



COPRA Policy Statement

10.22.14

Based on COPRA decisions made October 2014

At its October 15-17, 2014 meeting in Washington, D.C., the Commission on Peer Review and Accreditation (COPRA) held policy discussions and issued interim reports for the 2014-2015 cohort. The following comments build upon previous Policy Statements and provide a window into COPRA's decision-making, as well as continued guidance on the implementation of the 2009 Accreditation Standards:

1. **Implementation Schedule Competency-Based Assessment Conformance on Standard 5.1: Universal Required Competencies:** Unchanged from the expectations for the 2014-15 cohort, delineated in the December 2013 Policy Statement, programs in the 2015-16 cohort, whose Self-Study Reports are due August 15, 2015, should have completed one full cycle of assessment¹ for student learning outcomes in at least three of the universal competency domains. Consistent with previous statements, programs should provide a detailed assessment plan, which includes direct measures as well a timeline for sustainable assessment of all universal competencies moving forward.

Conformance on Standard 5.2: Mission-specific Required Competencies: For those programs whose missions necessitate mission-specific required competencies, the Commission expects programs to exhibit progress with regard to defining and assessing these required competencies, aligned with its assessment plan.

Conformance on Standard 5.3: Mission-specific Elective Competencies: Programs in the 2015-16 cohort will not be required to demonstrate a full cycle of assessment on their specialization competencies in order to achieve accreditation status. The Commission will continue to address truth-in-advertising and other aspects of specialization quality (e.g. adequacy of course offerings, quality of faculty).

2. **Diversity:** COPRA affirms and repeats the December 2013 Policy Statement, with respect to its evaluation of diversity:

COPRA continues to evaluate diversity against the context of the program itself, allowing programs based in different geographic locales and regions to be sensitive to local diversity

¹ A "full cycle of assessment" means defining a student learning outcome, gathering evidence of learning, analyzing the evidence, and using the analysis to make programmatic decisions.

issues and concerns. Programs are expected to provide program- and mission-specific diversity plans that detail strategies to promote faculty, student, and curricular diversity and foster an overall climate of inclusiveness.

Programs in recent cohorts have had difficulty articulating to COPRA how the program works to "promote diversity and climate of inclusiveness" without a strategic diversity plan, developed with respect to a program's unique mission and environment.² The Commission seeks more 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 requirement of a written diversity plan will be reflected in forthcoming changes to the Self-Study Instructions and expected of the 2015-16 Cohort.

² See COPRA's June 2011 Policy Statement.