: Matching Governance with Mission

The Big Picture

- To pursue its mission, an accredited program should have a transparent, identifiable, and effective governance system.
 - Does the program have determination over areas such as policy, planning, allocation or resources, admissions, faculty appointments, tenure and promotion, etc.?
- Is the program's administrative structure appropriate for its program delivery modes?
- Does program governance support the long-term integrity of the program?

Standard 2.1 Administrative Capacity

- 2.1 Program maintains an administrative structure appropriate for its mission, goals, and objectives in all its delivery modalities What is the relationship of the program to the institution?
 - What are the modes of program delivery?
- 2.1.1 Delivery characteristics (unlimited)
 - How is the program delivered?
 - If multiple forms, how does the program differentiate curriculum, curriculum design, degree expectation, expected companies, governance, students and faculty?

Standard 2.1 Administrative Capacity

- 2.1.2 Who are the administrators / describe their role in the decision making and program governance (500 Words)
- How do governance arrangements match program delivery? (250 words)
 - May include org chart for clarification

Standard 2.2 Faculty Governance

- 2.2 Does a faculty nucleus (five or greater) exercise substantial determining influence over the program's governance and implementation?
 - 2.2.1 How many faculty make up the nucleus in the SSY?
 - 2.2.1b What is the total number of instructional faculty members (nucleus and non nucleus) in the SSY?
 - What are their qualifications, degree and degree level, and level of involvement in the program?
 - 2.2.3 How does the program define “substantial determining influence”? (250 words)

Standard 3: Matching Operations with the Mission, Faculty Performance (Big Picture)

- Do program faculty possess the appropriate credentials and expertise for the program's curricular outcomes relative to its mission?
- Can the program demonstrate ongoing efforts to strengthen diversity, equity, and a climate of inclusion?
 - How does the program demonstrate its commitment, *to the extent it is possible within its legal and institutional framework*, to public service values in the processes used to recruit, retain, and support faculty and in the way they assure students are exposed to people with diverse views and backgrounds?
- Do faculty maintain currency in their teaching areas through scholarship and service?

Standard 3.1: Faculty Qualifications

- Are program faculty academically or professionally qualified (AQ /PQ)?
 - Do the contributions of professionally qualified faculty align with program's mission or mission related goals and objectives?
 - How does the program define or operationalize AQ and PQ Faculty?
 - How does the program engage in faculty career development?
- Do faculty from outside the department (i.e. joint appointments) have clearly defined roles / responsibilities?
- 3.3.1 Faculty Qualification Table
 - Rank, Tenure Status, FTE, Qualification, Degree Earned, List of Qualifications

Standard 3.1: Faculty Qualifications

- Standard 3.1.2: AQ / PQ Definition (500 Words)
 - How does the program define academically and professionally qualified?
 - What are the program's expectations for their faculty to sustain these qualifications?
 - Does the program have exceptions to this policy? If so, what is the rationale?
- Standard 3.1.3: Distribution of Nucleus, Full-time, AQ faculty among all the program's courses and the courses delivering required competencies (table)
- Standard 3.1.4: Faculty Currency
 - What are the steps and strategies that are employed to maintain faculty currency in their field

Standard 3.2: Faculty Diversity

- Standard 3.2: The program will promote equity, diversity and a climate of inclusiveness through its recruitment, retention, and support of faculty members.
 - Upload Program DEI Plan to Appendix 3
 - Is plan operational and does it feed into Standard 1.3?
- Standard 3.2.1: Faculty Diversity for all faculty teaching in the program (table)
 - There are options for US and non-US based programs and programs where the legal and instructional context by preclude the collection of these data

Standard 3.2: Faculty Diversity

- Standard 3.2.2: Current Faculty Diversity Efforts
 - How do faculty diversity efforts support the program mission?
 - Are there additional mission-related diversity categories tracked (see 3.2.1a)?
 - How does the program assure that faculty bring diverse perspectives?
 - What program strategies or in place (with respect to mission) to promote DEI?
 - How does the program support and work to retain underrepresented faculty?
- Standard 3.2.3: Faculty diversity over prior five years (250 words)

Standard 3.3: Research, Scholarship, & Service

- Standard 3.3
 - Do faculty engage in research, scholarship, and professional and community service, appropriate to the program mission, the stage of their career, and the expectations of the university?
- 3.3.1 Exemplary Activities
 - Space is available to highlight exemplary faculty activity in research and scholarship, service, efforts to engage students, and/or contributions to the practice of public service.
- 3.3.2 Outcomes of above activities (500 words)

Standard 4

Matching Operations with the Mission:
Serving Students

4.1.1. Recruitment (250 words)

- What does your mission say about the type of students you want to recruit?
- Who is your intended recruitment audience? What are their main characteristics?
- What are your recruitment methods? How do you try to reach your intended audience?

4.1.1. Recruitment (250 words)

- Does your intended applicant pool match your actual applicant pool?
- Is your applicant pool diverse as applied to your program?
- If it is not, what can you do to better recruit a diverse applicant pool?

4.2.1.a Admissions (250 words)

- What does your mission indicate with reference to admissions policies? How is it consistent with your intended audience for recruitment?
- Admissions & the recent SCOTUS decision – discussion

4.2.1.a Admissions (250 words)

SAMPLE APPROVED MPA ADMISSIONS RUBRIC (AU '23)

Resume:

- **Potential to become the next Generation of Leaders and Public Servants • 7-9** Quality relevant internship experience or volunteer activities; Includes multiple additional activities such as cocurricular activities, volunteer work, community service, internships, work experience, awards, honors, publications, etc. Evidence of leadership in some of these activities. (Not all these activities should be expected to be present.)
- **3-6 Some** relevant internship experience or volunteer activities; Includes some additional activities such as cocurricular activities, volunteer work, community service, internships, work experience, awards, honors, publications, etc. (Not all these activities should be expected to be present.)
- **0-2** Includes little to no additional activities.

4.2.1.a Admissions (250 words)

Academic Preparation:

- **7-9** High GPA in a challenging curriculum, high test scores if provided. Alternatively, strong evidence provided that lower GPA/lower test scores if provided were due to extenuating circumstances, and other strong evidence of academic preparation is provided. Performed well in relevant courses (such as statistics, microeconomics, American Government) or clearly states how the applicant plans to prepare in these areas if admitted.
- **3-6** High GPA in a less challenging curriculum or decent GPA in a challenging curriculum, decent test scores if provided. Alternatively, some evidence that a lower GPA/lower test scores if provided were due to extenuating circumstances, and acceptable evidence of academic preparation is provided. Performed adequately in relevant courses (such as statistics, microeconomics, American government), or may address how the applicant plans to prepare in these areas if admitted.
- **0-2** GPA below 3.0, poor test scores, and little other evidence of academic preparation is provided.

4.2.1.b Admissions Exceptions (500 words)

- What kinds of exceptions do your programs have? (Ex. Conditional, probationary, bridge status, etc.)
- Are there any “alternative” pathways into the degree program?
- How do any exceptions or alternative pathways serve your mission?

4.2.2a Application/Admissions/Enrollment

- This table should be filled out in aggregate for your degree program for the SSY as you define it (i.e., SU, AU, SP).
- How many programs here have multiple modalities (i.e. online, in-person, branch or satellite campus, etc.)?
- Use additional tables for multiple modalities.
- 4.2.2b Fall Enrollments (see formula in Self Study Instructions)

4.2.2c Admissions, Enrollments & Mission

- Are minimum thresholds for admission clearly defined & communicated? How?
- How do your admissions policies relate to the Mission of your program?
- Discussion: SCOTUS decision on admissions and how to navigate

4.3 Support for Students

- 4.3.1: How are continuance/graduation standards communicated to students? (250 words)
- 4.3.2: Support systems for students needing assistance (250 words)
- 4.3.3a: Completion and Persistence Rates for SSY-5; TTD table

4.3 Support for Students

- 4.3.3c: Additional information regarding persistence and graduation (250 words)
- 4.3.4: Describe career services and resources for students (250 words)
- 4.3.4a(1-5): Internship structures and support (250-word sections) ending with 250 words describing linking the distribution of internships to the program mission.

4.3 Support for Students

- 4.3.4b: Employment statistics table 6-mos out (total & by modality)
- Basis of Judgment:
 - Have you described an advising system to support reasonable TTD and graduation?
 - Do most students who start graduate? If not, what is the explanation?
 - Have you described an internship / career placement system that is placing students in line with your mission?

4.4 Student Diversity

- How is DEI represented in your mission, environment, and programmatic actions?
 - What are the tangible efforts undertaken by your program to promote DEI?
 - How is a climate of inclusiveness supported in operations, services, and student support?
 - How is DEI promoted and evaluated?

4.4 Student Diversity

- 4.4.1: Description of Activities: I.e., trainings, speakers (background and/or content), course content/design, student-led, etc. (250 words)
- 4.4.2: Recruitment efforts: I.e., HBCUs, Diversity Fairs, name lists, etc. (250 words)
- 4.4.3: Retention efforts specific to underrepresented populations?
- 4.4.4a & b: Ethnic Diversity Tables for U.S. and non-U.S. programs

4.4 Student Diversity

- 4.4.1a & b(1): Any additional information regarding the table (250 words)
- 4.4 Basis of Judgment (p.12)
 - Are there goals, steps, strategies, and support in place for DEI re: students, as you define it with regard to your mission?
 - How can recruitment efforts reflect a consideration for diversity?
 - How are you evaluating your inclusion strategies?
 - What are you doing to improve anywhere that may be lacking?

Session 4

Standards 5-7

Standard 5

Matching Operations with the Mission:
Student Learning

Standard 5: The Big Picture

- Demonstrate that you have student learning outcomes tied to the 5 competencies
- Explain how you are directly assessing the outcome and how that has helped you improve the program
- Have an established long-term assessment plan & a “sustainable assessment enterprise”
 - Strategies for assessment of student outcomes: rubrics, stakeholder involvement, analysis procedures
- An approach to programmatic improvement based on assessment findings
- Outcomes/approaches/improvement directions all tie to Mission

Standard 5: Rationale & Assumption

- Students graduating from your program should be able to serve the program's mission and “apply the concepts, tools and knowledge they have learned in pursuit of the public interest.” (1)
- Just because you say it, doesn't mean they learn it.
- How can we show that students are learning what we intend them to learn? (Accountability)

Standard 5: Rationale and Assumption

- The curriculum is the carrier of this information and should be aligned with the “overall mission and public service values.”
- This approach is designed to continuously “improve the educational effectiveness of each degree program.”
- Assumption that graduates from your program have the “necessary competencies to embody the program’s mission statement and public service values.” (2)

5.1 Universal Required Competencies

- Part A: What are your expectations of your graduates?
- Part B: How do you know if/how well students are meeting these expectations? (How do you get the data?)
- Part C: How do you use the data to improve the overall program?

5.1 Universal Required Competencies

Part A: What's the Plan?

- How to develop an assessment plan
- Identify specific outcomes that relate to each Universal Required Competency (URC) (see Appendix B of the SSI for phrasing)
 - Lead and manage in the public interest
 - Participate in, and contribute to, the public policy process
 - Analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment
 - Articulate, apply, and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

5.1 Universal Required Competencies

Part A: What's the Plan?

- Have the conversation
- Involve multiple stakeholders
- Record the process
- Record outcomes (careful about having too many or too few)
- Make sure mission is driving the outcomes
- Add a timeline for assessing each outcome or group of outcomes
- Determine those responsible for the assessment process (data gathering, assessment of data, determination of next steps, reporting of process) – involve multiple parties

Building the Foundation

- Program Learning Goals Development
 - NASPAA 5
 - JGC +2
- Program Learning Outcomes Development
 - LO's for each class in the core
- Map LO's against Goals on a Curricular Crosswalk

| PROGRAM GOALS (HORIZONTAL AXIS) PROGRAM LEARNING OBJECTIVES FOR FOUR CONTENT STREAMS (VERTICAL AXIS) | 1. Lead and manage in the public interest | 2. To participate in, and contribute to, the public policy process | 3. To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment | 4. To articulate, apply, and advance a public service perspective. | 5. To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large. | 6. Gather, analyze, synthesize, and use appropriate evidence to inform public action and decisions. |
|--|---|--|---|--|---|---|
| Policy 1 - Understand the context of the public policy process | X | XX | X | X | | X |
| Policy 2 - Identify the basic elements of public policy process | X | X | | X | | X |
| Policy 3- Understand the legal foundations of policy and management in the public sector | | | X | X | | |
| Management 1 - Use public management techniques to promote equitable environments | XX | | | X | XX | |

5.2-3 Mission-Specific Required Competencies - Part A: What's the Plan?

- 5.2: Repeat the process for any additional competencies based on your mission. These are optional, but still important to consider.
- 5.3.1: If you have “concentrations / specializations (or broad elective coursework)” that you advertise to students, repeat the process of defining competencies, outcomes, and remaining parts of the plan.
- 5.3.2: How do these specializations contribute to the student learning goals of the program?

5.3 Mission-Specific Required Competencies: Part A: What's the Plan?

- 5.3.3: Do you have the capacity and qualifications of faculty to regularly offer the courses in your specializations? Who handles oversight?
- 5.3.4: Optional additional information
- Students should be able to complete the program as advertised within the timeframe advertised.

5.1: Part B

Implementaton

- If applicable, the expectation is that one Mission-Specific assessment cycle has been completed.
 - Define required competencies & student learning outcomes
 - Gather evidence of student learning
 - Analyze evidence
 - Use evidence to make programmatic decisions
 - “decision” need not = change

Standard 5: Part C

How do you know?



5.4 Professional Competencies

- Ensure that students have the opportunity to apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors
- What are some examples of these “interactions”?
- 5.4.1: describe these opportunities in detail and note the frequency of their occurrence

Standard 6

Matching Resources with the Mission:
Resource Adequacy

6.1: Resource Adequacy

- Do you have sufficient funds, & physical (or virtual) facilities and equipment, *in addition to faculty*, to pursue your mission, objectives, and continuous improvement?
 - Document level and nature of resources with an emphasis on trends (i.e., not just a budget snapshot)
 - Link resources to what can/cannot be accomplished to support mission
 - Be as transparent as possible

6.1: Resource Adequacy

- Report on:
 - Budget
 - Program administration
 - Supporting personnel
 - Teaching loads, class sizes, frequency of class offerings
 - Information technology
 - Library resources
 - Classrooms, offices & meeting spaces
 - Professional Development
- How transparent can you be? May need to focus on allocation sufficiency.

6.1: Resource Adequacy

- 6.1.a: Is your budget increasing, decreasing, or stable?
 - Incorporate into 6.1.b text
- 6.1.b: Describe budget in context of mission and ability to support faculty, staff, & students
 - What is the focus (or foci) of your mission (e.g., International focus? Federal or state focus? Environmental? Etc.)
 - Who is your audience? (i.e., pre-service students? Working professionals?)
 - What are your main initiatives?
 - Are your \$ amounts, class sizes, and program admin arrangements enough to help support mission?
 - Are faculty adequately funded to be in support of mission?

6.1: Resource Adequacy

- 6.1.b: continued
 - Do you have enough resources to attract the type of applicants your mission says you do?
 - Do you have adequate funding for the amount of admin support needed to function and attain your mission?
 - Do you have adequate space for your method(s) of delivery?
- SSI manual has plenty of language and clarifying examples around this standard.

6.2: Enrollment Adequacy

- 6.2a: Are you offering core classes often enough so that students can finish degree “on time”? Are you providing truth in advertising?
 - Core course frequency table for SSY, SSY-1, & SSY-2
- 6.2.b: Are you offering “specializations” in a way that allows students to complete them “on time”?
 - Specialization course/frequency table for SSY & SSY-1
- 6.2.c: Explain how the above data ensures that courses are offered frequently enough, or if not, what you are doing to fix that.

Standard 7

Matching Communications with the Mission

7.1 Communications with Stakeholders

- Rationale & Assumptions
 - Program adheres to public service values
 - Transparency in programmatic actions and results
 - Accountability
 - Truthfulness
 - Information and data are linked to mission
 - Acknowledge strengths and limitations with regard to mission
 - Universal information reported to all stakeholders
 - Provide mission-specific info beyond mandatory requirement

7.1 Communications with Stakeholders

- Make data publicly accessible (see SSI for specific lists & examples)
 - Mission
 - Policies
 - Faculty
 - Career services
 - Costs
- 7.1.1: Data is current and accurate on an annual basis
 - See SSI for specific list of data to be provided on your web site
 - Provide specific, live url links for each item (or include printed items)
 - Provide justification for any missing items (i.e., gender or racial/ethnic enrollment information)

Session 5

Overview of the Site Visit process

Site Visit Overview

An overview of the process for first time SV members and those who need a refresh.

- Typically held over three days
- Evaluative and formative process
 - Focus on interim report, Standards 1.3, 5.1, and DEI
- Members act as the eyes and ears of COPRA
- SVT reports and cannot render decisions
- Discussion of Site Visit Manual

The Site Visit Team and Their Roles

Typically, three members:

- Chair & Academic
(representing accredited programs)
- Practitioner
- SVT may include fourth member for complex modalities or if more than program is under review

Typical Meetings for Site Visit Team

Program Faculty,
Adjuncts, Directors
(Program, Certificate,
Center, etc.)

Program Support &
Admissions Staff

Chairs, Deans,
Provost, Graduate
School Dean,
Diversity Officer

Recent Graduates,
Alumni, Advisory
Board Members

Students

Employers,
Internship,
Stakeholders

Student Support, Job
Placement /
Internship Support

Meetings requested
by COPRA or SVT

Post-Site Visit Process and Actions

- SVT Chair compiles report within 1 month of the site visit
- Program has opportunity to review for factual errors
- SVT Chair finalizes and submits report into CIVICORE
- Program may engage with their COPRA Liaison and/or submit a written final response (by May) in order to:
 - clarify or contextualize SVT findings,
 - provide new or updated data,
 - or report progress

Interested in Becoming a Site Visitor?

- A great way to learn all about the process!
- All SV training takes place online during the spring/summer
- If interested in completing the online training, please contact copra@naspaa.org

Questions?

Feel free to contact us for questions regarding this workshop!

dana.harsell@UND.edu & Kate Hallihan.3@osu.edu

For questions regarding your (re)accreditation process, including site visits, please contact copra@naspaa.org



We Want Your Feedback!

Your comments and suggestions will help us improve!

To take the survey, please use your phone or tablet to scan the QR code