



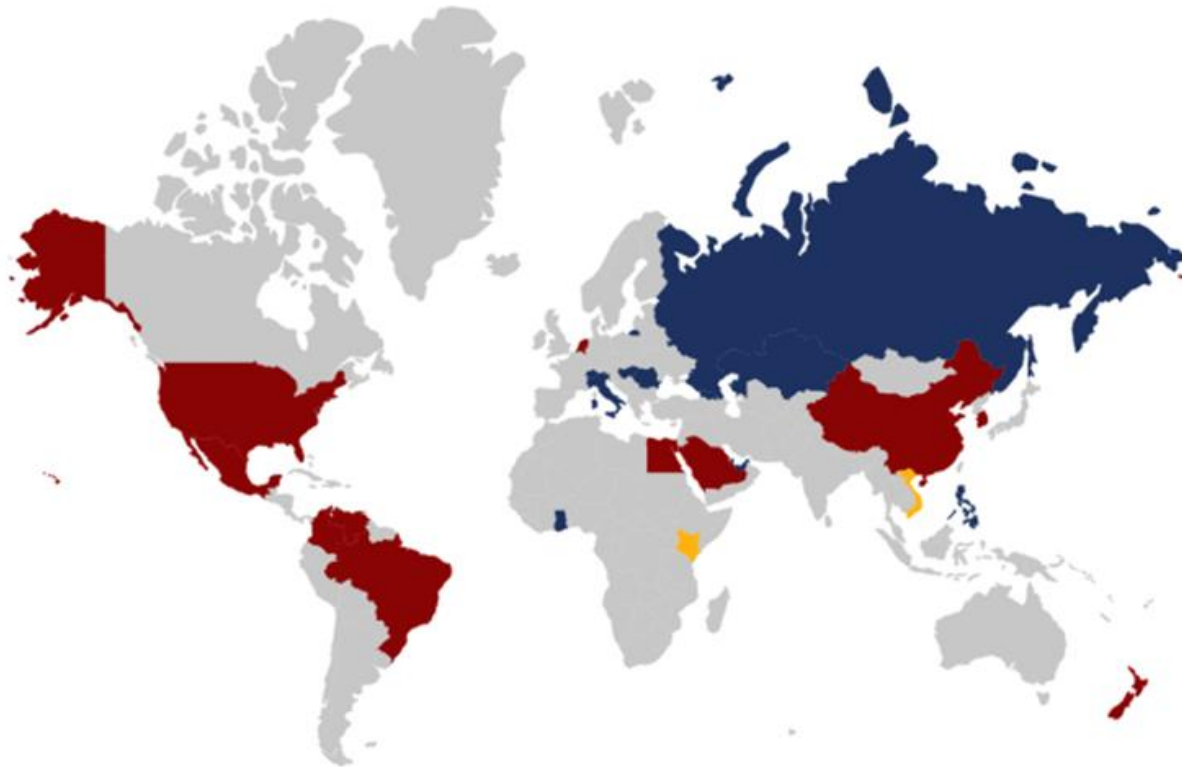
Competency Assessment at NASPAA: A Global Framework with Local Validation

CHEA Annual Meeting
January 2019
Crystal Calarusse,
Chief Accreditation Officer- NASPAA – COPRA

Accreditation Scope

- Master of Public Administration
- Master of Public Policy
- Master of Nonprofit Management
- Master of International Development
 - *And similar degrees...*

Global reach



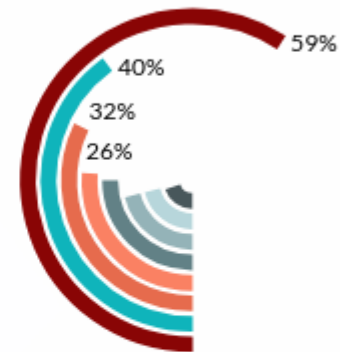
Diverse Set of Stakeholders

Employable Graduates



6% Other
19% Private Sector
25% Nonprofit Sector
49% Public Sector

Student-centric Concentrations



■ Nonprofit ■ Public Management
■ Public Policy Analysis ■ Budgeting/Finance
■ Health ■ Urban ■ City/Local ■ Global

87% of programs* offer unique concentrations to students

*194 programs responded

Standard 1 | Managing the Program Strategically

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.

Standard 1 | Rationale

Accreditation standards reflect NASPAA's commitment to support programs for professional education that

- commit to the public service values of public affairs, policy and administration and model them in their operations;
- direct their resources toward quantitative and qualitative outcomes; and
- **continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.**

The program should...

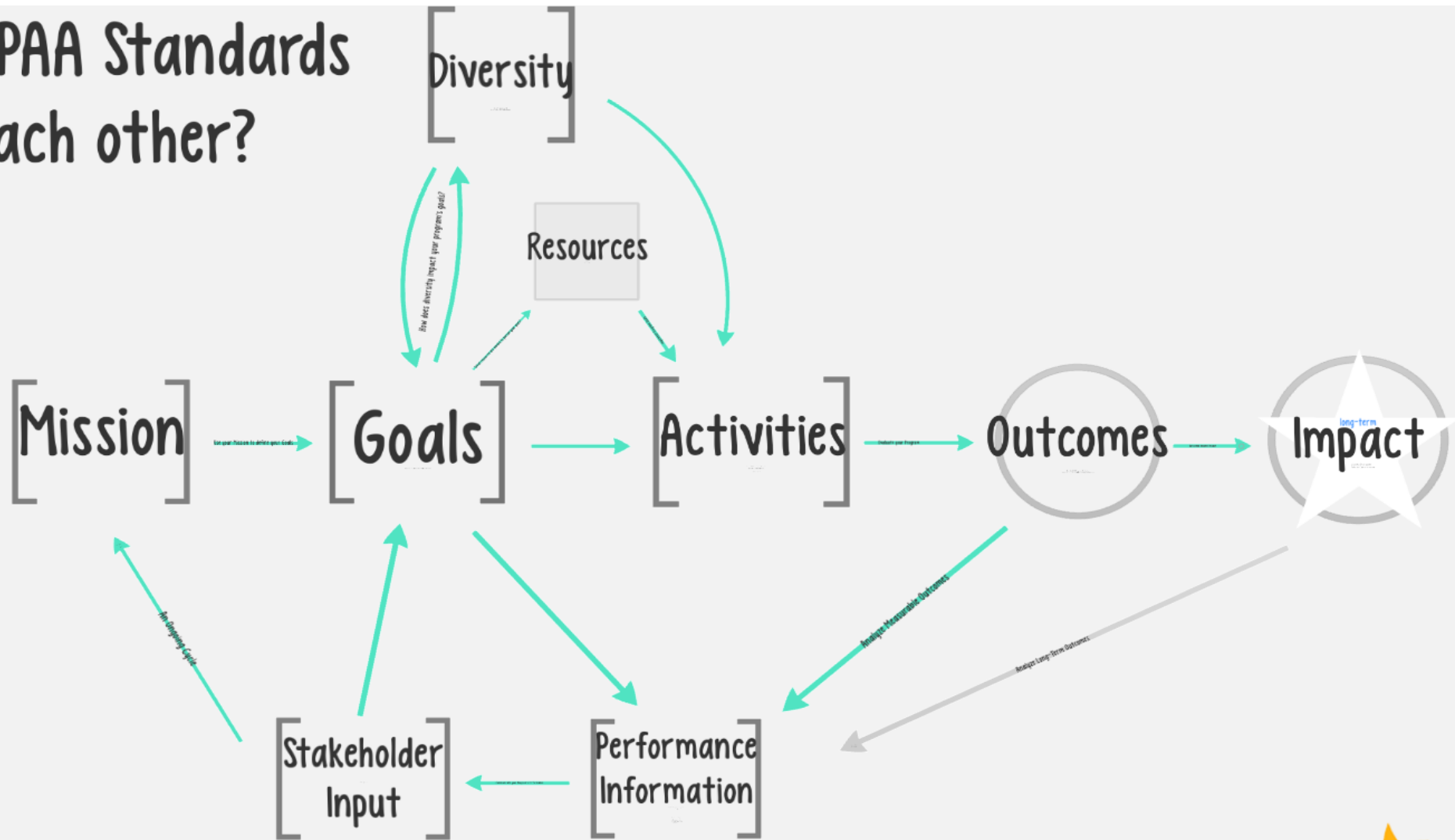
provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the program identified its mission-based performance outcomes), describe the processes used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers...

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...

The basis of judgment is how well the program's mission and activities **bear a clear and compelling relationship to a well-defined community of professionals outside of the University.**

SPAA Standards each other?



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.

Standard 5 | Guidance

COPRA Expects...

- programs to present sustainable, long-term, mission-based plans to evaluate themselves both overall as a program and with regard to specific student learning outcomes.
- a program to provide information on the implementation of its evaluation activities, how competencies are being assessed directly, who is involved in the assessment process, how rubrics are created and used, how information from assessments is analyzed, and how that analysis is used for overall program improvement.
- **programs to provide direct evidence or data to support that its students have achieved the competencies established by the program with respect to its mission.**

Peer Review Report Template

Competency	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any Evidence used to make programmatic decisions	List what required courses cover this competency
1. To lead and manage in public governance	Yes	Yes	Yes	Yes	Yes
2. To participate in and contribute to the public policy process	Yes	Yes	Yes	Yes	Yes
3. To analyze, synthesize, think critically, solve problems, and make decisions	Yes	Yes	Yes	Yes	Yes
4. To articulate and apply a public service perspective	Yes	Yes	Yes	Yes	Yes
5. To communicate and interact productively with a diverse and changing workforce and citizenry	Yes	Yes	Yes	Yes	Yes