Bowling Green State University
Master of Public Administration
NASPAA Acreditation
Logic Model 2021

BGSU MPA Logic Model

The mission of BGSU's MPA program is to create an inclusive, collaborative learning environment that empowers students with the skills, applied theories and community-based project experiences necessary to adapt to and succeed in an ever-changing public sphere.

GOALS	ACTIVITIES	OUTCOMES	ASSESSMENT
To educate and train students for public service careers.	Teaching, community projects, professional development, internships, pedagogy research	Graduation, mastery of competencies, understanding of public service values, employment	Capstone portfolios, course grades, graduation rates, student satisfaction
To promote scholarship, leadership, and training in basic and applied research relevant to public administration.	Community work, publications, presentations, coursework, team projects, MPASA	Impact on PA scholarship, alumni success,	Annual faculty review, client satisfaction, alumni feedback
To promote innovative and effective solutions to problems in the public and nonprofit sectors.	Research, community projects, capstone course, internships, faculty community engagement	Capacity building in the region, students empowered to solve problems	Annual faculty review, internship assessement, cient project evaluations

PART 1

Goal 1: To educate and train students to lead and manage organizations in the public and nonprofit sectors.

Performance Outcome A: Student Mastery of Universal Competencies

Our program has adopted NASPAA's Universal Competencies that all students are expected to master. We have established student learning outcomes related to these competencies, and have implemented systematic assessment procedures (and approved new ones) to evaluate student performance linked to these competencies. Please see the attachment.

Performance Outcome B: Internships

Through the internship program we support Goal 1 by giving students the opportunity to apply knowledge and skills that they gain in our program, as well as
giving them an opportunity to find community role models and see how public sector values are implemented in real world settings. Particularly for our pre-service
students the internship is an important context in which to see leadership in action, and to develop their own sense of "public sector self".

Performance Outcome C: Student Satisfaction

Student and alumni satisfaction is a critical performance outcome for our program. It is imperative that we know if we are serving the needs of our students over both the short and long terms. If so, our goal, as stated in our mission, of providing the public and nonprofit sectors with graduates equipped to address problems and challenges will be served. Regular graduate and alumni surveys provide valuable information on program success.

Goal 2: To promote innovative and effective solutions in the public and nonprofit sectors.

Performance Outcome A: Community Engaged Learning

As detailed throughout this document and in our mission statement, our program has a commitment to community engaged learning and works to promote innovate and effective solutions for the nonprofit and public sectors. Just a few recent examples of recent community engaged projects in our classes include strategic planning for NASA Plum Brook, Land development options for a former golf course on University land, random sample community mail back survey for a local library about services and programming and grant writing for a local food pantry.

**Goal 3: To promote intellectual development, scholarship, leadership, ethics and training in basic and applied research relevant to the public and nonprofit
sectors at various levels.**

Performance Outcome A: Faculty Productivity

Our faculty consistently exceed publishing expectations for our department. They engage in research projects that address administrative, management and policy issues that are of direct concern to the profession. Faculty productivity is assessed through the annual merit review by the Political Science Department Merit Committee.

Performance Outcome B: Student Research Productivity
In support of our mission, our students are also engaged in interesting and innovative research projects, including independent studies, seminar-based research papers, opportunities for collaborative research with faculty, theses and the capstone project. Many of the faculty that teach in our department have co-authored academic publications with MPA students (e.g. Kear, Bhati, Orr, Jackson, Miller).

All students are required to complete either a thesis or an internship pus the capstone course. We typically have just one student or less choose the thesis pathway - usually an international student who intends to go on to do a PhD. Thesis students are encouraged to also take the Capstone Course as an elective. Both pathways draw upon knowledge, analytical abilities, writing and presentation skills and insights acquired through their coursework. As such, both the thesis and the capstone serve as assessment tools for mastery of public administration, as well as critical learning opportunities. The Capstone Course includes a team-based community client project that must include a written report/product, public presentation and self-reflection.

Our mission and performance outcomes are specific with regard to the population of students, employers and professionals that we intend to serve. We primarily educate pre-service students who wish to work in local, regional, or state government or nonprofit organizations. As such our performance outcomes provide multiple opportunities for our students to gain valuable work and research/applied experiences that will serve them well when they enter the public and nonprofit sectors.

In terms of employers and professionals, we are focused on serving local, regional, and state governments, as well as public/nonprofit organizations.
Assessment of our program outcomes indicate that we are in fact reaching these employers. Our students in SSY, SSY-1 and SSY-2 have interned with a wide array of organizations such as Toledo Northwestern Ohio Food Bank, Lake Erie Waterkeepers, Northwest Ohio Housing Development Agency, STAR USA, US Senate offices, Toledo Fair Housing Association, the United Way and more. Not only do the students gain valuable real-world experience, but these organizations also benefit from the insights and expertise of our students.

PART 2

Please see the attached logic model which highlights the relationships between our objective (mission/values), goals, performance outcomes and assessment, as well as the Assessment Strategic Planning Document.

Goal 1: To educate and train students to lead and manage organizations in the public and nonprofit sectors.
Performance Outcome A: Student Mastery of Universal Competencies
Our program has adopted NASPAA's Universal Competencies that all students are expected to master. We have established student learning outcomes related to these competencies, and have implemented systematic assessment procedures (and approved new ones) to evaluate student performance linked to these competencies.

The Capstone Course involves three components: a team-based community client project, professional development; and a portfolio.

Assessment: One way in which we assess this is through the capstone portfolios. In the portfolios students take our 26 competencies and choose 15 to write about. They must reflect on what the competency means, what they learned and then attach an artifact of some kind (e.g. a research paper or project) in the appendix that provides evidence of their mastery of that competency. As we review the portfolios each year we are able to see the full range of work that our students complete in the program and assess if we are providing both depth and breadth of research opportunities. In Spring 2021 we also surveyed all of our faculty to assess what kinds of assignments are being used in our courses. We confirmed that our students are engaging in interesting and innovative research projects within the classroom and outside with faculty members. In addition to the previously mentioned community-based learning team projects, our students are also doing policy memos (policy class), budget analyses (budgeting), website design (applied methods and tools), research posters (research methods), presentations (most classes), report writing (program evaluation) and more.

In 2021 our faculty nucleus reviewed the capstone portfolios submitted by three cohorts: SS-1, SS-2, SS-3. We evaluated each of the portfolios and each of our competencies. We identified that there are a few that were outdated, a few that we were not teaching very well, and a few that were confusing to the students. The faculty nucleus then reviewed and updated our competency document – we clarified language, changed some of the competencies, added new ones and identified a few classes where we need to make changes.

Performance Outcome B: Internships
Through the internship program we support Goal 1 by giving students the opportunity to apply knowledge and skills that they gain in our program, as well as giving them an opportunity to find community role models and see how public sector values are implemented in real world settings. Particularly for our preservice students the internship is an important context in which to see leadership in action, and to develop their own sense of "public sector self".

We do a periodic review of internship placements for our students, in particular looking to see if students are in fact completing the internship in a timely manner and in placements that support their career goals and our mission statement. We confirm that we have been successful in these placements. We are fortunate that while we are located in rural Ohio, we have established strong connections with community partners who frequently contact us looking for interns. As we only need to place around 15-20 students a year, we have been able to match supply and demand quite easily. We evaluate the internships through the Capstone Portfolios, the Degree Audit submitted by each student prior to their semester and through the career center which tracks the internships and manages the administrative paperwork/supervisor agreement.

Performance Outcome C: Student Satisfaction
Student and alumni satisfaction is a critical performance outcome for our program. It is imperative that we know if we are serving the needs of our students
over both the short and long terms. If so, our goal, as stated in our mission, of providing the public and nonprofit sectors with graduates equipped to address
problems and challenges will be served. Graduate and alumni surveys provide valuable information on program success.

Based on our semi-annual surveys, students are highly satisfied with our program. In particular they have cited highly positively the wide array of course options, the community-based learning projects and faculty support of student learning. Areas in which we still need to improve student satisfaction include better integration of DEI across the curriculum (which we are working on systematically), better computers and access to software in the department lab (all systems were upgraded and new software licenses added in Spring 2021), and struggles with understanding the competencies (revised Spring 2021). Students also asked for courses in nonprofit administration, which led to the creation of an undergraduate minor, (two courses are cross listed as graduate classes) and the hiring of Dr. Bhati in 2018 who is now one of our faculty nucleus members.

Goal 2: To promote innovative and effective solutions in the public and nonprofit sectors.
Performance Outcome A: Community Based Learning
As detailed throughout this document and in our mission statement, our program has a commitment to community-based learning and to promote innovative and effective solutions for the nonprofit and public sectors. Just a few recent examples include: grant writing for 20+ local nonprofit organization in 2020, development of a social services map for the United Way and development of an eviction database for Wood County. This outcome is assessed through client evaluations following project completion. Our community clients have indicated great enthusiasm for our student work as evidenced both in their feedback and by their request for follow up projects or interns.

Goal 3: To promote intellectual development, scholarship, leadership, ethics and training in basic and applied research relevant to the public and nonprofit sectors at various levels.

Performance Outcome A: Faculty Productivity

Our faculty consistently exceed publishing expectations for our department. They engage in research projects that address administrative, management and policy issues that are of direct concern to the profession (see Standard 1.2.3 above). Faculty productivity is assessed through the annual merit review by the promotion and tenure committee. All of our MPA faculty have received tenure and/or promotions; and have earned full merit over the last 7 years.

Performance Outcome B: Student Research Productivity

In support of our mission, our students are also engaged in interesting and innovative research projects, including independent studies, seminar-based research papers, opportunities for collaborative research with faculty, theses and the capstone project.