

Standard One: 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.*

Rationale:

Accreditation standards reflect NASPAA's commitment to support programs for professional education that 1) commit to the values of public affairs, administration, and policy and model them in their operations; 2) direct their resources toward quantitative and qualitative outcomes; and 3) continuously improve, which includes responding to and impacting their communities through ongoing program evaluation. The commitment to public service values distinguishes NASPAA-accredited programs from other degree programs. NASPAA expects an accredited program to be explicit about the public service values to which it gives priority; to clarify the ways in which it embeds these values in its internal governance; and to demonstrate that its students learn the tools and competencies to apply and take these values into consideration in their professional activities. The expectation that the program will 1) define and pursue a mission and 2) continuously improve its performance to benefit its community in observable ways through education and disseminating knowledge about public affairs, administration and policy reflects NASPAA's commitment to public service values. In this way, NASPAA's accreditation process promotes these values as the heart of the profession.

These standards verify that the program focuses its resources and efforts toward a defined mission. Its mission statement should assist the program's decision-makers, students, and other constituents to understand the program and its operations. Decision-makers should be able to demonstrate that they use the mission statement to help them set priorities and align resources with their goals.

Self-Study Instructions: Standard 1.1

In section 1.1, 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 and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

1.1.1 Provide the Current Program Mission Statement and the date it was adopted.(
Limit 500 words)

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how often relevant internal and external stakeholders, including employers, are involved in the mission development and review process, detailing their explicit responsibilities and involvement.

(Unlimited)

1.1.3 Describe the public service values that are reflected in your Program's mission.
(Limit 250 words)

Rationale:

Accreditation standards reflect NASPAA's commitment to support programs for professional education that 1) commit to the public service values of public affairs, policy and administration and model them in their operations; 2) direct their resources toward quantitative and qualitative outcomes; and 3) continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.

The commitment to [public service values](#) distinguishes NASPAA-accredited programs from other degree programs. The expectation that the Program will:

- Define and pursue a mission that benefits its community through education and disseminating knowledge about public affairs, administration and policy reflects NASPAA's commitment to public service values for example civic virtue, participatory processes and social equity;
- Direct resources toward observable and measurable outcomes reflects NASPAA's commitment to public values of transparency and accountability;
- Evolve and improve reflects NASPAA's commitment to public values of responsiveness and sustainability;

In this way, NASPAA's accreditation process promotes [public service values](#) as the heart of the discipline.

1.1 Illustrative Examples

Program A has established as a program goal to become a national provider of professional degrees for public service for the public sector, non-profits, and consulting and multilateral agencies, emphasizing the values of ethics, collective benefit, and sustainability. The program has established a strong core program and a variety of program public service emphasis areas. The program establishes core curriculum depending upon the emphasis the student wishes to pursue. It involves alumni and employers in bi-annual faculty discussions of its mission and how it incorporates its commitments to public values in its curriculum, student services, and overall program governance. Program A has articulated its emphasis in public affairs, administration and policy.

Program B has established a program that offers a core curriculum and a specific focus on a one-year internship placement in the career area of interest to the student. This two-year program seeks to provide students with the unique combination of necessary academic and extensive administrative training and experience to enhance public service in the areas of student interest. The program designed its curriculum and the internship experiences with priority on the public values associated with constitutionalism, justice, and promoting the general welfare, consistent with the mission of its university. Program B has articulated its emphasis in public affairs, administration and policy.

Program C has established a program goal to be problem centered and to focus on public service needs within the metropolitan community. In addition to a core program in public administration curriculum, the program has established curriculum that is

applied, problem centered and enhanced the skills of student in addressing pressing social problems. Its commitment to public values of responsiveness, sustainability, transparency, and accountability reflect the culture of its community as captured in focus groups with employers and other stakeholders. Program C has articulated its emphasis in public affairs, administration and policy.

Program D is a program that establishes a specific focus on management. The mission of the program is to offer curriculum that provides students with a strong background in leadership, organizational behavior, financial analysis, budgetary processes, marketing and customer relations. The program provides no emphasis on the public that is to be served nor the specific public values that it seeks to enhance with its program and graduates. Program D does not provide evidence of how the program attempts to identify its commitment to public values nor provide evidence with regard to an emphasis in public affairs, administration or policy. Program D has not articulated its emphasis in public affairs, administration and policy.

Program E is a program with a specific focus on nonprofit management as evidenced by its mission to prepare professional public servants for leadership roles in the nonprofit sector. The program discusses its public service values, emphasizing ethical and effective management and leadership, and provides instances where its values are reflected in program goals and student outcomes. The program regularly engages external stakeholders from the nonprofit community. Program E has articulated its emphasis in public affairs, administration, and policy.

1.1 Basis of Judgment

- The Program's mission fits with its degree title (i.e., MPA, MPP, etc.)
- The mission statement reflects values of public affairs, administration, and policy.

Self-Study Instructions: Standard 1.2:

1.2.1 Please identify the major PROGRAM goals as they relate to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.5.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

Please link your program goals:

- 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.

1.2 Illustrative Example

Program A has established as a program goal to become a primary provider of public policy analysts for state and federal agencies operating in its region. It defines its region in geographic terms. It assesses its success by tracking the placements of its graduates and compares this to the placements of competing programs. It creates an advisory board of training and development managers at its target government agencies to help identify agency need and values. It describes its efforts to recruit in-service students who are policy analysts looking to secure graduate level education. It surveys its alumni and their employers for information about policies its graduates have helped analyze and shape. Program A has articulated its performance expectations.

1.2 Basis of Judgment

- The mission statement endorsed by the Program guides its activities.

Self-Study Instructions: Standard 1.3

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).

For those goals identified in Standard 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.

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.

1.3 Illustrative Example

Program A, having established as a program goal in conformance with standard 1.2 that student learning outcomes will include a set of competencies associated with its mission, describes its process for measuring their performance, as well as its efforts to continuously improve student success. Its assessment methods and processes:

- Facilitate longitudinal comparisons of learning outcomes.
- Use state of the art learning outcomes assessment practices.
- Provide program-level as well as course-specific outcomes assessment of required competencies.
- Provide opportunities for students to demonstrate mastery of relevant competencies in applied, experiential settings that, at a minimum, parallel the challenges of working in the public sector.

The program describes an annual survey of agency supervisors who have employed the prior year's graduates to determine the extent to which the recent graduates have demonstrated knowledge of its required competencies; pre- and post-program analyses to document the value the Program adds, and to measure trends in outcomes; and evaluations of student work in capstone courses, theses, and in integrative comprehensive written and oral exams. Reports of survey results, pre-and post-test

analyses, comparisons, and resulting program improvements appear in its SSR under Standard 5.

1.3 Basis for Judgment:

- The basis for 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.

Programs may vary in the values they emphasize and their means of addressing them but each should document how it supports and strengthens the commitment of its students, faculty, and alumni to public affairs, administration, and policy.

Programs may have different approaches to achieving excellence in education for the public sector. Deviations from the standards can result from innovations or cultural differences that the standards do not anticipate. They must be justified in light of a program's mission and success in fulfilling it. In arriving at an overall evaluation, COPRA expects substantial but not rigid conformance with the standards.

NASPAA encourages programs to refer to guidelines it has issued to help them design their curricula, such as the guidelines on internships and not-for-profit curricula. However, the accreditation standards are determinative. The guidelines represent "best practices" as of the date of their issuance. Programs should evaluate their curricula in terms of their missions and objectives.

Glossary

Public Service Values: Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.