

Detailed Summary of Changes in the 2017 NASPAA Self-Study Instructions

November 14, 2017

The Commission on Peer Review and Accreditation (COPRA) is pleased to release the 2017 Self-Study Instructions for NASPAA Accreditation, the official document that outlines the data requirements for accreditation and provides definitions, a basis of judgment, and illustrative examples for each of the standards. The 2017 revisions reflect the work of the Commission on Peer Review and Accreditation (COPRA) working to improve the value and effectiveness of program data collection, specifically with regard to diversity and program complexities. *To those of you that provided feedback from your own self-study process, thank you for helping NASPAA and COPRA make the Self-Study Report and process more valuable!*

Highlights

- **Modality Tables:** programs with complexities (online modalities, executive cohorts, etc.) can now provide disaggregated data directly in the form, easing the burden of providing multiple uploads/appendices.
- **Diversity Data for programs based outside of the United States:** non-US programs can now categorize dimensions of diversity to allow for cross-comparison, while retaining context-specific data.

The complete and detailed list of changes follows below. Note that several changes were made to formatting, grammar, etc. and to ensure consistency in language that will not be highlighted here. New language will be delineated in **green**.

1. Preconditions, Primary Focus (Addition)

To reflect the new modality table functionality, directions were added to the Special Note for Programs with Multiple Modalities within a single degree:

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. **A recommended way to do this is to use the +Add new Delivery Modality Breakdown button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality.** The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes). Qualitative information can be entered

in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

2. Preconditions, Primary Focus (Clarification)

To clarify those areas on which the Commission seeks disaggregated data by modality:

... The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, **diversity**, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

3. Preconditions, Course of Study (Deletion)

To align with the NASPAA-wide Annual Data Report, "Other" was deleted:

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

In person instruction,

In person instruction with online coursework available.

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

Completely online (students never have to come to campus.

~~Other (Please specify)~~

4. Table 3.1.1, Faculty Reports (Deletion)

To align with the Standard 3.1 Basis of Judgment, "Faculty who teach in accredited programs must be academically or professionally qualified", "Other" was deleted:

Type of Qualification: (Dropdown)

Academically

Professionally

~~Other~~

5. Table 3.1.3 (Clarification)

To align the instructions with the table, the following was added:

Provide the percentage of courses in each category that are taught by nucleus, and full-time, and **academically qualified** faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate. The total across all rows and columns will not add to 100%.

6. Delivery Modality Tables (Addition)

Programs with complexities (online modalities, executive cohorts, etc.) can now provide disaggregated data directly in the form, easing the burden of providing multiple uploads/appendices. For each of the following tables, the self-study report now includes the added functionality of individual tables to provide both aggregate data, as well as data by modality.

- **Table 3.1.3**
- **Tables 3.2.1a/b**
- **Table 4.2.2a**
- **Table 4.3.3a**
- **Table 4.3.4b**
- **Tables 4.4.3a/b**

Directions for each table noted above mirror the excerpt for Table 3.1.2, below:

For programs with multiple modalities, complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

7. Table 3.2.1b (Addition)

A new drop-down menu to allow non-US programs to first categorize dimensions of diversity, and then specifically name the dimensions. The below changes reflect the most commonly referenced dimensions of diversity, while still providing room for programs to select 'other' as needed:

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

3.2.1b Faculty Diversity	Program-defined diversity categories	FT		PT		Total
		M	F	M	F	
Drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; Religion; other						
Total						

8. Table 3.3.1 (Clarification)

Clarification in directions to align with requirements to provide faculty report data for at least 5 nucleus faculty members.

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

9. 4.2.2b (Clarification)

To clarify that the question refers to total enrollment, not new, self-study year enrollment:

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

10. Table 4.4.3bb (Addition)

A new drop-down menu to allow non-US programs to first categories dimensions of diversity, and then specifically name the dimensions:

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

4.4.3b Ethnic Diversity – Enrolling Students	Program-defined Diversity Categories	Self-Study Year Minus 1		Self-Study Year		Total	
		Male	Female	Male	Female	Male	Female
Drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; Religion; other							
Total							

11. 6.1b (Clarification)

To emphasize that resource adequacy should be discussed with regard to the items listed in the self-study instructions: Budget; Program Administration; Supporting Personnel; Teaching Loads/Class Sizes/Frequency of Class Offerings; Information Technology; Library; Classrooms, Offices and Meeting Spaces:

Please describe the adequacy of your program’s budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program’s ability to support its faculty, staff, and students, **including in the areas noted above.**

12. 6.2b (Clarification)

To align the instructions with the Table 6.2b, which requests not only courses offered in the preceding years, but also those students graduated with each specialization:

For each specialization advertised by your Program, indicate **the number of students graduating with each specialization in the self-study year**, the number of courses required to fulfill that specialization, and how many courses were offered within that specialization during the self-study and the preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

13. 7.1 (Clarification)

To clarify which data are to be made available with regard to student placement:

Distribution of placement of graduates **graduating from the year prior to the data year**
(number)