BINGHAMTON
UNIVERSITY
STATE UNIVERSITY OF NEW YORK

2013 SELF-STUDY REPORT

Master of Public Administration, Binghamton University

This Self-Study Report has been graciously provided by the Master of Public Administration program at Binghamton University. It is intended only to be informative for programs.

BINGHAMTON

Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the
program meets the spirit of the preconditions.

1. Program Eligibility

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

2. Public Service Values

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

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

Special Condition: Dual Degrees Programs may allow a degree in public affairs, administration, and policy to be earned simultaneously with a degree in another field in less time than required to earn each degree

separately. All criteria of an accredited, professional, graduate degree in public affairs, administration, and policy must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

Special Condition: Executive Education Programs may offer a degree in public affairs, administration, and policy designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the
competencies distinctive to executive education.

Is the program at an institution accredited by a U.S. national or regional accrediting body?	Yes

If Yes,

Provide name of quality assurance body or bodies that recognizes institution	Middle States Association of Colleges and Schools
List year of most recent recognition	2011

If no,

When was the degree program established	1994

If the program is located outside the United States:

Public Values

Since your last review, have there been any changes to the code of conduct or other ethical expectations at your institution? Provide links if relevant.

Effective in fall 2004, all students to Binghamton University are required to sign a statement affirming that conforming to the University's Code of Conduct is a condition of enrollment. More details are available at http://www2.binghamton.edu/registrar/students/course-registration/code-of-conduct.html

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☐ **Hide** **Primary Focus**

Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.

The mission of the MPA program at Binghamton University is to develop individual and institutional capacity for community-based public practice.

To this end, we offer a core curriculum and the opportunity to pursue one of two specializations (Nonprofit Management and Leadership, or Local Government Management and Leadership). Our MPA students gain a broad skill set that prepares them to work in a variety of management positions in the public and nonprofit sector. Specifically, in service of the mission, the program is designed to 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.

Because the program is not large enough to offer a wide range of specializations internally, and also because the faculty and advisory board have recognized that complex public problems require the collaboration among professionals from various fields, the department has established three dual degree opportunities for students to pursue the MPA degree simultaneously with a Master of Social Work, a Master of Science in Nursing (emphasizing Community Health Nursing) or a Master of Student Affairs Administration.

In recognition of the need to attract the next generation of leaders to public service before they commit to other fields of study and career paths, we have also developed a number of Combined Degree programs (also called Fast Track of 3-2 or 5-year programs) in which exceptional students can apply in their junior year of Undergraduate Studies, take MPA courses during their senior year, and complete both the BA and MPA degrees within 5 years of full-time study. The MPA program has combined degree arrangements with the departments of Political Science, Theater, Asian and Asian American Studies, French, Spanish, Italian, Philosophy, Politics and Law (PPL), Judaic Studies, and Environmental Studies.

Special Note for Programs with Multiple Modalities within a single degree:

Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts . A recommended way to do this would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

Does this program offer Executive Education as defined in the NASPAA Standards special conditions?	No
Is the entire degree devoted to executive education?	No
Does Exec Ed exist as a track within the degree to be reviewed?	No
Indicate the mode of program delivery that most accurately describes your program. Check all that apply.	In person instruction only In person instruction with online coursework available

▫ Hide Remote Sites and Locations

Please describe any other unique delivery modalities the program employs, consortia, etc...

The majority of required (core) courses and elective courses are in-person instruction with some

online components via BlackBoard. A few 1-2 credit courses that are either prerequisite /deficiency courses or required courses are offered entirely online, or online with a small number of face-to-face meetings. The MPA program offers a series of non-credit "workshops" for students on various skills (for example, effective presentations and time management) online. The program is developing the range of international experience opportunities for students as electives.

Standard 1. Managing the Program Strategically

Standard 1.1 Mission Statement: the Program will have a statement of mission that guides performance expectations and their evaluation, including:

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.**

Self-Study Instructions:

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Comments on Program History:

Provide comments on program history (300-600 words) focusing on why the program was originally created, how the program has evolved and any distinctive character of the program.

1.1.1: Why was the program originally created and how has it evolved since then?

More than 40 years ago, in an effort to serve individuals seeking graduate training for service in the public sector, the Department of Political Science in the College of Arts and Sciences created an internal designation of a Master of Arts in Public Policy Analysis and Administration Program-commonly referred to as the "MAPPAA" Program. The degree awarded was the academic Master of Arts in Political Science, although based on the specialized coursework the student could rightfully lay claim to having been trained for public administration, public policy, and public service.

In 1991, Richard Rehberg, Director of the MAPPAA Program, worked closely with Andrew Milnor (Department Chair at that time), Department colleagues and Susan Strehle (then-Vice Provost for Research and Teaching and currently Dean of the Graduate School), to craft the proposal that would request of the State University of New York authorization to award the professional Master of Public Administration (MPA) degree. Once approved by the Binghamton University Faculty Senate and the appropriate administrators of Binghamton University, the proposal was transmitted to "SUNY Central", to the State Department of Education, and to the Board of Regents of the University of the State of New York. In 1994, as one of his final acts in office, Governor Mario M. Cuomo signed the document authorizing Binghamton University to award the Master of Public Administration degree.

In May 1999, Provost Mary Ann Swain moved the MPA program from the Department of Political Science to the Graduate School. From 1999 to 2006, the MPA was located in the Graduate School which gave the faculty substantial autonomy to develop the curriculum and academic procedures that were appropriate for an innovative, community-based professional program. During this same period, the faculty grew in size from two (2) to six (6) and enrollments increased steadily from 18 to more than 80. As the program grew, we became known throughout the university for our commitment to excellence. In 2004, Melissa Killeleagh gave the student address at the Graduate Commencement ceremony. In 2005, MPA professor Allison Alden received the Chancellor's Award for Excellence in Professional Service. In 2005, the MPA program created an advisory board composed of leaders in public and nonprofit organizations from across the state of New York to provide input on policy and curriculum matters. In 2005, the MPA program working with the School of Education and Human Development created the new Center for Applied Community Research and Development, devoted to promoting community-based research on pressing policy and administration issues. The program underwent initial accreditation review in 2005-06, and received NASPAA accreditation for a full seven (7) year period.

On July 1st, 2006 the Masters in Public Administration Program became the Department of Public Administration in a new College of Community and Public Affairs (joining Social Work and Human Development and later a new Department of Student Affairs Administration). The Founding Dean of the new college was Patricia Wallace Ingraham, one of the most widely respected scholars in the field of public administration. Dean Ingraham served from the founding of the College through June of 2014 when she retired.

On August 20, 2007 the new University Downtown Center was dedicated. The facility is state-of-the art, completely wireless, and built in accordance with rigorous environmental and energy efficiency standards thus earning a silver rating in Leadership in Energy and Environmental Design (LEED) standards. The classrooms and conference rooms are equipped with the latest classroom technology, including video conferencing and distance learning capacities, extensive natural lighting, with tables and chairs suitable for a variety of instructional configurations.

The program has evolved to have a more focused mission, a more cohesive and competency-based curriculum, a stronger emphasis on service-learning and community engagement, more deliberate partnerships with other academic units for combined (3-2) and dual degree programs, and more meaningful engagement of the practitioner advisory board. In recent years, the MPA program has developed a number of international experience opportunuties for students.

As of the Self-Study Year (2012-13), the Binghamton University MPA program has roughly 90 students and a nucleus faculty of 8 (6 full-time tenured or tenure-track faculty and 2 practitioners who are engaged in a range of program activities and teach part-time), and it is making

significant contributions to the management of public and not-for-profit organizations in the Greater Binghamton area, throughout New York State, and in many regions of the world. The program continues to receive recognition for its excellence with awards and honors within and outside the University. One additional full-time tenure track faculty member has been hired and will join the department during the Site Visit Year (2013-14).

Hide 1.1.2 - 1.1.5

Provide Program Mission

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

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

The mission of the Department of Public Administration is to develop individual and institutional capacity for community-based public practice.

The mission was adopted in 2006 and has been re-examined and reaffirmed by the faculty and MPA Advisory Board since then.

Note: At the present time, the ONLY degree offered by the Department of Public Administration is the Master of Public Administration (MPA) degree. As such, the departmental mission and program mission are one and the same. In 2013, the Department began the process to obtain approval to offer a Master of Science in Sustainable Communities and has hired a new faculty member who will teach in both the MPA program and the new MS program starting in Fall 2013. Once the new program is approved, the Department faculty and advisory board will reevaluate the relationship between a departmental mission and missions for the two degree programs.

1.1.3: Attach the URL for the program mission statement

http://www2.binghamton.edu/ccpa/public-administration/about/

1.1.4 Describe the processes used to develop the mission-statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how relevant stakeholders are involved in the mission development process. (Unlimited)

The mission of the MPA program at Binghamton University has evolved through three distinct stages.

Phase I
Originally the MPA mission stated:
"The mission of the MPA program is to educate individuals for leadership in public sector and not-for-profit organizations that influence the welfare of citizens in the global village. We affirm that this education includes mastery not only of analytical and quantitative techniques, but of the political, social, economic, moral, and ethical substance of the issues which confront the engaged professional as he or she seeks to apply this knowledge to advance humankind toward a more just world."

Prior to 2003, development of a mission statement was essentially a one-person process. When

Professor Sinclair was hired in 2000 as the new MPA Director, one of his first objectives was to institute principles of democratic governance requiring a consensus among faculty, staff and students to make substantial program decisions. At that time, however, it was decided that a program advisory board should not be created until after the program had established a mission.

Phase 2
In 2003, in preparation for the initial application for NASPAA accreditation, MPA faculty engaged in intensive discussions about the mission, students in some courses reviewed the mission as part of class discussions, and adjunct faculty and in-service students were consulted to provide a practitioner perspective.

The result was the following statement:
"The mission for the Master of Public Administration (MPA) Program at Binghamton University is to prepare students to assume position in the public service through community service, research, and a program of study which facilitates intellectual development, promotes scholarship, and integrates the theory and practice of public administration.

"The MPA Program promotes excellence by preparing individuals for management in public and nonprofit administration. We emphasize ethics and values that encourage those in the public sector to meet the highest possible standards and foster an institutional culture that advances democratic administration and governance with an international perspective.

"In the Program students 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."

In 2003, the program also established a three-year cycle of program assessment in which in each year of the cycle we would shift the focus of our attention between the mission, then the curriculum, and then finally the assessment procedures themselves. At each stage, based that component of the program would be reviewed and modified as needed.

Phase 3 (current mission)
In 2006, in response to feedback received from COPRA and the Site Visit Team, the MPA faculty began another process of mission review. This process included retreats that brought together full-time faculty, part-time adjunct practitioners, representatives of the students, and members of the advisory board. The group determined that while the earlier mission statements reflected values that remained important, they were more in the form of goals and objectives than a mission. We focused on narrowing the multiple-paragraphs down to the essence of all of our activities in a concise mission statement.

The result of those deliberations was the current mission statement:
"The mission of the Department of Public Administration is to develop individual and institutional capacity for community-based public practice"

At the same time, we established the following vision statement or aspirational goal:
"Our vision is to become a nationally recognized leader in community-based public affairs through integrated research, education, and practice."

The mission and vision statements were shared with the MPA Advisory Board for feedback and approval, and with students for comments and feedback.

Although a formal three-year cycle was established in 2003, a more continuous process of review and assessment has developed since the 2006 mission based on a recognition that the three components (mission, curriculum and program design, and assessment processes) are interdependent and cannot be considered in isolation. On an annual basis, faculty and the Advisory Board discuss whether the mission, the curriculum and other program elements, and the assessment processes remain appropriate and relevant.

The mission statement is used to guide decisions about what curriculum changes are needed (both at a program level and in terms of content and emphasis within courses), how we should be assessing student competencies, and priorities for hiring faculty and staff.

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

As stated above, "The mission of the Department of Public Administration is to develop individual and institutional capacity for community-based public practice." A number of public service values guided the development of this mission, are implicitly reflected in this mission statement, and explicitly inform how program applies the mission to make decisions. The most crucial public service values in the context of our mission are: 1) Democratic Processes/Community Engagement, 2) Accountability, 3) Equity, 4) Transparency and 5) Sustainability. This is not to say that other values (such as efficiency or effectiveness) are unimportant or not taught, but rather that the five values identified are what we emphasize in the context of our unique mission.

The value of Democratic Processes/Community Engagement is reflected in the idea that our students, graduates and faculty are expected to work with individuals and institutions in the community, not to study them from the outside or impose decisions on them. Accountability is reflected in the idea that individuals and institutions will be responsive to and accountable to the public for the decisions. Equity is reflected in the idea that all members of the community have capacities that can be developed and perspectives and needs that must be considered. Transparency is reflected in that we work with community partners in an open manner, rather than behind the scenes. Finally, sustainability is important as it relates to capacity (if the capacities are not sustainable, they are not truly capacities) and to the broad definition of the public (which includes future generations of community residents).

☐ Hide **1.1.6**

Describe Program Use of Stakeholders in Mission Development

To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

	Frequency of Involvement	Type of Involvement (check all that apply)
Students	every 2-3 years	Advisory in early stages of mission review and development Advisory in latter stages of mission

		review and development
Alumni or Alumni Board	every 2-3 years	Approval of mission Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Advisory Board	every 2-3 years	Approval of mission Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Employers	every 2-3 years	Approval of mission Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
University Administration	never	
Faculty	Semi-annually or more often	Approval of mission Able to initiate a mission review and development Advisory in early stages of mission review and development Advisory in latter stages of mission review and development
Members from other University Colleges/Schools	never	
Other	never	

Hide 1.1.7

1.1.7 Use the text box below to provide any additional commentary on the table above. (Limit 250 words)

Formal, scheduled reviews of the mission are planned every 3 years although in practice this is discussed on an annual basis in the context of reviewing curriculum and assessment processes (refer to narrative of 1.1.4 above). Faculty may initiate a review at any point simply by raising the issue at department meeting.

Student representatives are included in early stages of mission review and development; the full student body is consulted in latter stages for feedback.

The MPA Advisory Board consists of distinguished area practitioners, alumni and employers of MPA graduates. There is only one board, not three different groups as the responses in the table above might imply. The experience, perspective and input of the MPA Advisory Board is highly valued and, as such, they were involved in several ways: early discussions were held among Advisory Board members and faculty as part of an Advisory Board meeting; Advisory Board representatives were included in additional retreat discussions, and in the latter stages

the Advisory Board approved the mission.

The University Administration is informed of mission changes but does not have a formal role in approval or advice.

Standard 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:

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

1.2.1 Please link your program goals to your mission's Purpose and Public Service Values

The MPA Program has 10 goals in support of the mission, three each in the areas of teaching, research and service, and one overarching goal related to integration across those three traditional areas.

The Teaching-Related Goals are:
Goal 1: 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.

Goal 2: 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.

Goal 3: Students who select a specialization within the MPA program (in Nonprofit Management & Leadership or in Local Government Management & Leadership) or who pursue a dual degree will demonstrate additional competencies in the relevant area.

The Research-Related Goals are:
Goal 4: 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.

Goal 5: Faculty will engage in community-based research that engages stakeholders and produces results that can be used by the practitioner community.

Goal 6: 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.

The Service-Related Goals are:

Goal 7: Faculty will engage in community service and share their expertise to improve the capacities of public service professionals and community-based organizations.

Goal 8: 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.

Goal 9: 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.

The Integration Goal is:

Goal 10: Faculty will integrate teaching, research and service so that each augments the quality and relevance of the others.

As explained above, our mission is to develop individual and institutional capacity for community-based public practice. The core public service values we have prioritized for the program are Democratic Processes/Community Engagement, Accountability, Equity, Transparency, and Sustainability. Our goals in teaching, research and service all directly relate to the mission and public service values. The MPA curriculum and our assessment instruments explicitly probe for demonstrated abilities to balance and apply these public service values to practical and complex situations in local government and nonprofit organizations.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

See response to 1.2.1 above for a list of program goals.

The MPA program at Binghamton University recruits and accepts students directly from undergraduate programs as well as in-service, mid-career practitioners. Given our geographical location the majority of pre-service students are from Binghamton University undergraduate programs, and most are natives of New York State (either in the area surrounding Binghamton or from the New York City/Long Island area). In-service students are generally from within a one-hour radius of Binghamton. The MPA program has not engaged in a concerted international student recruitment effort but, like many US public affairs programs, has experienced a dramatic increase in the number of applicants from China, and less frequently students from other countries.

Given the role of a public university within the State University of New York system and the mission of the MPA program to service communities, it is logical that much of our attention focuses on the Upstate New York region. Class-based service learning projects as well as student internships are primarily within New York State, with some exceptions. Given the economy in this area, many students need to leave the area to secure employment upon graduation.

At the time of the previous accreditation review, there was a relatively even balance among pre-service and in-service students in the program. Most of the program growth has occurred among pre-service students, and efforts to recruit significant numbers of in-service students has been hampered by cuts to local government budgets to support employee education.

Our goals support service to the geographic area surrounding Binghamton University through teaching-related service learning activities, applied research in the community, and community service with organizations that serve as employers of our graduates and who are professionals in the region.

> **1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.**

See response to 1.2.1 above for a list of program goals.

As stated in the program mission, we have a commitment to developing and improving the capacity of individuals and institutions to engage in community-based public practice. To advance this mission, our goals relate to faculty production of scholarly research which enhances understanding of and appreciation for the value of applied community-based research.

Our goals related to teaching, practitioner-oriented research and community and professional service support the improvement of the practice of public affairs,

The goals reflect that the MPA program seeks to share the knowledge it produces through both academic and practitioner oriented publications, and to share the expertise of faculty through service.

☐ **Hide** **Standard 1.3**

Standard 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:
Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in their discussion of Standards 2 through 5 (how does the program's evaluation of their performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of their student learning outcomes feed into their assessment of their program's performance). The logic model (or similar illustration) should be uploaded at the bottom of the page of the Standard.

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes to your mission's Purpose and Public Service Values

See Attachments for Standard 1 for the MPA Program Logic Model

Program performance measures fall into two broad categories: 1) those specifically related to student learning and competencies, and 2) those that address other aspects of the program mission.

PROGRAM PERFORMANCE RELATED TO STUDENT LEARNING AND COMPETENCIES
The program performance measures related to student learning are discussed in detail in Standard 5 of this report. They are assessed largely through questions asked of faculty and practitioners in the Internship, the Praxis through Cases course, the Problem Definition course, and the Capstone course, as well as student evaluations. PDF copies of each of those evaluation forms are included among the Attachments for Standard 5. As detailed in response to Standard 5, questions specifically probe for students' demonstrated knowledge of and ability to apply the public service values highlighted earlier (Democratic Processes/Community Engagement, Accountability, Equity, Transparency, and Sustainability) in addition to other important values which are not specific to public service but are nonetheless important (evidence-based decision making, analytical skills, effective communication, etc.).

Most evaluation forms use a 1-5 scale that includes the options: 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, and NA=no basis on which to judge). The desired performance outcome is that students will demonstrate at least a moderate degree of competence on all measures, and a significant degree of competence on a majority of measures. Over the past five years, faculty have identified areas of weakness and made changes to the curriculum in response. The program has steadily increased its performance on these measures.

In addition to using these formal quantitative measures of performance, the faculty also engage in discussions about each graduating class of MPA students and our comfort level with their performance and preparedness for public service careers. These less formal measures also guide our assessments of program performance and contribute to programmatic changes and improvements.

PROGRAM PERFORMANCE RELATED TO OTHER MISSION-BASED GOALS:
Given the research and service goals of the MPA program and the overarching goal of integration, additional measures of program performance are required to fully assess whether the program is fulfilling its mission of developing individual and institutional capacity for community-based public practice. The assessment tools for these aspects of program performance are listed in a separate document in the SSR appendices (called MPA Program Assessment Measures). Faculty are expected to have at least a portion of their research and service activities focused on the mission and the public service values we have prioritized. This may be demonstrated through process (for example, by partnering with community leaders as part of research, or promoting and using transparent and democratic processes in service activities) as well as in terms of substantive outcomes (publishing, making conference presentations or conducting training workshops on topics related to community-based practice

or one or more of the public service values we have identified.

1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

The contributions of the MPA program to local and nonprofit organizations is measured by the number of community-based projects (whether class-based individual assignments, semester-long team service learning projects, internships or capstones) and the feedback received from practitioners about the value of those activities and products to the organization. The program has steadily increased the number of engagements in the community and has consistently received very positive feedback from our community partners.

The MPA program seeks to prepare students to begin their public service careers or advance within existing public service careers. As a faculty and a program, however, we are not in a position to ensure employment or promotion given the role that economic conditions and broad trends in public service career opportunities are outside our control. While we make efforts to assist students in placement, we do not use placement in public service careers as an indicator of program performance. Instead we focus on assessments of student preparation for employment in public service careers. This is measured by faculty and practitioner assessments of student knowledge, skills and demonstrated competencies. In areas where we have identified weaknesses in the program's preparation of students, changes have been made to address those areas.

1.3.3 Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

We measure performance in the area of advancing knowledge, research and practice of public affairs through the research productivity of faculty and their service contributions. Every faculty meeting includes multiple examples that point to program performance in this area in the form of manuscripts accepted for publication, new professional appointments, engagement with the community, media coverage, and special recognition and awards from the University, the SUNY system, scholarly journals, and academic and professional associations.

In 2012, the reputation of the faculty within the public affairs community was reaffirmed by the rankings by U.S. News & World Reports in 2012. The MPA program at Binghamton University tied for 53rd among the 252 schools for which reputational data were gathered and the 166 schools for which numerical ranks were published. While this ranking may not be impressive from the perspective of the top schools who vie for the top-10 positions, the MPA program at Binghamton University tied with considerably larger and more well established schools such as the Wilder School at Virginia Commonwealth University, the Romney School at Brigham Young University, the John Jay College at CUNY, and North Carolina State University (Raleigh). Of all the schools rated higher than Binghamton University in the USNWR rankings, only three are masters-only granting institutions and all others also offer a Ph.D. (in public administration, public policy, or public affairs) which contributes greatly to enhanced visibility and reputation.

Hide **Standard 1.3.4**

1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduate's careers. (Limit 500 words)

ONGOING ASSESSMENT FOR STUDENT LEARNING ASPECTS OF PROGRAM

PERFORMANCE

See Standard 5 Attachments for the MPA Assessment Plan related to Competencies

The MPA program engages in regular assessment of student learning and professionalism through a variety of direct and indirect measures, most notably students' knowledge and skills as demonstrated in two intermediary stages (the internship and the problem definition course), and two culminating assessments (the capstone course and the praxis through cases course).

Rubrics are used to assess knowledge, skills and professionalism. These evaluation rubrics are completed by the following individuals:
For the Internship: the agency internship supervisor, the department's internship coordinator, and student interns (note: the internship may be waived for in-service professionals with more than 5 years of relevant administrative or management experience in a public or nonprofit organization);
For the Problem Definition course: the instructor of the Problem Definition course and one additional faculty member
For the Praxis course: the course instructor
For the Capstone report: the written report is evaluated by a committee consisting of the capstone course instructor, one additional MPA faculty member, and the agency supervisor (generally the same person as the internship supervisor, although this could also be a supervisor for in-service students)
For the Capstone oral presentation: All MPA faculty in attendance and the agency supervisor

In recognition that student performance and conduct is more than the compilation of individual course grades, MPA faculty meet at the midpoint of every fall and spring semester to discuss student professionalism and to provide written feedback to all students about any concerns that span multiple classes or reflect conduct outside of class.

The faculty discuss overall student performance on these assessments on an annual basis and make modifications accordingly. We share the summary findings with the MPA advisory board on an annual basis and solicit their input on how best to use that information for programmatic improvements.

In recent years, program assessment has primarily focused on student learning and demonstrated competencies (explained in detail in Standard 5) and program improvements have been primarily in the form of curriculum revisions and policy changes to address identified areas of weakness. The assessment processes occur in a variety of formats, including annual day-long retreats, bi-weekly department meetings during the academic year, mid-semester discussions and evaluations of all MPA students. At these times, the faculty who teach the Praxis, Problem Definition and Capstone courses, as well as the individual who serves as the Internship Coordinator share their summary assessments of areas of strength and weakness based on the various evaluation instruments completed by faculty and practitioners (additional detail is provided in Standard 5).

The process used to incorporate the results of program assessment into program operations depends on whether changes are relatively minor or more substantial. To the extent that changes are minor, the nucleus faculty make and implement the necessary changes, sometimes within a single meeting but often after a series of meetings to consider options for what improvements are required. More extensive revisions involve a more formal process. A subcommittee of faculty (and sometimes students and/or advisory board members, depending

on the issue) is assigned by the nucleus faculty, develops a proposal which is presented first to the faculty and then to the MPA Advisory Board for input, revision, and approval.

ONGOING ASSESSMENT FOR OTHER ASPECTS OF PROGRAM PERFORMANCE
MPA faculty submit annual reports which are reviewed by the Department Chair, the College of Community and Public Affairs Dean, and the University Provost. In those reports, they identify research and service activities, accomplishments and impacts. During the third-year contract renewal for tenure track faculty and at the time of promotion and tenure decisions, these are reviewed to determine if they are satisfactory within the context of Departmental, College and University guidelines. These individual activities are not aggregated to measure program performance.

Instead, to assess program performance in this area, we rely on a more informal and anecdotal system, much like the "exemplary activity" requirement in the Self Study Report. At each department meeting, faculty share "good news" in the areas of teaching, research and service. These reports regularly include reference to contributions MPA faculty (individually and collaboratively) have made in terms of publications in academic outlets, publications designed for practitioner audiences, service to the community, service to the profession, and awards/recognitions/notable accomplishments in each of these areas. The MPA program's definitions of Academically Qualified and Professionally Qualified faculty provide guidance on expectations for individual performance that collectively create a faculty who are not only current in their teaching areas and committed to effective teaching, but also active in mission-supporting research and service. MPA faculty from Binghamton University are active in producing academic and applied research, engaging in paid and volunteer community service, holding positions of responsibility within the College, University and state, national and international professional associations. The program can point to numerous indicators of the impact of their contributions.

Another aspect of ongoing assessment of the program are questions asked on internship and capstone evaluations completed by practitioners which probe about relations the community agency had with the MPA program faculty and staff.

We also gather information from student course evaluations about teaching effectiveness.

1.3.4a Provide examples as to how assessments are incorporated for improvements

Five specific examples are provided below of how assessments have been used to guide program improvements during the Self Study Year and two preceding years.

EXAMPLE 1 (RE STUDENT LEARNING -- ALSO DISCUSSED IN STANDARD 5).
The Praxis through Cases course which was added to the core (required) curriculum during the 2009 curriculum review and revision process and was intended to assess students' abilities to apply course material from across the MPA curriculum to a series of practical cases. The first two times this courses was taught (fall 2010 and spring 2011), student performance, as measured by the grading rubric used by the instructor, demonstrated that in general students were competent in applying individual course material but not in a comprehensive or synthesized manner. The Praxis instructor shared these assessment results with the full MPA faculty and we discussed likely explanations and possible solutions. We recognized that, while our program offered students with numerous opportunities for case analysis in several core courses, in those settings students were only required to apply material from that single course. We realized that students were never instructed on how to apply a more holistic approach or given an opportunity to practice analyzing a case using material from mutiple classes before we

were assessing them on this skill in the Praxis course. In response, we made two notable modifications to our program delivery.

The first change was intended to help students appreciate how any case or issue can be examined from multiple perspectives. To accomplish this, the faculty decided that students should have the opportunity to see the same case or issue addressed in multiple classes during their program of study. Instead of trying to avoid duplication or overlap of resources, we now intentionally design repetition into the curriculum. We agreed that each year, we would select two published cases (one from a nonprofit setting and another from a local government setting) from Electronic Hallway, Harvard Business, or ICMA, as well as one high profile local issue for common use. Beginning in fall 2011, every instructor teaching a core course MUST incorporate at least one of these three cases into every core course. Faculty are encouraged to utilize all three cases if relevant to their course content. Our goal is to expose students to how to evaluate a single case from multiple perspectives, rather than having them think of a particular case as being associated only with a single course.

The second adjustment was made in the pedagogical approach used in the Praxis course. Specifically, we modified it to include instructional and practice components before the assessment. That is, at the beginning of the course, the instructor now uses a single case to illustrate how a comprehensive case analysis differs from a single-course case analysis. Students are then provided with the opportunity to work in groups to practice these skills and obtain instructor feedback. Only after the role modeling by the instructor and practice in groups, does the course proceed to individual level assessment. Regardless of who teaches the Praxis course, this format is followed.

EXAMPLE 2 (PROGRAM ASSESSMENT RE CURRICULUM DESIGN NOT DIRECTLY RELATED TO STUDENT LEARNING):
In response to feedback from the faculty teaching the Capstone course regarding how much time students were spending simply defining their research problem (resulting in insufficient time to design the research, gather data, analyze the data, and develop recommendations), the faculty separated what had been a single 4-credit Capstone course taken in the student's final semester into a 1-credit Problem Definition course (offered every summer and fall) and a 3-credit Capstone course (offered every fall and spring) with successful completion of the Problem Definition course as a prerequisite to enrollment in the Capstone course.

EXAMPLE 3 (PROGRAM ASSESSMENT ABOUT MPA PROGRAM - COMMUNITY RELATIONS):
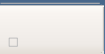The assessments completed at the end of the capstone course demonstrated that the practitioners who serve on these committees found the final reports produced by the students to be useful, but the capstone process was somewhat of a mystery to them and they were unclear of the extent to which they should be providing input or assistance during the research process and how they should handle concerns or problems when they arose. In response to this, the Problem Definition course (which precedes the capstone course by one academic semester or session) now includes a face-to-face group meeting between the Problem Definition instructor (who, by definition and design, will be the capstone instructor in the subsequent semester to ensure continuity) and all of the agency supervisors to provide an explanation of the process and to answer questions they agency supervisors may have about their role. If any of the agency supervisors are unable to attend the group meeting, the course instructor meets with them individually. The Internship Coordinator has also amended the Internship Memorandum of Understanding and implemented an Orientation program for new internship supervisors to provide more information about the capstone process and expectations at an early stage.

EXAMPLE 4 (PROGRAM ASSESSMENT ABOUT PROGRAM SUPPORT SERVICES):
In response to student assessments about the challenges of obtaining internship placements and faculty frustration with lack of smooth transition from the internship to the capstone experience, several program changes were made. Joann Lindstrom (an MPA graduate and a 1/2-time researcher with our Center for Applied Research and Community Development) was hired 1/2-time in the Department to serve as the Internship Coordinator. Previously these were add-on responsibilities for faculty. As mentioned above, one of the first changes Joann implemented was a modification of the Memorandum of Understanding to include explicit language about the continuing responsibilities of the agency supervisor to participate in the capstone process. More recently she has instituted an internship supervisor orientation.

EXAMPLE 5 (PROGRAM ASSESSMENT ABOUT STUDENT SUPPORT SERVICES):
In recognition that pre-students who comprise an increasing proportion of our student body need more assistance in locating and securing a public service job upon graduation, the Director of Graduate Studies for Public Administration and the MPA Internship Coordinator work together to distribute electronically listings of local, regional and national job opportunities suitable for students beginning their careers. Resource constraints prevented the MPA program from hiring a full- or even part-time placement coordinator and required a more creative strategy. Near the end of the self-study year, the MPA program's Administrative Assistant, Ms. Stacy Marrow, completed a Master of Science degree in Student Affairs Administration and a new position was created for her at the College level. She now serves as the Coordinator of Student Support and International Programs for the four departments (Public Administration, Social Work, Student Affairs Administration, and Human Development) located in the College of Community and Public Affairs. Among the things Ms. Marrow will do in her new position is to present at our MPA New Student Orientation (beginning in the Fall of 2013) a session on Career Planning.

Hide   **Standard 2. Matching Governance with the Mission**

Standard 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

Self-Study Instructions: In preparing its SSR, the program should indicate:

Organizational Relationship of the Program to the Institution

In a Department other than Political Science

Mode of Program Delivery

mix of classroom and online

2.1.1 Define program delivery characteristics. If the program has multiple forms of

delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The MPA Program at Binghamton University is provided in a traditional face-to-face format for the majority of classes, and a few "short" courses (1-2 credits) offered in an online format (with or without an occasional face-to-face meeting). There is only one site and thus consistent curriculum, degree expectations, expected competencies, governance, and faculty for all students. The MPA program does have some collaborative arrangements in the form of Dual Degrees (MPA & another professional masters degree) as well as Combined or Fast Track Degrees (undergraduate degree & MPA). The core (required course) requirements remain consistent and the universal competencies are the same for students regardless of whether they are in the MPA program alone, a dual degree program or a combined degree program. The differences are that dual degree students spread their MPA courses out over three years and they are required to take all electives in their other degree area. Combined degree students have a slightly different sequencing of courses and more limited options for which electives to take because of the requirements of undergraduate study.

2.1.2 Who is/are the administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program. (Limit 500 words)

DEPARTMENT CHAIR
The Department of Public Administration is headed by a Department Chair (Associate Professor David Campbell). The Chair is appointed by and reports to the Provost of the University through the Dean of the College of Community and Public Affairs. The Chair works with the faculty, staff and students to acquire and allocate resources for the Department and to ensure that academic policies and procedures are followed. The Chair also schedules all MPA courses in consultation with the Director of Graduate Studies and the MPA faculty. Given that the MPA is the only degree program offered by the department, the Chair also serves as the MPA Program Director. The Chair receives 12-month appointment, a one-course release each semester (1-1 teaching load) and a stipend.

DIRECTOR OF GRADUATE STUDIES
The Director of Graduate Studies or DGS (Associate Professor Kristina Lambright) chairs the admissions committee, makes recommendations and nominations for graduate assistantships and fellowships, and certifies candidates for graduation. DGS approval is required for all independent study and international study activities. The DGS is responsible for administrative matters for individual students in accordance with Program, Graduate School, College, and University requirements. The DGS is also the primary liaison between the MPA Graduate Student Organization and the faculty. The DGS receives a 12-month appointment, one-course release each year (2-1 or 1-2 teaching load) and a stipend.

2.1.3 Describe how the governance arrangements support the mission of the program and matches the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

Binghamton University is part of the State University of New York system which is governed by a Board of Trustees and a Chancellor (Nancy Zimpher). Binghamton University President Harvey Stenger reports and supervises the Vice Presidents who lead each of the five divisions of Binghamton University.

The Executive Vice President for Academic Affairs and Provost (Don Nieman) oversees the Academic Affairs Division which includes six academic colleges (Harpur College of Arts and

Sciences, Decker School of Nursing, School of Education, Watson School of Engineering, School of Management, and College of Community and Public Affairs), as well as the Graduate School, Libraries, and Continuing and Professional Education.

The College of Community and Public Affairs (CCPA) is housed in the University Downtown Center, less than two blocks from the seat of City of Binghamton and Broome County governments. CCPA includes four departments: Public Administration, Social Work, Human Development and Student Affairs Administration. The MPA Program is located within and is the only degree program offered by the Department of Public Administration.

Both the organizational structure and the geographic location have supported the mission of the MPA program by providing a clear emphasis on the MPA program within the Department, a strong position within the College, few layers of hierarchy, and close physical proximity to government and nonprofit agencies to facilitate collaboration.

See Attachments to Standard 2 for organizational charts for the University and the Division of Academic Affairs.

☐ Hide **Standard 2.2**

2.2 Faculty Governance: An adequate faculty nucleus - at least five (5) full-time faculty members or their equivalent - will exercise substantial determining influence for the governance and implementation of the program.

There must be a faculty nucleus whom accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study instructions: In preparing its SSR, the program should:

Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This **faculty nucleus** should consist of a minimum of five (5) persons who are full time academically/professionally qualified faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.

ALL FACULTY DATA will be entered under Standard 3, in the "Add a Faculty Member" tab. PLEASE REMEMBER to indicate when prompted in that tab which faculty are considered part of the faculty nucleus. Thank you!

Total number of Nucleus Faculty members involved in the program	8.00

☐ Hide **2.2.2**

2.2.2: Provide an assessment of program determining influence in the following areas:

	Score	Who Participates (check all that apply)
Program and Policy Planning	High	All Department Faculty All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director
Establishing Degree Requirements	Medium	Dean or Higher Authority Nucleus Faculty Subset of Nucleus Faculty Program Director
Making and implementing recommendations regarding admission of students setting quota	Medium	Dean or Higher Authority Subset of Nucleus Faculty Program Director
Advising Students	High	All Department Faculty Nucleus Faculty Program Director
Specifying Curriculum and Learning Outcomes	High	Nucleus Faculty Subset of Nucleus Faculty Program Director
Evaluating Student Performance and Awarding Degrees	High	All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other
Appointing, Promoting Faculty	High	Dean or Higher Authority All Department Faculty Subset of Nucleus Faculty Program Director
Participating in defining and assuring faculty performance	Medium	Dean or Higher Authority All Department Faculty All Program Faculty Nucleus Faculty Program Director

Hide 2.2.3

Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding

faculty governance. (Limit 250 words)

2.2.3 Faculty Governance Comments

For the purposes of determining the faculty nucleus, "substantial determining influence" requires that the a faculty member (whether full- or part-time) teach courses in the MPA program each fall and spring semester (unless on approved leave), attend department meetings on a regular basis, and contribute to student advising and/or program assessment activities. All faculty in the nucleus must be either Academically Qualified (AQ) or Professionally Qualified (PQ) according to the Department of Public Administration policy. The six (6) tenured and tenure-track faculty (Appe, Campbell, Lambright, Mischen, Rubaii and Sinclair), the 1/2-time Internship Coordinator (Lindstrom) and the term-contract Professor of Practice (Brennan) comprise the Nucleus Faculty. They meet regularly (generally every 2 weeks during the academic semesters, and once per year at a retreat). Collectively, they make policy decisions (subject to MPA Advisory Board review and/or approval where appropriate) for the MPA Program.

Other faculty in the Department who are not included in the nucleus include adjuncts and individuals who are based in other academic departments on campus.

Day-to-day decisions are made and implemented by the Department Chair, the DGS and the Internship Coordinator in their respective jurisdictional areas. All full-time tenured or tenure-track faculty engage in student advisory (academic and career) and serve on capstone committees.

Standard 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

Hide 3.1.2

Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 words)

See attached document (AQ/PQ Policy for the MPA Program); the policy is longer than the word limit permitted)

Highlights are provided below; the full policy is attached as a pdf:

The Binghamton University MPA Program defines Academically Qualified (AQ) Faculty as those which meet the NASPAA definition in the following way:
1. terminal degree will be a Ph.D. in Public Administration, Political Science, Public Policy, or a related professional public service discipline;
2. A faculty member who earned the terminal degree within 5 years will be deemed to be AQ by virtue of the NASPAA definition, and is encouraged but not required to meet the expectations described below for AQ faculty who completed the degree more than 5 years ago.
3. AQ faculty who completed the degree more than 5 years ago, are expected to demonstrate continued qualifications in the following ways:
a) Production and Dissemination of Knowledge through published scholarship that may take the form of peer-reviewed journal articles , articles in practitioner-oriented publications with a national or international scope (Governing, PA Times, PM, etc.), book chapters, editorial work of a book or journal symposium. Each AQ faculty member must have no less than one such publication every 3 years; faculty who have administrative responsibilities are permitted to have lower research productivity during the term of their administrative appointment.
b) Networking with Academic and Professional Peers though conference presentations.

Each AQ faculty member is required to present at a conference with a national or international scope at least once every 3 years.
c) Engagement with the Community through consulting with public or nonprofit organizations, preparation of issue briefs or technical reports, supervision of class-based service learning projects. Each AQ faculty member is required to engage in at least one of these activities every year.

Professionally Qualified (PQ) Faculty are those who meet the NASPAA defintion in the following ways:
1. The terminal degree will be a professional master's degree, most often an MPA or MPP.
2. Qualified practitioners will have a minimum of 5 years of administrative experience in the public or nonprofit sector, with a preference for 10 or more years of experience.
3. Teaching assignments and other program responsibilities will be based on specific areas of practitioner expertise and experience.
4. A practitioner who continues to work in an administrative capacity in a public or nonprofit will be presumed to maintain professional qualifications.
5. An individual who has not worked full-time in the public or nonprofit sector for more than 5 years and does not meet the requirements for AQ status, must demonstrate continued PQ status in the following ways:
a) Continued professional engagement through membership in a professional association in which the individual is actively involved (as demonstrated by holding a leadership position, presenting at a conference, organizing or facilitating a webinar or training workshop) at least once every 3 years.
b) Engagement in the community every year as demonstrated by consulting activities, conducting training workshops, serving on a board, facilitating service learning projects for classes, or participating in an applied community-based research project independently or through the Center for Applied Community Research and Development (CACRD).
c) Creation and sharing of professional knowledge through the authorship or co-authorship of technical reports, monographs, trade association journal articles, webinars, or electronic resources for practitioners at least once every 3 years.

☐ Hide 3.1.3

Any information on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty members is considered part of the faculty nucleus, as additional questions apply if so.

☐ Hide 3.1.4

Provide the percentage of courses in each category that are taught by nucleus and full-time faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate.* The total across all rows and columns will not add to 100%.

3.1.4	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified	Professionally Qualified
All Courses	28	25	22	24	4
Courses					

| delivering required Competencies | 20 | 20 | 18 | 18 | 2 |

Hide **3.1.5**

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

The Department of Public Administration has demonstrated a strong commitment to ensuring that faculty remain current and that they are engaged with other professionals in the field of public administration and in their particular areas of expertise. Even during times of restricted resources at the University and College level, the Department has remained committed to ensuring that all nucleus faculty remain current in the field through participation in conferences and workshops relevant to their areas of teaching and research. When designated travel budgets have not been included within the operating budget of the Department, the Department has supported faculty travel through its Income Fund Reimbursable (IFR) account which is built up by grants and contracts, as well as summer and winter session courses. All faculty attend at least one national conference per year; most attend more than one conference, and several regularly attend international conferences as well. MPA faculty regularly attend ASPA, NASPAA, ARNOVA, ICMA, PPMR, IASIA, and INPAE conferences among others.

The MPA program is committed to providing high quality instruction to students that is not provides information that is current and cutting-edge in terms of content, but also which is delivered in an effective and engaging manner. To that end, the MPA program has a policy on Teaching Effectiveness and Development (see Attachments for Standard 3) which provides a variety of resources to faculty for improvement of instructional skills. As part of the contract-renewal and promotion and tenure processes, faculty conduct peer observations in each other's classes. The Chair also at least one class whenever an adjunct instructor teaches a course.

Hide **Standard 3.2**

3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

Hide **3.2.1**

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment

Advertisement is placed in publications and on listservs that serve diverse audiences

Advertisement is sent to schools with concentrations of diverse graduate students

Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates

Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application

Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position

The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires

The department receives training on recruitment and selection practices that increase potential for diverse pools and hires

Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process

A female or minority is included on the search committee

Documentation on why candidates are excluded from interview is required

Strategies used in retention (check all that apply)

New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process

New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.

New faculty regularly meet with the program director or chair to discuss issues and needs.

Other strategies used to assure students are exposed to diverse experiences

Use of part time instructors
Other, Please Specify
Use of guest lecturers

Specify 'other'	Selection of readings, cases and assignments in classes with deliberate attention to diversity.
	Deliberate team assignment strategies to ensure diversity within class-based teams.
	Development of a variety of international experience opportunities ranging from a few weeks to a full year.

Hide 3.2.3

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

Does the legal and institutional context of the program preclude collection of diversity data?   No

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Hide 3.2.3a

U.S. Based

3.2.3a Faculty Diversity	full time male	full time female	part time male	part time female	total
White, non-Hispanic/Latino	2	4	1	1	8
Total	2	4	1	1	8

Hide 3.2.3c

Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the programs unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

The MPA Program has a Diversity Policy (see Attachments for Standard 3) which highlights recruitment strategies as well as efforts to ensure that students are exposed to diverse perspectives. Using the methods indicated in Table 3.2.1, the Program has sought to recruit a more diverse faculty. In terms of outcomes as measured by the racial and ethnic diversity of faculty and reported in Table 3.2.3a, this is one area where the Binghamton University MPA program has not been successful. Because of our inability to diversity the composition of the faculty, our efforts to bring diverse perspectives to the curriculum, promote diversity, and ensure a climate of inclusiveness are particularly important and we are proud of our efforts and accomplishments in this area.

Faculty use readings, cases, videos, guest speakers and other instructional tools to expose students to diverse perspectives in their respective subjects areas. Several courses within the core curriculum emphasize issues of diversity, equity, and social justice. Because the student body within the MPA program is diverse, MPA faculty engage in deliberate efforts to assign students to diverse teams for class projects and to assist students with cultural competence within a team context. The MPA Program has partnered with an HBCU (Albany State University in Georgia) to provide team project opportunities across the two student bodies. Our dual degree partnerships with Social Work, Student Affairs Administration and Nursing provide students with access to much more diverse faculties. The internship placements provide opportunities for students to deal with client populations from more diverse backgrounds. The MPA program has consciously expanded its international experience opportunities as a means of providing opportunities to learn about and appreciate other cultures. The results of our assessment of universal competency (Standard 5.1) regarding the ability "to communicate and interact productively with a diverse and changing workforce and citizenry" suggest that despite the lack of faculty diversity, students are being exposed to diverse perspectives, developing an appreciation for diversity, and enhancing their cultural competence.

Hide 3.2.4

3.2.4 Current Faculty Diversity Efforts

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

During the past five (5) years, the diversity of the MPA faculty has not changed. During this

period the faculty has ben and it remains all White, with more women than men. This is part due to limited hiring opportunities. Until the year preceding the Self Study Year, the program did not have the opportunity to recruit new faculty for more than five years. The MPA Program has tried to get around that constraint by pursuing a SUNY Diversity Hire. The SUNY Diversity program is a competitive SUNY-system-wide program to recruit promising minority scholars. In 2010-11, we courted, interviewed and nominated a senior Black public affairs local government scholar for a position. He had the support of the Department, the College and related departments across campus (most notably Political Science), and he was selected as the Binghamton University nominee. We were disappointed to learn in spring 2011 that he had not been selected by the SUNY central office. In 2012-13, the Departments of Public Administration and Social Work jointly submitted a nomination of a junior Black scholar who would have contributed to both the MPA and MSW programs. He also was not selected when it came to the final SUNY decision.

The applicant pools for the two most recent hires (in SSY-1 and in SSY) have included some minority applicants and each time we have invited the most qualified minority applicant or applicants for interviews. Based on either the research presentation, the classroom teaching, and/or meetings with faculty and students, the candidates were determined to be not qualified and the MPA Program made offers to and hired a White female and a White male at the conclusion of these searches.

The MPA Program will continue to pursue the SUNY Diversity Initiative, and will continue to utilize the other strategies outlined in our Diversity Policy and briefly described above in 3.2.4 to promote diversity and a climate of inclusiveness.

Hide Standard 3.3 Research, Scholarship, and Service

3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member **one** exemplary activity that has occurred in the last three academic years (this could be research, scholarship, community service or some other contribution to the field).

Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1

Three documents provide guidance on promotion and tenure expectations for MPA faculty: 1) Criteria and Standards for Promotion and Tenure for the MPA Program, 2) College of Community and Public Affairs Bylaws and 3) Binghamton University Policies and Procedures. A PDF copy of the MPA criteria and CCPA Bylaws are attached; the Binghamton University documents are available at http://www2.binghamton.edu/academics/provost/faculty-staff-handbook/handbook-iv.html#A5. Given that this section of the Self Study Report only asks about scholarship/research and service that is the emphasis in the response even though the College places a particular emphasis on the integration of teaching, research and service, and

the importance of not evaluating faculty research in isolation.

The MPA Program expects that faculty will integrate teaching, research and service in support of the Program's mission and that their work will enhance the capacities of individuals and institutions to solve problems through an engaged community-based process. Within that broad framework, individual faculty are given considerable flexibility in how to do so.

The MPA document define research as: "additions to or the refinement of the knowledge base of public administration/policy and allied disciplines and/or the application of that knowledge base to important issues of public administration and/or public policy." Criteria for demonstrating excellence in research include "a judicious balance among: 1) five to seven papers published in recognized journals of public administration and/or allied disciplines; and/or 2) one or more books or monographs accepted and/or published by a press with significant standing within public administration and/or allied disciplines; 3) one or major research reports generated from externally funded research; 4) significant cumulative funding from external contracts and grants."

Regarding service, the MPA Criteria states "[m]eriting special recognition within the profession of public administration, service is defined as significant and meaningful administrative and/or scholarly contributions to the Program in Public Administration and/or to the university, and to the community-at-large defined as the Greater Binghamton area, the supporting region, the State of New York, the Federal Government, or international organizations." Criteria for excellence in service include "a judicious balance among: 1) active participation in or management of projects that promote the well-being and status of the Program or of Binghamton University or of the region, state, or nation; 2) the design, acquisition, execution, analysis, interpretation or dissemination of data or information that promote the well-being and status of the MPA Program, the university, or of the region, state or nation; 3) the dissemination of knowledge about public administration/policy via consultation to and/or invited speaking engagements with public and private sector organizations."

The College of Community and Public Affairs (CCPA) is a departmentalized college composed of four units that are closely aligned with a similar commitment to community engagement, critique and application of professional practice, and well-grounded research. Due to the common goals of the component departments and the fact that some are too small to independently comprise promotion and tenure committees, the Initiating Personnel Committees (IPC) is comprised at the College, rather than departmental, level. Although there are College level guidelines, it is important to note that they were developed with the input and approval of MPA faculty and, more importantly, that those College Bylaws explicitly state that the Department Chair, the IPC, and the Dean shall refer to departmental guidelines and expectations in addition to those established by the College and University.

At the College level, scholarship is broadly defined to include: "publications in inter/national, peer-reviewed journals, authoring/editing scholarly books, chapters, monographs, and publications." As well as "...invitations to speak, etc. at intern/national conferences ...grant activity... and/or reports that inform practice." Regarding the evaluation of service in the Promotion and Tenure review process, the CCPA Bylaws state: "As a College committed to community partnerships and/or engagement, it is expected that faculty will engage in service to the community, as well as to the university. Each department defines community engagement broadly. While it is expected that faculty may engage in community service in the Southern Tier, they may also engage in service in other parts of the state, country and world. In addition to a broad definition of the location for service, faculty engage in a breadth of service activities.

Appropriate service could include serving on boards, volunteer activities, consulting with community organizations, program development, and/or evaluation, direct service, community-based research efforts, and other activities."

Given that the Binghamton University policies have to serve the entire campus, they are necessarily more general and less explicitly focused on the MPA mission. They do not, however, conflict with or impede the pursuit of the MPA mission. The BU policies indicate that promotion and tenure will be based on five considerations:
1) Mastery of Subject Matter "as demonstrated by such things as advanced licenses, honors, awards and reputation in the subject matter field"
2) Effectiveness in Teaching "as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation"
3) Scholarly Ability "as demonstrated by such things as developing and carrying significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues,
4) Effectiveness of University Service "as demonstrated by such things as college and university public service, committee work, administrative work, and work with students or community in addition to formal teacher-student relationships." [Note: while the University policies emphasize service to the university, they also state that faculty service may be "directed toward professional organizations and toward the local area, the state, and the nation."
5) Continuing Growth "as demonstrated by...activities to keep abreast of current developments in the academic employee's field and being able to handle successfully increased responsibility.

In sum, the MPA and College expectations regarding scholarship and service directly support the public service mission of the MPA program. Given that the university level policies have to serve the entire campus, they are necessarily more general and less explicitly focused on the MPA mission. They do not, however, conflict with or impede the pursuit of the MPA mission.

Hide 3.3.2

Provide <u>ONE</u> exemplary activity of each nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

ALL FACULTY INFORMATION (including the question above) on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty member is considered part of the faculty nucleus, as additional questions apply if so.

Hide 3.3.3

List some significant outcomes related to these exemplary efforts

Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts. (Limit 500 words)

The exemplary efforts of the MPA faculty in teaching, research and service directly advance and support the MPA Program to "enhance individual and institutional capacity for community-based public practice." By systematically engaging students in a variety of community-based projects (full class group service-learning projects in several introductory courses, small group partnerships with community agencies in more advanced and specialized classes, and individual student service and research in the internship and capstone courses), students develop their skills, and experience the challenges and rewards of applying theory to practice. Our agency partners also benefit directly from these relationships through the increased capacities to gather and interpret information to address policy and management challenges in the community. Faculty research in both scholarly and practitioner-oriented publication outlets also serves to enhance capacity by sharing expertise and evidence-based interpretations and recommendations. Research conducted by Kristina Lambright and David Campbell on the perceptions of capstone agency supervisors about the value of capstone projects contributed to MPA program improvements and was also shared with the broader public affairs community in a 2011 JPAE article titled "How valuable are capstone projects for community organizations?" The service activities of the faculty within the university, in the community, and within the profession also support the mission of the program. Through their service on committees, boards and in leadership positions, they contribute to stronger organizations with greater institutional capacities. Through their service in the form of training and professional development of nonprofit and local government managers, they enhance individual knowledge and skills of the participants who, presumably, use those skills to better serve the organization and its clients in the community.

The exemplary efforts of the MPA faculty also directly reflect the five public service values prioritized by the program. For each one of the key values - democratic processes/community engagement, accountability, equity, transparency, and sustainability - there are examples of teaching activities focused on those values, research publications on those topics, and service to the university, community and profession that contributes to and models those values. Within the 500 word limit for this item, it is not possible to detail those examples which are readily apparent in faculty vita and course syllabi.

As a result of their demonstrated expertise, the MPA faculty - individually and collectively - are recognized and sought out by officials within the University, in community agencies, and in professional associations at the local, state, national and international levels to provide training, make presentations and speeches, serve on boards and committees, and assume leadership positions. Of the President's nine (9) Road Map (Strategic Planning) teams, three were co-chaired by MPA faculty; Pam Mischen, Tom Sinclair and David Campbell co-chaired the Community Engagement, Global Engagement, and Philanthropy teams, respectively. Faculty have been recognized with SUNY Chancellor's Awards for Excellence in Teaching (Campbell) and Service (Sinclair). Faculty hold leadership positions in NASPAA (Rubaii), ARNOVA (Campbell), ICMA (Rubaii), IASIA (Sinclair), INPAE (Rubaii) and other professional associations. Two faculty (Sinclair and Rubaii) have received Fulbright Scholar awards, and three have received the University's International Innovation Fund awards (Sinclair, Appe and Rubaii). The faculty willingly assume these responsibilities as a means of promoting public service values and contributing to enhanced capacities in public service organizations.

Self-Study Instructions

In preparing its Self-Study Report (SSR), the program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions;

In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

The Director of Graduate Studies (Professor Kristina Lambright) has primary responsibility for MPA Program recruitment efforts, although she has been assisted by earmarked graduate assistant support from the Graduate School. Recruitment efforts take a variety of forms that are all geared toward identifying and encouraging applications from individuals who share our program's commitment to community service and professionalism. We are looking to identify individuals who may never have considered (or known about) the MPA yet who have a desire to improve their individual professional knowledge and skills and then to use those advanced skills to enhance their communities.

Professor Lambright conducts information sessions in undergraduate classes (at Binghamton University and surrounding campuses),holds receptions/information sessions, attends Graduate School Fairs, speaks to student groups on campus (particularly those with large minority student populations or with a foci on diversity/engagement/equity issues), sends emails to students in select majors in their junior and senior years, meets with career and academic advisors, and promotes the program on professional association listservs in the region.

Professor Lambright uses existing students, faculty, recent alumni working in the area, members of the MPA Advisory Board, and our Professor of Professional Practice to assist with outreach and marketing, to encourage individuals to apply, and to increase the yield (convert acceptances to enrollees).

Every informational session includes information on the costs of application, full and part-time tuition, and fees, cautions about the limited opportunities for funding within the MPA program, and links to Financial Aid resources.

See Attachments to Standard 4a for a list of recruitment activities conducted by the Director of Graduate Studies and other individuals during the SSY and SSY-1.

Hide 4.1.2a Program Recruitment

Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

4.1.2 Applicant type	Self study year minus 1	Self study year
Full-Time	157	158
Total	157	158

Hide 4.1.2b Program Recruitment

4.1.2 Applicant type	Self study year minus 1	Self study year
In-Service	138	142
Pre-Service	19	16
Total	157	158

Hide 4.1.3

4.1.3 Applicant Pool and Mission

In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission. (Limit 250 words)

Some aspects of the applicant pool characteristics are a result of deliberate recruitment efforts and others are a function of factors outside of the program's control.

Based on the Combined Degree (Fast Track) relations we have with undergraduate majors at Binghamton University and our Dual Degree partnerships our applicant pool reflects those majors. This fits with our MPA program mission because we formed these collaborative relations precisely because we considered the two disciplines to have a synergy and a common commitment to engagement and the potential to enhance community capacities even more together than either could alone.

Over time, the MPA program has experienced a steady decline in the proportion of in-service applicants despite continued recruitment efforts and very positive feedback from the in-service

practitioners who do enroll. This is in part due to reductions and eliminations of tuition reimbursement programs in local government.

Like many US-based MPA programs, we have experienced a dramatic increase in the number of Chinese applicants. This has not been an intentional effort, but it has helped create opportunities for greater diversity within the program.

Note: At the time of application, we do not gather information on whether an individual is seeking or planning to pursue part-time or full-time study so all data are reported as if they are full-time applicants. The only places where full and part-time status are relevant for MPA students is to be eligible for a graduate assistantship or other forms of financial aid. It does not affect admission decisions and so is not asked. We are able to differentiate pre-service and in-service based on the resumes provided.

☐ Hide   **Standard 4.2 Student Admissions**

4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity or any other "discriminating" criteria should be presented and explained, vis-a-vis the program mission.

4.2.1a Admissions Criteria and Mission

How do your admission polices reflect your program mission? (Limit 250 words)

A detailed description of the admissions policies and criteria can be found in the MPA Student Handbook (see Attachments for Standard 4a). Each applicant is given an overall score based on an assessment of all components of the application. Each applicant's undergraduate GPA (or graduate GPA if the student has taken more than 12 credits at the graduate level) is the starting point for this score. The GPA is then then "adjusted" based on the letters of recommendation (-0.2 to +0.2 points), personal statement (-0.2 to +0.2 points), work experience (0 to +0.2 points), GRE scores (-0.2 to +0.2 points) and quality of university and/or degree program if known (-0.2 to +0.2 points). The Director of Graduate Studies (Professor Lambright) performs the initial assessment of applicant eligibility for admission.

Individuals with a GPA of 3.0 or higher and an overall score of 3.0 or higher are admitted. Individuals with a GPA of 3.0 or higher and an overall score between 2.9 and 3.0, or who have an overall score of 3.0 or higher but a GPA less than 3.0, may or may not be admitted based on a consideration of the totality of the record. These borderline decisions are made by the Admissions Committee which consists of the Director of Graduate Studies and the Department Chair. Individuals with overall scores less than 2.9 are denied admission.

In support of the MPA mission, letters of recommendation are evaluated in terms of evidence of academic achievement, community involvement and personal characteristics that suggests the applicant has the capacity to foster an institutional culture that advances democratic administration and governance. The personal statement is reviewed for the student's commitment to public service as well as ability to communicate in writing. Significant public

service work experience (5 or more years) can earn applicants a positive adjustment to their admissions scores; however, the lack of work experience does not result in a penalty. In keeping with the MPA program's desire to promote diversity, we do not require a minimum GRE score.

Hide 4.2.1b

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Required
Standardized Tests	Required
GRE (post 2012-2013 cycle only)	Yes
GMAT (post 2012-2013 cycle only)	No
LSAT (post 2012-2013 cycle only)	No
TOEFL (post 2012-2013 cycle only)	No
GPA	Required
Minimum Required	3.00
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	N/A
Interview	N/A
Special Mission Based Critera	N/A
Prescribed Undergraduate Major	N/A
Other (post 2012-2013 cycle only)	N/A

Hide 4.2.1c

In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

4.2.1c Exceptions to Admissions Criteria

GRE scores are not required for applicants who have obtained a bachelor's degree two or more years ago and have been working full-time for two or more years in the public and/or nonprofit sector in the United States.

TOEFL or IELTS scores are not required if the international applicants received a college or

university degree from a U.S. institution or an institution in a country whose native language is English.

Students may be admitted conditionally if deficiencies in writing or knowledge of American government are present. Conditionally admitted students are required to successfully complete one or more of our 1-2 credit basic skills classes before moving to regular status. An additional basic computer skills class may be required based on the results of an assessment conducted during the first week of classes in the Research Design and Methods course. The basic skills courses do not count toward the MPA Degree. All students must meet any additional conditions specified in their admission letters.

Individuals denied admission may be permitted to take select courses as a non-matriculated student on a space-available basis and reapply for admission at a later date after demonstrating the ability to do well in MPA courses.

☐ **Hide** | **4.2.2a(1)**

4.2.2a Enumerate full, conditional, or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of Full Time Students	43	42
Conditional Admission of Full Time Students	30	32
Total	73	74

☐ **Hide** | **4.2.2a(2)**

4.2.2a Admission Numbers	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of In-Service Students	3	6
Conditional Admission of In-Service Students	6	4
Full Admissions of Pre-Service Students	30	33
Conditional Admission of Pre-Service Students	34	31
Total	73	74

☐ **Hide** | **4.2.2b(1)**

4.2.2b - Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

4.2.2b Enrollment Numbers	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of Full Time Students	17	21
Conditional Enrollment of Full Time Students	16	7
Full Enrollment of Part Time Students	2	4
Conditional Enrollment of Part Time Students	4	3
Total	39	35

Hide 4.2.2b(2)

4.2.2b Enrollment Numbers	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of In-Service Students	2	4
Conditional Enrollment of In-Service Students	4	3
Full Enrollment of Pre-Service Students	17	21
Conditional Enrollment of Pre-Service Students	16	7
Total	39	35

Hide 4.2.3

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. (Limit 250 words)

Students are admitted based on the holistic review of the application materials and our assessment of both their potential for success in professional graduate studies and their commitment to community engagement and public service. Once admitted, the challenge is to convert those students to enrollees, a task that is complicated by the limited number of assistantships available and our geographic location which make competing with other programs difficult. We have employed a number of strategies to encourage the most promising admitted students to enroll. As students are admitted, the Director of Graduate Studies provides names and phone numbers to a faculty member with similar interests. The faculty then contact the students to provide a personal touch of congratulations on admission, the share a little more information about the program, and to offer to provide more assistance via phone, email or an in-person meeting. The MPA GSO has also identified current students willing to reach out to prospective students, and several of our top Chinese students have contacted the most promising admittees from China to answer their questions and promote the program. When

students and faculty speak with the prospective new enrollees, the emphasis is generally on the unique mission of the MPA program, the opportunities for extensive community engagement, and the opportunity to focus on local government and nonprofit administration at the community level.

Conditional admissions do not represent students who fail to meet our minimum standards for admission, but instead reflects our use of "deficiency courses" to help prepare students to be more successful in the program. All international students as well as domestic students who meet the overall admission criteria but have demonstrated weaknesses in the personal statements, have as a "condition on admission" the requirement that they complete a 2 credit Introduction to Professional Writing course (PAFF 501) in their first semester. Similarly students without a public administration or political science undergraduate background have as a "condition on admission" the requirement that they complete the 1 credit PAFF 503, Administrative Systems in their first semester. These courses do not count toward the required MPA credits but have been used to help increase student success in the program.

☐ Hide   Standard 4.3 Support for Students

Standard 4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicilty link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

All students, including those with regular admission status, are required to earn a B or better in their first twelve credits towards their MPA degree. Failure to meet this requirement may result in severance from the program. At the end of each semester, the Director of Graduate Studies determines if conditionally admitted students have met the conditions of their admission and if all newly admitted students have maintained the necessary minimum GPA. Students who have not met those requirements may be severed from the program or may be provided with an additional semester to resolve the issues, depending on advice from faculty familiar with the student's work and on consideration of extenuating circumstances.

The Academic Honesty Policy (see Appendix A of the MPA Student Handbook) is strictly enforced.

The Director of Graduate Studies certifies that students have completed degree requirements and are eligible for graduation. The Graduate School confirms completion of sufficient number

of credits and GPA.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

The support system begins with a thorough orientation held a week before classes start. The MPA New Student Orientation reviews degree requirements, university policies, and course registration processes. At the orientation students meet the MPA faculty and leaders of the MPA Graduate Student Organization (GSO). They are assigned a faculty advisor and learn of opportunities to get involved in the MPA GSO, the department, the College of Community and Public Affairs, and the community. Specific sessions within orientation focus on the internships and career planning. Students participate in two faculty-led exercises - on cultural competency and ethics - to lay the groundwork early of some of the important values in the program.

All students are assigned an advisor at orientation. In response to assessment feedback regarding inconsistencies in advising and the complexities of advising special student populations, the following advising arrangements have been made: Professor Lambright advises all Combined Degree Students, Professor Rubaii advises all dual degree students, and Professor Sinclair advises all international students. Students who do not fall into one of these categories are assigned to faculty advisors based on interest areas (students who express an interest in nonprofit management on their application are assigned to Professor Campbell or Appe; students interested in Local Government are assigned to Professor Sinclair or Rubaii, and students without a declared area of interest are assigned to Professor Mischen or Lambright). Modifications to this general strategy are made in the interest of balancing workload.

Every semester, the MPA faculty devote an entire department meeting to reviewing the progress of each student in the MPA program. The Director of Graduate Studies circulates a list of all students in advance of the meeting so that faculty can review their course records. Students are evaluated in terms of progress toward completion of the degree as measured by formal completion of degree requirements, and also in terms of their demonstrated competencies and professionalism. The goal of these midsemester reviews is to identify as early as possible any program-level concerns that are not limited to performance in a single class or on a specific assignment. This midsemester review is also used to identify if the faculty have any concerns about the student that would influence the type of internship placement that would be considered appropriate. Years ago we experienced problems when students had passed all of their courses leading up to the capstone (sometimes just barely, with B's in every course) and then struggled to produce satisfactory work in the capstone course, and other students completed the required credits to be eligible for an internship but the faculty harbored doubts about their level of professional preparedness. Now we are able to identify those concerns earlier, and work with students to address them. Students for whom concerns are identified are required to meet with their advisor to discuss the concern and develop a strategy for improvement. Students who have the same concern identified repeatedly are advised that they may not be permitted to register for an internship or the capstone course. The forms and a description of their use are included in Appendix D of the MPA Student Handbook which is among the Attachments for Standard 4a.

☐ Hide **4.3.3**

4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many

of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

4.3.3a	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the SSY-5 Cohort	18.00	11.00	13.00	13.00
Number of Part-Time Students in the SSY-5 Cohort	10.00	0	4.00	6.00
Total Number of Students in the SSY-5 Cohort	28.00	11.00	17.00	19.00

4.3.3b Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

For the purposes of completing Table 4.3.3a, degree program length is defined as 2 academic years and the summer in-between, and thus 150% refers to 3 years, and 200% refers to 4 years. Because part-time students may work full-time and only register for one course at a time with occasional semesters off, it is not uncommon for part-time students to take more than 4 years to complete the degree. Within the SSY-5 (2007-08) cohort represented in the Table, the remaining two part-time students graduated in the fifth year and thus completed but beyond the scope of the data reported in the table and still well within the time frame we explain as likely during recruitment and advising sessions.

Additionally, among the full-time students, those who are enrolled in a dual degree program are expected to take 3-4 years to complete both degrees. Thus, it is not surprising to see a number of students in the 150% category.

The MPA Program also does not require students to officially or consistently be classified as full-time or part-time; a student may be full-time in some semesters and part-time in others.

Finally, in the years since the 2007-08 cohort entered the program, the MPA program has implemented more selective admissions standards, improved advising, strengthened the internship program, and redesigned the curriculum in response to assessment data. We expect degree completion data to improve over time as a result.

Among the 7 students from the SSY-5 cohort who entered in 2007-08 and had not completed the MPA within 200% of degree program length, 2 part-time students have since completed the degree (in 250% of time as explained above), 2 transferred to and graduated from another masters degree program at Binghamton University, 1 withdrew due to work increased commitments, and 2 are unaccounted for.

4.3.4 Career counseling and professional development services

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

Career counseling begins with a session at the MPA New Student Orientation. In the past this was conducted by the Director of Graduate Studies, but the responsibility has shifted to the College's new Director of Student Services and International Programs. Ms. Stacy Marrow, who served as the Administrative Assistant in the Public Administration Department and then completed her MS in Student Affairs Administration before accepting this position, is available to students throughout their studies to provide career advice. The Binghamton University Career Placement Office is also available as a resource and, while geared more toward the needs of undergraduate students than graduate studies, they have in recent years increased the number of public service focused career fairs and resources. The MPA Internship Coordinator and the students' individual advisors are also a source of career counseling.

Professional development services take the form of online professional development workshops prepared by faculty and available to students at any time, guest speakers in classes, networking opportunities with internship supervisors and MPA Advisory Board members, and departmental support for student presentation at professional conferences.

4.3.4a(a) Internship Requirement

Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

Following satisfactory completion of 18 credit hours towards the MPA degree (including PAFF 510, 520, 521 plus six additional credits) and contingent upon satisfactory evaluations from the MPA faculty, students complete a 300-hour public administration internship. Students pursuing a department specialization are generally expected to complete an internship in the appropriate sector (nonprofit or local government). Interns are expected to engage in professional tasks and projects in areas such as the development, planning, implementation, and/or analysis/evaluation of policy, finance, management, supervision, strategy, program, and other administrative functions. Students intending to complete their internships must register for the 2-credit PAFF 594 course to earn credit.

After meeting with the Internship Coordinator and the Site Supervisor to discuss possible activities and responsibilities, a Memorandum of Understanding (MOU) defining the scope of work and specifying the goals, expectations, products/outcomes, conditions and relevant policies and procedures will be developed by the student and signed by the student, the Site Supervisor, and the Internship Coordinator. The student may not begin his/her internship without the MOU being signed by all parties and submitted to the Internship Coordinator.

The student is responsible for maintaining a journal or log of his/her internship experiences throughout the semester. A group meeting and at least one individual meeting will take place with the Internship Coordinator early in the semester. It is the student's responsibility to raise and address issues with the appropriate supervisor (Internship Coordinator and/or Site Supervisor) as needed. The Internship Coordinator will also have periodic contact with the Site Supervisor.

In-career students with significant professional, policy, or administrative experience may waive the internship with approval from the Internship Coordinator and the Director of Graduate Students. Students who receive waivers will not need to register for the course. Waivers are granted at the time of admission. To be considered for a waiver of the internship requirement, applicants must show that they possess at least three years of full-time professional work experience in a public and/or nonprofit organization.

Details on the MPA Internship are available in the MPA Student Handbook (attached) and on the MPA Website at http://www2.binghamton.edu/ccpa/public-administration/current-students/internship-overview/

Hide 4.3.4a(2)

Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

4.3.4a(2) Internship Participation	Self-Study Year Minus 1 Pre Service	Self-Study Year Minus 1 In service	Self-Study Year Pre-Service	Self-Study Year In-Service
National or central government in the same country as the program	0	0	1	0
State, provincial or regional government in the same country as the program	0	0	1	0
City, county, or other local government in the same country as the program	8	2	4	0
Foreign government (all levels) or	0	0	0	0
International quasi-governmental	0	0	1	1
Nonprofit domestic-oriented	6	2	13	0
Nonprofit/NGOs internationally-oriented	0	0	1	0
Private / Business sector	1	0	2	0
Internship Waivers Granted to Students (who would normally be required to complete one)	0	0	0	0
Other: Please Specify	3	0	2	0
Total	18	4	25	1
	Binghamton University offices/programs (Admissions,			

Specify (for 'other')	Multicultural Resource Center, and Graduate School in 2011-12; Center for Civic Engagement, New Student Programs in 2012-13)

4.3.4a(3)

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

Internship support begins at the time of the MPA New Student Orientation and continues through the capstone course in the final semester. Students are encouraged from the first semester to think about the kind of organization they would like to work, kind of projects they would like to work on, and the skills they would like to develop. The MPA Internship Coordinator presents initial information at Orientation and also conducts a Internship Meeting each semester which is mandatory for all students planning on registering for an internship in the proximate semester or summer session.

The Internship Meeting includes information on the process of locating an internship, the kinds of projects that are considered appropriate, and the process for preparing and getting approved the Memorandum of Understanding. The MOU must be signed by the student, the site supervisor and the Internship Coordinator.

It is the student's responsibility to identify and contact possible internship sites. The student may contact the Internship Coordinator for assistance, if needed. The Internship Coordinator provides advice and suggestions, and shares contact information for some of the regular internship sites. After meeting with the Internship Coordinator and the Site Supervisor to discuss possible activities and responsibilities, a Memorandum of Understanding (MOU) defining the scope of work and specifying the goals, expectations, products/outcomes, conditions and relevant policies and procedures will be developed by the student. This MOU must be signed by the student, the Site Supervisor, and the Internship Coordinator prior to the commencement of the semester during which the internship will be completed. The student may not begin his/her internship without the MOU being signed by all parties and submitted to the Internship Coordinator.

The student is responsible for maintaining a journal or log of his/her internship experiences throughout the semester. A group meeting and at least one individual meeting will take place with the Internship Coordinator early in the semester. It is the student's responsibility to raise and address issues with the appropriate supervisor (Internship Coordinator and/or Site Supervisor) as needed. The Internship Coordinator will also have periodic contact with the Site Supervisor.

The intern will be expected to evaluate his/her experience at the end of the internship. The Site Supervisor will also evaluate the intern. Both forms must be completed and submitted by the end of the semester in order to receive a grade (either "Satisfactory" or "Unsatisfactory") for the internship.

It is expected that the Site Supervisor or another designated agency official will maintain involvement past the completion of the internship. He/she may also help facilitate the study/data collection process for the student during the PAFF595 Capstone Seminar course. The Site Supervisor or other agency official will also be expected to read and evaluate the student's capstone paper along with two faculty members in the MPA program.

A small proportion of MPA internships are paid; most are volunteer because they are with organizations with very limited financial resources. The Internship Coordinator is working to establish a record of the contributions made by interns to organizations as a means of leveraging more paid positions. Many students enroll in a summer course along with the internship in the summer, or take the internship as part of their academic load during the academic semester to maintain eligibility for financial aid.

4.3.4a(4)a

Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

In keeping with the MPA Program mission of enhancing individual and institutional capacity for community-based public practice, the internship is intended to provide benefits to the student intern, the agency, the clients served by the agency, and the community, and to contribute to the positive reputation of the program. Given the MPA program's focus on preparing students for public service careers in local government or nonprofit organizations, the clear majority of internship placements are in those two sectors. As a major employer in the area, Binghamton University is also a source of internships.

Because the MPA is a professional degree, the faculty have a responsibility to future employers of our graduates and the communities which those graduates will serve to ensure that students have essential competencies and demonstrate a high level of professionalism. An internship in a public or nonprofit organization provides the student with an opportunity to apply knowledge and skills from their courses to a work setting. It is also a way for the program to demonstrate to professional public service organizations the contributions that MPA students can make to their organizations. Student performance in an internship is a direct reflection on the program. As such, the program has a responsibility to ensure that students have demonstrated not only the acquisition of knowledge and skills, but also a level of professionalism, maturity and reliability expected of an MPA student. Additionally, based on a student's selection of courses and performance within those individual courses, some types of internship placements may be more suitable than others.

To integrate the internship within the overall MPA curriculum and to assist in the process of applying theory to practice, the student is responsible for maintaining a journal or log of his/her internship experiences throughout the semester. A group meeting and at least one individual meeting will take place with the Internship Coordinator early in the semester. It is the student's responsibility to raise and address issues with the appropriate supervisor (Internship Coordinator and/or Site Supervisor) as needed. The Internship Coordinator will also have periodic contact with the Site Supervisor.

In keeping with the value of accountability, the intern must evaluate the experience at the end of the internship and the Site Supervisor must evaluate the intern. It is expected that the Site Supervisor or another designated agency official will maintain involvement past the completion of the internship. He/she may also help facilitate the study/data collection process for the student during the PAFF595 Capstone Seminar course. The Site Supervisor or other agency official is also be expected to read and evaluate the student's capstone paper along with two faculty

members in the MPA program.

Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

4.3.4b Employment Statistics	Self-Study Year Minus 2 Pre-Service	Self-Study Year Minus 2 In-Service	Self-Study Year Minus 1 Pre-Service	Self Study Year Minus 1 In-Service
National or central government in the same country as the program	0	0	2	0
State, provincial or regional government in the same country as the program	4	2	1	1
City, county, or other local government in the same country as the program	4	2	6	1
Foreign government (all levels) or international quasi-governmental	2	0	2	2
Nonprofit domestic-oriented	6	0	4	3
Nonprofit / NGOs internationally-oriented	1	0	1	0
Private Sector - research/consulting	4	1	1	1
Private sector (not research/consulting)	2	0	1	0
Obtaining further education	2	1	0	0
Unemployed	1	0	1	0
Status Unknown	2	0	0	0
Total	28	6	19	8

No apparent concerns	Yes

Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Specifically, the SSR should address the following, as a minimum.

4.4.1 Ongoing 'Diversity' Activities

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- Diversity training and workshops for students, faculty, and staff
- Frequent guest speakers of a "diverse" background
- Formal incorporation of "diversity" as a topic in required courses
- Student activities that explicitly include students of a diverse background
- Etc.

(Limit 250 words)

See Attachments for Standard 4b for two documents that have components related to enhancing student diversity and promoting a climate of inclusiveness within the MPA program: the MPA Student Handbook for 2012-13 and the MPA Diversity Plan.

MPA Student Handbook, in the Message from the Chair with advice for success in the program, one of the items mentioned is:
"Explore diverse perspectives. Binghamton University MPA students bring rich personal experiences to the classroom. Take time to learn about your classmates' cultures and backgrounds and you will add depth to your education that you cannot get from any other source. Cultural competence is increasingly essential in the workplace and in society; your time as a student can be used to help develop your understanding and appreciation of other cultures, and your skills in working with diversity of opinions, norms and experiences."

The mandatory MPA Orientation for Incoming Students includes a Cultural Competency exercise facilitated by Professor Rubaii.

Several core (required) courses in the MPA curriculum explicitly include components on diversity and faculty in all courses (required and elective) include readings, exercises and guest speakers who represent diverse backgrounds and/or address issues of diversity. The 21st Century Governance class includes a workshop facilitated by the Director of Binghamton University's Multicultural Resource Center early in the semester.

Faculty in the Department of Public Administration have invited the University's EEO/AA Officer to present workshops and training.

The various international experience programs in the Department of Public Administration (in Hungary, China and Peru) and in the College (in South Africa) provide additional opportunities for explicit examination of cultural diversity. The MPA program is currently developing additional opportunities in Colombia and in Turkey.

Following the 2012 NASPAA conference, the MPA program at Binghamton University instituted a partnership with Albany State University, an HBCU in Albany, Georgia, to expand opportunities for students in both programs to interact with different student populations and different communities. Starting in spring 2013 teams of students from required courses in both programs have worked together on projects. These partnerships are expanding to additional required courses in the Site Visit Year.

4.4.2 Program Recruitment Diversity Actions

In the box below, briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of 'underrepresented populations' may vary between programs, given mission-oriented 'audience' and stakeholders, target student populations, etc...). (Limit 250 words)

The recruitment strategies described above in 4.1.1 are intended to promote diversity within the general framework of seeking a student body that is commitment to community engagement and interested in service at the local and/or nonprofit level. Efforts are made to reach both pre-service and in-service students, students from diverse academic disciplines, and students with diverse demographic characteristics. The undergraduate majors and student groups that are targeted for recruitment are those that align with public service and/or have large proportions of minority students. Binghamton University has a diverse undergraduate student population and we are trying to more systematically tap into that diversity.

We continue to try to recruit more in-service students from area local governments and nonprofit organizations, but recognize that making a commitment to a program that may take 4-5 years to complete on a part-time basis in the absence of financial support from one's employer is a burden for many individuals. We have recently had approved two graduate certificate programs corresponding to our areas of specialization within the MPA (Nonprofit Management and Leadership and Local Government Management and Leadership) to get practitioners in the door taking MPA classes and as a means of trying to recruit them to the MPA program. The practitioner pool is predominately white, non-Hispanic/Latino so recruiting more practitioners will enhance one type of diversity to the program but will not contribute to demographic diversity.

Does the legal and institutional context of the program preclude collection of diversity data?   No

Hide   4.4.3a

4.4.3a Ethnic Diversity - Enrolling Students

Student Diversity (with respect to the legal and institutional context in which the program operates)**:**

US-Based Program - Complete the following table for all students enrolling in the program in the year indicated (if you did not check the "precludes" box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

1	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Black or African American, non-Hispanic	2	4	0	5	11
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	0	2	0	3	5
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic / Latino	0	1	0	1	2
White, non-Hispanic/Latino	20	22	23	22	87
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident Alien	2	12	1	12	27
Race or Ethnicity Unknown	6	9	3	5	23
Total	30	50	27	48	155
Disabled	1		1		2

Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

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We have not engaged in targeted strategies to recruit international students, but have received applicants from high quality students from Colombia, Armenia, Turkmenistan, and China in the SSY and SSY-1 cohorts. International students are an important part of our student diversity and have added to the richness of cultural exchange and cross-cultural learning among students, faculty, internship site supervisors, and members of the community.

Does the legal and institutional context of the program preclude collection of diversity data?   No

4.4.3b(2)

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

- **to lead and manage in public governance;**
- **to participate in and contribute to the public policy process**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.4 Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PARTC: How does the program use evidence about the extent of student learning on the required (or

other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf at the bottom of the online web form. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

The mission of the MPA program at Binghamton University is to enhance individual and institutional capacity for community-based public practice, and our focus is on preparing individuals for public service careers in local government and community-based nonprofit organizations. In that context, we define the essential knowledge and skills for leading and managing in public governance as "an appreciation for the complexities of decision making within public service." We expect MPA graduates to understand that decision making in the public sector is complex in that it requires consideration of political, economic, and social factors and procedural demands for participation. In this area, we also expect students will be able to demonstrate "effective oral and written communication skills" and "professionalism in and outside of class."

To participate in and contribute to the public policy process

The mission of the MPA program at Binghamton University is to enhance individual and institutional capacity for community-based public practice, and our focus is on preparing individuals for public service careers in local government and community-based nonprofit organizations. In that context, we define the essential knowledge and skills for participating in and contributing to the public policy process as "the ability take a community-based problem through the policy process." 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. Participation in policy processes also requires "effective oral and written communication skills" and the "ability to tailor a message to a particular audience."

To analyze, synthesize, think critically, solve problems, and make decisions

The mission of the MPA program at Binghamton University is to enhance individual and institutional capacity for community-based public practice, and our focus is on preparing individuals for public service careers in local government and community-based nonprofit organizations. In that context, we define the essential knowledge and skills for analyzing, synthesizing, thinking critically, solving problems and making decisions as "the ability to choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization." We expect our graduates to

make evidence-based decisions even if they work in an environment with limited financial, technological or staff resources.

Additionally, to make informed decisions in an environment of complexity and uncertainties, students must be able to "synthesize material from a variety of sources" and "apply theory to practice."

To articulate and apply a public service perspective

The mission of the MPA program at Binghamton University is to enhance individual and institutional capacity for community-based public practice, and our focus is on preparing individuals for public service careers in local government and community-based nonprofit organizations. In that context, we define the essential knowledge and skills for articulating and applying a public service perspective as "the ability to balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others." 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.

Given the mission of the MPA program, the specific values we emphasize are: 1) democratic processes/community engagement, 2) accountability, 3) equity, 4) transparency, and 5) sustainability (financial, environmental and cultural sustainability of a community or organization). As part of this competency, we expect our students to understand that there is not a single homogeneous public in any community, but rather many different publics with often competing interests who will experience in different ways their decisions and actions.

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. Thus, beyond applying a public service perspective in their own thinking, MPA graduates must be able to articulate and explain that perspective to a variety of stakeholders which requires "effective oral and written communication skills."

To communicate and interact productively with a diverse and changing workforce and citizenry

The mission of the MPA program at Binghamton University is to enhance individual and institutional capacity for community-based public practice, and our focus is on preparing individuals for public service careers in local government and community-based nonprofit organizations. In that context, we define the essential knowledge and skills for communicating and interacting productively with a diverse and changing workforce and citizenry as "the ability to work effectively as a member of a diverse group in both a leader and follower role." We also expect our graduates to "demonstrate active engagement, curiosity about, and respect for individual and group differences."

We recognize that the work of small local and nonprofit organizations often requires that work be completed in teams. The 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.

☐ Hide   **Standard 5.2 Part A: Mission Specific Required Competencies**

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed neccessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students (<u>beyond those competencies entered in 5.1 on universal competencies</u>), then for each one offered please describe how it supports the program mission and state least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state "none".

None.

Hide | **Standard 5.3 Part A: Mission Specific Elective Competencies**

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

Does your program have any mission-specific competency?   Yes

If yes, please elaborate

The MPA Program at Binghamton University offers two specializations -- in Local Government Management and Leadership and in Nonprofit Management and Leadership -- which correspond to our overall emphasis.

For the Local Government Specialization, the mission-specific elective competencies fall into three categories related to the unique substantive, procedural and structural aspects of public service careers in a local government context. 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 also expect them to be able to work effectively within procedural aspects of "public participation, 2) civil service systems, and 3) democratic elections." Structural competencies relate to their understanding of how "accountability to elected officials and intergovernmental mandates" impact local government professionals.

For the Nonprofit Specialization, the mission-specific elective competencies are defined as "greater knowledge of the distinctiveness of the nonprofit sector; the need to be responsive to key stakeholders (clients/constituents/community, funders, and organization/internal/staff); the power of individuals to create nonprofit organizations to solve community problems; competing theories of why nonprofit organizations are developed; the business model; board and volunteer governance; revenue generation; and mission-driveness." 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."

▢ Hide Standard 5.1-5.3 Part B

- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

Competencies -- Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programatic decisions
1. To lead and manage in public governance	Yes	Yes	Yes	Yes
2. To participate in and contribute to the public policy process	Yes	Yes	Yes	Yes
3. To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	Yes	Yes
4. To articulate and apply a public service perspective	Yes	Yes	Yes	Yes
5. To communicate and interact productively with a diverse and changing	Yes	Yes	Yes	Yes

workforce and citizenry.				
6. Mission Specific Required Competency if applicable	No	No	No	No
7. Mission Specific Required Competency if applicable	No	No	No	No
8. Mission Specific Elective competency if applicable	Yes	Yes	Yes	Yes
9. Mission Specific Elective competency if applicable	Yes	Yes	Yes	Yes

Hide **Courses and Required Competencies**

For each of the listed competencies, please list all relevant required courses. Programs should list the full title of the course, not just Course Number (for Example PUAD 606 Research Methods):

Competency 1

To Lead and Manage in Public Governance defined as an "appreciation for the complexities of decision making within public service", "effective oral and written communication" and "professionalism within and outside of class."

Required (Core) Courses that INTRODUCE (I) students to the competency, allow them to PRACTICE (P) the competency, and/or provide an opportunity for ASSESSMENT (A) of the competency:
Research Design and Methods (PAFF 510) - I
21st Century Governance (PAFF 520) - I
Foundations of Public Service (PAFF 521) - I
Public and Nonprofit Budget and Finance (PAFF 527) - P
Managing People in Organizations - P
(One of the following: Human Resource Management PAFF 534, Organizational Theory PAFF 535, Networks and Public Management PAFF 536, or Organizational Behavior PAFF 537)
Evidence-Based Decision Making - P
(One of the following: Survey Research PAFF 513, Program Evaluation PAFF 515, Performance Analysis PAFF 516, or Policy Analysis PAFF 523)
Managing Information and Technology (PAFF 526) - P
Praxis through Cases (PAFF 590) - P & A
Internship (PAFF 594) - P & A
Problem Definition - A

Capstone (PAFF 595) - A

Competency 2

To Participate in and Contribute to the Policy Process defined as "the ability to take a community-based public through the (small 'p') policy process" and "effective oral and written communication tailored to a variety of audiences."

Required (Core) Courses that INTRODUCE (I) students to the competency, allow them to PRACTICE (P) the competency, and/or provide an opportunity for ASSESSMENT (A) of the competency:
Research Design and Methods (PAFF 510) - I
21st Century Governance (PAFF 520) - I
Foundations of Public Service (PAFF 521) - I
Public and Nonprofit Budget and Finance (PAFF 527) - P
Managing People in Organizations - P
(One of the following: Human Resource Management PAFF 534, Organizational Theory PAFF 535, Networks and Public Management PAFF 536, or Organizational Behavior PAFF 537)
Evidence-Based Decision Making - P
(One of the following: Survey Research PAFF 513, Program Evaluation PAFF 515, Performance Analysis PAFF 516, or Policy Analysis PAFF 523)
Managing Information and Technology (PAFF 526) - P
Praxis through Cases (PAFF 590) - P & A
Internship (PAFF 594) - P & A
Problem Definition (PAFF 591) - A
Capstone (PAFF 595) - A

Competency 3

To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions" defined as "the ability to choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization" and "the ability to synthesize material from multiple sources."

Required (Core) Courses that INTRODUCE (I) students to the competency, allow them to PRACTICE (P) the competency, and/or provide an opportunity for ASSESSMENT (A) of the competency:
Research Design and Methods (PAFF 510) - I & P
21st Century Governance (PAFF 520) - I & P
Foundations of Public Service (PAFF 521) I & P
Public & Nonprofit Budgeting and Finance (PAFF 527) - P
Evidence-Based Decision Making - P
(One of the following: Survey Research PAFF 513, Program Evaluation PAFF 515, Performance Analysis PAFF 516, or Policy Analysis PAFF 523)
Managing Information and Technology (PAFF 526) - P
Praxis through Cases (PAFF 590) P & A
Internship (PAFF 594) - P & A
Capstone (PAFF 595) - A

Competency 4

To Articulate and Apply a Public Service Perspective defined as "the ability to balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others" and "effective oral and written communication to justify the importance of considering public service values and not relying purely on economic factors."

Required (Core) Courses that INTRODUCE (I) students to the competency, allow them to PRACTICE (P) the competency, and/or provide an opportunity for ASSESSMENT (A) of the competency:
Research Design and Methods (PAFF 510) - I
21st Century Governance (PAFF 520) - I
Foundations of Public Service (PAFF 521) - I
Public and Nonprofit Budget and Finance (PAFF 527) - P
Managing People in Organizations - P
(One of the following: Human Resource Management PAFF 534, Organizational Theory PAFF 535, Networks and Public Management PAFF 536, or Organizational Behavior PAFF 537)
Evidence-Based Decision Making - p
(One of the following: Survey Research PAFF 513, Program Evaluation PAFF 515, Performance Analysis PAFF 516, or Policy Analysis PAFF 523)
Managing Information and Technology (PAFF 526) - p
Praxis through Cases (PAFF 590) - P & A
Internship (PAFF 594) P & A
Problem Definition (PAFF 591) - A
Capstone (PAFF 595) - A

Competency 5

To Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry defined as "the ability to work effectively as a member of a diverse group in both a leader and follower role" and "demonstrate active engagement, curiosity about, and respect for individual and group differences."

Required (Core) Courses that INTRODUCE (I) students to the competency, allow them to PRACTICE (P) the competency, and/or provide an opportunity for ASSESSMENT (A) of the competency:
Research Design and Methods (PAFF 510) - I & P
21st Century Governance (PAFF 520) - I
Foundations of Public Service (PAFF 521) I & P
Managing People in Organizations - P
(One of the following: Human Resource Management PAFF 534, Organizational Theory PAFF 535, Networks and Public Management PAFF 536, or Organizational Behavior PAFF 537)
Evidence-Based Decision Making - P
(One of the following: Survey Research PAFF 513, Program Evaluation PAFF 515, Performance Analysis PAFF 516, or Policy Analysis PAFF 523)
Praxis through Cases (PAFF 590) P & A
Internship (PAFF 594) P & A
Capstone (PAFF 595) P & A

Hide **Standard 5.1 Part C**

- Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe

- 1) how the competency was defined in terms of student learning;
- 2) the type of evidence of student learning that was collected by the program for that competency,
- 3) how the evidence was analyzed, and
- 4) how the results were used for program improvement.

Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

Because the competencies are interrelated and the assessments for all of the universal competencies are conducted during the culminating experience portions of the MPA program, it is somewhat difficult and artificial to discuss assessment of a single competency in isolation. Data for the five universal competencies are collected through a series of instruments from the two culminating experience courses (Praxis through Cases, and Capstone) and involve assessments completed by faculty and practitioners. These are considered holistically to identify problem areas across any or all of the competency areas. Several examples are provided below to illustrate how the full assessment cycle has generated some changes to program curriculum, some changes to program assessments, and some affirmation that the students are acquiring the intended competencies.

EXAMPLE 1:
Competencies:
1. To Lead and Managing in Public Governance as defined in part by "demonstrated appreciation for the complexities of decision making within public service." '
2. To Participate In and Contribute to the Policy Process as defined in part by the ability to "take a community-based problem through the policy process" and
3. To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions which is defined in part as "the ability to synthesize and apply material from a variety of courses."

EXAMPLE 2:
Competency areas: To Lead and Manage in Public Governance, To Participate in and Contribute to the Policy Process, and To Articulate and Apply a Public Service Perspective, all of which are defined in part as including the competency of "effective communication in writing."

EXAMPLE 3:
Competency area: To interact and communicate effectively with a diverse and changing workforce and citizenry defined as "the ability to work effectively as a member of a diverse group in both a leader and follower role." We also expect our graduates to "demonstrate active engagement, curiosity about, and respect for individual and group differences."

EXAMPLE 4:
Competency area: To Articulate and Apply a Public Service Perspective, defined as "the ability to balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others."

Evidence of learning that was gathered:

EXAMPLE 1:
The Praxis course uses cases to assess students' abilities to synthesize and apply material from across the MPA curriculum to analyze the situation and develop recommendations grounded in theory and cognizant of the organizational realities of the particular case context.

Each semester, the Praxis Instructor completes an assessment form rating student competencies on a scale of 1=no apparant comptence, 2=a small degree of competence, 3=a

moderate degree of competence, 4 = a significant degree of competence, 5 = full competence, or NA = no bases on which to judge/not applicable to the case. Among the items included on the instrument to measure the competencies referenced above are the following:
• Understanding of the complexities of organizational and policy problems
• Ability to integrate concepts and theories from multiple areas
• Ability to apply material from a variety of courses/areas

The goal is to have no students score 2 or lower, to have a the majority of students score 4 or 5 on all items, and to allow for occasional score of 3 for any given student or across students on any given item.

EXAMPLE 2:
Written communication is assessed by faculty in the Praxis, Capstone courses and also by practitioners in the Internships and Capstone projects.
In the Praxis course, students in the SSY and SSY-1 cohorts combined average 3.4 for clear and concise writing
The Internship Supervisor assessments; in both SSY-1 and SSY, the two lowest average scores are on the indicators of "writes clear and concise communications" (average scores of 4.2 and 4.1) and "articulates ideas well" (average scores of 4.4 and 4.0).
The capstone instructor and capstone faculty committee members also rated "clear and concise writing" as lower that any other criterion on their respective assessment instruments (average of 3.4 and 3.9, respectively, aggregated across the two years)

EXAMPLE 3:
The measures used to assess the competency related to diversity and cultural competence include:
One question on the Praxis instructor assessment of student competencies: "Analysis reflects understanding of and respect for diverse perspectives"
Three items from the Internship Supervisor Final Evaluation: "Student worked well with other staff in the office", "Student worked effectively on teams," "Student demonstrated cultural competence"
A series of questions on the Diversity/Team Survey completed developed during the SSY and administered for the first time in Spring 2013 to all students graduating that semester.

EXAMPLE 4:
For several years, the Praxis instructor has evaluated the cases analyses completed by students on the measure of whether they demonstrate an "understanding of Public Service Values." In the SSY, we added two more specific items to the assessment instrument and the instructor rated student competencies on the following: "Demonstrates the ability to apply at least three of our five core public service values to the case" and "Demonstrates the ability to balance public service values against purely economic/monetary concerns."

In the Capstone course, the instructor regularly evaluates students competencies on "Understanding of Public Service Values". Three additional assessment items were added to the instrument in the spring semester of the SSY, namely: "The problem definition articulates which public(s) are advantaged or disadvantaged by the problem," "The use of Public Service Values to justify the methodology," and "The use of Public Service values to justify the recommendations."

How evidence of learning was analyzed:

EXAMPLE 1:

The Praxis instructor in any given semester is responsible for conducting the preliminary analysis of the data. Because of the small size of the MPA program, these are generally not highly formalized or sophisticated analyses. Even though we collect quantitative ordinal level data, with only 10-25 students in a class in any given semester and a regularly evolving curriculum and assessment instrument, it does not make sense to attempt much cross-sectional or time-series statistical analysis. Instead 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. Whereas, if a greater number of 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.

Assessments from the Praxis course in Fall 2010 and Spring 2011 suggested that students were struggling to a(COMPETENCY: To Analyze, Synthesize…). Specifically, a significant proportion of students, including some of the students who had excelled in MPA courses up until that point, were scoring low (1 or 2) on the three items identified above.

Because this was a problem identified by multiple Praxis instructors (Professors Rubaii and Campbell) and was not limited to just a few students or only those with marginal grades in MPA courses prior to the Praxis course, the faculty determined that the program was not adequately preparing students for the expected levels of performance.

The Praxis instructors explained to the rest of the MPA faculty that even when students were able to apply material from multiple classes, they did so in a segmented rather than integrated manner, applying each course individually and sequentially to the case rather than synthesizing material and demonstrating an appreciation for the complexities of the situation and the interrelated nature of the issues.

We determined that the problem was not the lack of introduction to case analysis or opportunities to practice case analysis in MPA courses. However, the case analyses conducted prior to the Praxis course were in courses with more narrow foci and thus the instructor and students appropriately emphasized the aspects of the case most relevant to that course (the financial aspects of a case in a course on Public and Nonprofit Budgeting and Finance, the personnel aspects of a case in a course on Human Resource Management, or the aspects of a case specific to a nonprofit context in a course in Nonprofit Administration). Until the Praxis course, students were not expected to (or provided with an opportunity to) evaluate a case from multiple perspectives or lenses. At a series of faculty meetings and a curriculum retreat, options were discussed for how to respond to the results of the assessment.

EXAMPLE 2:
A closer examination of the data from the Praxis, Internship and Capstone assessments revealed that the lower average scores was based almost exclusively on low scores for Chinese students in the program, indicating that the program needs to support the development of English writing skills for its international students.

EXAMPLE 3:
The Praxis assessment showed a high level of student competence for analysis reflecting

understanding and respect for diverse perspectives (average score of 4.5 on a 5.0 scale in SSY-1 and SSY).

The assessments completed by the practitioners who supervise internship placements on the relevant items indicated a high degree of competency among MPA students. The average scores on a 5-point scale are presented for SSY-1 and SSY, n= 21 and n=22, respectively:

Worked well with other staff in the office: SSY-1= 4.9, SSY=4.7

Worked effectively on teams: SSY-1=4.9, SSY=4.7

Demonstrated cultural competence: SSY-1=4.5, SSY=4.3

The Team/Diversity Survey administered for the first time in Spring 2013 showed that in putting together teams, students consistently rated having team members with DIFFERENT characteristics than their own as more important than having individuals with the SAME characteristics. This was the case with respect to demographic characteristics such as gender, sexual orientation, and ethnicity, and cultural background, as well more skills or work style factors such as quantitative skills, qualitative skills, and internship experiences. The only measure on which students were more likely to select team members who shared their characteristics rather than those who differed from them was in terms of work ethic.

EXAMPLE 4:

In the Praxis course, each semester students have consistently average at between 4.2-4.4 on a 5.0 scale on the general measure of demonstrating competency in understanding public service values. The average scores were 4.4 and 4.3, respectively, for the two new items added in the spring of 2013, suggesting a relatively high level of competency in articulating and applying a public service perspective. The importance of using multiple measures and triangulating the data is demonstrated when one looks at the results of assessments from the capstone course, where the general measure resulted in an average score of 3.9, and the three more detailed items added in Spring 2013 generated average scores of 2.7, 2.7 and 2.9. When analyzed together, these results suggest that the program is helping students develop competencies in articulating a public service perspective and applying public service values to broad hypothetical cases, but needs to emphasize more how to bring this skills into a concrete and specific context like the capstone project.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

EXAMPLE 1:

Two program changes were made in response:

1. Each year, the Praxis instructor selects two cases (from the Kennedy School of Government, Electronic Hallway, or Harvard Business Cases) and one local issue and shares those choices with the faculty. The cases are selected with attention to ensuring that at least one is set in the nonprofit sector and one is set in a local government. Every faculty member teaching a required course in the MPA program during that academic year (fall or spring semester) agrees to incorporate at least one of those cases into his/her course; many faculty use all three in their courses. In this way, students are exposed to the same case (or cases) in multiple classes and have an opportunity to evaluate, analyze and discuss different aspects of the same case.

a. In 2011-12

i. Local Government Case: City of Charlotte, A and B, Harvard Business School

ii. Nonprofit Case: College Summit: Rethinking the Relationship Between Growth and Impact, Harvard Business School

iii. Issue Area: New York State property tax cap.

b. In 2012-13, the cases included:

i. Nonprofit Case: Merger Talks: The Story of Three Community Development Organizations in

Boston" Kennedy School of Government Case Program
ii. Local Government Case: Michelle Rhee and the Washington D.C. Public Schools. Kennedy School of Government.
iii. Issue Area: Municipal consolidation
2. The Praxis course itself was restructured to include a practice case prior to the case(s) used for assessment. In this way, the instructor is able to facilitate student discussions of how to synthesize and apply material from multiple courses to a single case, and to illustrate what a comprehensive case analysis would look like. Only after practicing this skill, are students assessed on their ability to apply those skills to a different case.

Following these program changes, we have observed noticeable increases in student competencies in the areas previously identified as weaknesses. Students also report considerably less frustration and confusion about the Praxis expectations, suggesting that we have done a better job preparing them with the necessary competencies before assessing them.

The data reported below are the average scores earned on the measures referenced above by students completing the Praxis course in the Self Study Year after the changes were implemented. Data are aggregated for the Fall 2012 (n=7) and Spring 2013 (n=19) semesters:

After the change was implemented, the average scores on each of the relevant measures in the Praxis course showed a notable increase. Following the program changes, no students earned lower than a 3 (moderate degree of competence) on any of measures, and the average scores had shifted from being close to 3 to being above 4.0: Clear, concise professional writing (4.2) Understanding of the complexities of organizational and policy problems (4.3) Ability to integrate concepts and theories from multiple areas (4.5) Ability to apply material from a variety of courses/areas (4.6). Although the original problem was identified through the assessment data collected through the Praxis course more so than the various capstone assessments, the assessment from the capstones reaffirms that student in the program are generally demonstrating the desired the necessary competencies. In 2011-12 (SSY-1) and 2012-13 (SSY), the capstone instructor assessments hovered around 4.0 for all measures.

EXAMPLE 2:
As the number of international students, particularly Chinese students, has increased, the MPA faculty have recognized the need to reevaluate several program design elements ranging from admissions decisions, student support services related to writing and to program inclusion, and internship and job placement. These are issues that we will continue to examine in the coming year.

EXAMPLE 3:
Given that multiple assessment instruments indicated a high level of competence among students working on teams and across diversity, the program determined that no changes are necessary at this time in this area.

EXAMPLE 4:
At this point we do not consider the assessment results to suggest the need for any major programmatic changes. The faculty (capstone instructor and all other faculty in their capacities as capstone committee members) will simply emphasize to students more clearly the importance of explicitly justifying their decisions in terms of public service values when they provide feedback on the capstone projects. The students' strong performance in the Praxis course suggests they have the necessary competencies; the faculty simply need to know that this is expected of them in the Capstone course as well.

Standard 5.2 Part C

Mission-Specific Required Competencies: One Assessment Cycle (If applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3)how the evidence was analyzed, and 4) how the results were used for program improvement.

Definition of student learning outcome for the competency being assessed:

Not applicable.

Evidence of learning that was gathered:

Not applicable.

How evidence of learning was analyzed:

Not applicable.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

Not applicable.

Standard 5.3 Part C

Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3)how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

Definition of student learning outcome for the competency being assessed:

For several years prior to the self study year, the competency for the the specializations in either Nonprofit Management and Leadership or Local Government Management and Leadership was simply defined as "demonstrates advanced understanding in the specialization area" and was assessed primarily during the Praxis course and through the student's internship and capstone experience in the nonprofit or local government sector, respectively.

Evidence of learning that was gathered:

The evidence of learning was based on:
1. Course grades representing successful completion of three courses within specialization. For the Nonprofit specialization the courses included PAFF 551 (Introduction to Nonprofit Management and Leadership) and PAFF 552 (Issues in Nonprofit Management) and another course from a list of possibilities including Proposal Preparation and Grant Management PAFF 514, Nonprofit Innovation and Social Enterprise PAFF 553, Strategy Development in Nonprofit Organizations PAFF 554, Introduction to Nongovernmental Organizations PAFF 555, Advanced Topics Seminar in Nonprofit Management PAFF 558 which has included the following subtitles: Managing Immigrant Services and Nonprofit Fundraising).

For the Local Government specialization, the courses included PAFF 580 (Introduction to Local Government Management) and two electives from a list of possibilities including: PAFF 531, Law for Administrators, PAFF 533, Intergovernmental Relations, PAFF 581, Local Government Financial Management, PAFF 582, Emerging Issues in Local Government Management which has included the following subtitles: Managing Immigrant Service and Local Development in the Andes). Additional elective courses in GIS and Municipal Planning are offered by partner departments.

AND

2. Evaluations of the Faculty in the Praxis through Cases course rating the student's level of competency (0=no apparent competency, 1=a small amount of competence, 2=a moderate degree of competence, 4=a significant degree of competence, or 5=full competence" on the statement: "Demonstrates advanced understanding in Nonprofit Management and Leadership" or "Demonstrates advanced understanding in Local Government Management and Leadership"

How evidence of learning was analyzed:

Although almost all students who completed the specializations earned satisfactory grades (of B or better) in all of the specialization courses, and earned at least 4 on the scale for the Praxis evaluation (most earned scores of 5 and the average score was 4.9 in SSY for the Nonprofit Specialization and for the Local Government Specialization), the form of the evidence gathered was not particularly useful for informing program improvements, nor could we be assured that different faculty teaching the Praxis course would apply a consistent standard for evaluation. The shortcoming that was identified through the assessment process was not so much a shortcoming of student learning, but rather a weakness of the assessment competency definition and the assessment processes.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

The competency definitions for both specializations have been clarified and elaborated.

The Nonprofit specialization now states that students who complete this specialization will demonstrate "greater knowledge of the distinctiveness of the nonprofit sector; the need to be responsive to key stakeholders (clients/constituents/community, funders, and organization/internal/staff); the power of individuals to create nonprofit organizations to solve community problems; competing theories of why nonprofit organizations are developed; the business mode; board and volunteer governance; revenue generation; and mission-driveness." The same evaluation instrument is used in the Praxis course, but now any instructor teaching that course has specific knowledge and skills to look for in the students' case analyses as the basis for the rating.

We further defined the means of assessing this competency in terms of a demonstrated 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." These skills are taught, practiced and assessed within the PAFF 551 (Introduction to Nonprofit Management and Leadership) and PAFF 552 (Issues in Nonprofit Administration) so that grades in those classes reflect student competencies in the stated areas.

The revision to the assessment processes has direct implications for the curriculum content of the PAFF 551 and PAFF 552 courses within the Nonprofit Specialization.

A similar process was followed for the Local Government specialization. The Local Government specialization now states indicates that students must demonstrate competencies related to the "unique substantive, procedural and structural aspects of public service careers in a local government context." 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 also expect them to be able to work effectively within procedural aspects of "public participation, 2) civil service systems, and 3) democratic elections." Structural competencies relate to their understanding of how "accountability to elected officials and intergovernmental mandates" impact local government professionals.

Beginning in the Site Visit Year, students pursuing either specialization will prepare a portfolio of exemplary assignments (drawing from their specialization courses, core courses, internship, Praxis cases, or Capstone project) that demonstrate the required competencies. In this way, in the future we will not have to rely exclusively on Praxis and Capstone assessments, and graduating students will have a portfolio they can use to illustrate to prospective employers their specialized knowledge and skills.

Hide **Standard 5.4 Professional Competence**

Section 5.4 Professional Competence

Self-Study Narrative Section 5.4 asks the program to provide information on how students gain an understanding of professional practice.

In the following table, please indicate for each activity whether it is

- (**R**) required of all students,
- (**F**) students have frequent opportunities to participate in or with,
- (**S**) students seldom have such opportunities to participate in or with, or
- (**N**) it is not usually available to students to participate in or with

Attending formal meetings (e.g. planning board)	F
Case studies	R
Externally-based projects (e.g., student consulting)	S
Guest lectures	F
Internships	R
Instructors from the profession (Adjunct or part-time instructors)	F
Presentations of student work to practitioner panels or juries	R
Professional meeting participation (APPAM, ASPA, etc)	S

Service Learning	R
Simulations	F
Team Based Problem Solving	F
Volunteer work (paid or unpaid)	F

□

Standard 6.1 Matching resources with the Mission

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is 'To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?' In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- 6.1a Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).

If available, please provide the budget of the degree seeking accreditation	See Attachments for Standard 6 for Department of Public Administration Budget for 2010-11, 2011-12, and 2012-13
Overall budget for program	has remained stable
Faculty Salaries for Full Time	increasing
Faculty Salaries for Professional Adjuncts and Part Time Instructors	has remained stable
Faculty Travel	decreasing
Assistantships and Other Forms of Student Support	has remained stable

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission. (Limit 250 words)

As with most public universities, the support from the state government is not what is was a decade or more ago. However, even with declining state funding and even during the worst years of the most recent economic recession, the Binghamton University administration has protected academic units from experiencing any major cuts. Salaries continue to increase, adjunct support has remained constant as has support for graduate assistantships for the MPA program. State support for faculty travel is considerably less than it was 5-7 years ago, and in SSY-1 there were no state funds for travel. Faculty have not experienced much change in support for their individual conference and research travel despite the lack of state funds. The Dean's Office has provided funds for high profile travel of MPA faculty, the Department has invested some of its IFR, and individual faculty have generated travel funds through grants and contracts. Resources for support staff has been sufficient to maintain the mission but is insufficient for some of the program improvements we have identified as desirable. The Chair has received assurances that such resources will be provided when enrollment growth targets are reached. Essentially, we are operating in an environment where we need results first and then resources will follow, whereas the old model was to make a strong case for resources and then to demonstrate the promised results. The reliance on Departmental IFR to support faculty travel means that current needs are met and the program is able to support its mission, but it limits the program's ability to engage in new or innovative strategies which would allow significant program improvements.

☐ Hide **6.1b**

6.1b. Resource Adequacy: Program Administrator

Effective program administration requires designated resources and additional accommodations to support administrative functions.

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

Teaching release time is provided to program administrator(s)	Yes
Additional compensation is provided to	Yes

program administrator(s)	Yes
Designated GA support is provided to program administrator(s)	Yes
Designated staff support is provided to program administrator(s)	Yes
Program administrative duties are assigned to a tenured faculty member	Yes
Other (describe)	

There are effectively two program administrators for the MPA program: the Department Chair and the Director of Graduate Studies (DGS). Both receive teaching release time (one course per semester for the Chair, and one course per year for the DGS), both receive additional compensation, both have designated GA support, and both positions are held by tenured faculty members. A single staff person supports both administrators.

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. (Limit 250 words)

The program administration arrangement works well for the MPA program and serves the faculty, students, and community effectively. The Chair and DGS have the separate areas of responsibility (see narrative for Standard 2.1.2) and consult with each other as needed and with the full MPA faculty for more complex issues.

☐ **Hide** **6.1c**

6.1c. Resource Adequacy: Supporting Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)

For each of the same aspects of the program, please provide an assessment of the level of program support:

Clerical Support	Adequate to maintain mission but insufficient for program improvement
Student Recruitment	Adequate to maintain mission but insufficient for program improvement
Internship Placement and Supervision	Allows for continueous program improvement
Placement of Graduates	Adequate to maintain mission but insufficient for program improvement
Alumni Relations/Services	Adequate to maintain mission but insufficient for program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. (Limit 250 words)

During the SSY and preceding years, clerical and administrative support has been provided by a full-time administrative assistant. The Department is currently supported by a 3/4-time secretary and this is working well for the time being because many of the duties that had originally been the responsibility of the administrative assistant have been shifted to other positions in recent years. Beginning midway through the SSY, the individual who had held the administrative assistant position transitioned to a new College-wide position of Director of Student Support and International Programs and in this capacity she provides career counseling to MPA and other students in the college and assists with the international programs developed by college faculty.

The MPA Program has a 1/2-time Internship Coordinator, and plans to convert this position to a full-time appointment with some marketing, recruitment and alumni relations responsibilities. As mentioned in response to 6.1.a above, the university will not provide resources for this expanded position until we can demonstrate that it has had the desired results. Some money is available to the department from the saving associated with shifting from an administrative assistant to a secretary and from full-time to part-time, but additional resources are needed to fully fund this position. As such, the Department and College are investing IFR funds for 1-2 years of start up support for this position.

For each of the following functions/positions, please indicate how such services are provided to the program:

Clerical Support	one designated full time clerical support for program
Recruitment Coordinator	assigned to a faculty member with other responsibilities
Internship Coordinator	assigned to a staff person with other responsibilities
Placement Director	program faculty provide placement assistance as part of advising
Alumni Relations /Services	alumni relations are handled by a staff person with other responsibilities

Hide 6.1d

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

The SSR should explain the teaching load policies and demonstrate how they are consistent with the research and community service missions of the Program. Related to this, the program should be able to document that when adjuncts are needed, sufficient resources are available to hire qualified professionals. The SSR should document that the program is able to offer necessary courses with sufficient frequency to allow students to complete any of the degree options in a timely manner.

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

The general teaching load at Binghamton University for a department that offers a master's degree is 2-2. Within the MPA Program, several faculty have course reductions. The Department Chair has a one-course reduction per semester, and the Director of Graduate Studies and Director of the Center for Applied Community Research and Development have a one-course reduction per academic year. Faculty can "buy out" courses with research grants, or can be granted a course reduction for atypical service demands (e.g., Professor Rubaii had a course release during her year as NASPAA President).

Within the MPA Program implementation of the teaching load policy is a little more complicated than simply counting courses. The University policy presumes that all courses will are either 3- or 4-credit, yet within the MPA curriculum some required courses are 1- and 2-credit. Thus, the MPA policy is based on balancing the equivalent credit hours (12-16 per academic year for a regular faculty member, 9-12 for the Director of Graduate Studies and Director of CACRD, and 6-8 for the Department Chair). Faculty work with the Department Chair to determine for distribution of credits over the year. Regular faculty who teach during the summer or winter sessions may do so above and beyond their academic year teaching load and receive extra compensation, or they may teach summer or winter courses as part of their academic-year load with no additional compensation. The policy allows the MPA program the flexibility to offer the courses needed on a regular basis, and provides faculty with sufficient time to devote to research, administrative responsibilities, and service to the community and the profession.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program. (Limit 250 words)

Two times during the three year period (SSY-2, SSY-1, and SSY) a member of the nucleus faculty taught more than the teaching load described above. In the SSY-1, Professor Mischen taught one extra session of a 2-credit Managing Information and Technology course as the program transitioned the timing of the course offering from Fall-Spring to Spring-Summer. She was "compensated" with a lighter teaching load in the SSY. In the spring semester of SSY, Professor Rubaii served as Interim Chair of another department within the College but in lieu of the course release due to her she requested and received a summer research grant so that her service to another unit would not inconvenience her colleagues or MPA students. In both instances, the MPA program had sufficient resources to hire adjuncts but the MPA faculty preferred to teach the overload to ensure consistency and quality within the MPA program.

During the self-study year and two preceding years, how frequently were your required courses offered?

.	Required Course (list them by course catalogue name and number)	Frequency
Course 1	Foundations of Public Service (521)	More than one semester, session, or quarter per year
Course 2	21st Century Governance (520)	More than one semester, session, or quarter per year
Course 3	Research Design and Methods (510)	More than one semester, session, or quarter per year
Course 4	Public and Nonprofit Budget and Finance	More than one semester, session, or quarter per year
Course 5	Managing People in Organizations (534 Human Resource Mgt, 535 Org'l Theory, 536 Networks & Public Mgt, or 537 Org'l Behavior)	More than one semester, session, or quarter per year
Course 6	Evidence-Based Decision Making (513 Survey Research, 515 Program Evaluation, 516 Performance Analysis, or 523 Policy Analysis)	More than one semester, session, or quarter per year

Course 7	Managing Information and Technology (526)	More than one semester, session, or quarter per year
Course 8	Praxis through Cases (590)	More than one semester, session, or quarter per year
Course 9	Problem Definition (591)	More than one semester, session, or quarter per year
Course 10	Capstone (595)	More than one semester, session, or quarter per year
Course 11	Internship	Every semester, session, or quarter

For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above respresents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

All required courses and specialization courses are offered with sufficient frequency to allow timely completion of the degree. Required courses are offered at two times per year. The timing for almost all is every fall and spring semester. The only exceptions to that scheduling is for the 1-credit Problem Definition course which is offered every summer and fall (to immediately precede the capstone course), and the 2-credit online course on Managing Information and Technology which is offered each spring and summer to provide students with an additional summer course if they need to maintain full-time status for financial aid eligibility.

Each specialization requires completion of three courses. The Local Government specialization has one required courses (offered every fall semester) and then students select two electives from a list of possible courses. The Nonprofit specialization has two required courses (one offered every fall, the other offered every spring) and then students select one elective from a list of possible courses. At least two electives within each specialization are offered each year, generally one in the spring and one in the summer.

Hide	6.1e

6.1e. Resource Adequacy: Information Technology

The SSR should describe the computer (hardware and software) systems available to faculty, staff and students, and explain how those systems support the program's mission and are appropriate for professional education, research, and program administration. The program should report whether they have sufficient numbers of software licenses to facilitate effective instruction, whether there is adequate support to resolve problems, and whether systems allow for tracking of records in a manner that facilitates use for program assessment and improvement.

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's	More than Adequate

mission.

Briefly describe why you think your program fits into the category you have chose above. (Limit 250 words)

All faculty are provided with laptop computers with docking stations in their offices. This allows each faculty member to work comfortably in the office and also to take the computer with them to the classroom, on trips or to work at home. Computers are equipped with Microsoft Office Software as well as any specialized software the faculty member requests. Software packages are also available through Binghamton University's Virtual Network which allows any faculty member to access the university system remotely and utilize one of the more limited number of licenses for expensive packages.

MPA students have access to information technology in the Information Commons of University Downtown Center and in the designated Graduate Student Computer Lab. MPA graduate assistants also have a computer in their shared office space.

The University Downtown Center also has a room equipped for video conferencing and for Echo-360 (simultaneous audio, visual and computer screen recording).

☐ Hide 6.1f

6.1f. Resource Adequacy: Library

All students and faculty shall have reasonable access to library facilities and services (physical and/or virtual) that are recognized as adequate for master's level study in public affairs and administration. Library resources should support research, professional development, and continuous learning. The SSR should describe the extent to which library resources are adequate for teaching and research and professional development activities of program faculty and students. Programs should provide an assessment of the extent to which search and online access services are appropriate for the program's mission.

In the space below, please describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission.

More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

The main University Library is on the Vestal campus (roughly 2 miles from the University Downtown Center). Within the UDC is a smaller Library and Information Commons. Some public administration holdings are in the UDC Information Commons but most policy holdings are in the main library along with the broader political science and management holdings. Any items that a student or faculty member wants from the main campus will be delivered to the UDC within 24 hours upon electronic request. The Binghamton University Library's physical holdings of public administration books and journals is adequate but not extensive, but we have easy access to electronic full-text versions of materials as well as well functioning Inter-Library Loan system. We are fortunate to have multiple library staff who are graduates of or students in the MPA program so the staff are knowledgeable and eager to provide assistance to faculty and students. These specialized staff present at the MPA New Student Orientation as well as in several MPA courses at the request of the instructor.

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

The SSR should explain how the program's classroom and other learning spaces, as well a physical and online facilities for students faculty and staff, are appropriate to the method of program delivery.

In the space provided, please describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs.

Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

The College of Community and Public Affairs is housed in a relatively new University Downtown Center with all new classrooms and technology. All MPA classes are held in this building. Classrooms of various sizes have modular furniture which can easily be arranged for seminar style discussions or small group project work or formal lectures/presentations. A computer lab with 25 computer stations is available for classroom use and is generally used for the Research Design and Methods course. All classrooms are equipped with a technology hub that allows for audio, video, computer, and projection technology. All classrooms have white boards.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities.

Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

MPA faculty and staff offices are also located in the University Downtown Center. Every faculty and staff member has a private office to allow for confidential student counseling and for focused research. Additional meeting spaces are available within the building in conference rooms and lounges and labs which can be reserved for formal or informal meetings, tutoring sessions, or presentations.

Standard 7. Matching Communications with the Mission

7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. **Virtually all of the data addressed in this standard has been requested in previous sections of the self-study;** this standard addresses *how* and *where* the key elements of the data are made **publicly accessible.**

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. *Some* of that

data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the ***"Information to be made public by NASPAA"*** section found at the bottom of this page.

Other data will have to be posted by the program on its website (or be made public in some other way). ***That data is to be included by the program in the form below.*** A program that does note provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example). Further programs are asked to upload any relevant documents which are not online using the "Upload Relevant Documents" field found found at the bottom of this form. Please place all relevant documents into a single .pdf file and upload in this box.

Hide   Data and Information Requirements - Provide URL's

The information listed below is expected to be publicly availably through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible.

Hide   General Information about the Degree - From Eligibility Section

Standard 7.1 COPRA Approval	No
Degree Title	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/the-mpa/
Organizational Relationship between Program and University	http://www2.binghamton.edu/ccpa/about-the-college/index.html
Modes of Program Delivery	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/the-mpa/
Number of Credit Hours	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/the-mpa/
Length of Degree	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/the-mpa/
List of Dual Degrees	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/
List of Specializations	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/the-mpa/
Fast-track Info	http://www2.binghamton.edu/ccpa/public-administration/academic-programs/
Number of Students	http://www2.binghamton.edu/ccpa/public-administration/about/

Hide   Mission of the Program - From Standard 1

Mission Statement	http://www2.binghamton.edu/ccpa/public-administration/about/

Hide   Admission - From Standard 4

Admission Criteria	http://www2.binghamton.edu/ccpa/public-

administration/prospective/admissions.html

Hide Faculty - From Standard 3

Number of Faculty Teaching in the Program http://www2.binghamton.edu/ccpa/public-administration/faculty/

Faculty Identified within the Unit Including Rank http://www2.binghamton.edu/ccpa/public-administration/faculty/

Hide Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state) http://www2.binghamton.edu/ccpa/public-administration/prospective/

Description of Financial Aid Availability, including Assistantships http://www2.binghamton.edu/ccpa/public-administration/prospective/

Hide Current Student - From Standard 4.3

Internship Placement List http://www2.binghamton.edu/ccpa/public-administration/current-students/internship-overview/current-opportunities.html

Hide Graduates - From Standard 4.3

Completion Rate (percentage of class entering 5 years prior to self study year that graduated within 2 years, and within 5 years) http://www2.binghamton.edu/ccpa/public-administration/academic-programs/gradrates.html

Hide Mission-Triggered Data Surveys

Furthermore, NASPAA requests 4 different mission-triggered data surveys. Please pay attention to the following:

NASPAA plans to provide four data surveys for programs with missions that trigger additional data reporting. If any of the following conditions is indicated in the Self-Study Report, you have additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

If your mission includes:	Your program should participate in this data survey:	Where your data will appear:
Seeking a national or international applicant		Gopublicservice.org

international applicant pool and a national/international scope of poilcy/management influence	NASPAA Alumni survey (when it becomes available, est.'d 2012-13). Until then or alternatively, the program may present its own alumni survey results, at its option.	and NASPAA and APPAM website locations for prospective students.
Significant selectivity in admissions	NASPAA/APPAM Foundation Data Survey (every Fall, starting 2012).	NASPAA website and potential media partners.
International public affairs education	The NASPAA international public affairs data survey. Alternatively, the program could present its own data related to international mission, at its option.	Globalmpa.net and searchable international program database.
Midcareer, executive, or leadership	The additional questions on Executive MPA programs included in the NASPAA/APPAM Foundation Data Survey. Alternatively, the program can release comparable data elsewhere in the public domain.	NASPAA's Executive MPA Center data board.

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.

☐ **Hide** **Information to be released by NASPAA**

☐ **Hide** **General Information about the Degree - From Eligibility Section**

- Degree Title
- Organizational relationship between program and university
- Modes of program delivery
- Number of credit hours
- Length of degree
- List of dual degrees
- List of specializations
- Fast-track Info
- Number of students (varies)

☐ **Hide** **General Information about the degree - From Eligibility Section**

- Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs and administration.

☐ **Hide** **Enrollment - From Standard 4**

- Number of enrolled students
- Enrollment - Gender Diversity
- Enrollment - Ethnic Diversity
- Enrollmnet - International Diversity

Hide	**Faculty - From Standard 3**

- Faculty Diversity (percentage of teaching faculty by ethnicity)

Hide	**Cost of Degree - From Standard 4.1**

- Tuition cost (in-state/out-of-state)
- Description of Financial Aid Availability, including assistantships

Hide	**Career Services - From Standard 4.3**

- Distribution of placement of Gradutes (number)

Hide	**Faculty - From Standard 3.3**

- Faculty Publication Titles (1 per faculty member)that best exemplify program mission
- Faculty contributions (1 per faculty member) to public policy and administration

Hide	**Graduates - From Standard 5**

Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc...)

Warning:

When you have completed your Self Study Report you should click the Submit and Lock button below. This certifies that you have finished the report and wish to submit it to COPRA for review. After you have clicked the Submit and Lock button you will no longer be able to edit your data in the Self Study Report (though you will be able to view it). If you have mistakenly clicked the submit and lock button please contact Stacy Drudy at drudy@naspaa.org.

Submit and Lock (!)   Yes