Binghamton University MPA Program Logic Model

INPUTS	STRATEGIES	OUTPUTS	OUTCOMES	IMPACT
• MPA Students • Undergraduate Combined Degree Students • Dual Degree Students • MPA Nucleus Faculty • Department of Public Administration leadership (Chair, DGS) • Public Administration Staff • Adjunct Instructors • Community Partners • MPA Advisory Board • MPA Alumni • MPA GSO • Center for Applied Community Research and Development (CACRD) • CCPA Offices (Dean's Office, partner departments, Coordinator of Student Support and International Pgms) • Infrastructure Resources (University Downtown Center, offices, classrooms, computer labs, Info Commons) • Budget Resources (salaries, operating budget, travel funds, etc.) • Library Resources (holdings, online access, library support) • Technological Resources (computers for faculty and students, instructional technology in classrooms, software for collaborative engagement and for research analysis) • BU Offices with aligned missions (Institute for Student Centered Learning, Multicultural Resource Center, EEO/AA Office, Clark Fellows Program, Office of International Programs, etc.)	• Recruitment of undergraduate and practitioner students • Admission of students with potential for success • Cohesive and engaging curriculum • Specialization and dual degree options • Structured class-based service learning projects • Well-designed internship program • Opportunities for international experiences • Creative pedagogies • Practitioners as guest speakers • Use of team projects • Regular and constructive feedback to students on performance • Regular assessments data gathered from students, faculty, and practitioners • Annual banquet • Mid-semester evaluations and feedback • Support for faculty conference participation • Regular communication among faculty and staff re teaching, research and service • Annual MPA Advisory Board meetings with focused agenda • Annual faculty retreats • Ongoing assessment of program performance • Consulting, training, program evaluation, and other service to community agencies	• # of students Admitted, Enrolled, Graduated • Demographics of student population • # of funded students • # of required courses taught • # of specialization and elective courses offered • # of international experiences available • # of service projects • # of internship placements • # of paid internships • # of department meetings • # of advisory board meetings • # and demographics of faculty • # of faculty conference presentations • # of faculty scholarly publications (peer reviewed journals articles, book chapters, etc.) • # of faculty practitioner-oriented publications (white papers, technical reports, monographs) • Faculty service to university, community and profession	• Students complete MPA program with stated universal competencies and appreciation for public service values. • Students complete the MPA program with professional competencies. • If applicable, students complete the MPA program with specialization or dual degree competencies. • Students complete the MPA program in a timely manner. • MPA graduates secure jobs in local government, the nonprofit sector or in related capacities • MPA graduates have individual capacities to engage in community-based public practice. • MPA graduates are prepared to help develop the organizational or institutional capacities for community-based public practice in the organizations where they work • Community partners realize benefits of MPA service activities, internship placements and capstone projects • Faculty are recognized for the quality and contributions of their scholarship • Faculty are recognized for the quality of their service contributions.	• Graduates of the Binghamton University MPA program secure positions of responsibility in public service and contribute to the creative, ethical and professional practice of public administration. • MPA faculty will be recognized leaders in their respective areas of expertise at local, state, national and international levels. • The MPA program at Binghamton University will be a leader in community-based research and the integration of teaching, research and service. • Individuals and organizations that work with the MPA program will have enhanced capacities for community-based public practice.

MPA Program Assessments from Internship and Capstone (not related to specific learning outcomes)

	Course or Context	Who Assesses
I was adequately informed of my responsibilities regarding the internship	Internship	Practitioner (Internship Supervisor)
I was satisfied with the communications with and responsiveness of the department staff/faculty		
I was closely involved with the design of the capstone project	Capstone	Practitioner (Capstone Supervisor)
I was in close contact with the student while s/he was working on the capstone project		
I was in close contact with faculty members overseeing the capstone project		
The capstone project was one of my top priorities		
I am satisfied with the written report I received		
The capstone project achieved the goals that I had hoped it would achieve		
My organization/department learned useful information from the written report that will help my organization/department's ability to accomplish its core mission		
Participating in the capstone project strengthened my organization/department's relationship with Binghamton University.		

Note on rating scale: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge.

MPA Assessment Processes for Individual Faculty Teaching, Research and Service

	Assesses	Timing	Who Assesses
Student Course Evaluations	Teaching	Every semester or session	Students
Annual reports submitted by tenured and tenure-track faculty	Teaching, Research, and Service	Annually	Dean, Provost
Contract renewal for tenure-track faculty	Teaching, Research, and Service	At 3rd year	Initiating Personnel Committee, Dean, University Personnel Committee, Provost
Tenure and Promotion	Teaching, Research, and Service	At 6th year	Initiating Personnel Committee, Dean, University Personnel Committee, Provost, President, SUNY Chancellor
Special Awards and Recognition	Teaching, Research or Service	Periodic	From College, University, SUNY System, Journals/Publishers, Professional Associations, Media Outlets
Grants	Research	Periodic	University or External Funding Agencies
Invitations to Speak or Teach	Teaching, Research	Periodic	Other Universities, Community Agencies, Professional Associations
Contracts for Professional Training or Applied Research	Service and/or Research	Periodic	Community Agencies