




**Session 2BC:**  
**9:10am-10:10am**

**The Self-Study Report and  
the Site Visit – 2 Perspectives**

# Why put program directors & site visitors together?

- **Programs:** describe your strategic decision-making and conformance with standards; provide evidence
- **Site visitors:** observe, question, examine, describe evidence
- **Everyone:** gain shared understanding of multiple needs & expectations of programs & site visitors

# Overview of Process

- **Self-Study Report**
  - Interim Report
    - **Program Response**
  - **External Site Visit**
    - **Draft Site Visit Report**
      - **Program Response**
    - **Final Site Visit Report**
  - COPRA Decision
- 
- COPRA Liaison

# Standard 1: Strategic Program Management

This standard provides the foundation for all the other standards.

**1.1 Mission:** Statement, Process, Values

**1.2 Performance Expectations:** Program Goals linked to mission, values, stakeholder needs, aspirational contributions

**1.3 Program Evaluation:** OVERALL Program Outcomes, Assessment Process

# First exercise!

5 minutes to read; 10 minutes to discuss & prepare list

## Programs:

- Read Session Handout and Standard 1.3 sample SSR
- Discuss/prepare list: how has SSR effectively used narrative to address standards and provide evidence?

## Site Visitor Folks:

- Read Session Handout and Standard 1.3 sample SSR
- Discuss/prepare list: what is the relevant evidence? What would you want to actually see during your site visit?

# Standard 2: Matching Governance with Mission

- How does your administrative infrastructure align with your mission, goals, and objectives for all program modalities?
- Faculty Governance: capacity, authority, substantial determining influence; 50% rules

# Standard 3: Faculty Performance

Defining AQ/PQ; 75% rule

Faculty Diversity

Research, scholarship, service

# Standard 4: Serving Students

Consistent with your mission...

- Recruitment practices and admissions criteria;
- Support services: advising; internship placements, supervision; program completion; career counseling; job placements;
- Accurate student data (get those tables right!)
- Diversity, climate of inclusion



## **Second Exercise!** 10 minutes...

Pick a standard (2, 3, or 4), work with  
2-3 table mates

*Try for a mix of programs/site visitors.*

- **Programs:** what do you need to describe?  
What evidence do you provide?
- **Site visitors:** what questions do you ask?  
What evidence do you want to see?

# Debriefing

- **Questions** about... self study report narratives? Examples to provide? Evidence to prepare?
- **Site visitors:** how would you access necessary evidence? What would you ask about? What do you need to literally see (i.e. not just be told about)



## **Session 3B**

**10:20 – 11:20 a.m.**

**Student Learning Assessment:  
reliability, validity, best practices,  
strategic assessment management**

# Standard 5 “feeds into” Standard 1

- **Standard 1:** overall strategic program management and evaluation; student learning is just one part.
- **Standard 5:** implementing NASPAA required Universal Competencies, mission-driven required competencies, and assessing student learning.

# Lots of handouts for this session!

- 1-page handout on student learning assessment: reliability, validity, best practices
- Example of a curriculum map template
- Sample Standard 5 Self-study Report narrative
- Sample Standard 5 Appendix providing rubrics and program student learning assessment results

# Universal Required Competencies

1. Lead and manage in public governance
2. Participate in and contribute to the policy process
3. Analyze, synthesize, think critically, solve problems and make decisions
4. Articulate and apply a public service perspective
5. Communicate and interact productively with a diverse and changing workforce and citizenry

# Operationalization of the Universal Required Competency Domains

- Appropriate for your mission and curricular focus
- Developed with wide faculty participation
- Think strategically about the number of student learning outcomes per competency

# Critical Steps in the Assessment Process

- COPRA expects a written assessment plan
- SLOs may be addressed in several places – choose course(s) with the primary emphasis
- A curriculum map is very useful in visualizing competency coverage



# First Exercise: 10 minutes

- Read pages 1 and 2 of the sample Standard 5 Self-study narrative.
- In groups of 2 or 3, discuss the definitions (strengths, weaknesses)
- Using one Universal Competency, adapting from this example, write a definition that would be appropriate for your program

# Debrief

- Strengths of the definitions?
- Constructive criticism or suggestions?
- When you wrote your definition, what was your framework? How did you develop the definition?

# Second Exercise: 5 minutes

- Take the sample curriculum map
- For the Universal Competency you defined, map it to your program curriculum

# Student Learning Assessment

- Direct and indirect measures
- Limited – most important – measures
- Use rubrics, multiple assessors
- Do not use grades as your metric
- Pay attention to reliability and validity

## Direct Evidence

- Annotated bibliographies
- Student presentations
- Mock interviews
- Case study analysis
- Course assignments
- Service learning reports
- Examinations
- Final projects/theses
- Internship reports
- Blog, wiki, journal postings
- Role play/simulation
- Policy analyses

## Indirect Evidence

- Exit interviews: grads
- Focus groups with students, alumni, employers
- Student self-assessments
- Surveys of employers
- Surveys of students/alumni

# Third Exercise: 2-3 minutes

- **Read page 5** of the sample Standard 5 Self-study narrative (5.1 Part C)
- Note how the program describes evidence of student learning (artifact used); data analysis; use of data (closing the loop).

# Rubrics are your best assessment friend

Good rubrics:

- Clearly describe the expected knowledge, skills and abilities the student work should demonstrate
- Articulate the differences between exceptional, acceptable, needs work, etc.
- Use the review of student work, do not use grades.

# Fourth Exercise: 10 minutes

- Read Standard 5 Appendix C (rubrics for Lead and Manage in Public Governance)
- With 1-2 partners, discuss rubrics: do they...
  - Clearly describe expected KSAs?
  - Articulate difference between exceptional, acceptable, needs work, etc.?
  - Provide formative assessment that defines specific areas where students might be having trouble, need corrective action?



# Establishing Rubric Reliability and Validity

- **Reliability = Consistency = Inter-Rater Reliability**
  - Multiple evaluators, the same rubric, compare assessments
  - Discuss, clarify cell descriptions, minimize subjectivity
- **Validity = Measuring Intended Competency**
  - In Design (face validity, Advisory Board)
  - In Application (multiple measures of each competency and compare)

# Assessment Reliability and Validity; Best Practices

Refer to one-page handout

- Closing the loop: at least 3 URCs
- Set performance goals
- Process for analyzing data, determining results, communicating with stakeholders
- How often to assess a given competency?

# Assessment Reliability and Validity; Best Practices

*Refer to one-page handout*

- Multiple (direct & indirect) measures
- Not too many...
- Rubrics, not grades
- *Really* close the loop!

# Final Exercise

*Let's look at Standard 5 Appendix E Student Competency Data*

- What explanatory narrative would you expect to see, along with the data graphs?
- What might a site visit team ask for?
- What issues do the data graphs suggest to you?



## **Session 4C**

**11:30am-12:30pm**

**Site Visitor Training**

## Session Outcomes

- Understand the value of data sources
- List of questions to use during site visits
- Examples for you to apply

## Competencies

- Be able to identify a program problem
- Be able to understand where to gather information
- Be able to understand how to document information for COPRA
- Be able to communicate concerns appropriately

# Brief review of Handouts

- Site Visitor Foundations
- Service as a Site Visitor – Checklist
- Site Visit Reference Materials

# Accreditation Process & Reports

- Self-Study Report
- Interim Report
- Program Response
- External Site Visit (Draft Report, Program Response, Final Report)
- COPRA Decision (may include Monitoring)
- Annual Reports (required)



# Key actors

- NASPAA Staff
- Commission on Peer Review and Accreditation (COPRA)
- COPRA Liaison
- Site Visit Team
- NASPAA Executive Council
- NASPAA Standards Committee
- NASPAA Members
- Council on Higher Education Accreditation (CHEA)

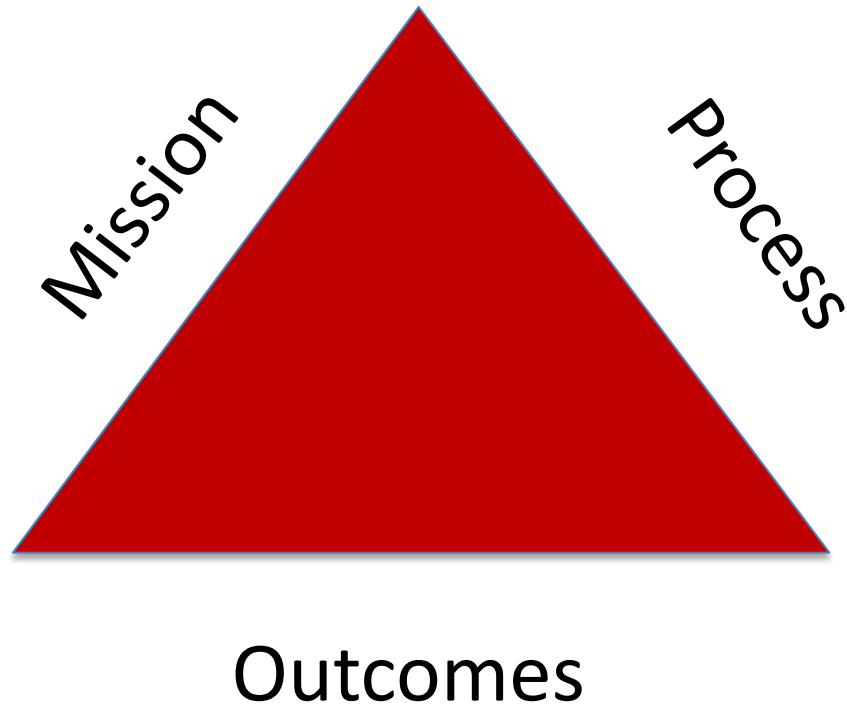
# NASPAA Accreditation Standards

- 1. Program Strategic Management (first among equals!)**
2. Program Administration & Governance
3. Faculty Qualifications, Diversity, Performance
4. Student Services, Diversity
5. Student Learning
6. Program Resources
7. Program Transparency & Communications

# Universal Required Competencies

1. Lead and manage in public governance
2. Participate in and contribute to the policy process
3. Analyze, synthesize, think critically, solve problems and make decisions
4. Articulate and apply a public service perspective
5. Communicate and interact productively with a diverse and changing workforce and citizenry

# The accreditation triangle



# The accreditation triangle



# Guiding Questions

- What information do you need?
  - How will you obtain it?
    - Data sources?
    - Qualitative vs. quantitative
    - Triangulation of multiple data sources
- Writing the Site Visit Team Report:
  - How will you document your findings in SVTR?
  - How do you balance formative & summative?

**Thank you to West Chester  
University for Lunch!**





**Session 5C**  
**1:45-2:50pm**

**Site Visitor Training**



# Case and Case Questions

*Read Interim Report*

# Case and Case Questions

- 1. What are the strengths of the mission statement provided in relation to the Standards. What are the weaknesses?**

# Case and Case Questions

**2. During the Site Visit, who would you want to meet with to address COPRA's Interim Report concerns? What questions might you ask?**

# Case and Case Questions

**3. What supporting documentation might you need to see to explore the issues raised in the interim report and provide evidence back to COPRA?**

# Case and Case Questions

## 4. Writing a Response (Item 4)

# Scenarios for Site Visit Teams

## On the Ground Conduct Site Visit Report

# Final Lessons Learned

At every meeting, communicate:

- The site visit is a collegial activity designed to improve programs and, thereby, the profession and public service
- You do not speak for COPRA, you report to COPRA
- The site visit report is a piece of the entire puzzle
- The Program has an opportunity to comment on a draft of the SVT Report, and
- Collegiality on the visit does not mean a positive decision

# Reflection

What will you take away from this session?





**Mission-driven**  
**Outcomes-oriented**  
**Evidence-based**  
**Accreditation-earning**  
**Program Management**



...is ***not only*** about voluntarily conforming to standards set by NASPAA for educational programs in public service.

...***is*** also about pursuing excellence in public service through education by executing well on a mission-based strategy.