

Standard 4 Matching Operations with the Mission: Serving Students

- 4.1 *Student Recruitment: The program will have student recruitment practices appropriate for its mission.*
- 4.2 *Student Admissions: The program will have and apply well-defined admission criteria appropriate for its mission.*
- 4.3 *Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public affairs, administration, and policy.*
- 4.4 *Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.*

Rationale:

The outcomes of student recruiting, admissions, and student services should be consistent with the program's mission. Admitted students should show good potential for success in professional graduate study in public affairs, administration, and policy. The recruitment and service processes should be transparent, accountable, ethical, equitable, diverse, and participatory. A program should encourage diversity in its student body to help prepare students for the workplace of the 21st Century.

Self-Study Instructions: Standard 4.1

Self-Study Instructions:

In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

Describe the Program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

4.1.1 Program Recruitment

Rationale:

The outcomes of student recruiting, admissions, and student services should be consistent with the program’s mission. Admitted students should show good potential for success in professional graduate study in public affairs, administration, and/or policy, in area(s) relevant to the program’s mission. The recruitment processes should be transparent, accountable, ethical, equitable, diverse, and participatory. Student support services should exhibit the same characteristics, as well as be available to, and accessible by, all students in the program. A program should encourage diversity in its student body to help prepare students for the workplace of the 21st Century.

4.1 Clarifying Examples:

Program A’s mission includes a statement about enhancing the professional credentials of in-service students. Although the applicant pool reflects this element of the mission statement, (i.e., the preponderance of applicants are “in-service”, more pre-service students are admitted to the program than in-service students. The burden falls on the program to explain how its recruitment activities and subsequent applicant pool support its mission.

4.1 Basis of Judgment:

The programs recruitment efforts should reflect the program’s target population, intended applicant “characteristics”, and student body composition, as defined by the program mission. The rationale for this judgment is that if the preponderance of students applying to the program does not represent the type of student the program covets, then the program would need to reevaluate its recruitment efforts.

Self-Study Instructions: Standard 4.2

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity, or any other “discriminating” criteria should be presented and explained, vis-à-vis the program mission.

How do your admission policies reflect your program mission? Limit 250 words.

4.2.1a Admissions Criteria and Mission:

In the box below, discuss any exceptions to the above admissions criteria, such as “conditional” or “probationary” admissions, “mid-career” admissions, etc. and how these help support the program’s mission. Also address whether or not there are “alternate” paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words.)

4.2.1b Exceptions to Admissions Criteria

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)			
Bachelors Degree:	Required	Optional	N/A
Letter of Recommendation	Required	Optional	N/A
Resume:	Required	Optional	N/A
Standardized Tests	Required	Optional	N/A
GRE			
Minimum Total Score*			
GRE Verbal Minimum*			
GRE Quantitative Minimum*			
GRE Analytical Minimum*			
GMAT			
Minimum Score*			
LSAT			
Minimum Score*			
TOEFL			
Minimum Score*			
Other Standardized Test (please specify name and score)			
GPA	Required	Optional	N/A
Minimum Required* _____			
Statement of Intent	Required	Optional	N/A
Essay/Additional Writing Sample	Required	Optional	N/A
Professional Experience	Required	Optional	N/A
Number of years of Professional Experience	:		
Interview	Required	Optional	N/A
Special Mission Based Criteria	Required	Optional	N/A
Other (specify)	Required	Optional	

*Denotes Optional Field

4.2.2a Please provide the following application, admission, and enrollment data for the Self Study Year (SSY):

Total SSY Applicants	
Total SSY Admits	
Total SSY Enrollments	

Fall SSY Total Full Admissions	
Fall SSY Total Conditional Admissions	
Fall SSY Total Full Enrollments	
Fall SSY Total Conditional Enrollments	
Fall SSY Total Pre-Service Enrollments	
Fall SSY Total In-Service Enrollments	

4.2.2b Please provide the Full Time Equivalency (FTE) number for enrolled students in the Fall of the Self Study Year.

*The number of FTE students is calculated using the Fall student headcounts by summing the total number of full-time students and adding the number of part time students times the formula used by the U.S. Department of Education IPEDS for student equivalency (currently .361702) for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.

Note: If your program calendar does not allow for a Fall calculation, please use a reasonable equivalent and note your methodology below.

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data.

4.2.2c Admitted/Enrolled Students and Mission

4.2 Clarifying Examples:

The admissions criteria established by Program B include performance on standardized examinations, such as GRE and TOEFL, above a minimum threshold. This is consistent with its mission, which aspires to excel in public affairs, administration, and policy education by attracting students with high academic qualifications through a competitive admissions process. The program documents performance on the examinations and explains deviations from the criteria in its admission decisions. The Program is in conformance with Standards 4.1 and 4.2.

4.2 Basis of Judgment:

- (Note: A baccalaureate degree, or equivalent, from an accredited institution is required of all students entering any accredited Masters Program in Public Administration, Policy, or Affairs. Where a program has a combined Bachelors/Masters degree, it must specify requirements appropriate for the success of Bachelors students engaging in graduate work.)
- The program implements minimum thresholds for admission and clearly defines, and communicates, these requirements as well as any program prerequisites.
- The program follows its admissions policies, which should be based on a combination of indicators appropriate to its mission.
- Admissions policies produce a student body that supports achievement of the program's mission.

Self-Study Instructions: Standard 4.3

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicitly link the types of services provided with the program mission.

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

4.3.1 Academic Standards & Enforcement

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered "exceptional" cases under advising system described above. (Limit 250 words)

4.3.2 Support Systems & Special Assistance

4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that

graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

4.3.3a	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort					

4.3.3b Please define your program design length: (semesters/quarters/terms/other)
(1/2/3/4/5/6/7/8/9/10)

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

4.3.3c Completion Rate additional information/ explanation

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

4.3.4 Career Counseling and Professional Development Services

Describe your program’s internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. (Limit 250 words) If available, provide a LINK to these policies on the program’s website.

4.3.4a(1) Internship Requirement

4.3.4a(2) How many internship placements did the program have during the Self Study year?

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)

4.3.4a(3) Internship placements

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

4.3.4a(4) Internship Support

Briefly discuss how the distribution of internships reflects the program mission. Limit 250 words.

4.3.4a(5) Internships and Mission

Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the “profession” within six months of graduation, by employment sector, using the table below. (Note: Include in your totals those students who were employed while a student in the program, and who continued that employment after graduation.) For

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	
State, provincial or regional government in the same country as the program	
City, County, or other local government in the same country as the program	
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	

Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	
Private Sector but not research/consulting	
Military Service	
Obtaining further education	
Unemployed seeking employment	
Unemployed not seeking employment	
Status Unknown	
Total Number of Graduates	

4.3 Clarifying Examples:

In Program C advising and counseling are provided only by faculty members who are not members of the nucleus faculty and who have neither recent experience in the profession nor relationships with employers served by the program. The burden falls on the Program to demonstrate how its student support services are in conformance with the standard.

Program D requires students without “significant management” experience to complete an internship. The Program does not define “significant experience”, nor evidence of faculty oversight of the internship. The burden falls on the Program to demonstrate how its student support services are in conformance with the standard.

The mission for Program E focuses on providing well-prepared public servants for the state and local governments. However, post-graduation employment statistics show that the majority of the program graduates are taking jobs in the private and non-profit

sectors. The burden falls on the Program to demonstrate how the career services provided and graduate employment are in line with the program mission.

Program F admitted 30 students, X number were admitted conditionally. Six years later 30% of probationary students have completed the program while 75% of the regularly admitted students have completed. Program F has no special support for probationary students and communicates no information on conditions for remaining in the program. Program F is not in conformance with Standard 4.3.

4.3 Basis of Judgment:

- The program has established academic continuance and graduation standards, and an advising system to support achievement of those standards, that students are informed of and participate in.
- Evidence that a preponderance of admitted and enrolled students completed the degree.
- The Program provides services that help students achieve their educational, internship and career objectives.
- Job placement statistics, internship participation, graduate career opportunities and employment are in line with the program mission.

Self-Study Instructions: Standard 4.4

Self-Study Instructions

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self Study Appendices page.

Specifically, the SSR should address the following, as a minimum.

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- **Diversity training and workshops for students, faculty and staff**
- **Frequent guest speakers of a "diverse" background.**

- Formal incorporation of “diversity” as a topic in required courses.
- Student activities that explicitly include students of a diverse background.
- Etc.

4.4.1 Ongoing “Diversity” Activities

(Limit 250 words)

In the box below briefly describe how the program’s recruitment efforts include outreach to historically underrepresented populations and serve the program’s mission. (Note: the definition of “underrepresented populations” may vary between programs, given mission-oriented “audience” and stakeholders, target student populations, etc.) (Limit 250 words)

4.4.2 Program Recruitment Diversity Activities

Student Diversity (with respect to the legal and institutional context in which the program operates):

Check appropriate box: **US Based Program** **Non-US Based Program**

Check here if applicable - Legal and institutional context of program precludes collection of any “diversity” data.

US-Based Program – Complete the following table for all students enrolling in the program in the year indicated, (if you did not check the “precludes” box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Black or African American, non-Hispanic						

American Indian or Alaska Native, non Hispanic/Latino						
Asian, non Hispanic/Latino						
Native Hawaiian or other Pacific Islander, non Hispanic/Latino						
Hispanic/Latino						
White, non-Hispanic/Latino						
Two or more races, non Hispanic/Latino						
Nonresident alien						
Race and/or Ethnicity Unknown						
Total						
Disabled						

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

Non-US Based Program – Complete the following table for all students enrolling in the program in the year indicated, enumerating categories of “diversity” appropriate for your location.

4.4.3b Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female

Total						

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

4.4 Clarifying Examples:

The diversity of students entering Program G is minimal. In an effort to have a more diverse student population, Program G has implemented a program specific diversity plan using new recruitment tactics recommended by their University’s diversity officials. They have yet to see results. Program G is in conformance with Standard 4.4.

Program H frequently posts notices, on its website and bulletin boards, of lectures and multi-cultural activities in other departments and colleges across the campus, and in the local community. Program H is in conformance with Standard 4.4.1.

4.4 Basis of Judgment:

- The program provides a supportive educational climate for a diverse student population.
- The program’s recruitment activities reflect a consideration of “diversity” (with respect to its mission), through its selection of media, audience, and resourcing; and in the eventual composition of its entering students.

Glossary

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

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

Black or African American: A person having origins in any of the black racial groups of Africa.

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

Diversity: Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

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

Full-Time Equivalency Student (FTE): The full-time equivalent (FTE) of students for U.S. schools is calculated by using the Fall student headcounts by summing the total number of full-time students and adding the number of part time students times the formula used by U.S. Department of Education IPEDS for student equivalency (currently .361702) for public institutions and .382059 for private institutions).

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

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

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

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

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

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

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

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

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

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