Logic Model for the SF State Public Administration Program

Program Goals	Program Inputs	Program Activities	Program Outputs	Program Outcomes
To meet the challenges of a rapidly changing world.				
Goal 2: Ensure the Program emphasizes real, hands-on learning through long-term joint learning team projects, applied projects in the community and other learning opportunities.	• Curriculum that incorporates applied and team projects • Faculty able to teach using team and applied projects	• Faculty incorporate applied projects in their classes • Faculty incorporate team projects in their classes	• Number of courses in which applied projects are required • Number of courses in which team projects are required • Number of students successfully completing courses in which applied projects or team projects are required • Student evaluations or assessments of applied and team projects • Eportfolio • Reflective papers	• Graduates are prepared to meet the challenges of rapidly changing world • Number of students graduating with MPA degree • Number of students getting new jobs • Number of students getting promotions • Number of students moving to the sector of their choice • Faculty integrating their research, teaching and service efforts • Enhanced respect and reputation for the Program at the University and by employers in the community
Goal 4: Work to balance practice and theory in instruction.	• Curriculum designed to teach and apply theory • Faculty prepared to teach and apply theory	• Coordination across curriculum so that both theory and application are included • Use case studies as pedagogical tool	• Exit survey question on balance between theory and practice • Eportfolio • Reflective papers	
Goal 5: Emphasize innovative thinking in administration, instruction, pedagogy, advising, service and research by encouraging innovation as a value and by emphasizing cutting edge ideas/concepts in the classroom.	• Advisory Board • Memberships in professional associations • Dedicated time in faculty meetings to discuss innovations • Innovation included as criteria in retention tenure and promotion guidelines	• Use Advisory Board members to ensure innovation and new trends are identified • Use professional associations to ensure innovative ideas and new trends are identified • Coordinate course delivery and pedagogy to ensure new content and delivery methods are there • Faculty supervise and support eportfolios • Faculty develop innovative	• Exit survey question • Interview with Advisory Board • Faculty engage in collective process of reflection about the degree to which innovative thinking is reflected in their courses • Scores and comments on faculty Instruction / Peer Review Rubric • Eportfolio • Reflective papers	

				Faculty and students benefitting community organizations and government agencies through service and applied research
Goal 11: Research: Contribute to the body of applied and theoretical research in public and nonprofit administration and policy, gaining recognition as faculty experts in our fields.	• Faculty engaged in research • Students engaged in research • University professional development awards • Two semester research methods sequence of courses • New 1 unit courses on research methods and analyses • Student research competitions	• Applying for research grants • Writing, presenting and publishing work • Student competing in research competitions • Giving invited presentations • Research poster sessions in PA 706 • Conducting peer reviews for journals	• Number of articles • Number of book chapters • Number of conference presentations • % participation of students • Number of faculty receiving grants • Number of faculty receiving University awards • Number of students participating in research competitions • Number of student winning or placing in research competitions	
Goal 10: Continue to be an effective and high quality Program.	• Quality faculty Advisory board	• Use Advisory Board as sounding board for efforts • Survey alums and Advisory Board • Faculty supervise and support eportfolios • Students write reflective paper in PA 800	• Procurement/ preparation of relevant, up-to-date, real-world case studies for use in class—with Advisory Board • Continuous involvement of faculty and students in public administration conferences and research competitions • Workshops on teaching and learning content and process • Consultations with MPA Advisory Boards and PA community • Eportfolio • Reflective papers	
		To lead and manage in public governance		
Goal 1: Ensure all students leave the program with an understanding of the mechanics and values of contemporary	• Curriculum designed to teach the mechanics and values of contemporary	• Faculty assign readings and facilitate class discussions that emphasize the mechanics and values of	• Student grades on written and oral assignments meant to demonstrate their understanding of the mechanics	• Graduates are prepared to lead and manage in

public services.	public services • Faculty prepared to teach the curriculum	contemporary public services (e.g., collaboration, equity) • Faculty evaluate students' written and oral assignments to assess their comprehension of the mechanics and values of contemporary public services • Students conduct research on national, state and local governmental and nonprofit agencies and identify strengths and weaknesses of public service systems, partnerships, and related issues	and values of contemporary public services (e.g., collaboration, equity) • Number of students passing the Strategic Assessment Memorandum demonstrating application of administrative and management theories to real-world cases, knowledge of American government and non-governmental partners, and awareness of the values of social justice, equity, and public service motivation • Eportfolio • Reflective papers	public governance • Graduates are prepared to meet the challenges of rapidly changing world • Number of students graduating with MPA degree • Number of students getting new jobs • Number of students getting promotions • Number of students moving to the sector of their choice • Faculty integrating their research, teaching and service efforts • Enhanced respect and reputation for the Program at the University and by employers in the community • Faculty and students benefitting community
Goal 6: Provide students with substantive knowledge about the depth and breadth of public affairs today. *Objective 1*: Develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public affairs - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process.	• Curriculum designed to teach the mechanics and values of contemporary public services • Faculty prepared to teach the curriculum	• Faculty assign readings and facilitate class discussions that emphasize the depth and breadth of public affairs today • Faculty evaluate students' written and oral assignments to assess their comprehension of the depth and breadth of public affairs today • Students conduct research on national, state and local governmental and nonprofit agencies and contextualize that research in terms of the depth and breadth of public affairs today • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating knowledge of public administration and ability to apply a public service perspective • Eportfolio • Reflective papers	
Goal 9: Provide students with the substantive knowledge about a specialized area of public affairs.	• Curriculum designed to teach the material in a specialized area	• Students take four courses in their chosen subfield • Students perform research on	• Number of students passing the Strategic Assessment Memorandum indicating	

	of public affairs • Faculty prepared to teach the curriculum	topics they identify within their chosen subfield • Faculty advise and instruct students in subfields in which they are expert • Faculty supervise and support eportfolios	knowledge of public administration subfield • Eportfolio • Reflective papers	organizations and government agencies through service and applied research
Goal 7: Provide students with the skills necessary to be leaders in today's and tomorrow's organizations. *Objective 2*: Develop the essential professional skills necessary for students to succeed in public service--research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today's environment of shared governance, like collaboration and negotiation.	• MPA alumni • Curriculum designed to teach the mechanics and values of contemporary public services • Faculty prepared to teach the curriculum	• Faculty assign readings and facilitate class discussions that emphasize the development and application of skills students need to be leaders • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply the skills needed to be leaders • Students conduct research on national, state and local governmental and nonprofit agencies and assess the skills leaders need to be successful in those agencies • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating writing and critical thinking skills, analytical ability and ability to problem solve • Eportfolio • Reflective papers	
Goal 13: Create a reliable "pathway" to graduation for all students.	• Tentative course schedule made available three semesters in advance • Faculty advisors • Curriculum workshops for students	• Planning each semester's schedule • Planning tentative course schedule 3 years in advance • Curriculum workshops for students • Individual advising for student	• Students graduate in a median of 6 or 7 semesters • No bottleneck courses	
		To participate in and contribute to the policy process		
Goal 6: Provide students with substantive knowledge about the	• Curriculum designed to teach the	• Faculty assign readings and facilitate class discussions	• Number of students passing the Strategic Assessment	• Graduates are prepared to

depth and breadth of public affairs today. *Objective 1*: Develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public affairs - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process.	mechanics and values of contemporary public services • Faculty prepared to teach the curriculum	that emphasize the depth and breadth of public affairs today • Faculty evaluate students' written and oral assignments to assess their comprehension of the depth and breadth of public affairs today • Students conduct research on national, state and local governmental and nonprofit agencies and contextualize that research in terms of the depth and breadth of public affairs today • Faculty supervise and support eportfolios	Memorandum indicating knowledge of public administration and ability to apply a public service perspective • Eportfolio • Reflective papers	participate in and contribute to the policy process
Goal 7, Objective 2: Develop the essential professional skills necessary for students to succeed in public service-- research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today's environment of shared governance, like collaboration and negotiation.	• MPA alumni • Curriculum designed to teach the mechanics and values of contemporary public services • Faculty prepared to teach the curriculum	• Faculty assign readings and facilitate class discussions that emphasize the development and application of skills students need to be leaders • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply the skills needed to be leaders • Students conduct research on national, state and local governmental and nonprofit agencies and assess the skills leaders need to be successful in those agencies • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating writing and critical thinking skills, analytical ability and ability to problem solve • Eportfolio • Reflective papers	
Goal 9: Provide students with	• Curriculum designed	• Students take four courses in	• Number of students passing the	

the substantive knowledge about a specialized area of public affairs.	• to teach the material in a specialized area of public affairs • Faculty prepared to teach the curriculum	their chosen subfield • Students perform research on topics they identify within their chosen subfield • Faculty advise and instruct students in subfields in which they are expert • Faculty supervise and support eportfolios	Strategic Assessment Memorandum indicating knowledge of public administration subfield • Eportfolio • Reflective papers	
Analyze, synthesize, think critically, solve problems and make decisions				
Goal 4**:** Work to balance practice and theory in instruction.	• Curriculum designed to teach and apply theory • Faculty prepared to teach and apply theory	• Coordination across curriculum so that both theory and application are included • Use case studies as pedagogical tool	• Exit survey question on balance between theory and practice • Eportfolio • Reflective papers	• Graduates are prepared to analyze, synthesize, think critically, solve problems and make decisions
Goal 7, _Objective 1_: Enhance students' critical thinking skills. _Objective 5:_ Enhance students' abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks. _Objective 6:_ Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace.	• MPA alumni • Curriculum designed to teach the mechanics and values of contemporary public services • Faculty prepared to teach the curriculum	• Faculty assign readings and facilitate class discussions that emphasize the development and application of skills students need to be leaders • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply the skills needed to be leaders • Students conduct research on national, state and local governmental and nonprofit agencies and assess the skills leaders need to be successful in those agencies • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating writing and critical thinking skills, analytical ability and ability to problem solve • Eportfolio • Reflective papers	

To articulate and apply a public service perspective				
Goal 8: Provide students with the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.	• Cases involving diversity, international issues, ethical dilemmas and those that involve other public service values are incorporated into each class • Representation through faculty diversity • Representation through student diversity • Faculty and visiting faculty with international perspectives • Professional development workshops • PA Comparative • Training of international visitors	• Faculty assign readings and facilitate class discussions that incorporate diverse and international perspectives • Faculty assign readings and facilitate class discussions that center on ethical issues and dilemmas as well as other public service values • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply diverse and international perspectives • Faculty assign readings and facilitate class discussions that assess students' abilities to identify ethical issues and resolve ethical dilemmas • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating knowledge and sensitivity of ethical, diversity, and international issues in public service • Students writing research papers comparing American public service system and ethics with international models • Eportfolio • Reflective papers	• Graduates are prepared to articulate and apply a public service perspective • Graduates working in jobs applying a public service perspective • Faculty research that reflects public service values • Faculty community service that reflects public service values
Goal 12: Community Engagement: Emphasize value and service to the community.	• Faculty time and investment • Student time and investment • ICCE • Community Service Learning • University commitment to service learning and community engagement	• SF CBO Support Project • Nonprofit Certificate Classes • Faculty participation in community organizations • Development of class projects that engage with community • Selection of practitioner, alumnus and students for community service awards	• Numbers of organizations in which faculty participate • Numbers of organizations included in class projects • Number and quality of community service awards given • Eportfolio • Reflective papers	

To communicate and interact productively with a diverse and changing workforce and citizenry				
Goal 3: Work to enhance and increase connections for students with other students, other departments, and other academic institutions (through technology or other means).	• PACE membership • Pi AA Chapter • Alumni • ASPA Chapter • Campus organizations • Social media (Facebook, Blog, Twitter, Flickr, LinkedIn)	• Faculty work with other departments and institutions • Host networking events • Faculty encourage students to participate in professional associations (e.g., ASPA, ARNOVA), including participating in conferences in Bay Area • Faculty allow/encourage students from other graduate programs to enroll in MPA courses	• Number of faculty and students working across campus and across other organizations • Number of faculty and students involved with professional associations • Frequency with which students participate in meetings hosted by professional associations • Number of "non-PA" students enrolled in MPA courses, especially those that require team projects • Number of faculty working on collaborative research projects	• Graduates are prepared to communicate and interact productively with a diverse and changing workforce and citizenry
Goal 7, *Objective 3*: Develop students' skills so that they can write effectively and concisely for an audience of professionals. *Objective 4:* Develop students' oral presentation skills so that they can effectively present to small and larger groups (by providing both experience and the opportunity to develop confidence while speaking in public).	• MPA alumni • Curriculum designed to teach the mechanics and values of contemporary public services • Faculty prepared to teach the curriculum	• Faculty assign readings and facilitate class discussions that emphasize the development and application of skills students need to be leaders • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply the skills needed to be leaders • Students conduct research on national, state and local governmental and nonprofit agencies and assess the skills leaders need to be successful in those agencies • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating writing and critical thinking skills, analytical ability and ability to problem solve • Eportfolio • Reflective papers	
Goal 8: Provide students with	• Cases involving	• Faculty assign readings and	• Number of students passing the	

the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.	diversity, international issues and ethical dilemmas that are incorporated into each class • Representation through faculty diversity • Representation through student diversity • Faculty and visiting faculty with international perspectives • Professional development workshops • PA Comparative • Training of international visitors	facilitate class discussions that incorporate diverse and international perspectives • Faculty assign readings and facilitate class discussions that center on ethical issues and dilemmas • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply diverse and international perspectives • Faculty assign readings and facilitate class discussions that assess students' abilities to identify ethical issues and resolve ethical dilemmas • Faculty supervise and support eportfolios	Strategic Assessment Memorandum indicating knowledge and sensitivity of ethical, diversity, and international issues in public service • Students writing research papers comparing American public service system and ethics with international models • Eportfolio • Reflective papers	
Goal 12: Community Engagement: Emphasize value and service to the community.	• Faculty time and investment • Student time and investment • ICCE • Community Service Learning • University commitment to service learning and community engagement	• SF CBO Support Project • Nonprofit Certificate Classes • Faculty participation in community organizations • Development of class projects that engage with community • Selection of practitioner, alumnus and students for community service awards	• Numbers of organizations in which faculty participate • Numbers of organizations included in class projects • Number and quality of community service awards given • Eportfolio • Reflective papers	
Communicate and work to ensure social justice, equity and other public service values highlighted by the Program				

Goal 8: Provide students with the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.	• Cases involving diversity, international issues and ethical dilemmas that are incorporated into each class • Representation through faculty diversity • Representation through student diversity • Faculty and visiting faculty with international perspectives • Professional development workshops • PA Comparative • Training of international visitors	• Faculty assign readings and facilitate class discussions that incorporate diverse and international perspectives • Faculty assign readings and facilitate class discussions that center on ethical issues and dilemmas • Faculty evaluate students' written and oral assignments to assess their comprehension of and ability to apply diverse and international perspectives • Faculty assign readings and facilitate class discussions that assess students' abilities to identify ethical issues and resolve ethical dilemmas • Faculty supervise and support eportfolios	• Number of students passing the Strategic Assessment Memorandum indicating knowledge and sensitivity of ethical, diversity, and international issues in public service • Students writing research papers comparing American public service system and ethics with international models • Eportfolio • Reflective papers
Goal 12: Community Engagement: Emphasize value and service to the community.	• Faculty time and investment • Student time and investment • ICCE • Community Service Learning • University commitment to service learning and community engagement	• SF CBO Support Project • Nonprofit Certificate Classes • Faculty participation in community organizations • Development of class projects that engage with community • Selection of practitioner, alumnus and students for community service awards	• Numbers of organizations in which faculty participate • Numbers of organizations included in class projects • Number and quality of community service awards given • Eportfolio • Reflective papers

Fourth column (spanning both rows):
• Graduates are prepared to communicate and work to ensure social justice, equity and other public service values highlighted by the Program
• Graduates working to ensure social justice, add other values and equity
• Faculty research that reflects public service values
• Faculty community service that reflects public service values