

# Self-Study Instructions

January 15, 2025



**Approved by the Commission on Peer Review and Accreditation (COPRA) of the  
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)**

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## Program Fact Sheet

ITEM	DATA
1. Title of degree	Menu
2. Organizational Relationship of the Program to the Institution	Menu <sup>1</sup>
3. Geographic Arrangement Program Delivery	Menu <sup>2</sup>
4. Mode of Program Delivery: Check all that apply	Menu <sup>3</sup>
5. Number of students in degree program (Total, Fall of Self-Study Year)	Numerical
6. Ratio of Total Students to Full-Time Nucleus Faculty	Numerical
7. Number of Semester Credit Hours Required to Complete the Program	Numerical
8. List of Dual Degrees	Menu <sup>4</sup>
9. List of Specializations	Menu <sup>5</sup>
10. Mission Statement	Text
11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	Menu <sup>6</sup>
12. Language of Instruction	Menu <sup>7</sup>

<sup>1</sup> In a School of Public Policy/Affairs/Administration/Public Service, In a School of Business/Management, In a Center or Institute, In a Department within a School of Public Policy/Affairs/Administration/Public Service, In a Department within a School of Business/Management, In a Department of Political Science, In a Department of Public Administration, Other (Please explain)

<sup>2</sup> Main Campus, Satellite Campuses, both Main Campus and Satellite Campuses, no physical campus

<sup>3</sup> In person instruction, In person instruction with online coursework available. Primarily online (students have to come to campus at least once), Completely online (students never have to come to campus)

<sup>4</sup> International Affairs/Relations (IA/IR); Law (JD); Master of International Diplomacy; Master of Business Administration (MBA); Master of Community & Regional Planning; Master of Criminal Justice; Master of Environmental Studies; Master in Political Science; Master of Public Health (MPH); Public Policy/Administration/Management (MPP/MPPA); Master of Social Work (MSW); Master of Urban Affairs and Planning; Master of Planning; Other (Please explain)

<sup>5</sup> None, Budgeting/ Finance, City/ Local, Criminal Justice, Economic Development, Education, Emergency , Environment, General/ Public Management, Health, Homeland/ National Security, Human Resources, Information Technology, International/ Global, Leadership, Nonprofit, Organizational Management, Public Policy Analysis, Public Sector, Self-designed, Social Policy, State, Survey Methods, Urban, Other (Please specify)

<sup>6</sup> Summer, Fall, Spring; Fall, Spring, Summer; Other: please specify

<sup>7</sup> Afrikaans, Albanian, Arabic, Armenian, Basque, Bengali, Bulgarian, Cambodian, Catalan, Croatian, Czech, Danish, Dutch, English, Estonian, Fiji, Finnish, French, Georgian, German, Greek, Gujarati, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Irish, Italian, Japanese, Javanese, Korean, Latin, Latvian, Lithuanian, Macedonian, Malay (incl. Indonesian and Malaysian, Malayalam, Maltese, Mandarin Chinese, Maori, Marathi, Mongolian, Nepali, Norwegian, Persian (Farsi), Polish, Portuguese, Punjabi, Quechua, Romanian, Russian, Samoan, Serbian, Slovak, Slovenian, Spanish, Swahili, Swedish, Tamil , incl. Tamil languages), Tatar, Telugu, Thai, Tibetan, Tonga, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Welsh, Wu , Chinese (incl. Shanghainese), Xhosa, Yue Chinese (incl. Cantonese)

## **Preconditions for Accreditation Review**

### **Program Eligibility:**

**A program applying for accreditation review must demonstrate in its Self-Study Report that it meets four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public service a program that does not meet the preconditions in a strictly literal sense, but which meets the spirit of these provisions, may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.**

#### **1. Program Eligibility**

**Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.**

#### **2. Public Service Values**

**The mission, governance, and curriculum of an eligible program shall demonstrably emphasize public service values. Values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. Public service values consist of the values that should guide public and nonprofit professionals. NASPAA's public service values are consistent with globally recognized sustainable development goals to build effective, accountable, and inclusive institutions at all levels. NASPAA's public service values include, but are not limited to: pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; cultivating global and local awareness; and promoting participation and inclusiveness by demonstrating respect, equity, and fairness in dealings with members of society, stakeholders, and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.**

#### **3. Primary Focus**

**The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in public service, specifically the professions of public and nonprofit affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Variations in nomenclature regarding degree title are typical in the field of**

public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. Specifically excluded are programs with a primary mission other than that of educating professionals in public and nonprofit affairs, administration, and policy (for example, programs in which public and nonprofit affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

#### **4. Course of Study**

Students should interact and collaborate extensively with faculty and each other, engage in hands on collaborative work, be socialized into the norms and aspirations of the profession, and be able to develop their interpersonal and communication skills through ample faculty observation and feedback. The normal expectation is that professional degrees in public service require at least 36 semester credit hours of study, or the equivalent. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

**Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public service in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.**

**Special Condition: Dual Degrees Programs may allow a degree in public service to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public service must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public service.**

**Special Condition: Executive Education Programs may offer a degree in public service designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.**

Please verify program is a member of NASPAA:

Is the program at an institution accredited by a U.S. national or regional accrediting body? y/n

If yes,

Provide name of accreditor. (Pull down menu)

List year of most recent recognition. (Select year)

If no,

Provide name of quality assurance body (or bodies) that recognizes the institution and contact info.

When was your most recent recognition? (Select year)

When was the degree program established? (Select year)

Since your last review are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.

Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? Y/N

If so, please explain.

### **Public Values**

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution (Y/N)? Provide links if relevant.

### **Primary Focus**

Special note for programs with multiple modalities within a single degree:

Throughout the Self-Study Report (SSR), the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refer to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online only options, unique student cohorts, or other ways in which a portion of students substantially experience the program differently from other students in the program. Modality is not the same as a specialization.

The Commission seeks information such as, but not limited to, information on the mission-based rationale for any modality, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes), any differences

between modalities (such as a limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

A recommended way to do this is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality.

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Indicate the mode of program delivery that most accurately describes your program. Check all that apply. (Autopopulated)

In person instruction.

In person instruction with online coursework available.

Primarily online (students have to come to campus at least once).

Completely online (students never have to come to campus).

Does the program offer courses at remote sites and locations? (select)

No

Yes

Name of site:	Check one: Some courses can be completed at this site; The entire program can be completed at this site
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Please describe any other unique delivery modalities the program employs, consortia, etc. Please provide a summary of any policies that differ from the main program, especially with regard to admission, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the mission-based rationale.

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Is the entire degree devoted to executive education? y/n

Does Exec Ed exist as a track within the degree to be reviewed? y/n

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admission, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

## Standard 1 Managing the Program Strategically

### 1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including

- its purpose and public service values, given the program’s particular emphasis on public service,
- 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 service.

#### Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe the processes used to develop and refine its purpose, public service values, and mission statement, including the roles and contributions of stakeholders such as students, graduates, faculty members, employers, and practitioners. The program should also document how it ensures the ongoing alignment of its mission, purpose, values, and the community it serves. The program should report on how, and to what extent, the mission statement is informed by and disseminated to relevant stakeholder groups.

The program should discuss the distinctive elements of its purpose and public service values as conveyed in its mission statement including, but not limited to, student and employer population(s) served, faculty expertise, curricular philosophy and pedagogy, and student support infrastructure.

The program should describe the process by which the mission statement guides decision-making, including the allocation of resources. Specific illustrations are recommended.

#### **Provide Program Mission**

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

#### **1.1.1 Provide the current program mission statement and the date it was adopted. (Limit 500 words)**

1.1.1



**1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences goal-setting and decision-making, and how and to whom the program disseminates its mission. Include information describing how often relevant internal and external stakeholders, including employers, are involved in the mission development and review process, detailing their explicit responsibilities and involvement. (Unlimited)**

1.1.2

**1.1.3 Describe the public service values that are reflected in your program's mission. (Limit 250 words)**

1.1.3

**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.**

Self-Study Instructions:

In section 1.2.1, please identify the primary mission-based program goals. The program should explicitly declare, operationally define, and justify program performance expectations stated in, or implied by, its mission statement and its mission-defined goals and objectives. Describe how these program goals and objectives align with the mission and public service values identified in Standard 1. The Commission expects that program goals would include, but not be limited to, student learning competencies.

A program evaluation framework including a logic model or similar device should be provided to illustrate how what is being measured contributes to an evaluation of specific programmatic outcomes and how achievement of these outcomes delivers on the promises made in the mission statement. A logic model is a visual tool that allows for a program to describe its theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals. The program should upload its program evaluation framework and logic model or similar device to the Self-Study Appendices page.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

**1.2.1 Please link your program goals and objectives:**

- to your mission's purpose and public service values.
- to your mission's population of students, employers, and professionals the program intends to serve.
- to the contributions your program intends to produce to advance the knowledge, research, and practice of public service.

1.2.1

**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.**

Strategic management activities should generate documents and data that are valuable to the program and to the profession. It is important that program evaluation efforts lead to demonstrable programmatic changes intended to improve program delivery, including administrative capacity; resource adequacy; faculty teaching, research, and service productivity; graduation and employment rates of students; faculty and student diversity; faculty and student support; student learning; alumni and employer support of program(s); and/or recruitment and retention of students. While every aspect of every program cannot be evaluated every year, a schedule of regular and systematic program evaluation should be undertaken and described by the program over the course of each seven- year accreditation cycle.

Self-Study Instructions:

In section 1.3, the program should connect its programmatic goals to measurable performance objectives and outcomes, including but not limited to student learning outcomes. The program should describe the measurement methodologies employed in the assessment of the performance metrics declared, defined, and justified in Section 1.2.1. The description of the measurement methodology should include the population studied, data collection procedures used, the sampling protocol employed if appropriate, analyses undertaken, and how results were used to improve program performance and enhance the community the program seeks to serve.

All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program’s objectives, should be described in this section.

Analysis of information generated by these strategic processes that explain changes in the program’s mission and strategy should also be reported in this section. The program should relate the information generated by these processes in its discussion of Standards 2 through 7 (how does the program’s evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, diversity, serving students, student learning, resource allocation, and communications). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how the program’s evaluation of its student learning outcomes feeds into its assessment of the program’s performance); however, program evaluation should include evaluation of program goals beyond student learning outcomes.

For those goals and objectives identified in Standard 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission. Based on these outcomes, describe how the program enhances the community it seeks to serve. The Commission expects the program to demonstrate that it has used performance data in making programmatic decisions. (“closing the loop”).

**1.3.1 Please link your program performance outcomes:**

- To your mission's purpose and public service values.
- To your mission's population of students, employers, and professionals the program intends to serve.
- To the contributions your program intends to produce to advance the knowledge, research, and practice of public service.

1.3.1

**1.3.2 Describe ongoing program evaluation processes and how the results of the evaluation are incorporated into program operations. Provide examples of evidence-informed decisions made to improve programmatic outcomes.**

1.3.2

## 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.

Self-Study Instructions: In preparing its SSR, the program should

#### A. Indicate the relationship of the program to the institution

Populated from Program Fact Sheet Pg. 3

#### B. Indicate modes of program delivery

Populated from Program Fact Sheet Pg. 3

**2.1.1 Define program delivery characteristics. If the program has multiple modes of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)**

2.1.1

**2.1.2 Who is/are the program administrator(s) and describe the role and decision making authority they have in the governance of the program. (Limit 500 words)**

2.1.2

**2.1.3 Describe how the governance arrangements support the mission of the program and match the program delivery. (Limit 250 words)** Programs may upload an organizational chart if helpful in describing their university or college governance structures.

2.1.3

**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.**

There must be a faculty nucleus who accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study Instructions: In preparing its SSR, the program should:

**Provide a list of the Program's Faculty Nucleus:** For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary

responsibility for the program being reviewed. This faculty nucleus should consist of a minimum of five (5) persons who are full time at the university, academically or professionally qualified faculty members or their equivalent, and are significantly involved in the delivery and governance of the program.

When completing the Self-Study Report in the online system, the program will enter a minimum of five faculty members and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in Standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

#### FACULTY NUCLEUS & GOVERNANCE

**2.2.1a Please note the total number of faculty nucleus members in the program for the Self-Study Year.**

2.2.1a
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**2.2.1 b Please note the total number of instructional faculty members, including both faculty nucleus and non-nucleus, in the program for the Self-Study Year.**

2.2.1b
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**Provide the following information for no fewer than 5 Faculty Nucleus members of your choosing:**

2.2.1 Name	Faculty Nucleus Qualification	Degree	How Involved in program (check all that apply)
	Drop Down: Academically Qualified; Professionally Qualified	Drop Down: Ph.D. DPA MPA MA MS JD Other	Teaching Governance Public Service Research Community Service

**2.2.2a Please use the box below to provide the program’s definition of “substantial determining influence” and any qualifying comments regarding faculty governance. (Limit 250 words.)**

2.2.2a Faculty Governance Comments
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**2.2.2b Please provide a detailed assessment of how the program’s faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruitment and promotion, student achievement through advising and evaluation.**

2.2.2b

**2.2.2c Please describe how the Program Director exerts substantial determining influence over the program. Describe their role in program and policy planning, curricular development and review, faculty recruitment and promotion, and student achievement through advising and evaluation.**

2.2.2c

### 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.

##### Self-Study Instructions:

The purpose of this section is to answer the question “Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified?” While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission-driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses. (See also Standard 2.2 Basis of Judgment).

**3.1.1 Provide the policy or language for determining academically and professionally qualified faculty, including expectations of faculty for sustaining those qualifications. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program.** Please see the glossary for definitions of academically and professionally qualified. (Limit 500 Words)

3.1.1 Academically and Professionally Qualified Faculty Info

**3.1.2 Provide information on no fewer than 5 of your Nucleus Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study. (Data repopulated from previous tables where available). Some faculty may be academically and professionally qualified; in these cases, please select “Academically” under Type of Qualification. See the glossary at the end of this document for definitions.**

Special Note: When completing the Self-Study Report in the online system, the program will enter each faculty member and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in Standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

Name	Rank	Tenure Status	Full or Part time	Type of Qualification	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications
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	Drop Down:  Professor Associate Prof Assistant Prof Senior Lecturer Lecturer Research Prof Clinical Other	Drop Down:  Tenured Tenure track Non-tenure Other		Drop Down:  Academically Professionally	Drop Down:  Ph.D. DPA MPA MA MS JD Other	Drop down menu (select all that apply) -This faculty member has received their PhD within the last five years -Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility -Other
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**3.1.3 Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified faculty in the self-study year. The total across all rows and columns will not add to 100%. COPRA accepts as evidence that students are being taught by an adequate faculty nucleus where: at least 50% of the courses are taught by full time faculty employed by the institution and at least 50% of the courses delivering required competencies are taught by qualified faculty nucleus members employed by the institution.**

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 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)
All Courses		%	%	%
Courses delivering required Competencies		%	%	%

**3.1.4 Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)**

3.1.4 Faculty Support
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**3.2 Faculty Diversity: The program will promote equity, diversity and a climate of inclusiveness through its recruitment, retention, and support of faculty members.**

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity, equity, and a climate of inclusiveness. A program should be able to demonstrate through its goals, actions, and outcomes, that it supports faculty and understand the importance of providing students access to faculty with diverse views and experiences so they are better able to understand and serve their clients and members of society.

The program should be able to demonstrate how it promotes equity, 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, equity, 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 inclusiveness), and the connection to the program’s mission and objectives. The Commission expects the program to demonstrate that it has used performance data to make programmatic decisions related to diversity, equity, and a climate of inclusiveness.

**Upload your program’s diversity, equity, and inclusion plan along with a report of efforts and outcomes as a Self-Study appendix.**

**3.2.1 Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):**

Please check one: US Based Program  Non-US Based Program   
 Legal and institutional context of program precludes collection of diversity data

*US-based*

3.2.1a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non-Hispanic/ Latinx					
Asian, non-Hispanic/Latinx					
Native Hawaiian or other Pacific Islander, non-Hispanic/Latinx					
Hispanic/Latinx					

White, non-Hispanic/Latinx					
Two or more races, non-Hispanic/Latinx					
Race and/or Ethnicity Unknown					
Total for Race/Ethnicity					
Domestic					
International					
Individuals with disabilities					

**3.2.1 a Faculty Diversity (Other Diversity Categories)**

If your program indicated "Yes" in response to "Legal and institutional context of program precludes collection of diversity data" you may use this table in place of the previous table

3.2.1a Select Designation	Program- defined diversity category	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
<b>Drop down menu:</b> -- Select -- Place of origin (domestic); Place of origin (international); Ethnic minority; Socio- economic status; Career background; Educational background; Political affiliation; Religious affiliation; Sexual orientation; Gender identity; Military service or Veteran; Other						

*Non-US-based*

**Using the drop down menu, first select a broad designation for each individual category, as applicable, then provide a specific name for the category.**

3.2.1b Faculty Diversity	Program- defined diversity categories	FT		PT		Total
		M	F	M	F	
<b>Drop down menu:</b>						
-- Select --						
Place of origin (domestic); Place of origin (international);						
Ethnic minority;						
Socio-economic status; Career background;						
Educational background; Political affiliation; Religious affiliation; Sexual orientation; Gender identity; Individuals with disabilities;						
Military service or Veteran; Other						
Total						

**3.2.2 Describe how your current faculty diversity efforts support the program mission. Include any additional faculty diversity categories that your program tracks in addition to those included in 3.2.1a (US-based), including the name and description of the additional categories and how they relate to your program’s mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program’s distinct mission and environment, for: supporting and retaining underrepresented faculty; assuring faculty bring diverse perspectives to their classes; and promoting diversity, equity, and a climate of inclusiveness. In doing so, discuss any activities to evaluate these strategies and any efforts to improve them (i.e., “closing the loop”).**

3.2.2 Current Faculty Diversity Efforts

**3.2.3 Describe how the diversity of the faculty has changed in the past 5 years. Programs should discuss diversity in terms of race, ethnicity, gender, class, gender identity, nationality, religious affiliation, sexual orientation, disability, age, socioeconomic background, military service or veteran, etc. (Limit 250 words)**

3.2.3 Faculty Diversity over past 5 years

**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.**

Self-Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

**3.3.1 Provide ONE exemplary activity for 5 of your nucleus faculty members’ (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service, efforts to engage students, and contributions to the practice of public service in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).**

3.3.1 Name	Research or Scholarship	Community Service	Efforts to Engage Students	Contributions to the practice of public service

**3.3.2 Provide some overall significant outcomes or impacts on public service related to these exemplary efforts. (Limit 500 words)**

3.3.2 List some significant outcomes related to these exemplary efforts.
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## Standard 4 Matching Operations with the Mission: Serving Students

### Self-Study Instructions:

In preparing its Self-Study Report, the program should describe how student recruitment, admission, retention, and student services reflect and support the mission of the program. The program is 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, the program should describe how its recruitment practices are consistent with the program's mission.

#### **4.1.1 Describe the program's recruitment practices. How do these practices reflect your program's mission? As part of this response, demonstrate as well that your program communicates the cost of attaining the degree. (Limit 250 words)**

4.1.1 Program Recruitment
---------------------------

#### **4.2 Student Admission: The program will have and apply well-defined admission criteria appropriate for its mission.**

### Self-Study Instructions

In this section, 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 in special cohorts or across modalities, gender-based considerations, ethnicity, or any other criteria should be presented and explained, in relation to 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

**4.2.1 c 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

**4.2.2 a Please provide the following application, admission, and enrollment data for your program. Please note: The first section of the table is seeking data from the Total Self Study Year (SSR), while the second section is seeking data only from the Fall of the 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
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\*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
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**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, the program should describe, discuss, and document the support services provided to incoming, current, and continuing students in the program, as well as provide indication of the success of these services. This 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 cohort<sup>8</sup>, 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.

**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.**

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<sup>8</sup>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.

4.3.3a	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation	Graduation Rate %
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)

**4.3.3 c Use the text box below 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 for students. Note any variation by student population, modality, etc. (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 and a mission-based rationale for such expectations. 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) Provide a sample of at least 10 internship placements during the Self-Study Year. Specifically, provide a list of organizations where students worked during their internships. (If the program had less than internship 10 placements, please list all of them.)**

4.3.4a(3) Internship placements

**4.3.4a(4) Briefly discuss the program support and supervision for students who undertake an internship, including 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 job placement statistics (number) for the year prior to the self-study year, of students who were employed 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/NGO 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	

**4.4 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

The program should demonstrate its tangible efforts to promote diversity and equity 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 these efforts 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, equity, and a climate of inclusiveness, specifically providing demonstrable evidence of good practice, a framework for evaluating diversity and equity 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 Commission expects the program to demonstrate that it has used performance data to make programmatic decisions.

**Upload your program's diversity, equity, and inclusion plan along with a report of efforts and outcomes as a Self-Study appendix.**

**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, along with participant assessments and proposed additions or changes to the training. Examples of such activities might include, but are not limited to:**

- **Diversity training for students, faculty and staff, along with participant assessments and proposed additions or changes to the training.**
- **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, along with evidence of student learning and updates to course assignments and activities.**
- **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

**4.4.2b** 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)

4.4.2b
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**4.4.3a**

**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 student “diversity” data.

**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.

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."

4.4.3a Ethnic Diversity – Enrolled Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non-Hispanic/Latinx					
Asian, non-Hispanic/Latinx					
Native Hawaiian or other Pacific Islander, non- Hispanic/Latinx					
Hispanic/Latinx					
White, non-Hispanic/Latinx					
Two or more races, non- Hispanic/Latinx					
International					
Race and/or Ethnicity Unknown					
Total for race/ethnicity					
Domestic					
Individuals with disabilities					

4.4.3a Other Diversity Categories—Enrolled Students

If your program indicated "Yes" in response to "Legal and institutional context of program precludes collection of student diversity data" you may use this table in place of the previous table

4.4.3a Select Designation	Program- defined diversity category	Self- Study Year -1 Male	Self- Study Year -1 Female	Self- Study Year Male	Self- Study Year Female	Total
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; Religious affiliation; Sexual orientation; Gender identity; Military service or Veteran; Other Total						

**Please use the box below to provide any additional information regarding the diversity of your student population. Include any additional student diversity categories that your program tracks for enrolled students in addition to those included in Table 4.4.3a, including the name and description of the additional diversity categories and how they relate to your program's mission. Limit 250 words**

**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.

Select Designation	Program-defined Diversity Categories	Self-Study Year -1 Male	Self-Study Year -1 Female	Self-Study Year Male	Self-Study Year Female	Total

**4.4.3c Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)**



## Standard 5 Matching Operations with the Mission: Student Learning

**5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability**

- **to lead and manage in the public interest;**
- **to participate in, and contribute to, the policy process;**
- **to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;**
- **to articulate, apply, and advance a public service perspective;**
- **to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

### **Self-Study Instructions:**

Consistent with Standard 1.3 Program Evaluation, the program will collect and analyze evidence of student learning on the universal required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for programmatic improvement.

In preparing its Self-Study Report for Standard 5, the program should consider the following basic question: Does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do upon graduation with respect to the required universal required competencies and/or mission-specific required competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to questions in these three areas will constitute the bulk of the self-study narrative for Standard 5.

COPRA expects that the program submit within its Self-Study Report, a written plan or planning template that addresses how it plans to assess each competency, when it will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan should be uploaded as a PDF to the Self-Study Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

## **PART A. Defining competencies consistent with the mission**

### **Section 5.1 Universal Required Competencies**

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

**Within the context of your program’s mission, how does your program operationally define each of the universal required competencies? (In this section, you should state the student learning outcomes defined by and for your program in each broad competency domain, not provide examples of its assessment).<sup>9</sup> Limit 500 words each.**

**To lead and manage in the public interest.**

**To participate in, and contribute to, the public policy process.**

**To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment.**

**To articulate, apply, and advance a public service perspective.**

**To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

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

### **Section 5.2 Mission-Specific Required Competencies (if applicable)**

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

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<sup>9</sup> A list of example phrasing of competencies can be found in Appendix B.

This section is for programs that offer mission-specific competencies required of all students, beyond those competencies entered in 5.1 Part A on universal competencies. If this applies to your program, then describe how each mission-specific competency is defined and supports the program mission. *If your program does not have mission-specific competencies, please state "none" here.*

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

**Section 5.3 Mission-Specific Elective Competencies (if applicable)**

The program is expected to demonstrate its capacity to offer the concentrations and specializations it advertises to students.

**5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals.**

5.3.1

**5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.**

5.3.2

**5.3.3 Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).**

5.3.3

**5.3.4 *Optional:* If the program would like to add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.), please do so here or upload an attachment. [upload]**

5.3.4

- **Part B: How does the program know how well its students are meeting faculty expectations for learning the required (or other) competencies?**

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis. Please upload the student learning assessment plan as a Self-Study appendix.

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

### **Universal Required Competencies: One Assessment Cycle**

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning outcomes; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. *Note that while only one universal required competency cycle of assessment is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA’s official policy statements.*

**1. Definition of student learning outcome(s) for the competency being assessed:**

**2. Evidence of learning that was gathered:**

**3. How evidence of learning was analyzed:**

**4. How the evidence was used for program change(s) or the basis for determining that no change was needed:**

### **Mission-Specific Required Competencies: One Assessment Cycle**

For the self-study narrative, the program should describe, for one of the mission-specific required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning outcomes, 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

**1. Definition of student learning outcome for the competency being assessed:**

**2. Evidence of learning that was gathered:**

**3. How evidence of learning was analyzed:**

**4. How the evidence was used for program change(s) or the basis for determining that no change was needed:**

**5.4 Professional Competencies: The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.**

The program should provide information on how students gain an understanding of professional practice.

**5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Indicate the relative frequency of each activity.**

5.4.1
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## 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.**

### Self-Study Instructions:

The overarching question to be answered in this section 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.

\*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 estimated budget of the program seeking accreditation:**

**6.1a Overall trend for the program’s resources during the last three years:** [increasing, stable, decreasing]

**6.1b Please describe the adequacy of your program’s resources 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 of:**

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

6.1b

**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

**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.**

6.2c
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## 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.**

### Self-Study Instructions:

This standard governs the release of public service education data and information by the program and NASPAA for public accountability purposes. Virtually all of the data addressed in this standard have been requested in previous sections of the self-study; this standard addresses *how* and *where* the key elements of the data are made publicly accessible.

In preparing its Self-Study Report for Standards 1-6, the program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public service education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

These and all other data will be posted by the program on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

### Data and Information Requirements

The information listed below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. The program is expected to ensure ongoing accuracy in all external media on an annual basis.



**7.1.1 Please provide an URL to the following information, which is to be made public, and kept current, by the program:**

General Information about the degree (Program Fact Sheet)

- a) Degree Title
- b) Organizational Relationship between program and university
- c) Modes of Program Delivery
- d) Number of Credit Hours
- e) Length of Degree
- f) List of Dual Degrees (if applicable)
- g) List of Specializations (if applicable)
- h) Fast-track Info (if applicable)
- i) Number of Students

Mission of the Program (Standard 1)

- j) Mission Statement

Faculty (Standard 3)

- k) Number of Faculty Teaching in Program
- l) Program Faculty Identified Including Credentials

Cost of Degree (Standard 4)

- m) Tuition Cost (in-state and out-of-state)
- n) Description of Financial Aid Availability, including assistantships

Admissions (Standard 4.2)

- o) Admission Criteria

Career Services (Standard 4.3)

- p) Distribution of Placement of Graduates Graduating from the Year Prior to the Data Year (number)

Current Students (Standard 4.3)

- q) Internship Placement List (use list in Standard 4)

Graduates (Standard 4.3)

- r) Completion Rate (percentage of class entering five years prior to data year that graduated within 2 years and 4 years)

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

## GLOSSARY

**Academically Qualified Faculty Member:** A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

**Accountability:** Having identifiable responsibility for making a decision or taking an action with the capacity to supply a justifying analysis or explanation.

**Administrative Infrastructure:** Refers to the coordination of management arrangements that support program delivery, including but not limited to student admissions, student advising, student services, course scheduling, course reviews and student assessment, library and research support and faculty program coordination and assessment.

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American:** A person having origins in any of the black racial groups of Africa, including, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

**Civic Virtue:** The cultivation of habits important for the success of a community. This may lead to citizens being dedicated to the common welfare of their community even at the cost of their individual interests.

**Climate of Inclusiveness:** Actively ensuring a culture of belonging by valuing the full participation and engagement of all people, especially marginalized individuals and social groups.

**Collective Benefit:** A benefit which accrues to anyone whether or not they are a member of the group.

**Competencies:** Expected skills, knowledge, aptitudes, and capacities. Student learning outcomes, in relation to the five universal competencies, must be defined by each program consistent with its mission. Goals to be considered when developing learning outcomes can include, but are not limited to:

1. the extent to which the competencies contribute to a collective identity in education for public service, broadly defined;
2. the extent to which the competencies acknowledge and encourage diversity;
3. competencies should ensure that students will be capable of acting ethically and effectively in pursuit of the public interest.

**COPRA Liaison:** The liaison is a member of the Commission on Peer Review and Accreditation (COPRA) and plays an important role in the peer review and accreditation and site visit process. The liaison is assigned to a program or group of programs by the chair of the Commission. The role and responsibilities of the liaison include:

1. Analyzing Self-Study Reports and draft interim report to program.
2. Serving as an intermediary between the Site Visit Team, the Commission, and the program under review.
3. Answering any questions about the review and site visit process that may be raised by the program under review but not satisfactorily answered by the Site Visit Team.

**Conditional Admissions/Enrollment:** Students admitted under this category are typically granted specified exceptions to the program admissions criteria, subject to “performance conditions” after enrollment.

**Cultural Responsiveness:** An individual’s cultural background—including but not limited to one’s race/ethnicity, country of origin, age, socioeconomic status, religious affiliation, sexual orientation, gender identity, geographic region—can inform one’s values, goals, expectations, beliefs, perceptions and behaviors. Cultural awareness requires recognition of one’s own cultural identity and the different ways in which different cultural identities may shape values, goals, expectations, beliefs, perceptions and behaviors. Thus, cultural responsiveness entails actively engaging with others—both those internal and external to an organization—to learn, understand and respect different cultures and contexts; and to make decisions that address and adapt to the needs, interests and norms of different cultural groups. In doing so, cultural responsiveness aims to create more equitable, effective, and efficient practices, policies, programs and services.

**Direct Measure:** A method of measuring student performance based on a program's mission and goals that entails the assessment of the skills and knowledge demonstrated in student work and deliverables, including, but not limited to, pre- and post-tests of skills or knowledge, standardized exams, portfolio evaluations and capstone evaluations. Direct measures are based on standards of performance that can be captured in assessment instruments, such as rubrics. Course grades are not considered to be direct measures. (Please see Indirect Measure to understand what is not included in this definition).

**Diversity:** The representation of differences relating to social identity categories including, but not limited to, race, ethnicity, gender, gender identity, class, nationality, religious affiliation, sexual orientation, disability, age, socioeconomic background, and veteran status. For tables 3.2.1 and 4.4.3, NASPAA uses the Integrated Postsecondary Education Data System (IPEDS) categories. Programs unable to use IPEDS categories will define their own diversity categories based upon their own context.

**Diversity, Equity, and Inclusion Plan:** A written planning document which provides substantial evidence regarding programmatic efforts to promote diversity, equity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating DEI efforts, and the connection to the program's mission and objectives. A diversity, equity and inclusion plan links mission-based goals to measurable outcomes.

**Ethical Practice:** Acting in a manner that conforms to moral duties and obligations, as well as legitimate codes of conduct, by being able to identify moral duties and obligations, reason about their application in particular circumstances, and have the courage and ability to follow through.

**Enrolled Student:** Any student admitted to a program who has registered for at least one class in the semester for which he/she was admitted.

**Equality:** The promotion of fairness and justice by ensuring that all people, regardless of position, status, race, ethnicity, gender, class, gender identity, nationality, religious affiliation, sexual orientation, disability, age, and/or veteran status, etc., receive equal opportunity, access, and treatment.

**Equity:** The recognition that all people do not have access to the same resources to achieve equality and the implementation of fair and just practices that give people what they need in order to reduce or eliminate disparity. Equitable practices identify and eliminate the biases and barriers which may prevent the full participation of some individuals.

**Extended Faculty Member:** Faculty within the current department or from other departments that teach a course in the program but do not have a primary responsibility for the program in terms of governance, program development or program implementation.

**Faculty Nucleus Member:** A faculty member who participates in the program's 1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by

teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public and nonprofit administration, policy, and affairs. This designation refers to full-time tenured or tenure-track faculty and non-tenure track full-time clinical, professors of practice, lecturers (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the university.

**Full-Time Faculty Member:** A faculty member employed full-time by the university or institution.

**Full-Time Equivalency Student (FTE):** The full-time equivalent (FTE) of students for U.S. schools is calculated by 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 U.S. Department of Education IPEDS for student equivalency (currently .361702) for public institutions and .382059 for private institutions).

**Full-Time Student:** A student enrolled in the program who meets the institutional definition of a “full-time” graduate student. Typically, on a semester credit hour basis, this is defined as 9 credit hours or more per semester.

**Gender Identity:** One's personal concept of self as male, female, a blend of both or neither, which can be the same or different from their sex assigned at birth.

**Governance:** The legitimate institutions and processes, including the creation and implementation of policy, for authoritatively directing resources and activities in the public domain, broadly defined to include political jurisdictions and nonprofit entities.

**Hispanic or Latinx:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Indirect Measure:** A method of measuring student performance based on a program’s mission and goals that entails perceptions, opinions or thoughts regarding student skills and knowledge by various stakeholders, such as through student surveys and self-assessments, student focus groups, alumni surveys and employer surveys. (Please see Direct Measure to understand what is not included in this definition).

**In-Service Student:** Any applicant to a program, or student admitted to a program, who has at least one year of relevant post-baccalaureate work experience.

**International (faculty or student):** A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

**Leadership:** A process whereby an individual influences others to achieve a common goal. The means of influence may use analytical, managerial, interpersonal, communicative, and other

skills. Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. (These two common forms of leadership are called “assigned leadership” and “emergent leadership.” This is a more inclusive view than charismatic or positional leadership. In the context of the NASPAA standards, leadership does not define the individual’s formal position or role but rather the result of his/her ability to move an entity—an individual, group, organization, government, community, nation, etc.—to achieve enhanced or new outcomes, using means appropriate to his or her role and areas of responsibility. Examples of such enhanced or new outcomes include, but are not limited to, designing, adopting and implementing desirable policy or administrative initiatives; achieving goals; and/or facilitating major rethinking about or transformation of processes or systems.

**Logic Model:** A visual tool that allows for programs to describe their theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals.

**Mission Statement:** A succinct statement of purpose which communicates a program’s values, goals, and community.

**Modality:** The mode, manner, or structure of the pedagogical experience in the program. The same program may have multiple modalities, including geographic, technological, curricular, or temporal. Typical modalities are a fully in-person experience on a main campus, distance learning on other campuses or locations, a fully online experience, and unique student cohorts.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Nonprofit Organizations:** Privately organized (non-governmental) entities created to advance a specific social mission that contributes to the public good. Also known as not-for-profit or voluntary sector organizations, these self-governed organizations use profits to advance its mission, rather than by distribution to owners or shareholders.

**Non-US Based Program:** A program located outside the geographical boundaries of the United States or its territories (not to include branch campuses of US programs located abroad).

**Participatory Processes:** Specific methods to encourage the participation of all members of a group in a decision-making process. The primary goal is to encourage productive discussion to develop positive solutions.

**Part-Time Instructional Faculty:** Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

**Part-time Student:** A student enrolled in the program who does not meet the institutional definition of a “full-time” graduate student. Typically, on a semester credit hour basis, this is defined as fewer than 9 credit hours per semester.

**Performance Metric:** A measure of a program’s objectives, activities, and performance. It is commonly accepted that performance metrics should be specific, measurable, actionable, realistic, time-bound, and provide data useful to strategic program management processes.

**Persistence:** Those students continuing toward completion of the master’s degree, consistent with the program’s institutional policy regarding continuous enrollment.

**Pre-Service Student:** Any applicant to a program, or student admitted to a program, that has less than one year of relevant post-baccalaureate work experience.

**Probational Students:** (See “Conditional Admissions/Enrollments) Typically applies to currently enrolled students who do not meet the program’s continuance standards. However, as applied here, includes students admitted to, and enrolled in the program under pre-specified conditions.

**Program Evaluation Framework:** A clear and concise overview of the methodology and/or process used for ongoing program evaluation and improvement. This should include a logic model or similar device to illustrate what is being measured, how these measures contribute to evaluation of specific programmatic outcomes, and how achievement of these outcomes delivers on the promises made in the mission statement. The program evaluation framework should include but not be limited to student learning outcomes.

**Program Faculty:** Refers to Nucleus, Extended, and Part-Time Instructional Faculty as a whole who participate in the program in some way.

**Program Goal:** A clear, mission-based outcome statement that defines a program’s specific aims or desired results.

**Program Objective:** A measurable step or action taken to achieve a program goal.

**Professionally Qualified Faculty Member:** A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member’s program responsibilities. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

**Public Interest:** Outcomes that best serve the well-being of a social collective construed as a public as opposed to outcomes that serve the well-being of an individual, private corporation,

or political party. Public interest is not the aggregate of individuals' interests but a consideration of the needs, aspirations, and values of a community, and the tensions that may arise with conflicting needs, aspirations and values (for example, the tension between national security vs. privacy in terms of the public interest). Thus, acting in the public interest entails accountability to the public, inclusion and consideration of the diversity of views within a community, and ethical deliberation.

**Public organization:** An operating unit within an international, federal, state, regional, or local government; a supplier of services or products operated on a not-for-profit basis.

**Public Service Education:** For the purposes of NASPAA Accreditation, those programs whose focus is preparing students to be leaders, managers, and analysts in public service, specifically the professions of public and nonprofit affairs, administration, and policy. Variations in nomenclature regarding degree title are typical in the field of public service education.

**Public Service Professions:** For the purposes of NASPAA Accreditation, entails the professions of those seeking to advance public service across sectors, particularly through public and nonprofit affairs, administration, and policy.

**Public Service Values:** Public service values consist of the values that should guide public and nonprofit professionals. NASPAA's public service values are consistent with globally recognized sustainable development goals to build effective, accountable, and inclusive institutions at all levels. NASPAA's public service values include, but are not limited to: pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; cultivating global, regional, and local awareness; and promoting participation and inclusiveness by demonstrating respect, equity, and fairness in dealings with members of society citizens, stakeholders, and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

**Quantitative Analysis:** An empirical approach utilizing data which is in numerical form, e.g. statistics or percentages.

**Qualitative Analysis:** An empirical approach using non-numerical data such as meanings, concepts definitions, characteristics, metaphors, symbols, or description of things.

**Racial/Ethnic Categories:** (For U.S.-based programs) Categories based on the 1997 U.S. Office of Management and Budget (OMB) standards. Faculty and students may designate themselves as White; African-American or Black; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; or Hispanic.

**Responsiveness:** The ability of a system or organization to adjust quickly to suddenly altered conditions and to resume stable operation without undue delay.

**Rubric:** An evaluation tool used to define student learning expectations and evaluate direct



measures of student competency. Rubrics establish a consistent set of criteria against which evaluators determine competency attainment by students.

**Scholarship:** The expectation that faculty members be engaged in scholarly activities that develop new knowledge, re-synthesize or re conceptualize existing knowledge. These activities include, but are not limited to, research and publication of articles in peer review journals and books, the creative application of theory to practice, as well as participation in other community based professional activities that are designed to support the program's mission and advance their careers.

**Self-Study Year (SSY):** The academic year preceding the submission of the self-study report. Data provided in the self-study report should reflect program operations in the self-study year, unless otherwise noted (i.e. if the self-study report is due August 2022, the SSY is the 2021-22 academic year).

**Sexual Orientation:** A person's sexual identity related to the romantic, emotional, or sexual attraction to another person.

**Specialization:** A label used to refer to all advertised areas of emphases, whether the program refers to them as specializations, concentrations, foci, areas, cognates, etc.

**Stakeholders:** Anybody who can affect or is affected by a program, such as students, faculty, graduates, employers of graduates, members of the community in which the program is being delivered. Stakeholders may not have a direct ability to affect the program but are affected by decisions about how to deliver the program.

**Strategic Program Management:** The mission-based process by which a program makes evidence-informed decisions in pursuit of continuous programmatic improvement.

**Student Learning Assessment Plan:** A written plan which includes the frequency and strategies underlining the assessment of student learning outcomes. The assessment plan details direct (and indirect, as needed) measures, the use of rubrics for evaluation, faculty and stakeholder involvement, analysis procedures, and how analysis is used for overall program improvement.

**Student Learning Outcome:** A mission-based and measurable statement of the knowledge, skills, and abilities expected of students. Accredited programs define program-level student learning outcomes as aligned with the universal required competencies. Also referred to as student learning competency or objective.

**Student Services:** Includes, but not limited, to advising students about their decisions regarding financial aid, completing their program of academic study, and pursuing their careers.

**Student-to-Faculty Ratio:** The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

**Substantial Determining Influence:** Demonstrable governance by the nucleus faculty in areas such as teaching; advising; engaging in public and nonprofit affairs, administration, and policy scholarship and service; exposing students to a variety of perspectives; and to governing student admissions, planning curriculum and otherwise administering the program to promote student and faculty success.

**Sustainable Development Goals:** An example of sustainable development goals is the set of 17 Sustainable Development Goals (SDGs) developed by the United Nations and adopted by some world leaders in 2015 to promote prosperity while protecting the planet. A description of the goals can be found at this site: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>. The goals encourage policies to build economic growth and address social needs including education, health, social protection and job opportunities while tackling climate change and environmental protection.

SDG 16 aims to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and provide effective accountable and inclusive institutions at all levels”. This is most relevant to NASPAA and encourages signatories to aspire to reduce violence, abuse and exploitation, corruption and illicit finance and arms flows and build the rule of law, effective institutions, responsive decision-making, access to information, international cooperation and non-discriminatory legal frameworks.

**Sustainability:** Meeting the needs of the present without compromising the ability of future generations to meet their needs.

**Transgender:** People whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth.

**Transparency:** Processes, procedures, identify of decision-makers, information, rationales and justification for decisions can be easily understood by parties who participate in the decision and those who do not. Operating in such a way that it is easy for others to see what actions are performed. Transparency implies openness, communication, and accountability.

**Underrepresented Population:** Faculty or students who have been insufficiently and inadequately represented in the academy, particularly due to racial identity or another social group membership. In the US, underrepresented faculty typically refer to faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

# APPENDIX A: Rationale and Basis of Judgment

## Standard 1 Managing the Program Strategically

- 1.1 Mission Statement: The Program will have a statement of mission that guides performance expectations and their evaluation, including**
- its purpose and public service values, given the program’s particular emphasis on public service,
  - 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 service.
- 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.**
- 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 Rationale

The accreditation standards reflect NASPAA’s commitment to support programs for professional education that:

1. commit to the values of globally recognized sustainable development goals and global public service, specifically public and nonprofit affairs, policy, and administration, and model them in their operations;
2. invest their resources toward mission-based outcomes that promote the values of public service; and
3. continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.

The commitment to public service values distinguishes a NASPAA-accredited program from other degree programs. NASPAA expects an accredited program to be explicit about the public service values to which it gives priority; to clarify the ways in which it embeds these values in its internal governance and operations; and to demonstrate that its students learn the tools and competencies to apply and take these values into consideration in their professional activities.

The expectation that the program will:

- define and pursue a mission that benefits its community through education and the dissemination of knowledge about public service reflect NASPAA’s commitment to public service values; for example civic virtue, participatory processes, and social equity;
- direct resources toward observable and measurable outcomes reflects NASPAA’s commitment to the public service values of transparency and accountability; and
- evolve and improve reflects NASPAA’s commitment to the public service values of responsiveness and sustainability.

In this way, NASPAA’s accreditation process promotes public service values as the heart of the discipline.

Conformance with these standards ensures that the program invests its resources and efforts in a specific and well-defined public service mission. Strategic program management enables a program to develop and pursue a mission that articulates a program’s purpose and public service values, and guides program performance, decision making, and continuous improvement with regard to governance, operations, faculty and student support, diversity and inclusion, student learning, resources, and communications. The purpose of strategic management is distinctive value creation. Strategic management is fundamental to investing increasingly scarce resources to achieve desirable, differentiated, and measurable outcomes. Formulation of a program’s purpose, public service values, and implementation strategy and tactics should explicitly consider the program’s unique goals and objectives as reflected in its faculty, curriculum, pedagogy, student support, climate of inclusiveness, and the student and employer populations whom the program serves. The resultant mission statement is the program’s succinct promise to its stakeholders and should state or imply metrics by which program success can be objectively and routinely evaluated. Routine evaluation of program performance should inform both current and future operating priorities as well as suggest strategic imperatives necessary to deliver on this promise.

So long as their activities are consistent with their mission, programs have latitude to define their performance goals, measures of outcomes, and improvements. Whatever the program’s goals and measures, they must be stated in terms that are sufficiently clear and concrete for the program to use in assessing itself and for outside parties, such as COPRA, to use in assuring that the program manages itself strategically. The mission statement brings coherence to the program’s activities.

### 1.1 Basis of Judgment

- The program’s mission fits with its degree title (i.e., MPA, MPP, MNM, etc.).
- The mission statement reflects values of public service.
- The program’s mission is developed, and consistently reviewed, with input from program stakeholders.

## 1.2 Basis of Judgment

- The mission statement endorsed by the program guides its activities.
- The program has developed clear goals and objectives that are linked to its mission and public service values, and have measurable outcomes.
- Program goals extend beyond goals specific to student learning.

## 1.3 Basis of Judgment

- The program’s mission and activities bear a clear and compelling relationship to a well-defined community of professionals outside of the university.
- The program’s defined performance goals, measures of outcomes, and programmatic improvements align with its mission and allow for systematic program self-evaluation and strategic management of its resources.
- The mission and its related goals and objectives help the program’s decision-makers, students, and stakeholders and other constituents understand the program and its operations.
- The program demonstrates that it has used performance data in making programmatic decisions (“closing the loop”).

Programs may vary in the values they emphasize and their means of addressing them but each program should document how it supports and strengthens the commitment of its students, faculty, and alumni to public service.

Programs may have different approaches to achieving excellence in education for the public and nonprofit sectors. Deviations from the standards can result from innovations or cultural differences that the standards do not anticipate. They must be justified in light of a program's mission and success in fulfilling it. In arriving at an overall evaluation, COPRA expects substantial but not rigid conformance with the standards.

## **Standard 2 Matching Governance with the Mission**

- 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.**
- 2.2 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.**

### Standard 2 Rationale:

To pursue its mission, an accredited program should have a transparent, identifiable, and

effective governance system. Governance includes, but is not limited to:

1. program and policy planning including allocation of resources;
2. establishing degree requirements;
3. making and implementing recommendations regarding admission, advising and evaluations of students;
4. advising students;
5. specifying curriculum and learning outcomes;
6. evaluating student performance and awarding degrees;
7. appointing, promoting, and tenuring faculty; and
8. participating in defining and assuring faculty performance, collectively and individually, both full- and part-time.

An appropriate administrative infrastructure that matches program delivery is essential for the proper governance of the program. Programs may have multiple forms of delivery and a clearly defined program infrastructure should be identified that matches program delivery form. Given the choices made regarding program delivery, the program needs to demonstrate adequate administrative and faculty governance.

The governance arrangement, including administrative leadership, should ensure the ongoing integrity of the program. Because program nucleus faculty members have deep knowledge of their program and a commitment to participatory processes, they also should play a significant role in the governance and execution of the program. A program nucleus faculty member, is one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time, tenured faculty member in the program, commensurate with the level of their appointment.

### 2.1 Basis of Judgment

- The program's administrative infrastructure fits its activities, including geographic location of program delivery, use of technology in program delivery, and type of program (traditional, accelerated, executive).
- The normal expectation is for the program to have an identifiable director who provides an appropriate focus of attention, direction and accountability.

### 2.2 Basis of Judgment

- The normal expectation is for program nucleus faculty to participate in recruiting, promoting, and awarding tenure to their colleagues, as well as to participate in making other policies related to the design and delivery of the program. Participation is broadly defined. For example, it could mean participation on faculty search, promotion, or tenure committees. Deviations from the normal expectation may be justified on the basis of the program's mission.
- The faculty nucleus, which is identifiable to parties outside of the program, includes a minimum of five (5) full-time faculty or their equivalent who conduct the teaching,

research and service responsibilities entailed in the program's mission. Fewer than five might be justified if a program can clearly demonstrate the capacity of the nucleus to teach; advise; engage in public and nonprofit affairs, administration, and policy scholarship and service; expose students to a variety of perspectives; and to govern student admissions, plan curriculum and otherwise administer the program to promote student and faculty success. The sufficiency of the faculty nucleus beyond five depends upon the requirements of the program's mission, its size, curriculum design and delivery formats, and student success.

- COPRA accepts as evidence that (for every location and modality) students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program where:
  - at least 50% of the courses are taught by full time faculty (employed by the institution)
  - at least 50% of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution.

### **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.**

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

**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 Rationale

An accredited program must demonstrate that the faculty engaged in instruction possess credentials and expertise consistent with the curricular outcomes for which they are responsible and sufficient to support the program mission. Students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, will include a variety of identities, perspectives and experiences to invigorate discourse with each other, and with students, and to prepare students for the professional workplace. The program should demonstrate efforts that strengthen diversity, equity, and a climate of inclusiveness through recruitment and retention initiatives, faculty support, and professional development. The program should implement inclusive practices to eliminate barriers and reduce bias that fully engage faculty in its mission. The program with a public service orientation should 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 ways they assure students are exposed to people with diverse views and backgrounds.

Faculty members in an accredited program form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty should engage in the scholarship of public and nonprofit

affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession and it impacts the community. They should engage in community and professional service related to public service because it promotes their personal accountability and commitment to the values they are expected to model and provides opportunities for them to connect theory and practice, to recruit students, and to place graduates. In short, the program is expected to be able to articulate how it is making a difference for its students, in its community, and in the profession.

### 3.1 Basis of Judgment

- Faculty who teach in accredited programs must be academically or professionally qualified.
- The program's decision to use professionally qualified faculty should be consistent with its mission.
- In general, a professionally qualified faculty member will have a terminal level degree in his or her area of responsibility. The burden is on the program to document the qualifications of all of its faculty members. One way to demonstrate that a program's faculty members meet this standard is if at least 75% of nucleus faculty are academically qualified to pursue the program's mission. A faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's program responsibilities.
- As a general rule COPRA does not consider it appropriate for a program to have faculty that are neither academically or professionally qualified. If a program lists a faculty member who is neither academically or professionally qualified the burden of proof is on the program to show that it was appropriate in an emergency situation, and should explain what steps it is taking to ensure the quality of instruction/the course was not adversely affected.
- Where nucleus faculty members come from departments outside the program, clearly defined responsibilities – such as official assignment of duties or joint appointments— should be identified.
- The program will have systematic steps and strategies for, and investment in, individual faculty career development to ensure that faculty members sustain and improve their academic and professional qualifications.
- Program faculty should represent diverse substantive areas in public service consistent with the program's mission and defined competencies.



### 3.2 Basis of Judgment

- There are program specific goals, steps, and strategies that demonstrate evidence of good practice in recruitment, retention, and support of faculty consistent with its mission and context.
- The program’s diversity, equity, and inclusion strategies provide a framework for evaluating the efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, 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 faculty recruitment, retention, and development.
- The program demonstrates that it has used performance data to make programmatic decisions related to diversity, equity, and a climate of inclusiveness.

*Below is a list of some sample strategies programs use to pursue their faculty diversity and inclusion goals. It is meant to be illustrative, not exhaustive.*

3.2.1 Strategies used in <b>recruitment</b>	Strategies used in <b>retention</b>	Other <b>strategies</b> used to assure students are exposed to diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	Faculty meet and review syllabi for readings and course assignments related to diverse communities
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of part-time instructors; guest lecturers
Advertisement is sent to schools with concentrations of diverse graduate students	New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator	Support faculty efforts to meet with diverse community organization leaders
Clear hiring criteria and non-gendered language in position announcements	New faculty regularly meet with the program director or chair to discuss progress vis a vis the tenure and promotion process	Support 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 graduate student body to encourage applications from potential candidates	New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development	Organize a film series where students watch and discuss movies that bring diverse perspectives
Phone calls or recruitment letters are made to underrepresented faculty known by program faculty to encourage application	New faculty regularly meet with the program director or chair to discuss issues and needs	Partners with professional association chapters that increase contact with professionals with diverse backgrounds different from those of some students
Invitations are sent to authors of articles from publications, such as <u>Black Issues in Higher Education</u> , which feature underrepresented people in the field	There are clear criteria for promotion	Use research practicum and/or service-learning courses in partnership with organizations that serve diverse community
Job announcements are sent to diversity related caucuses in ASPA, APPAM, ARNOVA, APSA, NFBPA, and other organizations relevant to the position	The program director and chair support new faculty in monitoring workload, including teaching, research, and service	Track data to monitor faculty outcomes (promotion, tenure, etc.)
Evaluation criteria are used to create an inclusive pool of candidates	The program provides opportunities for increased visibility and leadership roles for underrepresented faculty	Conduct regular cultural competency training
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		

3.2.1 Strategies used in <b>recruitment</b>	Strategies used in <b>retention</b>	Other <b>strategies</b> used to assure students are exposed to diverse views and experiences
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Underrepresented faculty have an opportunity to informally meet with other faculty candidates during the interview process		
Underrepresented faculty are included on the search committee		
Documentation on why candidates are excluded from interview is required		
Search committee establishes protocols for ensuring a diverse and inclusive candidate pool		
Other, please specify		

### 3.3 Basis of Judgment

- Faculty engage in public service scholarship and service, appropriate to the program’s mission and goals.
- The program’s collective research, scholarship, and service positively impact its community and the public service field.
- The Standard does not expect all faculty members to engage the community or profession. Untenured faculty members might be expected to focus on traditional scholarship to earn tenure. However, the program has documented that overall it is contributing to its community and to the profession.

### **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.

#### 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 articulates in its mission, 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.

#### 4.2 Basis of Judgment

- 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.

#### 4.3 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.

#### 4.4 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.
- The program demonstrates that it has used performance data to make programmatic decisions related to diversity, equity, and a climate of inclusiveness.

Strategies used in <b>recruitment of students</b>	Strategies used in <b>retention of students</b>	Other <b>strategies</b> used to assure students are exposed to diverse views and experiences
Program brochures and website include a statement welcoming historically underrepresented applicants consistent within legal and institutional environment	There is a new student orientation for students	Provide opportunities to students to engage in the local community
Advertisements are placed in publications and on social media platforms that serve historically underrepresented audiences	New students are assigned 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 from underrepresented populations	Organize a film series where students watch and discuss movies that bring diverse perspectives
Offer fee waivers to underrepresented applicants		Partner with professional association chapters that increase contact with professionals with diverse backgrounds different from those of some students
		Use research practicum and/or service-learning courses in partnership with organizations that serve diverse communities

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

- 5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability:**
- **to lead and manage in the public interest;**
  - **to participate in, and contribute to, the policy process;**
  - **to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;**
  - **to articulate, apply, and advance a public service perspective;**
  - **to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**
- 5.2 Mission-Specific Required Competencies: The program will identify core competencies in other domains necessary and appropriate to implement its mission.**
- 5.3 Mission-Specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.**
- 5.4 Professional Competency: The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.**

### Standard 5 Rationale

Graduate level education should enable students to demonstrate knowledge and understanding that is founded upon, extends, and enhances that typically associated with the bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Graduate students should be able to apply their knowledge, understanding, and problem solving abilities in new or unfamiliar environments, and within multisectoral, multidisciplinary, and multicultural contexts related to public and nonprofit affairs, administration, and policy. They should have the ability to identify, collect, analyze and use qualitative and quantitative data to inform decision making that best serves the well-being of the public; to actively engage others to learn, understand, and respect different cultures and contexts; and to make decisions that address and adapt to the needs, interests, and norms of different cultural groups. Graduate students should be able to recognize, adapt to, and make decisions in changing and increasingly complex environments, for example, but not limited to, managing and leveraging emergent technologies, and dealing with incomplete information and conflicting demands. Graduate students should reflect upon the social and ethical responsibilities and the equity implications linked to the application of their knowledge and judgments. An accredited program should strive to assure that its students can apply the concepts, tools, and knowledge they have learned in pursuit of the public interest.

An accredited program should implement and be accountable to its students and stakeholders for delivering its distinctive mission through the course of study it offers and through the learning outcomes it expects its graduates to attain. While all accredited degree programs must meet these standards, NASPAA recognizes that programs may have different missions with varying emphases. The curriculum should demonstrate consistency and coherence in meeting the program's mission. The program being reviewed should demonstrate how its curricular content matches the emphasis of its overall mission and public service values.

NASPAA encourages programs to refer to guidelines it has issued to help them design their curricula. However, the accreditation standards are determinative. The guidelines represent "best practices" as of the date of their issuance. An accredited program should evaluate its curricula in terms of its missions, goals, and objectives.

## 5.0 Basic Assumption

NASPAA intends the accreditation process to be developmental; that is, to advance the public esteem for all the degree programs it accredits as well as to improve the educational effectiveness of each degree program. The program that provides accurate information on student learning and student attainment of required competencies will not be held to an ideal standard of perfection. Rather, the program is expected to demonstrate that it understands the competencies expected of graduates, that it has instituted teaching and learning methods to ensure that students attain these competencies, and, where evidence of student learning does not meet program expectations, that action has been taken to improve performance. Therefore, the overall assumption is that students will graduate from the program with the necessary competencies to embody the program's mission statement and public service values.

## **PART A**

### 5.1 Basis of Judgment

It is expected that all students in a NASPAA-accredited degree program have the opportunity to develop knowledge and skills on each of the five universal required competencies. The program shows that it requires the five universal competencies of public and nonprofit affairs, policy and administration and links them to the program mission. The program defines each of the required competencies in terms of at least one student learning outcome (but there may be more than one) and demonstrates student achievement of those competencies at the program-level.

Once the student learning outcome(s) is established, the program should identify where the outcome is measured, what is used to measure it, how the measure is directly assessed, and how the analysis of the resulting data has led to programmatic improvement. Therefore, the result of the assessment of student learning outcomes is demonstrable evidence of how the student performed on the specific student learning outcome (rather than in a course or on an assignment). The feedback loop is demonstrated by how the program used these performance data to make programmatic decisions.



The student learning assessment process should be detailed in a concrete plan for implementation of a long-term, sustainable assessment enterprise, appropriate for the program’s mission, goals, and structure. The program should discuss and document its assessment development and provide an assessment plan, which includes the strategies underlining the assessment of student learning outcomes, as well as its approach to programmatic improvement. The assessment plan should further detail direct (and indirect, as needed) measures, the use of rubrics for evaluation, faculty and stakeholder involvement, analysis procedures, and how the analysis is used for overall program improvement.

The emphasis that a particular program places on each of these competencies should be consistent with its mission. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven-year accreditation cycle would not be sufficient for conformance in most programs.

Program E’s mission is to educate effective leaders for the nonprofit sector. For each of the five universal required competency domains, it details specific learning objectives, which are assessed directly on a regular timeframe. For the domain “to lead and manage in public governance”, the program operationalizes the student learning outcome “the student will demonstrate effective volunteer management skills, in support of achieving the nonprofit’s mission.” The program is in conformance with Standard 5.1 for this competency.

Program F has operationalized student learning objectives as aligned with the five universal competencies. The program has identified core classes which map to each of these objectives, and where students identify, practice, and master the objectives. For evidence of student learning, the program provides a grade distribution of the specific courses. The program is not in conformance with Standard 5.1.

## 5.2 Basic Assumption

While not all programs will have them, mission-specific required competencies can reflect the unique mission of the program and identify what sets it apart from other programs.

## 5.2 Basis of Judgment

The program states each mission-specific required competency and links them to the program mission. The program defines each of the mission-specific required competencies in terms of at least one student learning outcome (but there may be more than one). The emphasis that a particular program places on each of these competencies is consistent with its mission.

## 5.2 Basic Assumption

While not all programs will have concentrations or specializations, mission-specific elective competencies should reflect the unique and/or specialized knowledge and expertise available to students in the program.

## 5.3 Basis of Judgment

The program articulates how elective offerings contribute to the achievement of program mission and goals. The program demonstrates that it has the capacity and properly qualified faculty to deliver all specializations or concentrations it offers to its students.

## 5.4 Basic Assumption

Practitioners make unique contributions to the educational program as role models, career advisors, and individuals who convey lessons from experience in public service. The program should provide some opportunities for students to gain an understanding of and interact with practitioners across the broad range of professions and sectors associated with public and nonprofit affairs, administration, and policy. These may include client-based, field projects within regular courses; internships; instructors from the profession; guest speakers; ongoing relationships with public service employers; and so forth.

## 5.4 Basis of Judgment

The program assures that all students have at least one experiential learning exercise and/or interaction with practitioners. The program may indicate that additional opportunities are available to students, but it is not required.

## **PART B**

### 5.1 Basis of Judgment

At a minimum, the program has defined each universal required competency in terms of student learning outcomes. Over one accreditation cycle, the program will have completed all four stages of the assessment process for each universal required competency. The four stages include: defining of student learning outcome(s), gathering evidence of student learning, analyzing evidence of student learning, and using evidence to make programmatic decisions. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven-year accreditation cycle would not be sufficient for conformance in most programs.

### 5.2 Basis of Judgment

At a minimum, the program has defined each mission-specific required competency in terms of student learning outcomes. Over one accreditation cycle, the program will have completed all

four stages of the assessment process for each mission-specific required competency. The four stages include: defining of student learning outcome(s), gathering evidence of student learning, analyzing evidence of student learning, and using evidence to make programmatic decisions. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven-year accreditation cycle would not be sufficient for conformance in most programs.

## **PART C**

### **5.1 Basis of Judgment**

The program demonstrates evidence of student attainment of the expected student learning outcomes for the universal required competencies described in the self-study. (The Site Visit Team has auditing authority at NASPAA and may review any of the required universal competencies). The program shows that it collects direct evidence of student learning and analyzes the evidence in terms of faculty expectations. If the results of assessment do not meet faculty expectations, the program shows how it has used the results of assessment for program change to improve student learning.

### **5.2 Basis of Judgment**

The program demonstrates evidence of student attainment of the expected learning outcomes for the mission-specific required competencies described in the self-study. (The Site Visit Team has auditing authority at NASPAA and may review any mission-specific required competencies). The program shows that it collects direct evidence of student learning and analyzes the evidence in terms of faculty expectations. If the results of assessment do not meet faculty expectations, the program shows how it has used the results of assessment for program change to improve student learning.

*See Appendix B for Further Standard 5 Examples*

## **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.

#### 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; rather, 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.

## 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.**

### Rationale:

When communicating with its stakeholders, the program should be transparent, accountable, and truthful. In establishing transparency, programs must provide data that are publicly available and clearly linked to the mission of the program. NASPAA expects an accredited program to meet the expectations of the profession in terms of accountability in public service. Transparency is a *public service value* exemplified in programmatic action and results. In order to demonstrate that the program results follow from the mission, the burden lies with the program to produce data acknowledging the strengths and limitations of the program mission.

### Underlying Assumption

Each accredited program, regardless of its mission, is expected to communicate accurately about its accreditation status and supply certain data to demonstrate conformance to each standard. This “universal” data and information should be publicly available via appropriate communication medium (electronic or printed) and privately available to stakeholders (faculty, NASPAA, etc.). Such mandatory requirements are a minimum basis by which programs can claim a linkage between the mission and the outcome. A program that provides additional data by participating in national surveys (optional) sponsored by NASPAA, ASPA, or other organizations can demonstrate, by example, its leadership in public service education and defining the public service values with respect to its mission. This essentially divides the component of data requirements in two categories: (1) conforming to the standard by reporting universal information to all stakeholders, and (2) conforming to the standard by providing mission-specific information beyond mandatory requirement to help understand and refine program mission to all stakeholders. Universal or mandatory information should include program decision-making processes by which it informs its stakeholders about outcomes as it relates to:

1. **Students:** decisions about whether to apply and enroll;
2. **Staff and Faculty:** decisions about whether to accept and continue employment;
3. **Employers:** decisions about whether to sponsor internships or hire a graduate;
4. **Administrators:** decisions about whether to approve faculty lines and provide funding for the program;
5. **Alumni:** decisions about whether and how to interact with the program following graduation.

Information about the program's capacity and performance should not be kept confidential absent a compelling reason, such as student and faculty privacy laws and regulations.

### 7.1 Basis of Judgment

The program should provide evidence that communications with its stakeholders demonstrate accountability, transparency, and ethical practice in the following ways:

- The courses, specializations, and services the program offers are consistent with the claims it makes, such as in its literature, emails, and webpage, and with its mission.
- The program publicizes its admission policies. Goals, policy, and standards, including academic prerequisites, are clearly and publicly stated. Admission policies should specify differences for pre-service, in-service, and other categories of students and reflect specific concern for diversity.
- The program describes how it assesses competencies and how well students perform on those measures.
- The program reports on the placement and career progress of its graduates and the qualifications and accomplishments of its faculty.
- The program reports on the completion rates of its graduates.
- The program explains to prospective students the cost of attendance (tuition and fees) and ethically communicates information regarding opportunities for financial assistance.
- The program is expected to ensure ongoing accuracy in all external media on an annual basis.

### **7.1 Self Study Guide**

If the program has not made the below information available to the public, it must state why it has not done so, and the rationale for demonstrating conformance with this standard.

**General Information:** NASPAA will publicly release data supplied on the following information: degree title, organizational relationship of the program to the school, modes of delivery, number of credit hours, length of degree, list of dual degrees, list of specializations, fast-track Info, and number of students.

**Mission Statement:** The program will make available to the public its mission statement. The program must provide to COPRA the URL of where on the website the information is available. If the program has not made this information available to the public, it must state why it has not done so, and the rationale for demonstrating conformance with this standard.

**Admission:** The program will make publicly available the admission criteria for entry into their program. This includes any exceptions or alternate routes to admission that a student may use. The program will provide to COPRA the URL of where on the website the information is available.

**Enrollment:** NASPAA may make publicly available program enrollment and gender/ethnic composition where available. If the program has not made this information available to the public via NASPAA it must state why it has not done so, and the rationale for demonstrating conformance with this standard. NASPAA is aware that in some US states providing information on the ethnic make-up of enrolled students may not be legally permissible; or that in some instances a program's size would make the information individually identifiable. Programs facing these legal issues should note in their rationale to COPRA why they are in conformance with the standard.

**Faculty:** The program will make available to the public the following information: the number of Faculty teaching the program, Faculty identified within the unit, and Faculty diversity. NASPAA will also make this information publicly available.

**Cost of Degree:** The program will make available to the public the following information: Tuition cost (for all student populations), Financial Aid Information, and Assistantships available. The program will provide to COPRA the URL of where on the website the information is available.

*(Note this is the one of the few aspects of Standard 7 where the information we are asking you to provide has not been collected elsewhere in the SSR).*

**Career Service:** Both NASPAA and the program will make available to the public the program's distribution of placement of graduates (using the prescribed categories).

**Internship Placement:** The program will make publicly available the list of internships for the self-study year (or data year), including an explanation of waivers granted.

**Student Completion:** NASPAA and the program will make available to the public the program's completion rate (as defined in Standard 4, to be the number of the SSY-5 cohort that complete the program within 2, 3, and 4 years).

**Evidence of Student Learning Outcomes:** NASPAA may make publicly available information on evidence of student learning outcomes.

### **7.1 NASPAA Publicly Accessible Data May be made public by NASPAA<sup>10</sup>**

General Information about the degree (Program Fact Sheet)

1. Degree title
2. Organizational relationship between program and university
3. Modes of program delivery
4. Number of credit hours
5. Length of degree
6. List of dual degrees
7. List of specializations

<sup>10</sup> Subject to NASPAA Data Policy guidelines.



8. Fast-track info
9. Number of students (varies)

Mission of the Program (Standard 1)

1. Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public service.

Enrollment (Standard 4)

1. Number Enrolled
2. Enrollment – Diversity
  - a. Gender
  - b. Race/ethnicity
  - c. International

Cost of Degree (Standard 4)

1. Tuition cost (in-state and out-of-state)
2. Description of Financial Aid availability, including assistantships

Career Services (Standard 4.3)

1. Distribution of placement of graduates (number)

Faculty (Standard 3)

1. Faculty diversity (percent of teaching faculty, by ethnicity)