

Session 1ABC: The Strategic Power of Accreditation

Please take a moment or two to think about what your program hopes to achieve through initial or re-accreditation. In other words, what benefits do you expect NASPAA initial or re-accreditation to confer on your program? Please list your top three desired accreditation outcomes below.

1. _____

2. _____

3. _____

SESSION	DESCRIPTION	FACILITATOR
2A	Fundamentals: What are your program goals?	Jade Berry James, PhD

SESSION 2A DESCRIPTION: The goal of the “Fundamentals: What are your program goals?” session is to develop a mission statement and realistic program goals for your graduate degree program. You should review your catalog descriptions, previous program review reports, mission and vision statements and any accrediting documents before you revise your mission statement. For every NASPAA member who attends this session, we create or revise your mission statement and program goals, discuss the challenges that program directors face in their institutional climate and describe your ability to make strategic choices and programmatic changes to promote public service values within your graduate degree program.

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 affairs, administration, and policy • 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 affairs, administration, and policy.

1.2 Performance Expectations: The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

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.

BEFORE YOU LEAVE THIS SESSION:

- Are your program goals consistent with the mission of your program?
- Do your goals align with public sector values and the vision for your program?
- In order to reach your goals and objectives, have you thought about how long it would take and what resources your program needs?
- Do your goals describe desired performance? In other words, are they SMART goals (Specific, Measurable, Attainable, Realistic and Timely)?

RELEVANT RESOURCES:

Molina, A. D., & McKeown, C. L. (2012). The heart of the profession: Understanding public service values. *Journal of Public Affairs Education*, 375-396. Retrieved from http://www.naspaa.org/JPAEMessenger/Article/VOL18-2/09_MolinaMcKeown.pdf

University of Connecticut. (n.d.) *How To Write a Program Mission Statement*. Retrieved from <http://web2.uconn.edu/assessment/docs/HowToWriteMission.pdf>

University of Massachusetts - Amherst. (2001, Fall) Program-Based Review and Assessment: Tools and Techniques for Program Improvement. Office of Academic Planning and Assessment. Retrieved from https://naspaaaccreditation.files.wordpress.com/2014/04/program_based-umass.pdf

SESSION 2A.1: MISSION STATEMENT WORKSHEET

Describe the purpose of your graduate degree program:

What are the public service values promoted in your graduate degree program?

What areas of public administration, public policy or public affairs does your program emphasize?

Who does your program serve? Where is your program's service area?

What contributions do your program, graduate students or alumni make to the public sector? To the private sector? To the nonprofit sector?

SESSION 2A.2: ADOPTION, MODIFICATION AND REVIEW WORKSHEET

When was your mission statement adopted, modified and reviewed? And, by whom?

Date Adopted: _____

Development and Review Process

Faculty: _____

Students: _____

Alumni: _____

Employers: _____

Internship Supervisors: _____

Advisory Council: _____

University Stakeholders: _____

Discuss your review process. Is it annual? Only during accreditation?

Date Revised, Following Review: _____

Where can you find your program's mission statement? University Website? Student Handbook? Course Syllabi? Student Orientation Materials? New Faculty Orientation Materials? Program Newsletter? Program Stationary? On University/Program SWAG?

SESSION 2A.3: SPECIFYING PROGRAM GOALS AND OBJECTIVES WORKSHEET

<p>Specify Program Goal</p> <p>As a result of the graduate degree program, our students ...</p>	<p>Objectives</p> <p>In this graduate degree program, our students learned to ...</p>
<p>VALUE</p>	<p>1. Understand: _____</p> <p>2. Demonstrate: _____</p> <p>3. Apply: _____</p> <p>4. Analyze: _____</p> <p>5. Evaluate: _____</p>
<p>KNOW</p>	<p>1. Understand: _____</p> <p>2. Demonstrate: _____</p> <p>3. Apply: _____</p> <p>4. Analyze: _____</p> <p>5. Evaluate: _____</p>
<p>CAN DO</p>	<p>1. Understand: _____</p> <p>2. Demonstrate: _____</p> <p>3. Apply: _____</p> <p>4. Analyze: _____</p> <p>5. Evaluate: _____</p>

Session 2BC: The Self Study Report and Site Visit from 2 perspectives: Working through the Standards

Standard 1 Managing the Program Strategically

From the Program's Perspective Writing SSR

MISSION Standard 1.1

Statement: Is the mission specific enough to actually drive expectations and actions? Alignment with goals, students, faculty, curricular focus?

Process: Regular mission review? Widespread involvement by stakeholders?

Public Service Values: How do they link to program mission?

From the SVT Perspective Examining Evidence

MISSION Standard 1.1

Statement: Has COPRA cited this section? Does the mission appear to align with program goals, student population, given on-the-ground observations?

Process: Minutes of advisory board meetings, faculty meetings, strategic planning sessions

Public Service Values: Do stakeholders know what the program's public service values are?

PERFORMANCE EXPECTATIONS Standard 1.2

Program goals: What are they? How were they developed? How (specifically) do the goals align with your mission and public service values, the needs of your stakeholders, your program's specific approach to improving public service knowledge, research, and practice?

Program goals: Do faculty speak knowledgeably of program goals? Do they know how their teaching, research, and service align with program goals? Does the advisory board know what the program is trying to achieve? Do students speak knowledgeably about the program's strengths?

PROGRAM EVALUATION Standard 1.3

Performance Outcomes: Based on the program's goals, what outcomes have you achieved (last 3 – 5 years) that demonstrate mission attainment? Not what you hope to achieve, what you have actually achieved?

Performance Outcomes: Specific artifacts documenting goal achievement. Examples: student records, theses, capstones, faculty research and service, community outreach... all related to program's stated goals tied to its mission.

Ongoing Assessment Processes: What are your "strategic management activities"? This is not just about student learning assessment. This is about overall program evaluation. What processes are in place to define/review mission, values, goals? What processes measure goal attainment? What examples demonstrate you have used program evaluation data to assess performance and make data-driven changes to improve program performance?

Ongoing Assessment Processes: Does the program have a strategic plan (not required but a good practice)? What documents inform the program about its goal achievements? How does the program regularly assess its conformance with Standards 2 – 7? What specific artifacts document the program's examples of the use of data to assess and improve its performance? A **Logic Model** is often included here; more rarely a strategic plan or program evaluation plan may be included.

Comment [H1]: Jo Ann, I swapped this from the reference to an assessment plan, since 1.3 has a logic model instead.

Instructions: from the program's perspective, what questions must be answered? What links to mission must be made? What EVIDENCE must be provided? From SVT perspective, what questions must be asked? What EVIDENCE must be examined?

Standard 2: Matching Governance with Mission

From the Program's Perspective Writing SSR

From the SVT Perspective Examining Evidence

Modes of program delivery:

Modes of program delivery:

Administrative roles and decision-making authority:

Administrative roles and decision-making authority:

Faculty Governance/nucleus faculty/substantial determining influence:

Faculty Governance/nucleus faculty/substantial determining influence:

Standard 3: Faculty Performance

Academically qualified/professionally qualified:

Academically qualified/professionally qualified:

Faculty Diversity:

Faculty Diversity:

Standard 4: Serving Students

Recruitment, admissions, acceptances, enrollments:

Recruitment, admissions, acceptances, enrollments:

Internships, Completion rates, Placements:

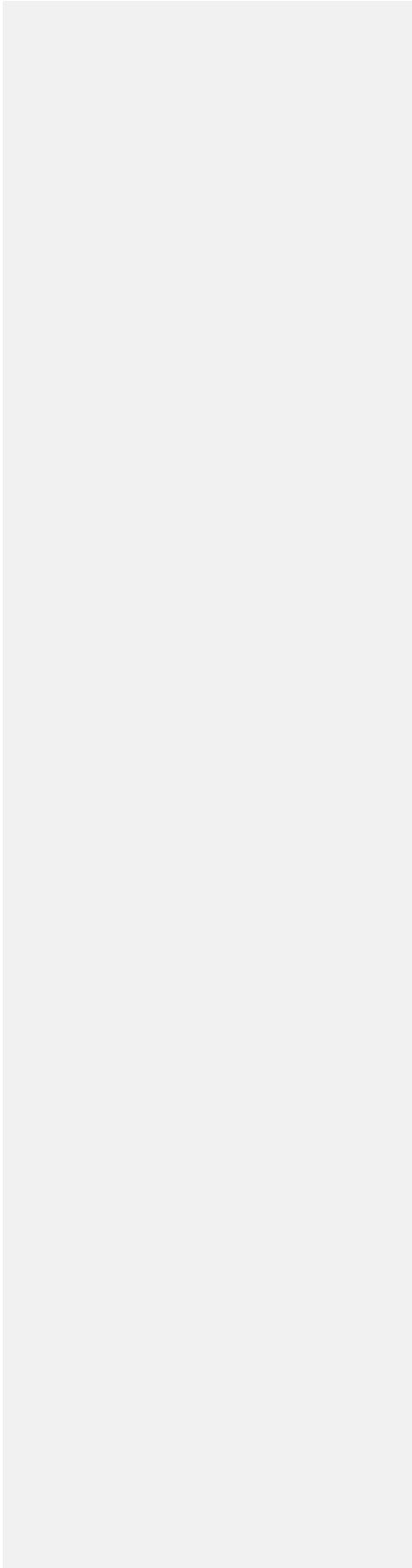
Internships, Completion rates, Placements:

Student Diversity:

Student Diversity:



NASPAA Accreditation Institute 2017



SESSION 2BC

STANDARD 1 SELF-STUDY REPORT NARRATIVE

This is an example (edited to preserve the program's anonymity) of a Standard 1.3 self-study report narrative that COPRA found to be quite useful, thorough, and complete with respect to addressing the requirements and issues raised in this section of Standard 1.

Standard 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. 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.

Self-Study Instructions:

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in their discussion of Standards 2 through 5 (how does the program's evaluation of their performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of their student learning outcomes feed into their assessment of their program's performance). The logic model (or similar illustration) should be uploaded to Appendices tab.

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

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 affairs, administration.***

As described in Standard 1.2, the program is guided by three overarching programmatic goals that are central to the program's mission, reflect our core public service values, and emphasize the program's commitment to the advancement of public affairs knowledge, research, and practice across our local, state, national, and global communities.

- Program Goal 1: To prepare students for public service careers within government and across sectors.
- Program Goal 2: To serve local, state, national, and global communities.
- Program Goal 3: To address significant issues in public management and policy.

To assess whether and how well the program is attaining its goals, each is evaluated using multiple performance output and outcome measures. These performance output and outcome measures include both short- and long-term indicators of success.

The Department's overarching strategy along with core output and outcome measures for each goal are described below.

Program Goal 1: To Prepare Students for Public Service Careers within Government and across Sectors

To evaluate whether our graduates are prepared for public service careers, the Department relies on multiple output and outcome measures encompassing two key areas of strategic importance to the program: (1) instructional outputs/outcomes and (2) career outcomes. Focusing on these areas allows the Department to assess whether our performance outcomes over the near-term (past five years) and long-term comport with and advance the mission and values of the program.

Instructional Outputs and Outcomes: The Department is deeply committed to delivering a cutting-edge curriculum and advanced public affairs training that leave graduates prepared for public service careers, equipped to enhance practice, and prepared to serve the broader public interest. As such, the knowledge, skills, and competencies embedded within our curriculum are central to mission attainment and student achievement. Therefore, many of the program's core evaluative criteria and indicators of performance are grounded in the instructional and curricular aspects of the program, and are consequently short-term (past five year) in their orientation. To assess whether our curriculum and instructional efforts comport with anticipated performance outputs and outcomes (as well as our mission objectives), we focus on the following anticipated performance outputs and outcomes.

- **Classes taught:** The quantity and content of courses offered ensures graduates possess requisite public affairs knowledge, skills, and expertise.
- **Student engagement:** Students engage directly with public affairs theories and practice through their coursework, related departmental events (e.g., research presentations, networking events), and the broader public affairs community.
- **Critical skill development:** Courses provide students ample opportunities to develop analytical, managerial, and professional skills germane to public affairs practice.
- **Student self-reports:** Students find value in course content and instructional efforts, believing coursework is relevant and meets their career goals and needs.
- **Internship placements:** Students without previous experience are presented with real-world opportunities to link theory and practice through relevant internships.

Career Outcomes: The Department also believes evidence of graduate preparedness rests in various career-related short- and long-term outcomes, including

- **Initial job placements:** Ability of graduates to attain job placements shortly after graduating.

- Professional impact: Graduates make meaningful and substantive contributions to their field.
- Upward career trajectory: When interested, graduates have the knowledge, skills, and ability to advance in their career.
- Graduates recognized as leaders: Graduates are recognized by their public affairs peers as emerging or established leaders in their field.

Program Goal 2: To Serve Local, State, National, and Global Communities

The program aims to serve our local, state, national, and global communities. We do this by (1) employing faculty who directly contribute to each community, (2) admitting and graduating a diverse student body, and (3) producing highly trained, technically competent graduates employed in different communities. To evaluate whether core program faculty and graduates are serving these various communities, the Department focuses on the following performance factors:

- Applications and conversions: Applicants and enrollees are diverse and originate from different communities.
- Retention rates: Students from diverse backgrounds remain attached to the program through graduation; services are available to help students who may need additional help succeed.
- Graduation rates: The program is producing highly trained, prepared graduates.
- Student/faculty diversity: Student and faculty diversity is a hallmark of the program; diversity is embedded into the curriculum.
- Initial job placements: Graduates attain or are capable of attaining employment in public affairs positions at the local, state, national, and global levels.
- Professional impact: Graduates of the program and nucleus faculty have a meaningful impact on public affairs practice or are widely viewed as influencing practice in various communities.

Program Goal 3: To Address Significant Issues in Public Management and Policy

Program aspires to tackle significant issues-both academic and practical-in the fields of public management and policy. This goal reflects the Program's longstanding commitment to better public affairs institutions at all levels of government and across sectors. Evidence of our impact in these areas resides in the reputation of the program and faculty, our ability to remain current in the field, and graduate placements. Specifically, we evaluate the following performance criteria:

- Student engagement: Students engage directly with public affairs theories and practice through their coursework, related departmental events (e.g., research presentations, networking events), and the broader public affairs community.
- Student self-reports: Students find value in course content and instructional efforts, believing coursework is relevant and meets their career goals and needs.
- Internship placements: Students without previous experience are presented with real-world opportunities to link theory and practice through relevant internships.
- Program reputation: The program is viewed as a leader by public affairs institutions and as generating highly-trained, technically competent graduates by employers.

- Professional impact: Graduates of the program and nucleus faculty have a meaningful impact on public affairs practice or are widely viewed as influencing practice in various communities.
- Faculty engagement: Faculty actively participate in the program, academic societies and associations, and public affairs institutions.
- Faculty reputation: Faculty are widely viewed as subject matter experts by practitioners and in public affairs research communities.

1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

Core program faculty utilize several distinct assessment tools and processes to evaluate program operations. Specifically, these tools and processes are employed to determine whether performance outputs and outcomes (as described in Standard 1.3.1) are practically efficacious, and how the program might better meet its mission and objectives. Assessment processes encompass three core aspects of program operations: student learning, graduates' career prospects, and faculty productivity.

Student Learning Assessment

Assessment of student learning is based on a range of direct and indirect measures. The particular measures have changed over the past few years as various courses have been updated and modified.

Direct measures include but are not limited to

- Faculty assessments of student portfolios, which are assembled as part of a final reflection exercise (in PUMA 509);
- Internship supervisors' reports of student capabilities;
- Student grades in individual courses or assignments (such as PUMA 507/508 presentations); and
- Employer focus groups.

Core indirect measures include but are not limited to

- Alumni focus groups,
- Student focus groups, which are usually assembled with a specific purpose in mind (e.g., gathering student impressions of what they learned about diversity/equity/fairness or in our statistics courses); and
- Student self-assessments about their learning in each competency, both from memos and from a survey included in PUMA 509.

Example 1: From 2013 to 2015, we assessed student learning on _____. We held focus groups with employers (September 2014), alumni (July 2015), and current students (October 2013). Employers were not concerned with the ability of students to _____. Alumni remembered learning about _____ in specific electives and in interactions with _____, but did not feel that we taught them much in this area. Current students did not perceive strong instruction in this area across core requirements. In response, the program re-purposed a core course, PUMA 508, to focus more heavily on _____-related issues.

Example 2: From 2014 to 2016, we assessed student learning on quantitative methods while re-designing our two required methods courses, PUMA 504 and 505. New versions of both courses are

being launched in the 2016-2017 academic year. A faculty committee evaluated student memos and portfolios to assess graduates' analytical skills and solicited comments from focus groups of alumni and employers. Based on our evaluation and feedback from stakeholders, we (a) worked with the Department of ____ to make their introductory doctoral statistics course available to our students as an advanced alternative to our program course, PUMA 505; (b) upgraded the analytical software used in PUMA 505 from Excel to Stata; and (c) placed more emphasis in the PUMA 504 and 505 curricula on "soft" skills involved in applying data in real life.

Student Career Prospects

In addition to focusing on the quality of internship opportunities and graduate placement rates and venues, the Department relies heavily on feedback and support from alumni and key stakeholders to assess whether our graduates possess the knowledge, skills, and expertise necessary to perform at high-levels and as required by employers. The Program actively engages with its alumni and stakeholders--and particularly with the Program Advisory Board--to gain insight into the strengths and weaknesses of the program. Solicited feedback is used by nucleus faculty to amend program operations and adjust the strategic direction of the program.

Faculty Performance and Productivity

The performance and productivity of program faculty are measured using a number of specific tools. First, the Dean and Department Chair rely on the University's "faculty activity reporting" system to evaluate faculty performance, establish individual and departmental benchmarks, and compensate faculty on the basis of their contributions. The system allows the Dean and Chair to track and assess individual teaching, research, and service contributions. It is also useful for detecting individual and departmental deficiencies in the areas of teaching, research, and service, and can be employed to develop remediation plans.

The Department has paid particular attention to the development of junior faculty through an annual review process. Junior faculty are required to file an addendum to the activity reporting system--the Tenure Progress Annual Report--each year. The Chair and each junior faculty meet yearly and complete an assessment of the faculty member's progress toward tenure using a rubric. The notes and assessments from those meetings are entered into the rubric, reviewed by the faculty member in question, and then entered in the faculty member's file. Through this process, junior faculty members receive timely and comprehensive feedback on their progress toward tenure.

Second, the number and nature of faculty serving in core leadership roles in academic and professional associations and societies is also treated as an indicator of program and faculty performance. Opportunities to serve in leadership roles outside of the University demonstrate our faculty are widely viewed as subject matter experts. Likewise, faculty asked to offer advice and guidance to public affairs practitioners also demonstrate such expertise.

Third, faculty publications, presentations, and awards--measured in part through activity reporting system--are treated as significant indicators of performance in the assessment process. Not only do publications, presentations, and awards offer general evidence of faculty productivity, but they also signal faculty have remained current in their fields and likely are engaged in research relevant to academics and practitioners.

SESSION	TITLE	FACILITATOR
3A	Fundamentals: Defining and measuring; Assessment plans, rubrics	Jade Berry James, PhD

SESSION 3A DESCRIPTION: The goal of the “Fundamentals: Defining and measuring; Assessment plans, rubrics” session is to discuss the assessment methods and process used to identify what students have learned and experienced in your program. Your assessment plan flows from your mission and program goals. By linking your program objectives to student learning outcomes, your program faculty will see how program resources, activities and initiatives contribute to the knowledge, skills, abilities, attitudes and awareness (KSA³) of student who graduate from your program. Your assessment findings will help faculty make decisions about the impact of your program – your programmatic achievements speak to the quality of your program. If deemed necessary, your assessment findings provide the evidence necessary to make strategic changes to your graduate degree program. For every NASPAA member who attends this session, we will connect your program mission and goals to objectives and learning competencies. Additionally, we will begin to develop a realistic mission-specific assessment plan.

STANDARD 5.1 Universal Required Competencies:

As the basis for its curriculum, the Program will adopt a set of required competencies related to its mission and [to] public service values. The required competencies will include five domains: the ability:

- to lead and manage in public governance;
- to participate in and contribute to the public policy process
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.

BEFORE YOU LEAVE THIS SESSION:

- Are your assessment methods realistic, given your program realities?
- Do your program resources support your assessment processes? Have you identified an assessment committee? Did you charge the committee?

RELEVANT RESOURCES

Association of American Colleges & Universities. (n.d.) Value Rubric Development Project. <https://www.aacu.org/value/rubrics>

National Institute for Learning Outcomes Assessment. Eastern New Mexico University Student Learning Assessment Plan/Report Academic Units 2010-2011 Template, Retrieved http://www.learningoutcomesassessment.org/documents/ENM_Program%20Assessment%20Plan%20Report%20Template.pdf

University of Massachusetts - Amherst. (2001, Fall) Program-Based Review and Assessment: Tools and Techniques for Program Improvement. Office of Academic Planning and Assessment. Retrieved from https://naspaaccreditation.files.wordpress.com/2014/04/program_based-umass.pdf

SESSION 3A.1: WORKSHEET FOR MISSION-SPECIFIC ASSESSMENT PLANNING

PROGRAM MISSION:

MEASURABLE PROGRAM GOAL:

PROGRAM OBJECTIVE:

Keys to Assessment Planning	Important Questions
Assessment Methods	By what measure(s) will you know that students are meeting programmatic learning objectives?
	From whom, and at what points, will you gather data?
	How will you collect the assessment information?
Assessment Processes	When will you conduct the assessment?
	Who will be responsible for each component?
	What is the overall timeline for the assessment plan?
	How will your data be used to evaluate the program?
Adapted from University of Massachusetts - Amherst. (n.d.) Program-Based Review and Assessment: Tools and Techniques for Program Improvement. Office of Academic Planning and Assessment. Retrieved from https://naspaaccreditation.files.wordpress.com/2014/04/program_based-umass.pdf , pp.	

- **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; 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 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 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:

SESSION 3.A.2 WORKSHEET FOR ASSESSMENT CYCLE OF STUDENT LEARNING

Program Mission:				
Measurable Program Goal:				
Specific Program Objective:				
Student Learning Competency	Operational Definition Student Learning Outcome	Data Collection Student Learning Outcome	Analysis of Evidence Student Learning Outcome	Use of Evidence Student Learning Outcome
<p>To lead and manage in public governance</p> <p>To participate in and contribute to the public policy process</p> <p>To analyze, synthesize, think critically, solve problems and make decisions</p> <p>To articulate and apply a public service perspective</p> <p>To communicate and interact productively with a diverse and changing workforce and citizenry</p>				

Session 3B: Student Learning Assessment: Reliability, Validity, Best Practices in Assessment

Critical Steps in the Student Learning Assessment Process

- Operationalize the required Universal Competencies in ways that align with your mission, goals, and curricular focus. These student learning outcomes (SLOs) should be clear, appropriately rigorous, linked to the Universal Competency Domains in observable ways.
- Evaluate where competencies are addressed in your courses (curriculum map).
- Determine the artifacts (student work) that will be assessed and develop a timeline for the assessment. Common examples: capstone projects; student portfolios; course papers and exam questions; internship reports; theses. If you use a sample; provide your sampling methodology.
- Decide when each competency will be evaluated (make your assessment plan sustainable). There is no prescribed schedule; However, the self-study instructions indicate once every 7 years is likely not in conformance.
- How many universal competencies domains should you assess? At least three (2018-19, 2019-20 cohorts).
- Develop rubrics or other evaluation guides that align with the student learning objectives (your operationalized competencies) and that faculty can apply to the review of the artifacts.
- Determine performance goals. Initially you may wish to “set to baseline” and then decide on expected longitudinal improvement. Do not use grades (i.e. everybody gets at least a B). This broad performance expectation does not provide the detail you need to obtain formative data.
- Decide on a process for analyzing results, communicating results to stakeholders, and identifying needed changes based on results.

The activities above will comprise your assessment plan. COPRA requires a written assessment plan.

Best Practices in Student Learning Assessment

- Multiple measures – direct and indirect.
- Not too many measures – otherwise you’ll have confusing, conflicting results.
- Use rubrics or other assessment tools. Do not use grades. They are not “formative” – they do not give you specific criteria for areas where students need to improve.
- Validity: Faculty (or other stakeholders) who haven’t taught the course assess the student work.
- Reliability: Two or more faculty reviewing common work.
- Achievement of performance targets: If programs find students are not meeting targets, the temptation is to change the targets or the process rather than reflecting on what substantive changes should be made to curriculum, pedagogy, or the like, based on the evidence you found. While some “process” changes may be appropriate, the bulk of changes should be substantive.
- Use of results: align your program changes with the evidence you found. Sometimes programs discuss changes they’ve made without specific reference to the assessment process. Sometimes they talk about changes and reference assessment data but a close look at the assessment data reveals no linkage to the changes made.

Session 3B

Linking Courses and Competencies: One Example of a Curriculum Map

	To Lead and Manage in Public Governance	To Participate in and Contribute to the Public Policy Process	To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions	To Articulate and Apply a Public Service Perspective	To Communicate and Interact Productively with a Diverse & Changing Workforce & Citizenry
INTRODUCTION, FORMATIVE ASSESSMENT, AND PRACTICE OF COMPETENCIES					
Course A	Instruction: M Deliverables: M	Instruction: H Deliverables: H	Instruction: M Deliverables: M	Instruction: M Deliverables: L	Instruction: L Deliverables: M
Course B					
Course C					
Course D					
Course E					
SUMMATIVE ASSESSMENT OF COMPETENCIES					
Course F	---	---	---	Direct	Direct
Internship Evaluation	Direct	Direct	Direct	Direct	Direct
Student exit survey	Indirect	Indirect	Indirect	Indirect	Indirect
Course G					
Portfolio – Memos	Indirect	Indirect	Indirect	Indirect	Indirect
Course G					
Portfolio – Artifacts	Direct	Direct	Direct	Direct	Direct
Course G					
Employer focus groups	Direct	Direct	Direct	Direct	Direct
Alumni focus groups	Indirect	Indirect	Indirect	Indirect	Indirect

Notes & Definitions: “Instruction” pertains to the degree to which the course or activity provides instruction on the core competency.
 “Deliverables” pertains to the degree to which students practice or perform the core competency in required deliverables (e.g., paper, exam, presentation).
 Ranking: “L” means minimal or no emphasis, “M” means a moderate emphasis, “H” means a high emphasis (i.e., major focus).

SESSION 3B

STANDARD 5 SELF-STUDY REPORT NARRATIVE

This is an example (edited to preserve the program's anonymity) of a self-study report narrative that COPRA found to be quite useful, thorough, and complete with respect to addressing the requirements and issues raised in Standard 5. PLEASE NOTE: At this time, programs are not required to address more than the five Universal Required Competencies. This program chose to address more, which it believed was appropriate for its mission. This example is not intended to suggest that you should be addressing additional competencies. It is provided for its useful discussion of the program's activities and strategies with regard to student learning.

Section 5.1 Universal Required Competencies

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

- **to lead and manage in public governance;**
- **to participate in and contribute to the policy process;**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

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 be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

The mission of the program is to prepare pre-service and in-service individuals for public service leadership, which is supported by our public service values and eight required competencies. Five of the eight required competencies address the universal required competencies contained in this standard, with the remaining three required competencies addressed in Standard 5.2. Each required competency contains intermediary competencies, which are measured and assessed across the core curriculum, portfolio, and an exam administered at the end of each student's academic program.

This universal required competency is operationally defined as to lead, manage, and engage others in public service. Six intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Analyze organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action;
2. Evaluate appropriate processes and structures to achieve organizational goals;
3. Diagnose group dynamics and apply insights in building team effectiveness;

4. Understand how to collaborate across boundaries to build strategic relationships and achieve goals;
5. Apply and evaluate project management in practice; and
6. Create and critique own personal model of leadership.

To participate in and contribute to the public policy process

This universal required competency is operationally defined as to understand social, economic, and political context. Three intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Evaluate the impact of intergovernmental and inter-sectoral relations;
2. Analyze current situations in light of public administration history and enduring debates; and
3. Analyze the impact on decision making of managing in a political environment.

To analyze, synthesize, think critically, solve problems, and make decisions

This universal required competency is operationally defined as to analyze information for decision-making. Five intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Identify, analyze, and evaluate public problems, issues, and choices;
2. Understand basic performance management;
3. Select, apply, critique, and interpret analysis for informing decisions;
4. Identify, collect, manage, and interpret relevant qualitative and quantitative data; and
5. Design and conduct appropriate research to evaluate public problems.

To articulate and apply a public service perspective

This universal required competency is operationally defined as to apply public service values and ethics. Two intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Identify the legal and ethical implications of social equity and diversity in the public service; and
2. Analyze public service actions and options in the context of competing public service values.

To communicate and interact productively with a diverse and changing workforce and citizenry

This universal required competency is operationally defined as to effectively communicate. Three intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Write clearly, concisely, and unambiguously;
2. Give organized and convincing oral presentations; and
3. Listen and think critically.

Standard 5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

Standard 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.

If your program offers any mission-specific competencies required of all students (beyond those competencies entered in 5.1 on universal competencies), then for each one offered please describe how it supports the program mission and state at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state "none".

The program has three additional required competencies in addition to the five universal competencies addressed in Standard 5.1. Each required competency contains intermediary competencies, which are measured and assessed across the core curriculum.

The first additional competency required for all students is to understand law and legal process. Two intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Understand constitutional law and other fundamental laws governing public administration and policy; and
2. Identify salient legal issues in public decision making and find basic governing law.

The second additional competency required for all students is to manage financial resources. Two intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Apply values and processes for the allocation of resources; and
2. Apply values and processes for managing financial liabilities.

The third additional competency required for all students is to manage human resources. Two intermediary competencies are used to measure and assess the overall competency. They are as follows:

1. Apply core human resource management functions; and
2. Apply theory and research to contemporary human resource management challenges and liabilities.

Standard 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)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

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.

The program offers four focus areas: Local Government, Nonprofit Management, Community and Economic Development, and Public Health. These focus areas were designed to support the educational and professional interests of students and to expand on our program's strength of preparing students for leadership careers at the local level. However, these optional focus areas do not represent formal concentrations or specializations as described in the accreditation standards; therefore, we do not measure and assess mission-specific elective competencies because our eight required competencies as presented in Standards 5.1 and 5.2 are required for leadership careers across all sectors of public service.

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

Our focus areas are designed to give students the flexibility to tailor their academic experience within the context of their specific educational and career goals. Students who want to focus in a particular area of interest must earn credit in three courses from the listing of electives provided within each focus area description. However, focus areas are more than coursework. Students are encouraged to pursue activities outside of the classroom in our co-curricular approach to educational and professional development. They are encouraged to become involved in activities that support their career interests and to select professional work experiences that support their learning goals. For example, students who are interested in ____ are encouraged to become involved in our ____ student chapter and are encouraged to pursue their professional work experiences in their particular area of interest.

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).

The mission of our academic advising program is to partner with students to create meaningful educational plans that are compatible with their interests, abilities, career, and life goals. The director of student affairs and academic advising (one director for on- campus format and one director for online format) serves as academic advisor for all students by providing information regarding core and elective courses; procedures for adopting a focus area, a minor in public policy, or a graduate certificate in nonprofit management; and assistance with the inter-institutional registration process.

The goals of academic advising are as follows: communicate the mission, curriculum, and academic policies of the University of _____, the Graduate School, and the program; build partnerships with students as a means of support during their graduate education; encourage and support self-exploration and identify development opportunities; and support the educational plans of students consistent with their interests, ability, and career goals.

Each student is required to attend at least one advising session during the fall and spring semesters. Students can request additional advising appointments as needed by emailing one of the directors of student affairs and academic advising. Specific faculty advisors are not assigned unless an individual request is made, which is common when a student is exploring the possibility of a focus area. The program director is the academic advisor for all students; however, the director often appoints faculty members with the appropriate qualifications to advise students regarding high demand focus areas. Professor ____ advises on ____ management, Professor ____ advises on ____ management, and Professor ____ advises on community and economic development. These faculty members teach and conduct research in these respective areas and have actual working experience in these respective areas. They also provide services (advising and training) to public officials in these respective areas as part of their responsibilities with the School of _____.

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.

The program collects alumni statistics on the different sectors of public service in which they work. The data show that 30 percent of our alumni work in ____ and 14 percent work in ____ as of 2016, which are two of our major focus areas and builds on the program's strength of preparing students for leadership careers at the local-level. The program also collects qualitative data on our alumni who have obtained

leadership positions in public service. We are pleased to report that 61 percent of our alumni currently service in leadership positions (see standard 5: appendix A for 2016 alumni survey).

Standard 5.1 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,***
- 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 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 for the competency being assessed:

Required Competency: To lead, manage, and engage others in public service

A. Apply and evaluate project management in practice

2. Evidence of learning that was gathered:

A. An organizational analysis paper is required in the core course on Professional Work Experience to measure the student's ability to apply and evaluate project management in practice

3. How evidence of learning was analyzed:

A grading rubric is used by the instructor to assess the intermediary competency for each student, ranging from an entry level of showing aptitude to an accomplished level of demonstrating ability. (See standard 5: appendix C for grading rubric To lead, manage, and engage others in public service.)

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

After data were collected and analyzed on student learning from this intermediary competency that supports the required competency on leading, managing, and engaging other in public service, it was determined the students needed more instruction on _____. Therefore, the instructor of _____ agreed to expand the information dedicated to this topic area, providing students with a stronger background on _____ before completing their actual professional work experience. This program requirement is then followed by the Professional Work Experience Course, which requires students to write an organizational analysis paper based on their actual work experiences.

For additional information on How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies, see standard 5: appendix D.

For actual data collected on all 25 intermediary competencies, see standard 5: appendix E.

Standard 5.2 Part C

Mission-Specific Required Competencies: One Assessment Cycle (If applicable)

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, 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:

Required Competency: To understand law and legal process

- a. Understand constitutional law and other fundamental laws governing public administration and policy
- b. Identify salient legal issues in public decision making and find basic governing law

2. Evidence of learning that was gathered:

- a. An exam is administered in the core course on Law for Public Administration to measure the student's understanding of constitutional law and other fundamental laws governing public administration and policy
- b. A research paper is required in the core course on Law for Public Administration to measure the student's ability to identify salient issues in public decision making and find basic governing law

3. How evidence of learning was analyzed:

A grading rubric is used by the instructor to assess both intermediary competencies for each student, ranging from an entry level of showing aptitude to an accomplished level of demonstrating ability. (See standard 5: appendix B for grading rubric To understand law and legal process.)

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

After data were collected and analyzed on student learning from the intermediary competencies that support the required competency of understanding law and legal process, the faculty made the decision that students who enter the program having previously earned a Juris Doctor (J.D.) degree have already completed sufficient coursework in law such that they have met the fundamental learning objectives of the Law for Public Administration course. Therefore, the faculty passed a policy where students holding a J.D. are not permitted to enroll in the course.

Standard 5.4 Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy 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. Be certain to indicate the relative frequency of each activity.

The mission of the program is to prepare our students for public service leadership. We believe providing opportunities for students to interact with current practitioners in a variety of ways is crucial to achieving mission success. Doing so enables students to observe a range of leadership styles, probe the rationale behind specific decision-making, and think critically about the type of leader they hope to become.

The program is housed in within the School of _____. As a large university-based training, advisory, and research organization, the School offers up to ____ courses, webinars, and specialized conferences for more than ____ public officials each year.

The synergy from its affiliation with the School of _____ benefits the program in a variety of ways. All School faculty members are engaged in programs that serve state and local _____. These professors, working with public service officials on a regular basis, naturally bring to the classroom a practical, professional orientation. Many of these officials serve as guest speakers in our program courses.

Additionally, opportunities for experiential learning for students are expanded by this affiliation. The network of School's contacts is valuable for securing internships and permanent placements. Affiliation with the School benefits all students in the program.

The Alumni Association plans, executes, and hosts an annual Conference at the School. The conference is attended by current students, program alumni, faculty and staff, and other interested practitioners. In addition to a variety of educational sessions featuring practitioners discussing timely issues relevant to the public sector, structured opportunities are provided for students to network with our alumni. These include a networking lunch hosted by alumni and organized around topical areas, a reception and dinner sponsored by the Dean, and a student research poster presentation where students discuss their research with conference attendees.

Students also participate in an Assessment Center organized by the program Career Services Director and "staffed" by program alumni. This is a two-day event where students take part in mock job interviews and a group activity similar to what they might experience during an actual job search. The alumni provide each student with confidential feedback on their performance.

The state local officials' management group an annual conference that our students are encouraged to attend. The program helps defray their registration fee, professors reschedule classes, and the program sponsors an alumni breakfast onsite. The conference and breakfast offer excellent networking opportunities. Students are also encouraged to attend other professional conferences relating to their specific areas of interest.

SESSION 3B

SAMPLE Standard 5: Appendix

Competence Rubric: Understand law and legal process

Description of Rubrics: The rubrics articulate fundamental criteria for each intermediary competency (IC), which together form the main competency, as one of eight central learning outcomes for the MPA program. Each IC comprises descriptors and indicators for different levels of attainment. At an entry level, the student understands what it takes to become competent. At an evolving level, the student is learning relevant skills. At an accomplished level, the student is able to perform tasks that demonstrate the competency. The instrument is intended for program-level use in evaluating student learning and assessing competency development, not for grading.

*Description of Competency: The ability to **understand law and legal process** is a central learning outcome of the MPA program. The program enables students to understand and apply the constitutional principles that govern the organization and function of government. It imparts the research skills to find and interpret primary sources of law to inform decision making processes, including the ability to decide when to seek lawyer representation.*

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Understand constitutional law and other fundamental laws governing public administration and policy	Recognizes basic constitutional principles that govern the organization and function of government.	Is able to apply basic legal reasoning based on applicable authority.	Knows and understands the basic constitutional, statutory, and case law principles and legal procedures that govern the organization and function of government. Is able to apply advanced legal reasoning based on applicable authority.	Is able to articulate basic constitutional, statutory, and case law principles and legal procedures that govern the organization and function of government. Is able to apply sound legal reasoning to complex issues. Identifies issues when there is no clear answer.	Is able to explain to different audiences constitutional, statutory, and case law principles and legal procedures that govern the organization and function of government. Is able to frame the issue for analysis when there is no clear answer.

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Identify salient legal issues in public decision making and find basic governing law	Acknowledges the depth and complexity of legal issues.	Is generally aware of the nature of legal issues implicated in public administration and policy making and the primary sources of law and appreciates their depth and complexity.	Knows and understands basic legal principles likely to be implicated in public administration and policy making. Is able to find and interpret clearly applicable primary sources of law.	Is able to articulate basic legal principles likely to be implicated in public administration and policy making. Conducts comprehensive research and skillfully interprets applicable primary sources of law, for self-education and application to sound decision making and for exercising good judgment in engaging lawyer representation.	Is able to explain to different audiences basic legal principles likely to be implicated in public administration and policy making. Is able to frame the question presented when the law is unclear or unsettled.

Standard 5: Appendix C

Competence Rubric: Lead, manage, engage others in public service

Description of Rubrics: The rubrics articulate fundamental criteria for each intermediary competency (IC), which together form the eight main competencies for the MPA program. Each IC comprises descriptors and indicators for different levels of attainment. At an entry level, the student understands what it takes to become competent. At an evolving level, the student is learning relevant skills. At an accomplished level, the student is able to perform tasks that demonstrate the competency. The instrument is intended for program-level use in evaluating student learning and assessing competency development, not for grading.

*Description of Competency: The ability to **lead, manage, and engage others in public service** is a central learning outcome of the MPA program. It is a complex competency that comprises communication, collaboration and research skills, analytical and diagnostic abilities, project management and leadership prowess, and an understanding of organizations and stakeholders.*

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Diagnose group dynamics and apply insights in building team effectiveness	Appreciates the value of teamwork. Desires to be a team player.	Is able to describe characteristics of effective teams.	Is able to work well in a team environment, shares ideas, listens well, is respectful.	Is able to advance a team by articulating the merits of alternative ideas and synthesizing the contributions of others. Motivates teammates, handles conflict, helps the team move forward.	Demonstrates team leadership, facilitates team decisions for a solution or course of action, resolves conflict constructively, creates a constructive team climate, provides assistance and encouragement, deals with different levels of contribution, fosters innovation.

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Evaluate appropriate processes and structures to achieve organizational goals	Shows interest in understanding and improving organizational processes and structures.	<p>Is able to describe structural dimensions of organizational performances.</p> <p>Develops familiarity with basic organizational theory concepts.</p>	<p>Is able to give a clear and concise overview of structures and processes that are likely to affect organizational objectives.</p> <p>Is able to describe and compare different organizational theories.</p>	<p>Draws accurately on a variety of organizational theories when analyzing organizations.</p> <p>Demonstrates sound analytical abilities in evaluating the structural dimensions of organizational performance.</p> <p>Is able to evaluate alternative strategies for organizational development.</p>	<p>Shows a thorough command of a variety of classic and modern organizational theories.</p> <p>Demonstrates advanced analytical abilities in assessing organizational development including competing and conflicting organizational goals.</p> <p>Develops appropriate and feasible recommendations for improving processes and structures to reach organizational goals.</p>

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Analyze organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action ¹	Is aware of the internal and external forces at play in organizational decision making.	Recognizes basic and obvious internal and environmental factors that influence decision making and courses of action.	Recognizes complex internal and environmental factors that influence decision making and courses of action. Is able to identify and describe in detail the internal and environmental factors impacting organizations.	Recognizes complex internal and environmental factors that influence decision making and courses of action in a multi-faceted, grey context. Applies different frames (i.e., structural, cultural, procedural, motivational) to organizational diagnostics.	Recognizes complex internal and environmental factors that influence decision making and courses of action in a multi-faceted, grey context and identify cross-relationships among those factors. Uses multi-frame organizational diagnostics to help the organization decide on and implement a course of action.

¹ Includes strategic planning

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Understand how to collaborate across boundaries to build strategic relationships and achieve goals	Acknowledges the impact of inter-sectoral and inter-organizational collaboration and professional networking on goal achievement.	Is able to describe collaboration techniques, networking concepts and tools.	Effectively communicates with people from other institutions and backgrounds.	Has an emerging professional network. Creates engagement and is able to motivate people from other institutions and backgrounds.	Has a functional professional network, identifies important stakeholders and builds strategic relationships. Is able to leverage relationships to lobby for an agenda.
Create and critique own personal model of leadership	Is willing and able to reflect upon own leadership abilities.	Develops criteria for leadership success and failure. Can name and describe broadly at least two different models of leadership.	Is able to explain in some detail three or more models of leadership. Applies criteria of success to leadership goals. Is able to give an example for personal leadership success or failure.	Is able to describe and compare multiple models of leadership. Clearly identifies individual strengths and weaknesses of leadership preferences and experience. Relates examples for personal leadership success and failure to different models of leadership.	Integrates critical analysis of multiple models of leadership with assessment of individual leadership strengths and weaknesses. Is able to critically analyze various examples for personal leadership success and failure and compare them to different models of leadership. Is able identify individual needs for leadership development and continuously seeks to improve leadership abilities.

	Entry Level (Volition): Student shows aptitude	Evolving (Learning): Student shows progress		Accomplished (Performance): Student demonstrates ability	
	Beginning (1)	Developing (2)	Intermediate (3)	Proficient (4)	Distinguished (5)
Apply and evaluate project management ² in practice	Shows interest in and understands need for project management.	Knows basic project management concepts and tools.	Is able to select specific project management concept and tools in a given situation. Attempts effective planning and organization. Documents (interim) results.	Is able to manage a project. Is well organized, uses planning tools, manages information, documents results and communicates with stakeholders.	Is able to manage a project effectively and efficiently, uses adequate methods and evaluates processes and outcomes.

² Project management is the discipline of planning, organizing, securing, managing, leading, and controlling resources to achieve specific goals

Standard 5: Appendix D

How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

NASPAA adopted the current accreditation standards in October 2009, which require a competency-based curriculum in support of the program's mission and public service values. The MPA program also was reaccredited for another seven-year period in a memorandum from NASPPA dated July 2XXX; however, one of the recommendations from the site visit team report was to reduce the number of program credit hours to allow for the reallocation of resources. In response to this recommendation and to the new accreditation standards, the MPA faculty appointed a curriculum committee during academic year 2XXX–2XXX to begin work on developing a competency-based curriculum.

The committee began its work by reaffirming the program's mission of preparing public service leaders before drafting the program's eight public service values for MPA faculty approval, including accountability and transparency, respect and equity, efficiency and effectiveness, and professionalism and ethical behavior. Based on the program's mission and public service values, the committee then identified eight major competency areas that reflected both the universal required competencies (see Standard 5.1) and the specific competencies (see Standard 5.2). The next step was to identify intermediary competencies for each major competency, which are actually measured and assessed across the program's core curriculum.

The committee drafted a new curriculum based on the program's mission statement, the public service values, and the major and intermediary competency areas, which was ultimately approved by the MPA faculty and The Graduate School. The curriculum was implemented during academic year 2XXX–2XXX and contained 45 credit hours, representing a reduction of 9 credit hours from the previous curriculum. Based on our 45 credit-hour curriculum, we collect competency data from our 25 intermediary competencies.

Instructors of the core courses use grading rubrics to assess students on the intermediary competencies assigned to their respective core courses each time the course is taught and the portfolio chairs use grading rubrics to assess students on the intermediary competencies assigned to the portfolio and oral exam. Therefore, all MPA students are assessed across the 25 intermediary competencies during their tenure with the MPA program.

In addition to the two specific examples of how the competencies have been used to inform the program in Part C of this standard, the competency based learning model is used as follows:

- A. The application and admission process of the MPA program plays a major role in accomplishing the program's mission of preparing public service leaders. Based on the guidelines of The Graduate School, each application is subjected to an individualized, holistic review to ensure that the person will be successful in graduate school as demonstrated by his or her academic background, that we are making progress toward

the program's commitment to diversity, and that the person has the potential and interest of actually becoming a public service leader. As a result, the admissions committee of the MPA program meets on an annual basis to ensure that we remain true to this holistic review process. Part of this discussion includes how our students are performing on the major competencies as assessed through the intermediary competencies, providing critical feedback to the admissions committee that the program is admitting the right mix of applicants.

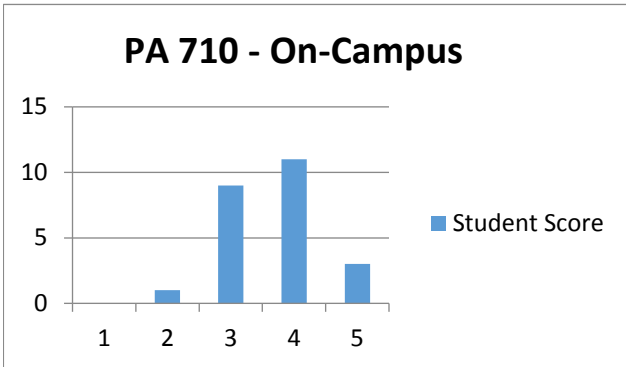
- B. The MPA program reviews applications based on the admissions criteria of The Graduate School, which includes a standardized test score, because our graduate degree is conferred by the University. The MPA program made a request to The Graduate School in a memorandum dated October 29, 2XXX, that the exemption from the standardized test score requirement be extended beyond applicants who already hold a research or professional doctorate degree to also include applicants who already hold a master's degree. The Graduate School approved this request in a memorandum dated November 11, 2XXX, based partly on our ability to monitor competency data for applicants admitted with a master's degree as compared to other applicants. Therefore, our competency-based learning model was used to support this request, and more importantly, to assess the outcome of exempting applicants who already hold a master's degree from a standardized test score.
- C. The MPA faculty made the decision to offer its public administration degree through an online format during academic year 2XXX-2XXX, admitting the first online cohort for the spring semester of 2XXX. The competency-based learning model plays a major role in ensuring that on-campus students and online students are being exposed to the same learning outcomes and are performing at approximately the same levels across the major competencies as assessed through the intermediary competencies. More specifically, the competency-based learning model ensures that we are making progress toward our mission of preparing public service leaders through both modalities of curriculum delivery.
- D. The MPA director is responsible for reviewing student evaluations for all instructors on a semester-by-semester basis and is responsible for meeting with instructors when overarching concerns arise from this process. The competency-based learning model gives the MPA director and the instructor another data point when discussing student concerns and when discussing strategies for improvement, with the ultimate goal of ensuring that students demonstrate ability for each respective intermediary competency assigned to the respective course.

Standard 5: Appendix E

Student Competency Data
To Lead, Manage, Engage Others in Public Service

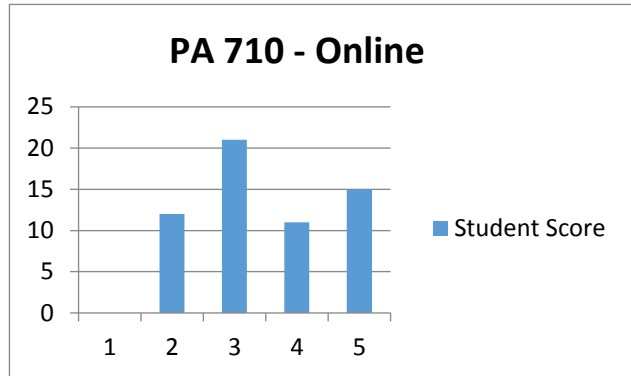
PA 710 (On-Campus: N=24)

Analyze organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action



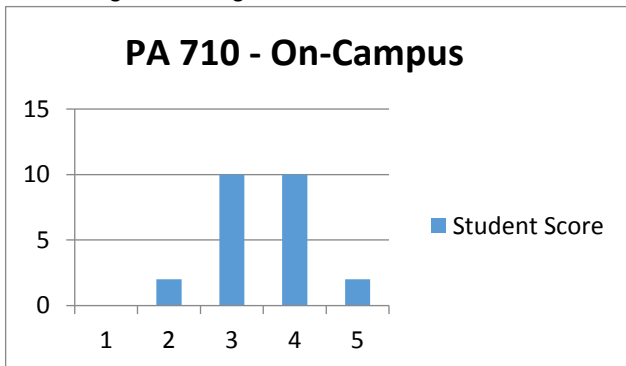
PA 710 (Online: N=59)

Analyze organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action



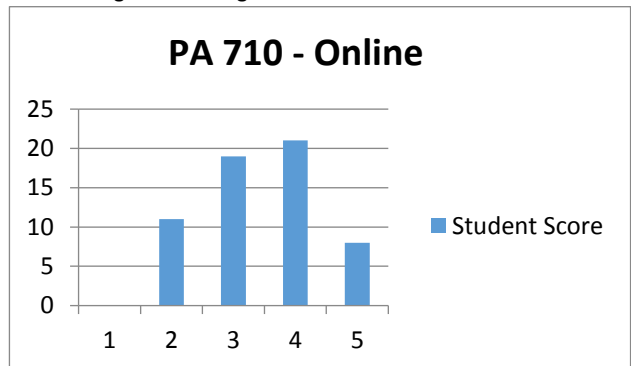
PA 710 (On-Campus: N=24)

Evaluate appropriate processes and structures to achieve organizational goals



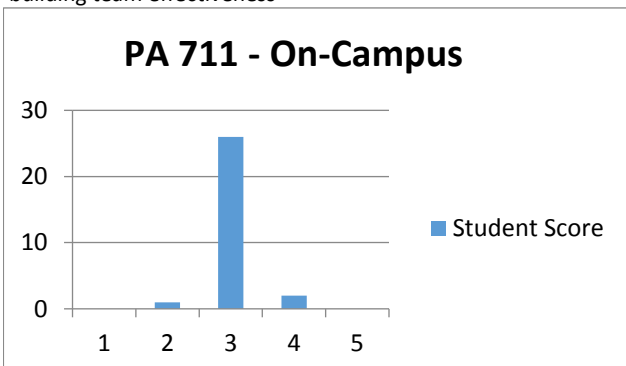
PA 710 (Online: N=59)

Evaluate appropriate processes and structures to achieve organizational goals



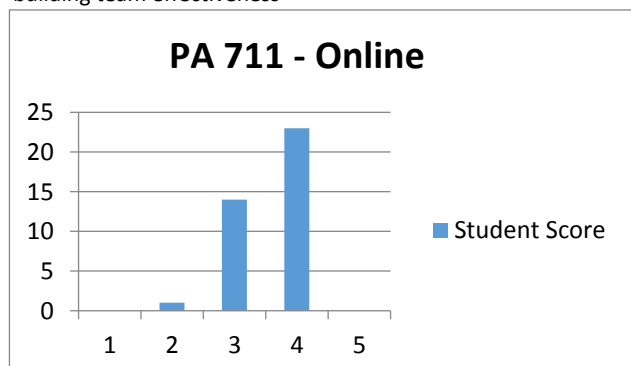
PA 711 (On-Campus: N=29)

Diagnose group dynamics and apply insights in building team effectiveness



PA 711 (Online: N=38)

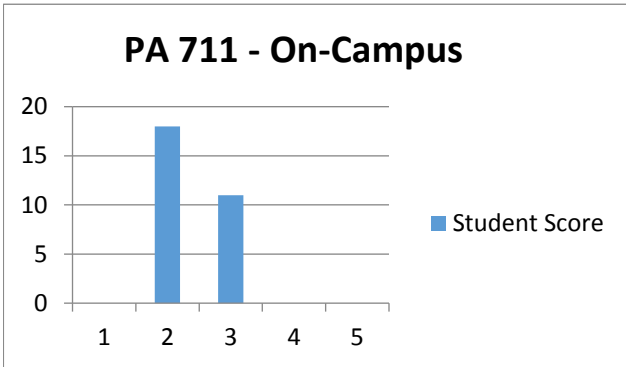
Diagnose group dynamics and apply insights in building team effectiveness



To Lead, Manage, Engage Others in Public Service continued:

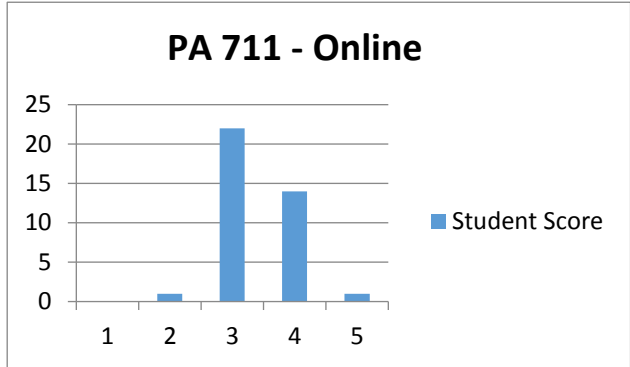
PA 711 (On-Campus: N=29)

Understand how to collaborate across boundaries to build strategic relationships and achieve goals



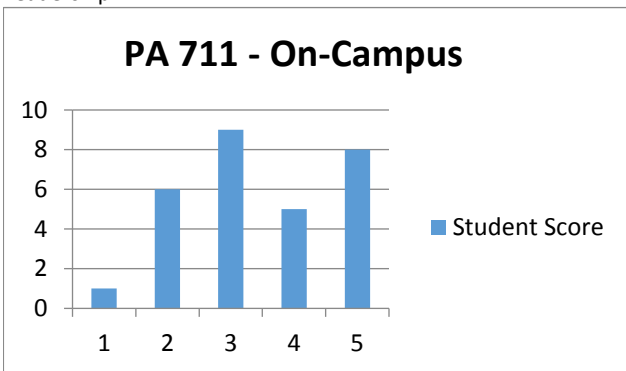
PA 711 (Online: N=38)

Understand how to collaborate across boundaries to build strategic relationships and achieve goals



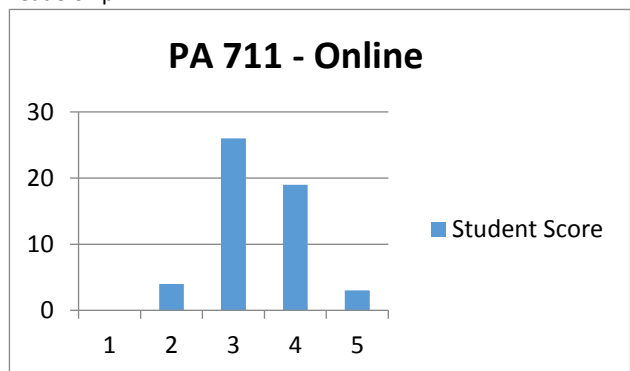
PA 711 (On-Campus: N=29)

Create and critique own personal model of leadership



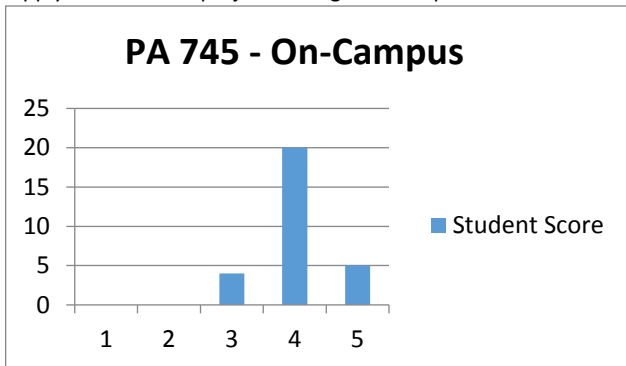
PA 711 (Online: N=38)

Create and critique own personal model of leadership



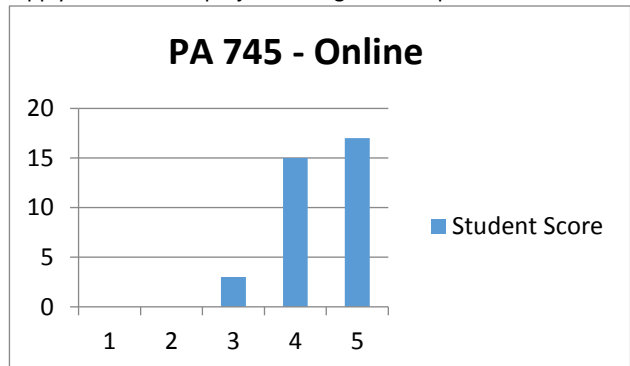
PA 745 (On-Campus: N=29)

Apply and evaluate project management in practice



PA 745 (Online: N=35)

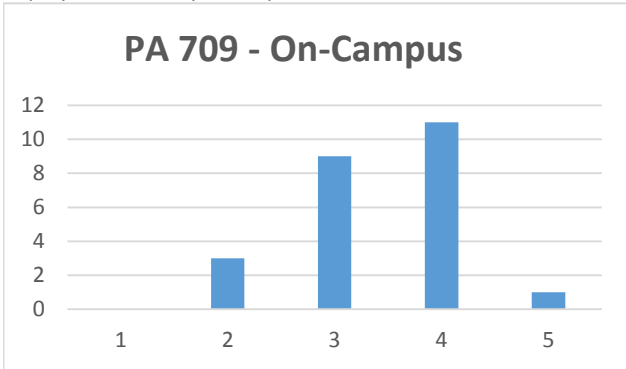
Apply and evaluate project management in practice



To Apply Public Service Values and Ethics

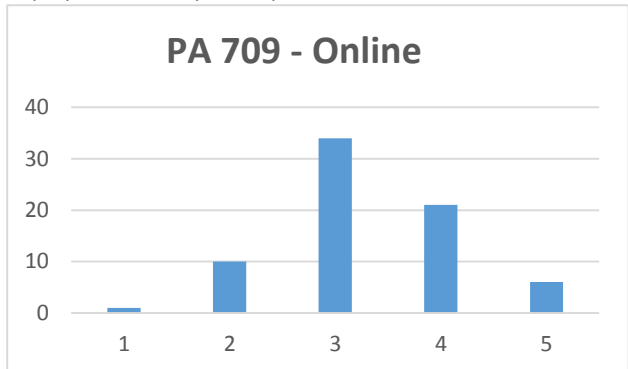
PA 709 (On-Campus: N=24)

Identify the legal and ethical implications of social equity and diversity in the public service



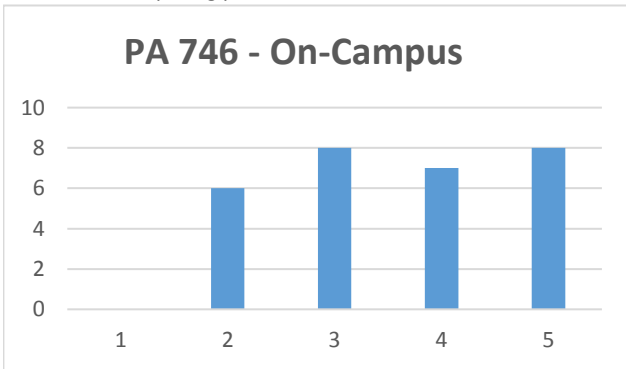
PA 709 (Online: N=72)

Identify the legal and ethical implications of social equity and diversity in the public service



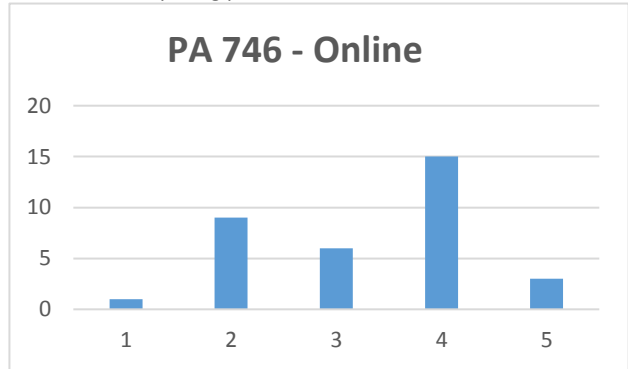
PA 746 (On-Campus: N=29)

Analyze public service actions and options in the context of competing public service values



PA 746 (Online: N=34)

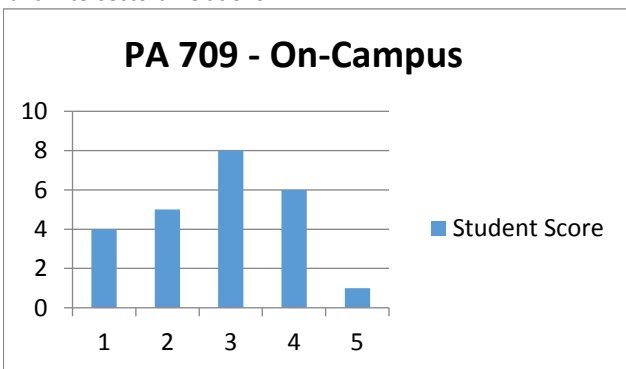
Analyze public service actions and options in the context of competing public service values



To Understand Social, Economic, and Political Context

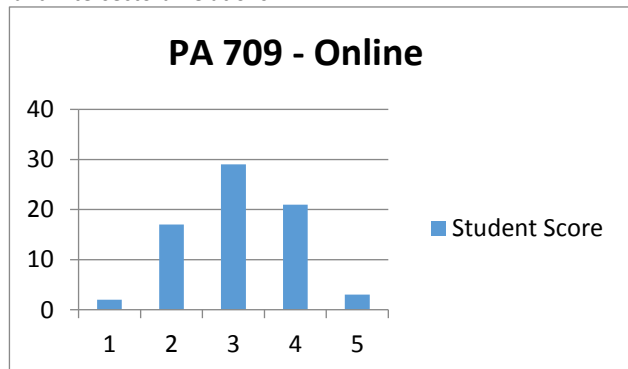
PA 709 (On-Campus: N=24)

Evaluate the impact of intergovernmental and intersectoral relations



PA 709 (Online: N=72)

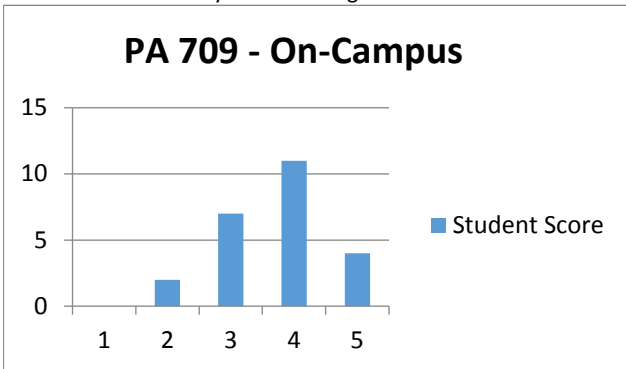
Evaluate the impact of intergovernmental and intersectoral relations



To Understand Social, Economic, and Political Context continued:

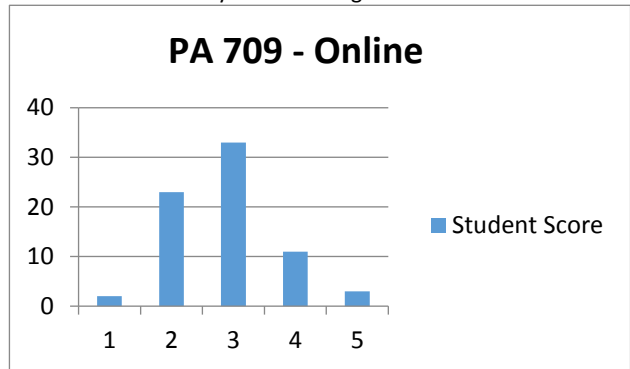
PA 709 (On-Campus: N=24)

Analyze current situations in light of public administration history and enduring debates



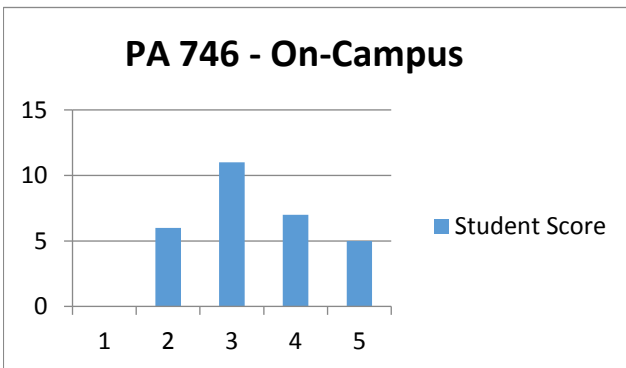
PA 709 (Online: N=72)

Analyze current situations in light of public administration history and enduring debates



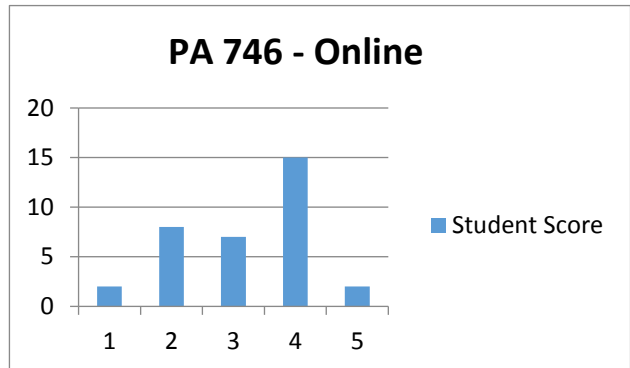
PA 746 (On-Campus: N=29)

Analyze the impact of decision making in a political environment



PA 746 (Online: N=34)

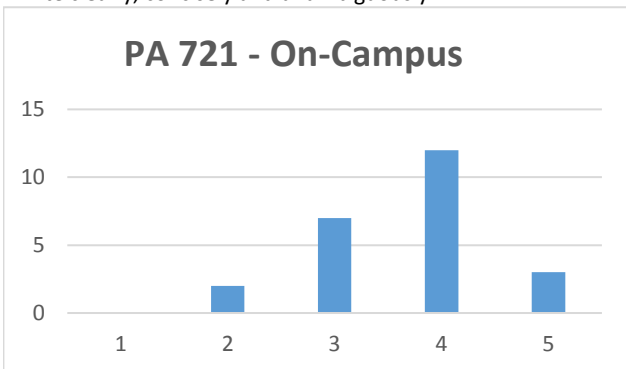
Analyze the impact of decision making in a political environment



To Effectively Communicate

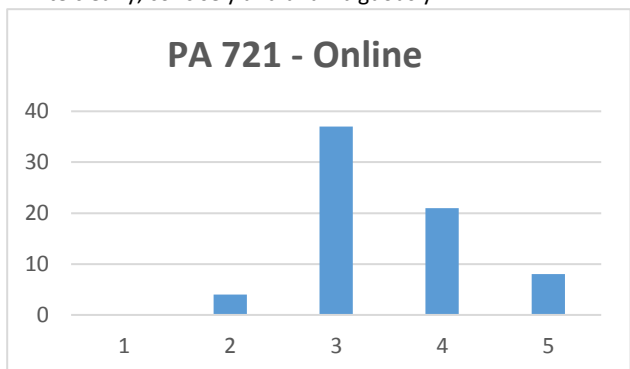
PA 721 (On-Campus: N=24)

Write clearly, concisely and unambiguously



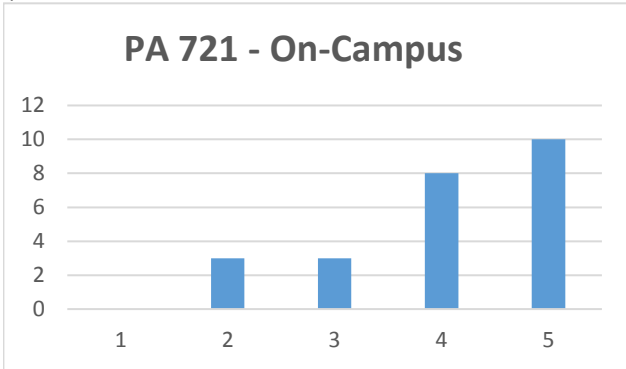
PA 721 (Online: N=70)

Write clearly, concisely and unambiguously

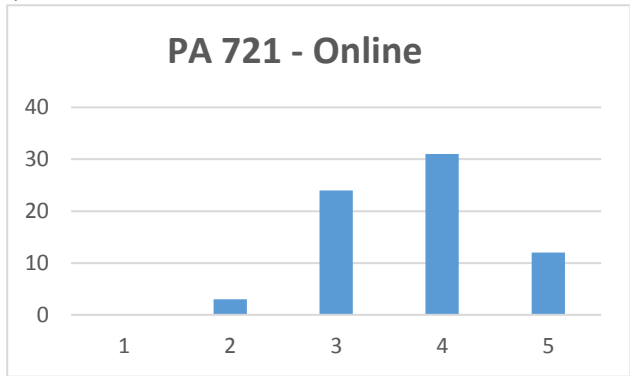


To Effectively Communicate continued:

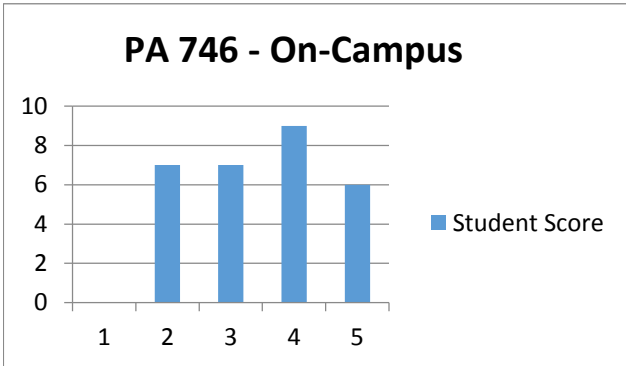
PA 721 (On-Campus: N=24) Give organized and convincing oral presentations



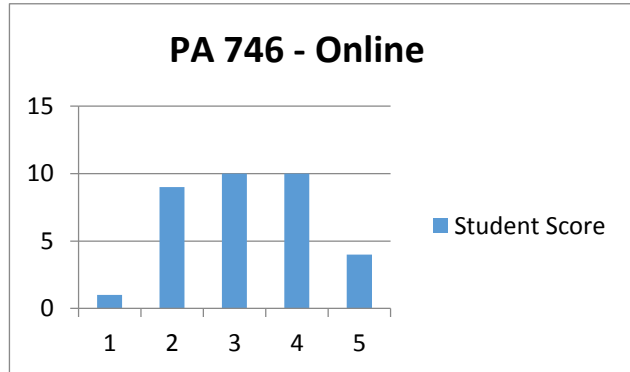
PA 721 (Online: N=70) Give organized and convincing oral presentations



PA 746 (On-Campus: N=29) Listen and think critically

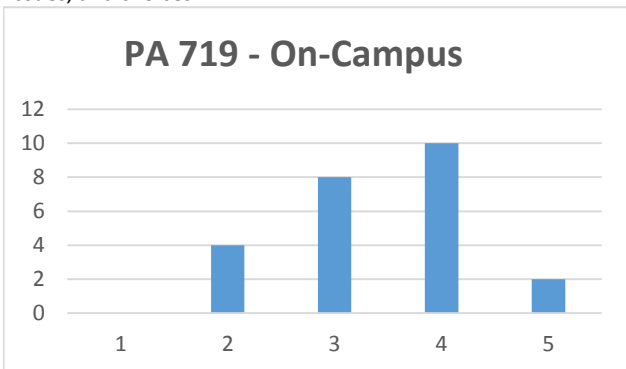


PA 746 (Online: N=34) Listen and think critically

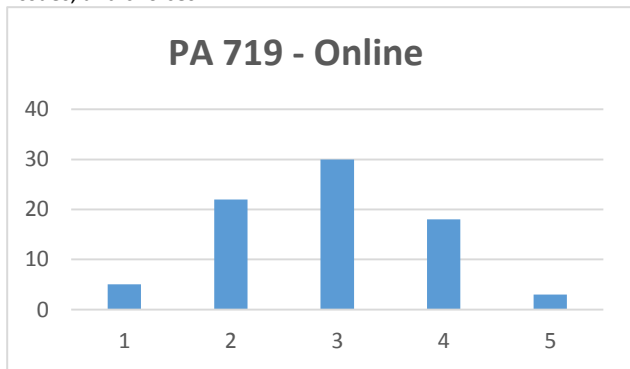


To Analyze Information for Decision Making

PA 719 (On-Campus: N=24) Identify, analyze, and evaluate public problems, issues, and choices



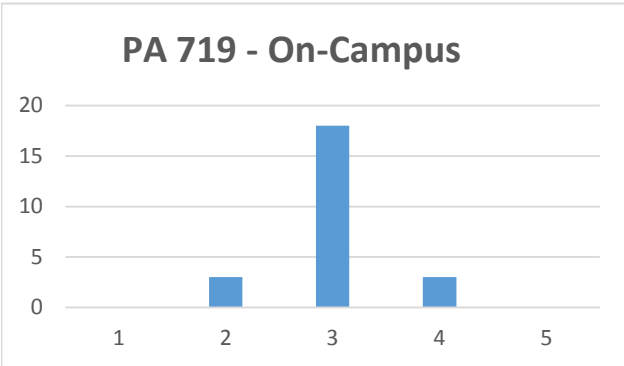
PA 719 (Online: N=78) Identify, analyze, and evaluate public problems, issues, and choices



To Analyze Information for Decision Making continued:

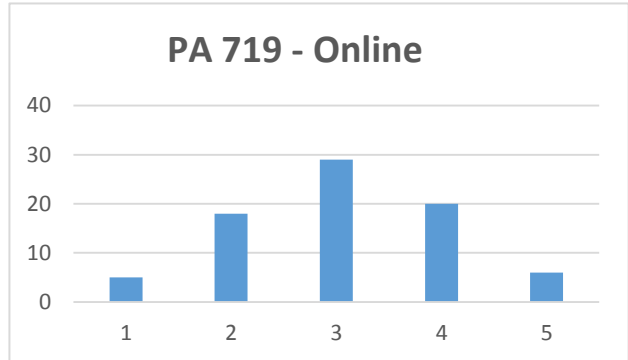
PA 719 (On-Campus: N=24)

Understand basic performance management



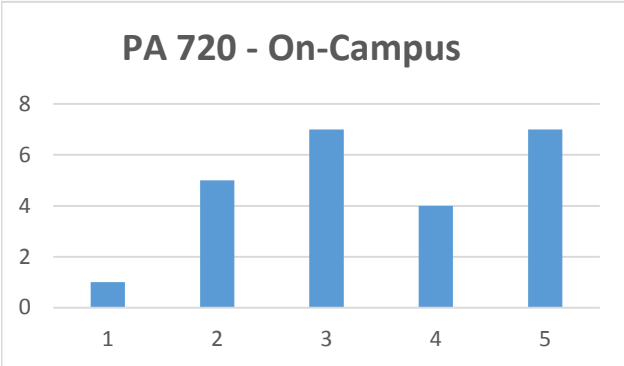
PA 719 (Online: N=78)

Understand basic performance management



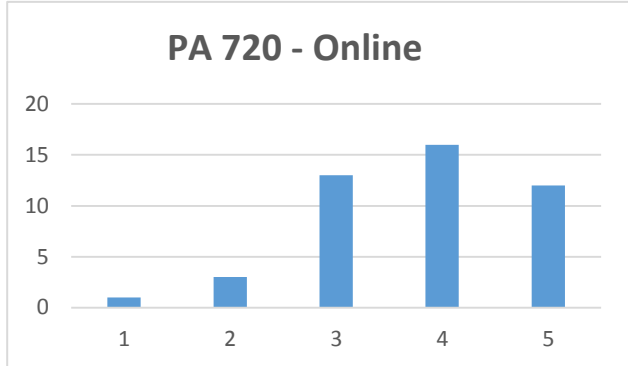
PA 720 (On-Campus: N=24)

Select, apply, critique, and interpret analysis for informing decisions



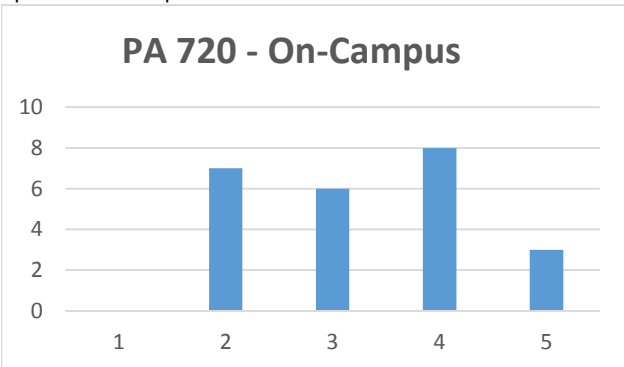
PA 720 (Online: N=45)

Select, apply, critique, and interpret analysis for informing decisions



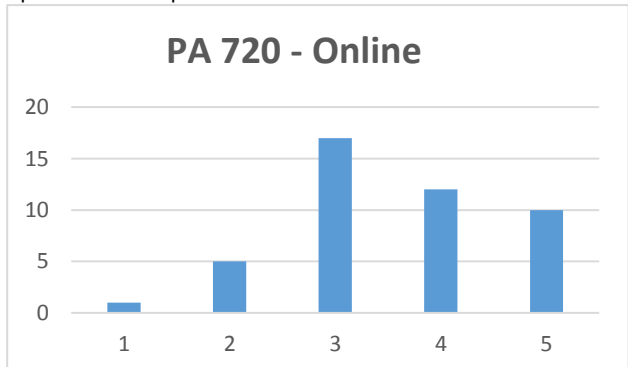
PA 720 (On-Campus: N=24)

Identify, collect, manage, and interpret relevant qualitative and quantitative data



PA 720 (Online: N=45)

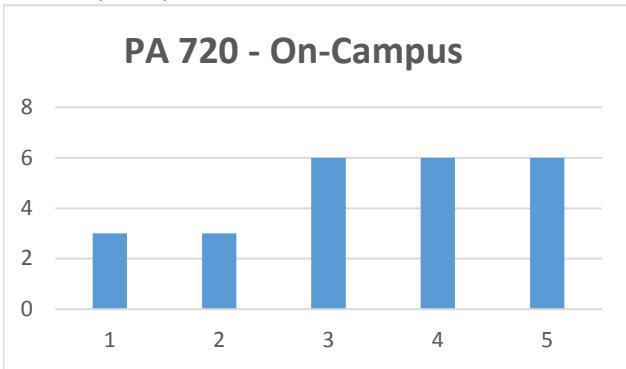
Identify, collect, manage, and interpret relevant qualitative and quantitative data



To Analyze Information for Decision Making continued:

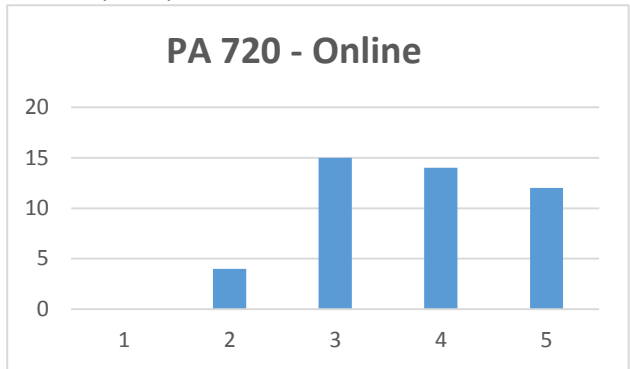
PA 720 (On-Campus: N=24)

Design and conduct appropriate research to evaluate public problems



PA 720 (Online: N=45)

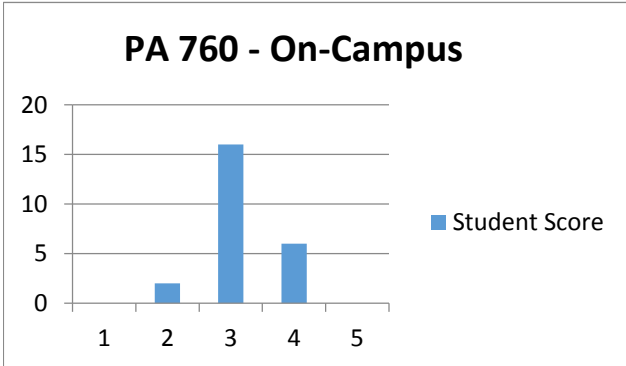
Design and conduct appropriate research to evaluate public problems



To Understand Law and Legal Process

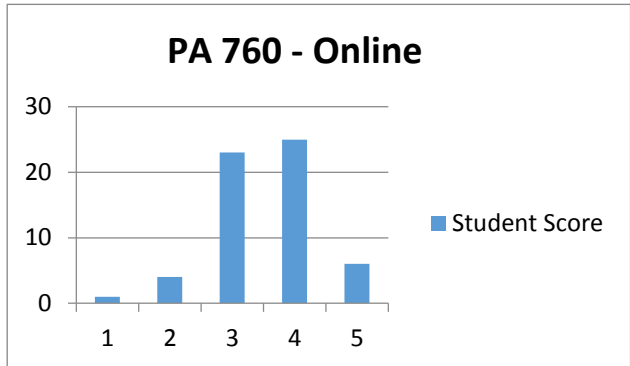
PA 760 (On-Campus: N=24)

Understand constitutional law and other fundamental laws governing public administration and policy



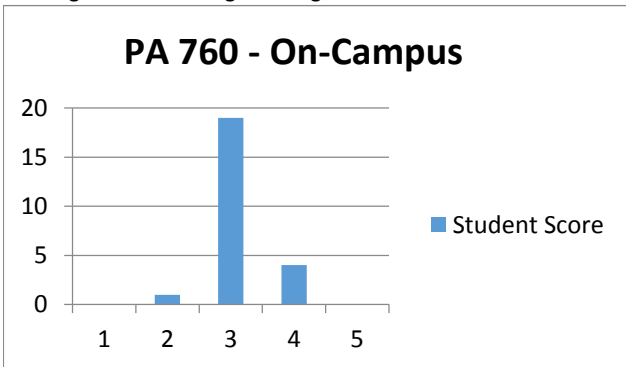
PA 760 (Online: N=59)

Understand constitutional law and other fundamental laws governing public administration and policy [5]



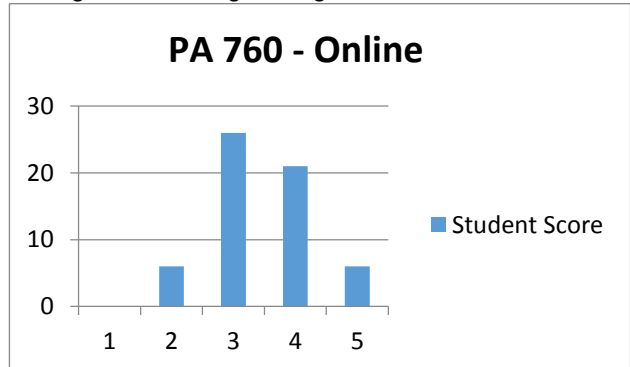
PA 760 (On-Campus: N=24)

Identify salient legal issues in public decision making and find basic governing law



PA 760 (Online: N=59)

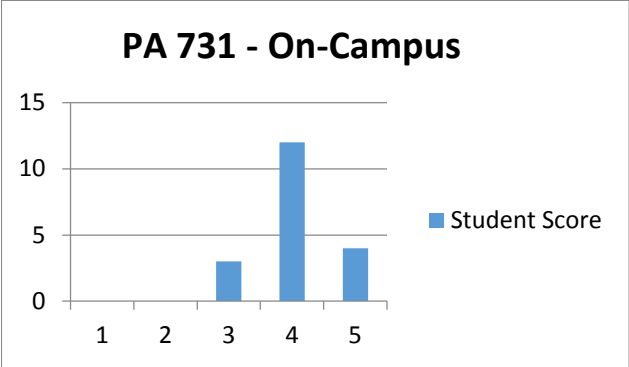
Identify salient legal issues in public decision making and find basic governing law



To Manage Financial Resources

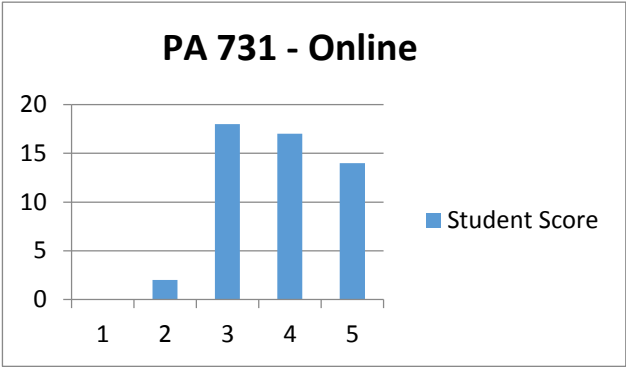
PA 731 (On-Campus: N=19)

Apply values and processes for the allocation of resources (5)



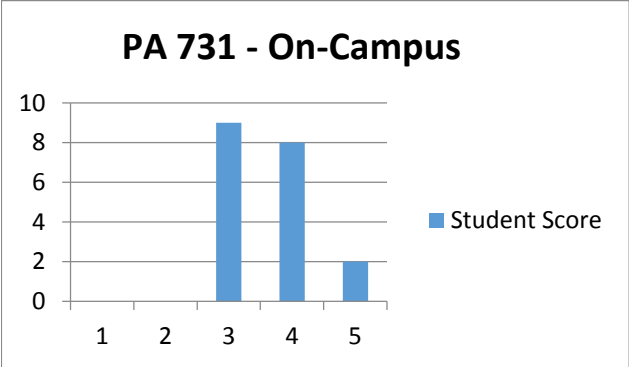
PA 731 (Online: N=51)

Apply values and processes for the allocation of resources (5)



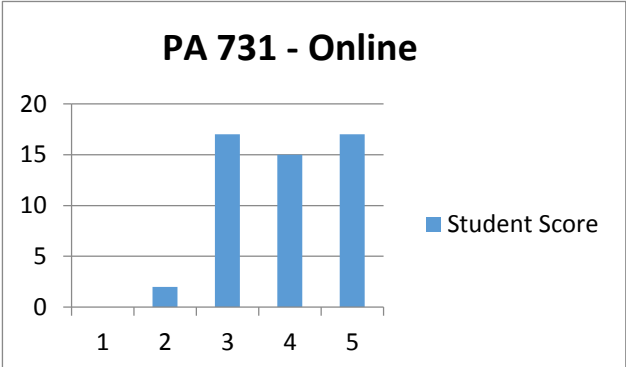
PA 731 (On-Campus: N=19)

Apply values and processes for managing financial liabilities (5)



PA 731 (Online: N=51)

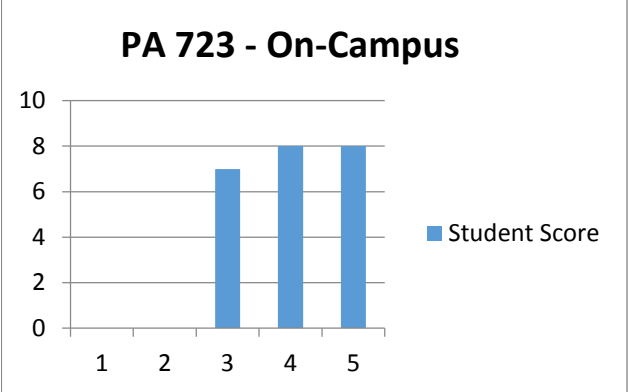
Apply values and processes for managing financial liabilities (5)



To Manage Human Capital

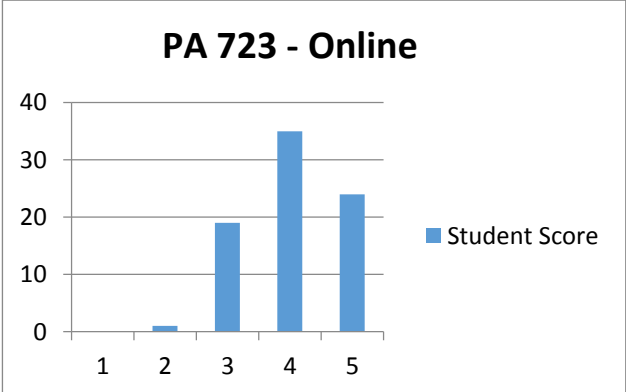
PA 723 (On-Campus: N=23)

Apply core human resource management functions



PA 723 (Online: N=79)

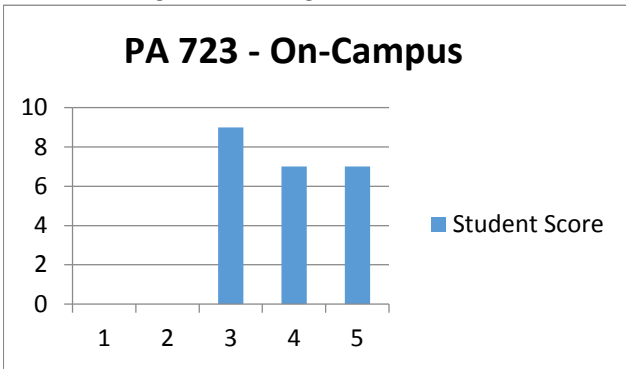
Apply core human resource management functions



To Manage Human Capital continued:

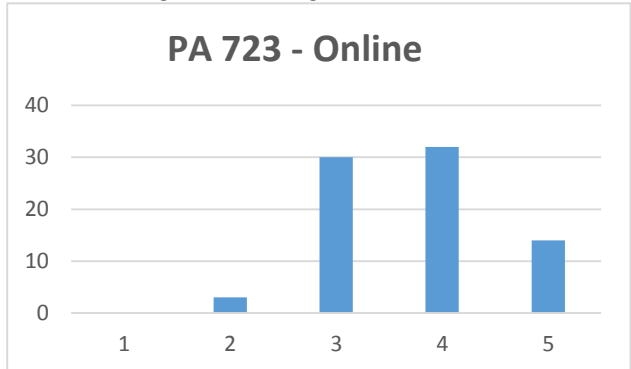
PA 723 (On-Campus: N=23)

Apply theory and research to contemporary human resource management challenges and liabilities



PA 723 (Online: N=79)

Apply theory and research to contemporary human resource management challenges and liabilities



SESSION	TITLE	FACILITATOR
4AB	Diversity & Climate of Inclusion Planning and Strategies	Jade Berry James, PhD

SESSION 4AB DESCRIPTION: The goal of the “Diversity & Climate of Inclusion Planning and Strategies” session is to identify the important components of a program-specific diversity plan and identify program goals and strategic initiatives to promote diversity and a climate of inclusiveness through faculty diversity, student diversity and student learning. Your program faculty will see how program resources, activities and initiatives contribute to the knowledge, skills, abilities, attitudes and awareness (KSA³) of your students. For every NASPAA member who attends this session, we will connect your program mission to diversity and the climate of inclusion that develops the learning competencies for your students.

STANDARD 3: Faculty Performance (Faculty Diversity): The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

STANDARD 4: Serving Students (Student Diversity): The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

STANDARD 5: Student Learning (Universal Required Competencies): To communicate and interact productively with a diverse and changing workforce and citizenry.

BEFORE YOU LEAVE THIS SESSION:

- Does your diversity plan create a diverse and inclusive workplace environment and culture of inclusion for faculty, students and staff?
- Do your program resources align with your efforts identified in your diversity plan?
- Does your plan have a designation of responsibility, for specific diversity efforts and initiatives?
- Do your strategic initiatives promote cultural knowledge, skills, abilities, awareness and attitudes that enable learners to become culturally competent?

RELEVANT RESOURCES

National Archives and Records Administration. (2012). Federal Equal Opportunity Recruitment Program Plan. Retrieved from <https://www.archives.gov/files/about/plans-reports/strategic-plan/strategic-diversity/equal-opportunity.pdf>

NASPAA Commission on Peer Review and Accreditation. (n.d.) Peer Examples of Diversity Plans. Retrieved from <https://accreditation.naspaa.org/resources/peer-examples/>

Association of American Colleges & Universities. (n.d.) Value Rubric Development Project. <https://www.aacu.org/value/rubrics>

4AB: DIVERSITY WORKSHEET: DIVERSITY PLANNING AND STRATEGIES

Mission of Institution:

Vision of Institution:

Values of Institution:

Strategic Planning & Diversity Initiatives:

Program Diversity Plan

I. Accreditation Standards

- **Standard 3.2 Faculty Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members;
- **Standard 4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services; and
- **Standard 5.1 Universal Required Competencies:** ...To communicate and interact productively with a diverse and changing workforce and citizenry.

II. Description of Program

- Describe the mission and goals of the program
- Identify academically and professionally qualified program faculty as well as resources to support diversity

III. Diversity Curricular and Co-curricular Commitments

Standard 3 Matching Operations with the Mission: Faculty Performance | 3.2 Faculty Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Goal of Faculty Diversity Goal

FACULTY DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Advertising			
Retention Practices			
Campus Climate			
Informal/Formal Mentoring			
Funding			

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Standard 4 Matching Operations with the Mission: Serving Students | 4.4 Student Diversity The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

Goal of Student Diversity:

STUDENT DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Financial Support			
Outreach			
Campus Climate			
Admission Practices			
Support Services			

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Standard 5 Matching Operations with the Mission: Student Learning | Student Learning Goal: The program will prepare students “to communicate and interact productively with a diverse and changing workforce and citizenry.”

Student Learning Goal:

STUDENT LEARNING	Strategy	Initiative	Evaluation of Effort
Curriculum			
Problem Based Learning			
Internships			
Service Learning Projects			
Student Competitions			
Semester Abroad/Spring			

Break Activity			
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Session 5 AB Fundamentals of the Self-Study Report (SSR) and the Site Visit

Preparing for the Self-Study Year (SSY): Are you ready?

- SSY Leadership. Things to consider include: Who will take the lead? Use of consultants?
Faculty/staff/student/other stakeholder buy-in _____ Rating
- Mission; Public Service Values; Programmatic goals: SSY is generally a time to review and revise as needed involving widespread inclusion of stakeholders. Generally it is not a time to create these for the first time. _____ Rating
- Do you have strategic processes in place? Examples: Advisory Board, strategic planning process, Alumni Board, regular meetings involving stakeholders as appropriate where planning is done and program performance is reviewed? _____ Rating
- Do you have the data/information you need?
 - Evidence of ongoing program assessment:
 - Student application/acceptance/enrollment/internship data; completion/placement data; _____ Rating
 - Faculty/adjunct class coverage; AQ/PQ _____ Rating
 - Indirect assessment (examples: exit surveys, alumni surveys, employer surveys, internship supervisor surveys) _____ Rating
 - Direct assessment of student learning tied to the required universal competencies (you don't want to wait until your SSY to begin student learning assessment) _____ Rating
 - Diversity: faculty and student demographic data, strategies for creating a climate of inclusiveness _____ Rating
 - Faculty contributions (tied to mission) in research, teaching, service _____ Rating

Not everything listed above needs to be ready before your SSY. However, you need to know you can access or compile or develop it.

Take 3 minutes and work down this list. Rate where you believe your program is on each bullet item.

Scale	Metric Definition
4	I know we have already done/developed/addressed this item.
3	We haven't already done this but we know it is coming and we know how we're going to do/develop/address this item.
2	We haven't done this and we don't yet know how we're going to address this item.
1	I have no idea if we have addressed this or not.
0	I didn't even realize we would have to do this...

27 – 36 = You're off to a good start | 18 – 26 = You have some catching up to do | <18 = You may not be ready

Session 5 AB Fundamentals of the Self-Study Report (SSR) and the Site Visit

Mechanics of the accreditation process

At a minimum, COPRA expects the following documents in addition to the SSR:

- A Diversity Plan
- An Assessment Plan
- A logic model

Other documents that programs have found very useful:

- Strategic Plan
- Program Evaluation Plan showing how the program engages in ongoing assessment of standards 2 through 7
- Curriculum map

Accreditation Process Timeline:

- August 15 – programs must lock and submit their Self-Study Reports in the NASPAA Data Center. Along with the SSR, programs should remit review fees and submit the application cover page.
- October – COPRA meets to review/discuss SSRs for all programs in the accreditation cohort.
- October – November – Programs receive an Interim Report from COPRA, along with notification of the program's COPRA liaison. The Interim Report provides the program with COPRA's concerns, questions, and requests for clarifications. COPRA's comments are organized by NASPAA Standard.
 - Possible recommendations from COPRA: proceed to site visit; or COPRA has serious reservations about conformity with NASPAA standards which appear to be of such a magnitude as to raise doubts about the wisdom of proceeding to a site visit.
 - Programs may proceed to site visit even if COPRA recommends that they shouldn't. This is a strategic decision.
 - COPRA gives you a liaison. You should take advantage of this.
- Early December – programs must notify COPRA of their intent to proceed to a site visit.
- January - Shortly after receiving the Interim Report and notifying COPRA of intention to proceed – programs may prepare a response to Interim Report. Programs should use this response to clarify, to update, and to signal actions that will be taken in response to issues raised in Interim Report.
- November – January – After conflict of interest checks, the site visit team (SVT) is agreed upon. It consists of a chair (senior academic with experience in the accreditation process and performing site visits); a second academic; and a practitioner. COPRA staff work hard to align site visitors with characteristics of the program and COPRA's needs from the site visit. Programs can voice concerns about specific members if that is appropriate.

- December – January – The SVT and program director agree on site visit dates. Site visits are generally conducted late January through the end of March and are usually two and one-half days in length, although if programs have multiple sites or multiple modalities or other extenuating circumstances the visit can take a bit longer. The program director will want to be sure that appropriate stakeholders will be available before agreeing to the dates. Typical meetings scheduled during the SV include individuals such as Provosts, Deans, nucleus faculty, various support staff (career centers, advising, internship advisors), advisory board members, alumni, and current students.
- Several weeks prior to the Site Visit – the program director (in consultation with the SVT Chair) drafts an itinerary.
- January – March – Site Visit occurs; team begins drafting site visit report (SVR)
- 30 days post visit - The SVT has a draft of the SVR – the SVT chair shares the draft with the program director, who is asked to review it for accuracy (i.e. only factual errors will be addressed) within.
- Up to 8 weeks after the SV – the SVT uploads the final SVR in the NASPAA Data Center.
 - For each Standard (regardless of whether COPRA has cited the standard or not) the SVT will indicate whether it has concerns and if so, what the concerns are.
- End of May – the program may provide a response to the SVR. Similar to its response to the Interim Report, the program may clarify items in the report, update evidence of conformance, and/or signal actions that will be taken in response to the SVR.
- June – COPRA meets to review/discuss the program’s accreditation. The COPRA liaison “presents” the program after consultation with two-three other Commissioners who form a “Group of 3”. The liaison makes a recommendation based on his or her review of the SSR, Interim Report, Response to Interim Report, SVR, and Response to SVR. The entire Commission reviews and discusses the evidence, and votes on a final action. Possible actions detailed in July decision letters are:
 - For programs that are already accredited:
 - Accredited for 7 years with no monitoring. Note, that if a program has either voluntarily sought, or been recommended by COPRA, a delay, it will be accredited for 6 years. While rare, there have been occasions when a program has delayed for up to 2 years, in which case it would be accredited for 5 years.
 - Accredited for 7 years with monitoring on specific standards.
 - One-year accreditation with specific information on conformance issues the program must address. This involves a response to the decision letter and a potential second site visit. The site visit is often abbreviated and there have been occasions when a second site visit was not required.
 - Denial of accreditation.
 - For programs seeking accreditation for the first time:
 - Accredited for 7 years with no monitoring.
 - Accredited for 7 years with monitoring.
 - A one or two year deferral with specific information on conformance issues the program must address. This involves a second SSR and a second site visit.

Session 6ABC: FAQs and Participant Questions

1. Are we expected to change our mission as part of the self-study process?
2. Is my program expected to have a strategic plan?
3. We don't have an advisory board. Is that okay?
4. We noticed some programs have a "program evaluation plan" but we don't. Are we supposed to have one? We do have an assessment plan.
5. We have a faculty vacancy right now so we only have 4 nucleus faculty and this is our self-study year. What does COPRA need to know about our plans?
6. We've experienced budget cuts and lost our program coordinator staff person. We've also had to eliminate the stipend for our MPA director. Is this a problem for accreditation?
7. Most of our nucleus faculty teach core required classes but one nucleus faculty member teaches only electives. Is this a problem?
8. We are a small program and we have 4 nucleus faculty – not 5. (We also have several adjuncts who teach regularly in the program and are "professionally qualified.") Is this a fatal flaw?
9. My site visit team is onsite and has just been told that the Dean will not be able to meet with us while we're here. COPRA has asked us in the Interim Report to speak with her because the Commission is concerned about ongoing support to the MPA program, which is very small. What should we do?
10. Our students are primarily pre-service. We do not require an Internship although we do encourage students to do one. Is this okay?
11. Our student learning assessment measures consist of Capstone projects and a graduating student survey. We have "closed the loop" on 3 of the Universal Required Competencies using these measures. Does this sound about right?
12. We define "academically qualified" faculty as faculty with a Ph.D. in an appropriate field. Is this definition sufficient?
13. Why do we need a diversity plan? Our faculty and student body are diverse.
14. When we assessed the competency *Lead and Manage in Public Governance* during our self-study process, we found our students are not meeting our expectations and only a small number were found competent. Will this be a problem for accreditation?