

**Assessment Plan Schedule and Responsible Parties**

Competency Area	Person with Primary Responsibility	Frequency
Lead and Manage in Public Governance	Capstone Instructor Praxis Instructor	Annually
Participate in and Contribute to Policy Process	Capstone Instructor Praxis Instructor	Annually
Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions	Capstone Instructor Praxis Instructor	Annually
Articulate and Apply Public Service Values	Capstone Instructor Praxis Instructor	Annually
Interact and Communicate Effectively with a Diverse and Changing Workforce	Professor Rubaii	Annually
Nonprofit Specialization	Professor Campbell	Every 3 years
Local Government Specialization	Professor Sinclair	Every 3 years

The person with primary responsibility is to review the specific measures used for that competency area and bring to the attention of faculty any scores or trends that suggest the need for programmatic improvements. Initial identification of issues will occur at department meetings in the fall semester for the previous academic year, and then will be addressed by the faculty (and Advisory Board, if appropriate) before the conclusion of the spring semester.

### Development of Competency Definitions, Assessment Processes and Instruments

The current competency definitions and assessment instruments have developed over time and through iterations of input from faculty and members of the MPA Advisory Board, and experience utilizing and interpreting the results. These are living documents in the sense that almost every year we either add questions or modify phrasing to better capture our intended interests. The most recent changes were made in 2011-12 (SSY-1) and implemented in 2012-13 (SSY), although we have made some additional changes in the SSY that will be implemented in the coming year.

At a retreat held in 2011-12, the faculty reviewed and refined our definitions of competencies in each of the universal competency areas and for the two MPA specialization areas. We also identified the points within the curriculum when these competencies would be assessed. Faculty worked in teams and consulted the most appropriate Advisory Board members to determine if existing rubrics and assessment tools were adequate and to recommend changes as needed.

Assignments for reviewing the competency definitions and assessment tools in this cycle are provided below:

COMPETENCY AREA	LEAD FACULTY	OTHER FACULTY	MPA ADVISORY BOARD LIAISONS
Lead and Manage in Public Governance	Tom Sinclair	Susan Appe	Marsha Weber, Tim O'Hearn
Participate and Contribute to the Policy Process	Pam Mischen	Kristina Lambright Pat Brennan	Donna Lupardo, Jeff Davis, Ken Kamlet
Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions	Kristina Lambright	Pam Mischen Joann Lindstrom	Mark Rykman, Elaine Miller
Articulate and Apply a Public Service Perspective	Nadia Rubaii	David Campbell	Diane Brown, Donna Lupardo
Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry	Nadia Rubaii	Tom Sinclair	Kathy Bunnell, Elaine Miller
Local Government Specialization	Tom Sinclair	Nadia Rubaii Pat Brennan	Tim O'Hearn, Mark Rykman
Nonprofit Specialization	David Campbell	Susan Appe Joann Lindstrom	Diane Brown, Shawn Hartnett

## Examples of Changes Made to Assessment Processes and Tools

### RE: Policy Process Competency

With valuable input from the Advisory Board members (practitioners) of group working on the competency related to Participating in and Contributing to the Policy Process, the following changes were made:

- Clarification that verbal and written communication skills are essential for this competency area and should not be used only to assess general “professionalism.” (The rubrics had items rating oral and written communication, but previously these had not been included as part of assessing this particular competency area)
- Changing the phrasing regarding identification of a “policy problem” to “policy problem or opportunity” to reflect that many of the capstone projects address opportunities for new and innovative approaches to delivering public services and not necessarily limited to addressing problems. Phrasing changed on Capstone Instructor and Capstone Faculty Committee Member forms:
  - Previous phrasing: Articulation of an organizational problem
  - Revised phrasing: Articulation of an organizational policy problem or opportunity
- Addition of new items on the Capstone instructor form and Capstone Faculty Committee Member form:
  - Recommendations address policy problem or take advantage of opportunity
- Addition of new items on Capstone Supervisor Assessment form
  - The student clearly defined a policy problem or opportunity faced by my organization
  - The recommendations clearly address the policy problem or opportunity defined

### RE: Public Service Values

To supplement existing rubric questions, additional questions were added to assessment forms to more precisely define the expectations regarding public service values.

- Praxis Instructor form:
  - Demonstrates the ability to assess and apply at least three of our five core public service values to the case
  - Demonstrates the ability to balance public service values against purely economic/monetary concerns
- Capstone Instructor form:
  - The problem definition clearly articulates who (what group or what segment of the public) is affected
  - The student articulates and justifies one or more of our core public service values as guiding the decisions made regarding the chosen research methodology
  - The student articulates and justifies one or more of our core public service values as guiding his/her recommendations.

### RE: Diversity, Cultural Competency

To supplement the existing rubric questions, a survey was developed for students which included an exercise where each student had to comprise a team from among a list of possible individuals of various demographic, technical abilities and work style characteristics. The survey also included self-assessments of student strengths and weaknesses related to teamwork, diversity, and cultural competence, and student assessments of the program's contributions to their competencies in these areas.

#### RE: Specializations

To go beyond the general questions on the Praxis and Capstone rubrics, portfolios of exemplary assignments will be required by students to demonstrate knowledge and skills in particular areas related to their specialization.

#### Performance Targets for Student Learning Competencies

Rubrics scales are either rating degree of competence ( 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, or NA=I have no basis on which to judge) or statements about competencies with Likert scale responses (1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge). In either case, the performance target is that no students will score 1 or 2, and will have few if any scores of 3. All scores should be at least at the level of a 3, and a majority of scores on any evaluation should be at least at the level of a 4.

#### Analysis and Interpretation of Assessments

Because the MPA program is relatively small and only 10-25 students graduate in any given semester, even though we collect quantitative ordinal level data, the analysis is largely informal and qualitative in nature.

- If one or two students score below the performance target on any given measure of competence, the faculty discuss how we could have done a better job in formative assessments for that student and we consider ways to identify and remediate lack of competencies *before* a student reaches the capstone or how we could prevent a student lacking those competencies from reaching the end of the program.
- If several students in any given cohort score below the performance targets, we consider that more of a programmatic failing that needs to be addressed through modifications of the curriculum.

#### Process

Faculty meet every two weeks throughout the academic year and hold one day-long retreat each year. One faculty meeting each semester is devoted to mid-semester evaluations, which provide the basis for informing advising of individual students about areas of concern and for determining if there are more systemic concerns across the program. The Internship, Praxis and Capstone instructors (Lindstrom, Campbell, and

Lambright, respectively, during the Self-Study Year) are responsible for reviewing the assessments (completed by themselves, practitioners and/or other faculty) in their respective courses and bringing to the attention of the full MPA faculty any areas of concern.

The diversity/team survey instrument and the specialization area portfolios are new additional assessments beyond the rubrics used for several years. The diversity/team survey was piloted during the self-study year and the specialization portfolios will be implemented in the site visit year to supplement the assessment data gathered through the Internship, Praxis and Capstone assessments. Professor Rubaii will be responsible for conducting the initial review of the diversity/team assessments; Professors Campbell will take the lead in reviewing Nonprofit specialization portfolios, and Professor Sinclair will take the lead in reviewing the Local Government specialization portfolios.

Once areas of concern are identified by the faculty responsible for each area, the full faculty discuss what programmatic changes could address the concerns. Minor curriculum changes (such as adding a particular topic or type of assignment to an individual class) are decided upon by the faculty. More substantial program changes are brought to the MPA Advisory Board for practitioner input.

**Master of Public Administration (MPA) Program**  
**Department of Public Administration**  
**College of Community and Public Affairs**  
**Binghamton University**

**Our Mission:**  
*To develop individual and institutional capacity for community-based public practice.*

- Core Public Service Values:**
- 1) Democratic Processes/Community Engagement,
  - 2) Accountability,
  - 3) Equity,
  - 4) Transparency and
  - 5) Sustainability

**TEACHING:**  
The MPA curriculum design, course content, instructional pedagogy, and qualifications of teaching faculty and support staff shall support the mission of the MPA program and core values.

**RESEARCH:**  
The faculty will engage in scholarly and applied research to produce and disseminate knowledge that will promote the MPA mission and core values.

**SERVICE:**  
Through their community, university and professional service, the faculty will advance the MPA program mission and core values.

**INTEGRATION & SYNTHESIS:**  
The MPA Program will engage integrate teaching, research and service to leverage the greatest advantage for MPA students, community partners and faculty.

**MPA Mission-Based Goals**

<b>Teaching-Related Goals</b>	<b>Research-Related Goals</b>	<b>Service-Related Goals</b>
<p><u>Goal 1:</u> The MPA program will prepare students to become informed leaders and responsible citizens who: are well-versed in public administration; think critically, creatively and ethically; possess analytical and technical skills to be creative problem-solvers; can adapt to changing political and social environments; and remain actively involved in professional and community service.</p> <p><u>Goal 2:</u> By virtue of the curriculum design, MPA students and faculty will contribute to the development of individual and institutional capacities of local government and nonprofit organizations in communities, broadly defined, including but not limited to those in the Southern Tier of New York State.</p> <p><u>Goal 3:</u> Students who select a specialization within the MPA program (in Nonprofit Management &amp; Leadership or in Local Government Management &amp; Leadership) or who pursue a dual degree will demonstrate additional competencies in the relevant area.</p>	<p><u>Goal 4:</u> Faculty will engage in research that is recognized by peers in the scholarly and/or professional community for its quality and value to the profession.</p> <p><u>Goal 5:</u> Faculty will engage in community-based research that engages stakeholders and produces results that can be used by the practitioner community.</p> <p><u>Goal 6:</u> Faculty will engage in research that contributes to the appreciation of community-based research and/or the integration of teaching and research within the scholarly community.</p>	<p><u>Goal 7:</u> Faculty will engage in community service and share their expertise to improve the capacities of public service professionals and community-based organizations.</p> <p><u>Goal 8:</u> Faculty will engage in university service to enhance the capacity of the department, college, university and which demonstrates commitment to being part of the university community.</p> <p><u>Goal 9:</u> Faculty will engage in professional service that contributes to strengthening public service, reflects positively on the MPA program, the College of Community and Public Affairs and Binghamton University, and demonstrates commitment to being part of the public affairs community.</p>
<p><u>Goal 10:</u> Faculty will integrate teaching, research and service so that each augments the quality and relevance of the others.</p>		

**Binghamton University MPA Program  
Definitions and Competencies and Assessment Tools**

<b>This mission of the MPA program is to develop individual and institutional capacity for community-based public practice.</b>					
<b>NASPAA Competency Area.</b>	<b>To Lead and Manage in Public Governance</b>	<b>To Participate in and Contribute to the Public Policy Process</b>	<b>To Analyze, Synthesize, Think Critically, Solve Problems &amp; Make Decisions</b>	<b>To Articulate and Apply a Public Service Perspective</b>	<b>To Communicate and Interact Productively with a Diverse &amp; Changing Workforce &amp; Citizenry</b>
MPA Mission-Based Definition.  MPA Graduates will be able to...	Demonstrate an appreciation for the complexities of decision making within public service.  Effective oral and written communication skills.  Demonstrated professionalism in and outside of class.	Take a community-based problem through the policy process.  Effective oral and written communication skills	Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization.	Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others.  Effective oral and written communication skills	Work effectively as a member of a diverse group in both a leader and follower role.  Demonstrate active engagement, curiosity about, and respect for individual and group differences.



<p>Rationale for Competency Definition</p>	<p>To effectively lead and manage, MPA graduates must understand that decision making in the small local government and nonprofit organizations is complex in that it requires consideration of political, economic, and social factors and procedural demands for participation. MPA graduates must be able to communicate their ideas to a various stakeholders in orally and in writing.</p>	<p>Given our emphasis on small local governments and nonprofits, we work from a small "p" definition of policy to include administrative and organizational policy processes more so than legislative processes. To be effectively in any policy process, public service professionals must be able to effectively communicate ideas to a variety of audiences and in a variety of settings.</p>	<p>We expect our graduates to make evidence-based decisions even if they work in an environment with limited financial, technological or staff resources.</p>	<p>We expect our MPA graduates to appreciate that the traditional values of efficiency and effectiveness, while important, are not value neutral, and that they must be balanced with other values when working in a public service capacity. In communicating the rationale for decisions, public service professionals must be able to articulate the importance of public service values and advocate for their consideration in the face of pressures to rely on purely economic factors.</p>	<p>The work of small local and nonprofit organizations often requires that work be completed in teams and these teams will increasingly be diverse in terms of demographic characteristics, as well as diversity of other types (learning style, communication style, profession/discipline, knowledge, skills and abilities, etc.). An effective public servant needs to appreciate diversity and have the competence to leverage that diversity for the benefit of the team, organization and community.</p>
<p>MPA Courses</p>	<p>See separate table for curriculum mapping</p>				

Measures (Conceptual)	<p>Demonstration of understanding of the complexities in public service in MPA culminating experiences.</p> <p>Professionalism and effective communication demonstrated in MPA culminating experiences</p> <p>Oral communication skills.</p> <p>Written communication skills.</p>	<p>Ability to identify a policy or management problem or opportunity within an organization</p> <p>Ability to present evidence-based recommendations that address a problem or opportunity</p> <p>Oral communication skills</p> <p>Written communication skills</p>	<p>Ability to frame a problem or issue within a broader conceptual framework and literature</p> <p>Ability to design and implement an appropriate data collection and analysis process.</p> <p>Ability to interpret findings and present evidence-based recommendations.</p>	<p>The ability to present public problems, processes, and proposed solutions in terms of how they advance or impede democratic processes/communi ty engagement, accountability, equity, transparency, &amp; sustainability (financial, environmental, cultural sustainability)</p>	<p>Having a more sophisticated understanding of collaborative leadership and the value of diversity at the end of the program compared to when they entered the program.</p> <p>Having an appreciation for the value of diversity in solving complex problems.</p>
Assessment Tools	<p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)</p>	<p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)</p>	<p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)</p>	<p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, Supervisor)</p>	<p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, Supervisor) Team Composition Exercise/Diversity Assessment</p>
Measures (Operational)	See separate table linking rubric items to competencies				

**Specialization Competencies**

<b>Specialization Competency</b>	<b>Nonprofit Management &amp; Leadership</b>	<b>Local Government Management &amp; Leadership</b>
<b>Mission-Based Definition of Competency</b>	<p>Advanced knowledge and skill of distinctiveness of nonprofit organization mission, stakeholders, structure, theory and operation.</p> <p>We expect students who complete the Nonprofit Management and Leadership specialization to have the ability to: 1) analyze an organization's funding model and identify its strengths and limitations, 2) assess the relative effectiveness of a nonprofit board in carrying out its role, 3) apply theories of nonprofit organization to the mission of individual nonprofit organizations, 4) analyze a nonprofit organization in its environment, and the management and leadership implications.</p>	<p>Advanced knowledge and skill in the substantive, procedural and structural aspects of local government organization</p> <p>We expect students who complete the Local Government Management and Leadership specialization to be able to demonstrate advanced knowledge and skills in one or more of the substantive areas of economic development, land use planning, law enforcement/public safety, and emergency preparedness and response. We expect them to be able to work effectively within procedural aspects of public participation, civil service systems, and democratic elections. Structural competencies relate to their understanding of how accountability to elected officials, intergovernmental mandates and revenue options impact local government professionals.</p>
<b>Courses</b>	<p>Foundation knowledge is provided in the core (required) MPA curriculum.</p> <p>PAFF 551 (Introduction to Nonprofit Management and Leadership) introduces these concepts and skills at a more advanced level and PAFF 552 (Issues in Nonprofit Administration) provides an opportunity to practice them. The remaining Nonprofit elective provides some specialized knowledge or skill unique to the course.</p>	<p>Foundation knowledge is provided in the core (required) MPA curriculum.</p> <p>PAFF 580 (Introduction to Local Government Management) introduces these concepts and skills at a more advanced level.</p> <p>The two remaining nonprofit electives provide specialized skills and opportunities to practice skills from PAFF 580.</p>
<b>Assessment Tools</b>	<p>Internship Supervisor Final Evaluation Rubric Praxis Evaluation Rubric Capstone Assessment Rubrics Portfolio of select assignments from PAFF 551 and 552 (To be implemented in 2013-14)</p>	<p>Internship Supervisor Final Evaluation Rubric Praxis Evaluation Rubric Capstone Assessment Rubrics Portfolio of exemplary assignments (designed in 2012-13; to be implemented in 2013-14)</p>

Note: Advanced competencies in Social Work, Nursing, or Student Affairs Administration for students in one of our dual degree programs are not assessed by the MPA program except through the internship placement (students must have a placement that meets the requirements of both programs) and capstone project (the capstone committees include an extra faculty member from the dual degree department). Specific competencies in the other professional area are assumed to exist by virtue of the degree certification offered by the partner department.

**Binghamton University MPA Curriculum Map  
Linking Courses and Competencies**

	To Lead and Manage in Public Governance	To Participate in and Contribute to the Public Policy Process	To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions	To Articulate and Apply a Public Service Perspective	To Communicate and Interact Productively with a Diverse & Changing Workforce & Citizenry
	Demonstrate an appreciation for the complexities of decision making within public service. Effective communication. Professionalism	Take a community-based problem through the policy process. Effective communication.	Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization.	Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others. Effective communication.	Work effectively as a member of a diverse group in both a leader and follower role. Demonstrate active engagement, curiosity about, and respect for individual and group differences.
Research Design and Methods (PAFF 510)	x INTRO	x INTRO	x INTRO, PRACTICE	x INTRO	x INTRO, PRACTICE
21st Century Governance (PAFF 520)	x INTRO	x INTRO		x INTRO	x INTRO
Foundations of Public Service (PAFF 521)	x INTRO, PRACTICE	x INTRO		x INTRO	x INTRO, PRACTICE
Public and Nonprofit Budget and Finance (PAFF 521)	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE	
Managing People in Organizations <sup>1</sup>	x PRACTICE	x PRACTICE		x PRACTICE	x PRACTICE
Evidence-Based Decision Making <sup>2</sup>	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE
Managing Information and Technology (PAFF 526)	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE	
Praxis through Cases (PAFF 590)	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS
Internship (PAFF 594)	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS
Problem Definition (PAFF 591)	x ASSESS	x ASSESS		x ASSESS	
Capstone (PAFF 595)	x ASSESS	x ASSESS	x ASSESS	x ASSESS	x PRACTICE, ASSESS

x indicates this competency is a major focus of the course; x indicates it is a component, element, or topic in the course

INTRO indicates that the concepts, knowledge and skills are introduced to students in the course; PRACTICE indicates that students are provided with opportunities to practice and apply the concepts, knowledge and skills in the course; and ASSESS indicates that competencies are assessed in the course

<sup>1</sup> The Managing People in Organizations (MPO) requirement can be fulfilled by any one of the following courses: Human Resource Management (PAFF 534), Organizational Theory (PAFF 535), Networks and Public Management (PAFF 536), or Organizational Behavior (PAFF 537). PAFF 534 is offered every fall. Each spring one of the other three MPO courses is offered on a rotating basis.

<sup>2</sup> The Evidence-Based Decision Making (EBDM) requirement can be fulfilled by taking any one of the following courses: Survey Research (PAFF 513), Program Evaluation (PAFF 515), Performance Analysis (PAFF 516), or Policy Analysis (PAFF 523). Each semester one EBDM course is offered on a rotating basis over a 2-year cycle.

### Other Curriculum Design Elements

- All required courses include both the public sector and nonprofit sector in the definition of public service/public affairs. The emphasis is on non-urban local governments and community-based nonprofit organizations.
- The definition of community used for all aspects of the program includes, but is not limited to, the Greater Binghamton community. The majority of class-based service projects and internships/capstones are based in the upstate New York, northern Pennsylvania area, but students and faculty also have opportunities to direct their attention to communities in other states and other nations.
- Required MPA courses are 4-, 3-, 2- and 1-credit, depending on the extent of work required. Four- and three-credit courses are full semester courses; 1- and 2-credit courses are generally short courses.
- Service projects are an intentional design element of multiple required courses and are generally reflected by 4-credit hour designations.
- The sequencing of courses is intended to provide opportunities for students to develop skills in three stages:
  1. full-class or small group community-based service projects designed by and service partners arranged by the instructor (introductory required courses)
  2. small group projects and individual projects with instructor guidelines, considerable student choice, and student responsibility for interaction with service partners (MPO and EBDM courses, specialization courses)
  3. individual student-defined and student-led projects (capstone).
- The sequencing of courses is intended to prepare students for greater and greater synthesis of material through the use of common cases and current issues across multiple required courses within an academic year to ensure that students experience the analysis of a single case or issue through multiple lenses/perspectives in preparation for the Praxis course.
- Required courses are coordinated to ensure a balance of individual and team work in each semester.
- Teams are assigned randomly or with deliberate attention to diversity of team composition. When introductory required courses (510, 520, 521) include team projects, time is devoted to issues of group dynamics, effective teams, and conflict resolution.
- To accommodate the schedules of working professionals, all core courses are offered at least once per year in the evening time slot.
- To allow students flexibility of site selection for the internship, only elective (not required) courses are offered in the summer.
- Sufficient specialization and elective courses are offered during the academic year so that no student is required to enroll in the summer.
- Specializations require some common knowledge and skills (provided by the required course or courses in the specialization) and also should allow students to focus on particular interests within that specialization area.

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Linking Courses and Competencies**

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**Specific Rubric Assessment Items – Formative Assessments**

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism
Class attendance								X
Timely submission of assignments			X					X
Demonstrated enthusiasm for learning and professional development			X			X		X
Ability to work independently			X					X
Ability to work with other students on teams			X				X	
Taking initiative to solve problems					X			X
Professional communication with faculty and staff			X					X
Responsiveness to feedback			X					X
Cultural competence and respect for differences of opinions and experiences						X	X	
Time management								
Clear, concise and professional written communication								
Active participation in class discussions			X	X		X	X	X
Respectful participation in class discussions								X
Communicates well in formal presentations								
Ability to synthesize and integrate material					X			
Ability to conduct research					X			
Quantitative analysis skills					X			
Critical thinking skills					X			
Understanding of public service values						X		
Understanding of the unique characteristics of local government			X			X		
Understanding of the unique characteristics of nonprofit organizations			X			X		
Ability to apply theory to practice			X	X	X			
Professional integrity, academic honesty and high standards of ethics			X			X		X
Able to make connections within and across courses					X			
Able to link course material to current events					X			
Level of demonstrated maturity								X

Note regarding scoring: Mid-semester evaluations simply identify areas where faculty consider an individual student to have some shortcomings.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
Demonstrated strong work ethic	Internship	Practitioner (Internship Supervisor)	X			X		X	
Was punctual and reliable								X	
Showed initiative and enthusiasm			X				X		X
Was willing to learn									X
Completed tasks on time									X
Worked well with other staff in office								X	
Worked effectively on teams								X	
Demonstrated cultural competence								X	
Worked well independently					X				
Followed through with all tasks									X
Took responsibility for problems and worked effectively toward solutions					X				X
Demonstrated effective time management									X
Worked effectively within the organizational structure					X				
Completed all tasks identified in the MOU									X
Came well-prepared with skills/knowledge from courses							X		
Writes clear and concise communications						X			
Organizes thought and evidence in a logical sequence						X			
Articulates ideas well						X			
Communicates at a level appropriate for the intended audience						X			
Communicates well through formal presentations						X			
Conducts a thorough literature review						X			
Effectively applies research/theory to public problems			X	X					
Understands and interprets trends and debates in administration			X	X					
Develops clear problem statements			X		X	X			
Gathers information from a variety of sources					X		X		
Distinguishes between sources of information on the basis of quality					X				
Identifies and applies appropriate analytical techniques					X				
Interprets results effectively					X				
Prepares appropriate graphical representations of data				X					

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

**Specific Rubric Assessment Items – Summative Assessments**

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism
Clear, concise, professional writing			X	X		X		X
Analyses reflects understanding of and respect for diverse perspectives			X	X		X	X	
Understanding of the complexities of organizational and policy problems			X	X				
Ability to frame issues within the context of public service values			X	X		X		
Ability to integrate concepts and theories from multiple areas				X	X			
Ability to apply material from a variety of courses/areas					X			
Ability to apply specific theories to a practical case			X		X			
Accepts feedback professionally and responds to it appropriately			X					X
Demonstrates the ability to assess and apply at least three of our five core public service values to the case			X			X		
Demonstrates the ability to balance public service values against purely economic/monetary concerns				X	X	X		
Understands and is able to apply concepts from....								
...Research Design and Methods (510)					X			
...Foundations of Public Service (521)			X	X	X	X	X	
...21 <sup>st</sup> Century Governance (520)			X	X			X	
...Managing People in Organizations (MPO)			X	X	X	X		
...Budgeting and Finance (527)								
...Evidence-Based Decision Making (EBDM)				X	X			
...Managing Information and Technology (526)			X	X	X	X		
Demonstrates advanced understanding in declared specialization or dual degree area			X	X	X	X	X	

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
Ability to accept feedback from the instructor	Capstone course	Faculty (Capstone Instructor and Capstone Committee Member)	X					X	
Articulation of an organizational policy problem or opportunity			X		X	X			
Ability to place the problem within a broader conceptual framework			X		X	X	X		
Ability to prepare an appropriate literature review						X			
Selection of appropriate data collection methodology given time and resource constraints						X			
Ability to implement data collection methodology						X			
Selection of appropriate data analysis techniques						X			
Ability to analyze data						X			
Ability to interpret results of analysis						X			
Application of theory to practice					X	X	X		
Identification of specific evidence-based recommendations					X	X			
Recommendations address organizational policy problem or opportunity				X	X	X			
Logical organization of ideas and evidence					X	X			
Clear and concise writing					X				
Integration and synthesis of knowledge						X			
Understanding of public service values							X		
Understanding of organizational characteristics				X					
Oral presentation skills				X	X		X		
Use of PPT or other presentation techniques				X	X				
Response to audience questions							X	X	
Ability to accept feedback from peers						X	X		
Ability to provide constructive feedback to peers							X		
Seeks feedback at appropriate times			X		X		X		
Takes initiative to solve problems			X				X		
Ability to meet deadlines			X				X		
Ability to work independently			X				X		

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
The problem definition clearly articulates who is affected by the current problem	Capstone: New items piloted for the first time in spring 2013	Capstone instructor and capstone committee member	X			X	X		
Student articulates/justifies public service values guiding decisions made regarding the research methodology					X				
The student articulates and justifies public service values guiding recommendation					X				
Recommendations address the originally stated problem					X				

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
The student conducted him/herself professionally in conducting the capstone project	Capstone	Practitioner (Capstone Agency Supervisor)						X	
I had an opportunity to review a draft of the report and provide feedback			X				X		X
The student clearly defined a policy problem or opportunity faced by my organization			X			X			
The student collected appropriate data given time and resource constraints						X			
The findings presented by the student are easy to understand and are based on the evidence gathered.						X			
The recommendations presented by the student are based on the evidence gathered and analyzed						X			
The recommendations clearly address the policy problem or opportunity defined					X		X		
The report is well written (accessible, clear and concise)					X				X
The written report is well organized					X				X
The written report reflects an understanding of our organization's mission, values and priorities.					X			X	
The presentation was well organized					X				
The presentation was professionally delivered					X				
The student was able to respond to my questions/concerns following the presentation			X						

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.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
Diversity factors considered in team composition	End of program survey	Student Composition Exercise, Self-Assessment, Program Assessment)					X		
Strengths and challenges of the team composition (narrative)							X		
Extent to which <i>the MPA program</i> contributed to my effectiveness as a team member								X	
Extent to which <i>the MPA program</i> contributed to my understanding of and appreciation for diversity							X	X	
Extent to which <i>the MPA program</i> improved my ability to apply the concepts of diversity to improve a team process			X				X		
<p>Rating scale of team diversity: List of diversity characteristics (demographic as well as skill and style factors) students indicated: I intentionally excluded all people with this characteristic, I intentionally included some and excluded others with this characteristic, I intentionally included all people with this characteristic, or It was not a factor in my selection</p> <p>Rating scale for program contributions: 4 = A great deal, 3 = Somewhat, 2 = Very little, 1 = Not at All, NA = Not applicable (only use this response if you did not partake in any such activities as an MPA student). Note: Rather than evaluate the MPA program as a whole, students are asked to assess the extent to which the following MPA program components contributed to each of the above competencies: MPA Core Courses, MPA Specialization, Certificate or Elective Courses, Readings Assigned in MPA Courses, Assignments for MPA Courses, In-Class Activities in MPA Courses, Team Projects in MPA Courses, Use of Cases in MPA Courses (including Praxis), The MPA Internship, MPA GSO or Other MPA Community Activities, MPA International Experiences or Study Abroad, MPA Capstone Project, Other (please specify).</p>									

**Binghamton University MPA Program  
Definitions and Competencies and Assessment Tools**

<b>This mission of the MPA program is to develop individual and institutional capacity for community-based public practice.</b>					
<b>NASPAA Competency Area.</b>	<b>To Lead and Manage in Public Governance</b>	<b>To Participate in and Contribute to the Public Policy Process</b>	<b>To Analyze, Synthesize, Think Critically, Solve Problems &amp; Make Decisions</b>	<b>To Articulate and Apply a Public Service Perspective</b>	<b>To Communicate and Interact Productively with a Diverse &amp; Changing Workforce &amp; Citizenry</b>
MPA Mission-Based Definition.  MPA Graduates will be able to...	Demonstrate an appreciation for the complexities of decision making within public service.  Effective oral and written communication skills.  Demonstrated professionalism in and outside of class.	Take a community-based problem through the policy process.  Effective oral and written communication skills	Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization.	Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others.  Effective oral and written communication skills	Work effectively as a member of a diverse group in both a leader and follower role.  Demonstrate active engagement, curiosity about, and respect for individual and group differences.

<p>Rationale for Competency Definition</p>	<p>To effectively lead and manage, MPA graduates must understand that decision making in the small local government and nonprofit organizations is complex in that it requires consideration of political, economic, and social factors and procedural demands for participation. MPA graduates must be able to communicate their ideas to a various stakeholders in orally and in writing.</p>	<p>Given our emphasis on small local governments and nonprofits, we work from a small "p" definition of policy to include administrative and organizational policy processes more so than legislative processes. To be effectively in any policy process, public service professionals must be able to effectively communicate ideas to a variety of audiences and in a variety of settings.</p>	<p>We expect our graduates to make evidence-based decisions even if they work in an environment with limited financial, technological or staff resources.</p>	<p>We expect our MPA graduates to appreciate that the traditional values of efficiency and effectiveness, while important, are not value neutral, and that they must be balanced with other values when working in a public service capacity. In communicating the rationale for decisions, public service professionals must be able to articulate the importance of public service values and advocate for their consideration in the face of pressures to rely on purely economic factors.</p>	<p>The work of small local and nonprofit organizations often requires that work be completed in teams and these teams will increasingly be diverse in terms of demographic characteristics, as well as diversity of other types (learning style, communication style, profession/discipline, knowledge, skills and abilities, etc.). An effective public servant needs to appreciate diversity and have the competence to leverage that diversity for the benefit of the team, organization and community.</p>
<p>MPA Courses</p>	<p>See separate table for curriculum mapping</p>				



Measures (Conceptual)	Demonstration of understanding of the complexities in public service in MPA culminating experiences.  Professionalism and effective communication demonstrated in MPA culminating experiences  Oral communication skills.  Written communication skills.	Ability to identify a policy or management problem or opportunity within an organization  Ability to present evidence-based recommendations that address a problem or opportunity  Oral communication skills  Written communication skills	Ability to frame a problem or issue within a broader conceptual framework and literature  Ability to design and implement an appropriate data collection and analysis process.  Ability to interpret findings and present evidence-based recommendations.	The ability to present public problems, processes, and proposed solutions in terms of how they advance or impede democratic processes/communi ty engagement, accountability, equity, transparency, & sustainability (financial, environmental, cultural sustainability)	Having a more sophisticated understanding of collaborative leadership and the value of diversity at the end of the program compared to when they entered the program.  Having an appreciation for the value of diversity in solving complex problems.
Assessment Tools	Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)	Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)	Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)	Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, Supervisor)	Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, Supervisor) Team Composition Exercise/Diversity Assessment
Measures (Operational)	See separate table linking rubric items to competencies				

**Specialization Competencies**

<b>Specialization Competency</b>	<b>Nonprofit Management &amp; Leadership</b>	<b>Local Government Management &amp; Leadership</b>
<b>Mission-Based Definition of Competency</b>	<p>Advanced knowledge and skill of distinctiveness of nonprofit organization mission, stakeholders, structure, theory and operation.</p> <p>We expect students who complete the Nonprofit Management and Leadership specialization to have the ability to: 1) analyze an organization's funding model and identify its strengths and limitations, 2) assess the relative effectiveness of a nonprofit board in carrying out its role, 3) apply theories of nonprofit organization to the mission of individual nonprofit organizations, 4) analyze a nonprofit organization in its environment, and the management and leadership implications.</p>	<p>We expect students who complete the Local Government Management and Leadership specialization to be able to demonstrate advanced knowledge and skills in one or more of the substantive areas of economic development, land use planning, law enforcement/public safety, and emergency preparedness and response. We expect them to be able to work effectively within procedural aspects of public participation, civil service systems, and democratic elections. Structural competencies relate to their understanding of how accountability to elected officials, intergovernmental mandates and revenue options impact local government professionals.</p>
<b>Courses</b>	<p>Foundation knowledge is provided in the core (required) MPA curriculum.</p> <p>PAFF 551 (Introduction to Nonprofit Management and Leadership) introduces these concepts and skills at a more advanced level and PAFF 552 (Issues in Nonprofit Administration) provides an opportunity to practice them. The remaining Nonprofit elective provides some specialized knowledge or skill unique to the course.</p>	<p>Foundation knowledge is provided in the core (required) MPA curriculum.</p> <p>PAFF 580 (Introduction to Local Government Management) introduces these concepts and skills at a more advanced level.</p> <p>The two remaining nonprofit electives provide specialized skills and opportunities to practice skills from PAFF 580.</p>
<b>Assessment Tools</b>	<p>Internship Supervisor Final Evaluation Rubric Praxis Evaluation Rubric Capstone Assessment Rubrics Portfolio of select assignments from PAFF 551 and 552 (To be implemented in 2013-14)</p>	<p>Internship Supervisor Final Evaluation Rubric Praxis Evaluation Rubric Capstone Assessment Rubrics Portfolio of exemplary assignments (designed in 2012-13; to be implemented in 2013-14)</p>

Note: Advanced competencies in Social Work, Nursing, or Student Affairs Administration for students in one of our dual degree programs are not assessed by the MPA program except through the internship placement (students must have a placement that meets the requirements of both programs) and capstone project (the capstone committees include an extra faculty member from the dual degree department). Specific competencies in the other professional area are assumed to exist by virtue of the degree certification offered by the partner department.

**Binghamton University MPA Program Logic Model**

INPUTS	STRATEGIES	OUTPUTS	OUTCOMES	IMPACT
<ul style="list-style-type: none"> <li>MPA Students</li> <li>Undergraduate Combined Degree Students</li> <li>Dual Degree Students</li> <li>MPA Nucleus Faculty</li> <li>Department of Public Administration leadership (Chair, DGS)</li> <li>Public Administration Staff</li> <li>Adjunct Instructors</li> <li>Community Partners</li> <li>MPA Advisory Board</li> <li>MPA Alumni</li> <li>MPA GSO</li> <li>Center for Applied Community Research and Development (CACRD)</li> <li>CCPA Offices (Dean's Office, partner departments, Coordinator of Student Support and International Pgms)</li> <li>Infrastructure Resources (University Downtown Center, offices, classrooms, computer labs, Info Commons)</li> <li>Budget Resources (salaries, operating budget, travel funds, etc.)</li> <li>Library Resources (holdings, online access, library support)</li> <li>Technological Resources (computers for faculty and students, instructional technology in classrooms, software for collaborative engagement and for research analysis)</li> <li>BU Offices with aligned missions (Institute for Student Centered Learning, Multicultural Resource Center, EEO/AA Office, Clark Fellows Program, Office of International Programs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment of undergraduate and practitioner students</li> <li>Admission of students with potential for success</li> <li>Cohesive and engaging curriculum</li> <li>Specialization and dual degree options</li> <li>Structured class-based service learning projects</li> <li>Well-designed internship program</li> <li>Opportunities for international experiences</li> <li>Creative pedagogies</li> <li>Practitioners as guest speakers</li> <li>Use of team projects</li> <li>Regular and constructive feedback to students on performance</li> <li>Regular assessments data gathered from students, faculty, and practitioners</li> <li>Annual banquet</li> <li>Mid-semester evaluations and feedback</li> <li>Support for faculty conference participation</li> <li>Regular communication among faculty and staff re teaching, research and service</li> <li>Annual MPA Advisory Board meetings with focused agenda</li> <li>Annual faculty retreats</li> <li>Ongoing assessment of program performance</li> <li>Consulting, training, program evaluation, and other service to community agencies</li> </ul>	<ul style="list-style-type: none"> <li># of students Admitted, Enrolled, Graduated</li> <li>Demographics of student population</li> <li># of funded students</li> <li># of required courses taught</li> <li># of specialization and elective courses offered</li> <li># of international experiences available</li> <li># of service projects</li> <li># of internship placements</li> <li># of paid internships</li> <li># of department meetings</li> <li># of advisory board meetings</li> <li># and demographics of faculty</li> <li># of faculty conference presentations</li> <li># of faculty scholarly publications (peer reviewed journals articles, book chapters, etc.)</li> <li># of faculty practitioner-oriented publications (white papers, technical reports, monographs)</li> <li>Faculty service to university, community and profession</li> </ul>	<ul style="list-style-type: none"> <li>Students complete MPA program with stated universal competencies and appreciation for public service values.</li> <li>Students complete the MPA program with professional competencies.</li> <li>If applicable, students complete the MPA program with specialization or dual degree competencies.</li> <li>Students complete the MPA program in a timely manner.</li> <li>MPA graduates secure jobs in local government, the nonprofit sector or in related capacities</li> <li>MPA graduates have individual capacities to engage in community-based public practice.</li> <li>MPA graduates are prepared to help develop the organizational or institutional capacities for community-based public practice in the organizations where they work</li> <li>Community partners realize benefits of MPA service activities, internship placements and capstone projects</li> <li>Faculty are recognized for the quality and contributions of their scholarship</li> <li>Faculty are recognized for the quality of their service contributions.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>MPA faculty will be recognized leaders in their respective areas of expertise at local, state, national and international levels.</li> <li>The MPA program at Binghamton University will be a leader in community-based research and the integration of teaching, research and service.</li> <li>Individuals and organizations that work with the MPA program will have enhanced capacities for community-based public practice.</li> </ul>

**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 3 <sup>rd</sup> year	Initiating Personnel Committee, Dean, University Personnel Committee, Provost
Tenure and Promotion	Teaching, Research, and Service	At 6 <sup>th</sup> 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

**Master of Public Administration (MPA) Program**  
**Department of Public Administration**  
**College of Community and Public Affairs**  
**Binghamton University**

**Our Mission:**

*To develop individual and institutional capacity for community-based public practice.*

**Core Public Service Values:**

- 1) Democratic Processes/Community Engagement,
- 2) Accountability,
- 3) Equity,
- 4) Transparency and
- 5) Sustainability

**TEACHING:**

The MPA curriculum design, course content, instructional pedagogy, and qualifications of teaching faculty and support staff shall support the mission of the MPA program and core values.

**RESEARCH:**

The faculty will engage in scholarly and applied research to produce and disseminate knowledge that will promote the MPA mission and core values.

**SERVICE:**

Through their community, university and professional service, the faculty will advance the MPA program mission and core values.

**INTEGRATION & SYNTHESIS:**

The MPA Program will engage integrate teaching, research and service to leverage the greatest advantage for MPA students, community partners and faculty.

**MPA Mission-Based Goals**

<b>Teaching-Related Goals</b>	<b>Research-Related Goals</b>	<b>Service-Related Goals</b>
<p><u>Goal 1:</u> The MPA program will prepare students to become informed leaders and responsible citizens who: are well-versed in public administration; think critically, creatively and ethically; possess analytical and technical skills to be creative problem-solvers; can adapt to changing political and social environments; and remain actively involved in professional and community service.</p> <p><u>Goal 2:</u> By virtue of the curriculum design, MPA students and faculty will contribute to the development of individual and institutional capacities of local government and nonprofit organizations in communities, broadly defined, including but not limited to those in the Southern Tier of New York State.</p> <p><u>Goal 3:</u> Students who select a specialization within the MPA program (in Nonprofit Management &amp; Leadership or in Local Government Management &amp; Leadership) or who pursue a dual degree will demonstrate additional competencies in the relevant area.</p>	<p><u>Goal 4:</u> Faculty will engage in research that is recognized by peers in the scholarly and/or professional community for its quality and value to the profession.</p> <p><u>Goal 5:</u> Faculty will engage in community-based research that engages stakeholders and produces results that can be used by the practitioner community.</p> <p><u>Goal 6:</u> Faculty will engage in research that contributes to the appreciation of community-based research and/or the integration of teaching and research within the scholarly community.</p>	<p><u>Goal 7:</u> Faculty will engage in community service and share their expertise to improve the capacities of public service professionals and community-based organizations.</p> <p><u>Goal 8:</u> Faculty will engage in university service to enhance the capacity of the department, college, university and which demonstrates commitment to being part of the university community.</p> <p><u>Goal 9:</u> Faculty will engage in professional service that contributes to strengthening public service, reflects positively on the MPA program, the College of Community and Public Affairs and Binghamton University, and demonstrates commitment to being part of the public affairs community.</p>
<p><u>Goal 10:</u> Faculty will integrate teaching, research and service so that each augments the quality and relevance of the others.</p>		

### Development of Competency Definitions, Assessment Processes and Instruments

The current competency definitions and assessment instruments have developed over time and through iterations of input from faculty and members of the MPA Advisory Board, and experience utilizing and interpreting the results. These are living documents in the sense that almost every year we either add questions or modify phrasing to better capture our intended interests. The most recent changes were made in 2011-12 (SSY-1) and implemented in 2012-13 (SSY), although we have made some additional changes in the SSY that will be implemented in the coming year.

At a retreat held in 2011-12, the faculty reviewed and refined our definitions of competencies in each of the universal competency areas and for the two MPA specialization areas. We also identified the points within the curriculum when these competencies would be assessed. Faculty worked in teams and consulted the most appropriate Advisory Board members to determine if existing rubrics and assessment tools were adequate and to recommend changes as needed.

Assignments for reviewing the competency definitions and assessment tools in this cycle are provided below:

COMPETENCY AREA	LEAD FACULTY	OTHER FACULTY	MPA ADVISORY BOARD LIAISONS
Lead and Manage in Public Governance	Tom Sinclair	Susan Appe	Marsha Weber, Tim O'Hearn
Participate and Contribute to the Policy Process	Pam Mischen	Kristina Lambright Pat Brennan	Donna Lupardo, Jeff Davis, Ken Kamlet
Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions	Kristina Lambright	Pam Mischen Joann Lindstrom	Mark Rykman, Elaine Miller
Articulate and Apply a Public Service Perspective	Nadia Rubaii	David Campbell	Diane Brown, Donna Lupardo
Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry	Nadia Rubaii	Tom Sinclair	Kathy Bunnell, Elaine Miller
Local Government Specialization	Tom Sinclair	Nadia Rubaii Pat Brennan	Tim O'Hearn, Mark Rykman
Nonprofit Specialization	David Campbell	Susan Appe Joann Lindstrom	Diane Brown, Shawn Hartnett

## Examples of Changes Made to Assessment Processes and Tools

### RE: Policy Process Competency

With valuable input from the Advisory Board members (practitioners) of group working on the competency related to Participating in and Contributing to the Policy Process, the following changes were made:

- Clarification that verbal and written communication skills are essential for this competency area and should not be used only to assess general “professionalism.” (The rubrics had items rating oral and written communication, but previously these had not been included as part of assessing this particular competency area)
- Changing the phrasing regarding identification of a “policy problem” to “policy problem or opportunity” to reflect that many of the capstone projects address opportunities for new and innovative approaches to delivering public services and not necessarily limited to addressing problems. Phrasing changed on Capstone Instructor and Capstone Faculty Committee Member forms:
  - Previous phrasing: Articulation of an organizational problem
  - Revised phrasing: Articulation of an organizational policy problem or opportunity
- Addition of new items on the Capstone instructor form and Capstone Faculty Committee Member form:
  - Recommendations address policy problem or take advantage of opportunity
- Addition of new items on Capstone Supervisor Assessment form
  - The student clearly defined a policy problem or opportunity faced by my organization
  - The recommendations clearly address the policy problem or opportunity defined

### RE: Public Service Values

To supplement existing rubric questions, additional questions were added to assessment forms to more precisely define the expectations regarding public service values.

- Praxis Instructor form:
  - Demonstrates the ability to assess and apply at least three of our five core public service values to the case
  - Demonstrates the ability to balance public service values against purely economic/monetary concerns
- Capstone Instructor form:
  - The problem definition clearly articulates who (what group or what segment of the public) is affected
  - The student articulates and justifies one or more of our core public service values as guiding the decisions made regarding the chosen research methodology
  - The student articulates and justifies one or more of our core public service values as guiding his/her recommendations.

### RE: Diversity, Cultural Competency



To supplement the existing rubric questions, a survey was developed for students which included an exercise where each student had to comprise a team from among a list of possible individuals of various demographic, technical abilities and work style characteristics. The survey also included self-assessments of student strengths and weaknesses related to teamwork, diversity, and cultural competence, and student assessments of the program's contributions to their competencies in these areas.

#### RE: Specializations

To go beyond the general questions on the Praxis and Capstone rubrics, portfolios of exemplary assignments will be required by students to demonstrate knowledge and skills in particular areas related to their specialization.

#### Performance Targets for Student Learning Competencies

Rubrics scales are either rating degree of competence ( 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, or NA=I have no basis on which to judge) or statements about competencies with Likert scale responses (1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge). In either case, the performance target is that no students will score 1 or 2, and will have few if any scores of 3. All scores should be at least at the level of a 3, and a majority of scores on any evaluation should be at least at the level of a 4.

#### Analysis and Interpretation of Assessments

Because the MPA program is relatively small and only 10-25 students graduate in any given semester, even though we collect quantitative ordinal level data, the analysis is largely informal and qualitative in nature.

- If one or two students score below the performance target on any given measure of competence, the faculty discuss how we could have done a better job in formative assessments for that student and we consider ways to identify and remediate lack of competencies *before* a student reaches the capstone or how we could prevent a student lacking those competencies from reaching the end of the program.
- If several students in any given cohort score below the performance targets, we consider that more of a programmatic failing that needs to be addressed through modifications of the curriculum.

#### Process

Faculty meet every two weeks throughout the academic year and hold one day-long retreat each year. One faculty meeting each semester is devoted to mid-semester evaluations, which provide the basis for informing advising of individual students about areas of concern and for determining if there are more systemic concerns across the program. The Internship, Praxis and Capstone instructors (Lindstrom, Campbell, and

Lambright, respectively, during the Self-Study Year) are responsible for reviewing the assessments (completed by themselves, practitioners and/or other faculty) in their respective courses and bringing to the attention of the full MPA faculty any areas of concern.

The diversity/team survey instrument and the specialization area portfolios are new additional assessments beyond the rubrics used for several years. The diversity/team survey was piloted during the self-study year and the specialization portfolios will be implemented in the site visit year to supplement the assessment data gathered through the Internship, Praxis and Capstone assessments. Professor Rubaii will be responsible for conducting the initial review of the diversity/team assessments; Professors Campbell will take the lead in reviewing Nonprofit specialization portfolios, and Professor Sinclair will take the lead in reviewing the Local Government specialization portfolios.

Once areas of concern are identified by the faculty responsible for each area, the full faculty discuss what programmatic changes could address the concerns. Minor curriculum changes (such as adding a particular topic or type of assignment to an individual class) are decided upon by the faculty. More substantial program changes are brought to the MPA Advisory Board for practitioner input.