

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 service,
 - 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 service.
- 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.**

Standard 1 Rationale

The accreditation standards reflect NASPAA's commitment to support programs for professional education that:

1. commit to the values of globally recognized sustainable development goals and global public service, specifically public and nonprofit affairs, policy, and administration, and model them in their operations;
2. invest their resources toward mission-based outcomes that promote the values of public service; and
3. continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.

The commitment to public service values distinguishes a NASPAA-accredited program 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 operations; 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:

- define and pursue a mission that benefits its community through education and the dissemination of knowledge about public service reflect 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 the public service values of transparency and accountability; and
- evolve and improve reflects NASPAA's commitment to the public service values of responsiveness and sustainability.

In this way, NASPAA's accreditation process promotes public service values as the heart of the discipline.

Conformance with these standards ensures that the program invests its resources and efforts in a specific and well-defined public service mission. Strategic program management enables a program to develop and pursue a mission that articulates a program's purpose and public service values, and guides program performance, decision making, and continuous improvement with regard to governance, operations, faculty and student support, diversity and inclusion, student learning, resources, and communications. The purpose of strategic management is distinctive value creation. Strategic management is fundamental to investing increasingly scarce resources to achieve desirable, differentiated, and measurable outcomes. Formulation of a program's purpose, public service values, and implementation strategy and tactics should explicitly consider the program's unique goals and objectives as reflected in its faculty, curriculum, pedagogy, student support, climate of inclusiveness, and the student and employer populations whom the program serves. The resultant mission statement is the program's succinct promise to its stakeholders and should state or imply metrics by which program success can be objectively and routinely evaluated. Routine evaluation of program performance should inform both current and future operating priorities as well as suggest strategic imperatives necessary to deliver on this promise.

So long as their activities are consistent with their mission, programs have latitude to define their performance goals, measures of outcomes, and improvements. Whatever the program's goals and measures, they must be stated in terms that are sufficiently clear and concrete for the program to use in assessing itself and for outside parties, such as COPRA, to use in assuring that the program manages itself strategically. The mission statement brings coherence to the program's activities.

Standard 1. 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 service,**
- **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 service.**

Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe the processes used to develop and refine its purpose, public service values, and mission statement, including the roles and contributions of stakeholders such as students, graduates, faculty members, employers, and practitioners. The program should also document how it ensures the ongoing alignment of its mission, purpose, values, and the community it serves. The program should report on how, and to what extent, the mission statement is informed by and disseminated to relevant stakeholder groups.

The program should discuss the distinctive elements of its purpose and public service values as conveyed in its mission statement including, but not limited to, student and employer population(s) served, faculty expertise, curricular philosophy and pedagogy, and student support infrastructure.

The program should describe the process by which the mission statement guides decision-making, including the allocation of resources. Specific illustrations are recommended.

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)

1.1.1

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences goal-setting and 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)

1.1.2

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

1.1.3

1.1 Basis of Judgment

- The program's mission fits with its degree title (i.e., MPA, MPP, MNM, etc.).
- The mission statement reflects values of public service.
- The program's mission is developed, and consistently reviewed, with input from program stakeholders.

1.1 Clarifying 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 service.

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 service.

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 service.

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 service. Program D has not articulated its emphasis in public service.

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 service.

Program F has a focus on training leaders in local government management. The program’s mission statement restates the national ministry of education’s goal to increase the number of trained local government managers by 10% over the next 5 years. The program has an extensive in-service student enrollment employed in national civil service. Program F does not have a mission statement reflecting input from program faculty, students or other stakeholders or defining public service values, rather relying on the goals of the government. Program F has not articulated its program-specific emphasis in public service.

Program G’s mission statement articulates an aim to foster public service education and values, specifically through nonprofit management. Its measured outcomes though do not directly relate to, flow from, or mostly encompass the focus on nonprofit management or otherwise do not enable the program, stakeholders, or NASPAA to determine how well the program is accomplishing its stated mission. Program G is not in conformance with Standard 1.1.

Program H articulates a mission grounded in public service education and values, and measures outcomes directly related to its mission. The mission and outcomes though were defined many years ago and have not been periodically re-examined or updated by the program and its stakeholders since. Program H is not in conformance with Standard 1.1.

1.2 Performance Expectations: The program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

Self-Study Instructions:

In section 1.2.1, please identify the primary mission-based program goals. The program should explicitly declare, operationally define, and justify program performance expectations stated in, or implied by, its mission statement and its mission-defined goals and objectives. Describe how these program goals and objectives align with the mission and public service values identified in Standard 1. A logic model or similar device should be provided to illustrate how what is being measured contributes to an evaluation of specific programmatic outcomes and how achievement of these outcomes delivers on the promises made in the mission statement. A logic model is a visual tool that allows for a program to describe its theories of change, or the ways in which a strategic set of activities and inputs lead to outputs and achievements of the primary mission-based program goals. The program should upload its logic model or similar device to the Self-Study Appendices page.

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.

1.2.1 Please link your program goals and objectives:

- 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 service.

1.2.1

1.2 Basis of Judgment

- The mission statement endorsed by the program guides its activities.
- The program has developed clear goals and objectives that are linked to its mission and public service values, and have measurable outcomes.
- Program goals extend beyond goals specific to student learning.

1.2 Clarifying Example

Program A has established as a program goal to become a primary provider of professionals for nonprofit agencies operating in its region. It defines its region in geographic terms. It has identified 3 strategies to achieve its goal, including identifying and providing nonprofit capstone clients and hiring faculty with backgrounds in the nonprofit sector. 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 nonprofit executives to help identify needs and values. It describes its efforts to recruit in-service students in the nonprofit field looking to secure graduate level education. It surveys its alumni and their employers for information about projects and programs its graduates have helped manage, implement, and shape. Program A has articulated its performance expectations.

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.

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:

In section 1.3, the program should connect its programmatic goals to measurable performance objectives and outcomes. The program should describe the measurement methodologies employed in the assessment of the performance metrics declared, defined, and justified in Section 1.2.1. The description of the measurement methodology should include the population studied, data collection procedures used, including the sampling protocol employed, if appropriate, analyses undertaken, and how results were used to improve program performance and enhance the community the program seeks to serve.

It is important that program evaluation efforts lead to demonstrable programmatic changes intended to improve program delivery, including administrative capacity, resource adequacy, faculty teaching, research, and service productivity, graduation and employment rates of students, faculty and student support, student learning, alumni and employer support of program(s), and/or recruitment and retention of students. While every aspect of every program cannot be evaluated every year, a schedule of regular and systematic program evaluation should be undertaken and described by the program over the course of each seven year accreditation cycle.

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. The program should relate the information generated by these processes in its discussion of Standards 2 through 7 (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, student learning, resource allocation, and communications). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how the program's evaluation of its student learning outcomes feeds into its assessment of the program's performance).

For those goals and objectives identified in Standard 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission. Based on these outcomes, 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 service.

1.3.1

1.3.2 Describe ongoing program evaluation processes and how the results of the evaluation are incorporated into program operations. Provide examples of evidence-informed decisions made to improve programmatic outcomes, including student learning, faculty productivity, and graduates' careers.

1.3.2

1.3 Basis of Judgment

- The program's mission and activities bear a clear and compelling relationship to a well-defined community of professionals outside of the university.
- The program's defined performance goals, measures of outcomes, and programmatic improvements align with its mission and allow for systematic program self-evaluation and strategic management of its resources.
- The mission and its related goals and objectives help the program's decision-makers, students, and stakeholders and other constituents understand the program and its operations.

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

Programs may have different approaches to achieving excellence in education for the public and nonprofit sectors. 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.

1.3 Clarifying Examples

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 student performance, as well as its efforts to continuously improve student success. The program evaluates progress toward meeting this goal through:

- Facilitating longitudinal comparisons of learning outcomes.
- Using state of the art learning outcomes assessment practices.
- Providing program-level as well as course-specific outcomes assessment of required competencies.
- Providing 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 and nonprofit sectors.

The program describes a pre-post skills-inventory administered to incoming and graduating students; 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; analysis of employment rates; and evaluations of student work in capstone courses, theses, and in integrative comprehensive written and oral exams.

Information gathered from these measurement efforts are reported annually to program faculty and stakeholders and are used to inform several facets of the program, including changes in strategic direction and curriculum.

Program A is in conformance with Standards 1.2 and 1.3.

Program B established that its faculty teaching and research serves and advances the program's community and profession in accordance with its mission and objectives. To this end, the program identifies four short term and four long term performance outcomes and provides a visual representation of these performance outcomes as part of their logic model. The program measures progress toward these short and long-term performance outcomes through a variety of means. It conducts a regular alumni and stakeholder survey to inventory skills desired by area employers and to inform the extent that the program equips its graduates with NASPAA's universal competencies and its program and mission defined public service values.

The program maps NASPAA universal required competencies to its mission objectives and curricular offerings and revisits its curriculum on a regular basis, and measures mastery of NASPAA universal competencies through direct and indirect assessment techniques in accordance with Standard 5.1.

Program B tracks placement and location of post-graduation employment in public and nonprofit sectors, monitors alumni careers and career advancements, and tracks pure and applied faculty research efforts, how faculty disseminate their research, the quality and reputation of publication outlets, and how faculty research informs their teaching and vice versa.

Program B is in conformance with Standards 1.2 and 1.3.

Program C reports a set of public service values that flow from its mission and its related goals and objectives that were developed with input from faculty, students and community stakeholders. The public service values also reflect the program's non-profit and health administration tracks and its mission's emphasis on serving the program's geographic area.

The program describes taking a holistic approach to evaluating success in meeting outcome goals related to its public service values. These efforts include gathering data from a periodic stakeholder and employer survey, annual curricular assessment in accordance to standard 5.1, exit interviews with students, and periodic review by the program's advisory board.

Program C also reports that its nuclear faculty use these data to revisit its mission and public service values on an annual basis.

Program C is in conformance with Standards 1.1, 1.2, and 1.3.