

2018-2019 COMPETENCY LEARNING REPORT
CENTRAL MICHIGAN UNIVERSITY
MPA PROGRAM

By
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Executive Summary

Results from the 2018-2019 competency assessment reveal that students in the MPA program at Central Michigan University still do an adequate job of mastering all NASPAA required universal competencies and mission-specific competencies in the PAD 730 capstone course. However, when compared to last year's data (i.e. the 2017-2018 reporting cycle) modest declines in performance were noted for the following Competency Indicators: #5 (data analysis), #8 (linking public service theory to practice), #9 (academic honesty, which is conceptualized as using appropriate citations in writing), #10 (professional integrity), and #11 (accountability diagnoses). While still within an average range, the declines in these indicators are concerning and should be addressed by the program's Public Administration Council.

To help correct these declines, as well as to help improve scores into a 'superior' range, the authors of the report recommend the following:

1. The program needs to reexamine how data analysis is introduced, reinforced, and mastered within the program. In previous reporting cycles, the program improved students' performance on data analysis by introducing and reinforcing data analysis techniques in a variety of courses (e.g. PAD 714 'Program Analysis & Evaluation,' PAD 713 'Public Budgeting & Finance,' and PAD 780 'Public Sector Research Methods'). However, it appears that other ideas and techniques for student improvement in this competency area are now needed.
2. The program needs to more effectively integrate public administration theory within all of its required courses.
3. The program needs to mandate some type of citation training and professional writing experiences for MPA students so that students apply citations correctly and submit high-quality written products that are professional in nature.
4. The program needs to consider the concept of accountability and how it is integrated in the required courses of the MPA program.

While still producing sufficient results in terms of public service competency mastery, the MPA program at Central Michigan University may want to take proactive steps now to stop erosion in competency performance and produce results that are more consistently in the superior range of competency results rather than the average range.

Background Information on the 2018-2019 Competency Assessment

During their time in the MPA program, NASPAA universal competencies as well as the program's own mission specific competencies are introduced and reinforced throughout all required MPA courses. Students then demonstrate mastery of all competencies (both universal and mission specific) via the MPA capstone course, PAD 730 'Public Service Competencies.' In this course, students analyze a variety of practitioner-oriented cases in which they apply all the public service competencies emphasized in the program. Thus, the goal of the PAD 730 capstone course is for students to showcase their mastery of all public service competencies emphasized by NASPAA and the Central Michigan University MPA program.

Data for the 18-19 annual competency assessment emerged from two randomly selected sections of PAD 730 offered during the 2018-2019 academic year. We used random selection for this reporting cycle to help make the annual NASPAA competency assessment more sustainable into the future, especially given the increase in enrollments the program has enjoyed over the last two years. In total, the two sections of PAD 730 had a total enrollment of 13 students. Thus, data for the 2018-2019 assessment is based on an analysis of those students' performance in the PAD 730 course.

Two assessors scored every PAD 730 project for these classes. These assessors, Thomas Greitens and Laura Orta, have been trained in the program's assessment protocols and provide both an academic and practitioner perspective to the assessment. Additionally, they have been involved in the design and implementation of the annual competency assessment since at least 2014.

As in previous reporting cycles, a scorecard system of analysis was used to help quickly identify data trends for public administration stakeholders. In the scorecard's performance ranking, students could score a 'superior' (which is quantified into a score of 4.0), an 'above average' (which is quantified into a score of 3.0), an 'average' (quantified into a score of 2.0), or a 'below average' (quantified into a score of 1.0). Students could also be given a 'not applicable' score which would translate into a score of 0.0. Note that all of these scores originate from a Likert-style scoring sheet identified as the 'mission specific competency rubric.' This rubric has been used by the program to assess competencies for MPA capstone projects since 2015.

Scores from the rubric were calculated according to the following process. The average score for each competency-based indicator, across all students in the PAD 730 courses, was calculated for each reviewer. Scores from each reviewer were then averaged to generate an average score for each indicator. This allowed for a color coded scorecard system of data analysis in which PA stakeholders can quickly identify areas of excellence, as well as areas of concern, and then discuss appropriate responses that allow the Central Michigan University MPA program to engage in continuous improvement.

Results of the 2018-2019 Assessment

Table 1 presents direct assessments of the two randomly selected PAD 730 capstone courses throughout the 2018-2019 reporting cycle. In total, these courses had 13 students in them. Overall, the average results reveal sufficient/average student application and mastery of the universal and mission-specific competencies. For instance, when considered in aggregate, the students almost always scored in the yellow range which corresponds to an average assessment of competency. The one notable exception to this was for indicator #1 which provides an assessment of whether the student answers to the case-based competency questions include some type of overarching abstract or introduction. This indicator is important as the presence of such introductory sections is an integral piece of analysis and problem solving (thus, the indicator is measuring a dimension of Universal Competency (UC) 3 'analyze, synthesize, think creatively, solve problems, and make decisions').

Another finding of note is the data for Indicator # 4. In many ways, this Indicator is the program's most challenging Indicator as it requires knowledge of whether the project was completed on-time by the student. However, if an assessor did not teach the class there is limited to no knowledge of when assignments were completed. Thus, for this reporting cycle, one assessor taught the courses

selected and could score each project for this indicator and one assessor had no knowledge of this information and left the information blank.

Indicator #8, 'linking public service theory to practice' (which links back to NASPAA universal competency 4), also continues to be a challenging competency for students. One assessor ranked this indicator as 'below average' and when averaged along with the other assessor this indicator yielded the lowest score among any indicator measuring NASPAA universal competencies. As a result, further investigation on this indicator is probably warranted. According to assessment training information maintained by the program, the scoring of this indicator can be explained by the following:

Indicator # 8 Analysis links public service theory to practice (UC4)

<i>Superior:</i>	<i>Analysis demonstrates and explains how a public service theory (or theories) makes the practice of public administration more effective. Analysis includes a substantial amount of additional pracademic information not required.</i>
<i>Above Average:</i>	<i>Analysis identifies and explains how a public service theory (or theories) could be used to make the practice of public administration more effective. Analysis includes some additional pracademic information not required.</i>
<i>Average:</i>	<i>Analysis contains information about a public service theory (or theories) but struggles to demonstrate or identify how to integrate this theory (or theories) into more effective practice. No additional pracademic information included.</i>
<i>Below Average:</i>	<i>Analysis does not link public service theory to practice in any way.</i>
<i>Not Applicable:</i>	<i>Linking public service theory to practice was not required.</i>

Thus, students in the program seem to have some difficulty in effectively applying and explaining appropriate public service theories to practitioner-oriented case scenarios. In many ways, this has been a persistent challenge for the program when analyzing capstone courses for mastery of public service competencies.

Analysis of Historical Trends

Historical context may also help illustrate the significance of results presented in Table 1. Tables 2-4 as well as Figure 1 provide some of that context. Taken from previous MPA Competency Reports and existing competency datasets maintained by the program, the information contained in those tables and figures show both significant amounts of improvement over the last four years in terms competency based mastery by students as well as perennial challenges. For example, as shown in Table 2, the program had a number of 'below average' results during the 2014-2015 reporting cycle. Over time, most of these have gradually improved to acceptable results either in the yellow/average range or green/superior range (see Tables 3-4). However, during the 2018-2019 reporting cycle average scores did decrease for some indicators when compared to the 2017-2018 reporting cycle (see Figure 1).

Declines seemed to be especially pronounced for the following indicators (*whereas UC refers to Universal Competency and MSC refers to Mission-Specific Competency*).

- Indicator # 5 (synthesis/integration of collected data/information occurred (UC3))
- Indicator #8 (analysis links public service theory to practice (UC4))
- Indicator #9 (analysis demonstrates academic honesty (UC1))
- Indicator #10 (analysis demonstrates professional integrity (UC1))
- Indicator #11 (analysis demonstrates correct diagnoses regarding accountability issues (MSC 2))

To better understand these indicators and the significance of competency declines for the program in terms of competency based learning, it may be useful to once again examine information on these indicators from available MPA information maintained by the program. According to assessment training information maintained by the program, the scoring of Indicator #5, #8, #9, #10, and #11 is explained by common language that emphasizes research oriented ideals of forming data relationships, using appropriate citations, producing reports that are free from typographical errors and thus resembling professional products observed in work environments, and the importance of identifying accountability implications in practitioner oriented scenarios (see Tables 5-9). Thus, a common element that the program may want to better emphasize going forward revolves around data analysis themes and producing serious and professional analyses that can identify common elements of dysfunction and excellence in practitioner scenarios.

Discussion

Overall, results from the 2018-2019 competency assessment reveal that students in the MPA program at Central Michigan University still do an adequate job of mastering all NASPAA required universal competencies and mission-specific competencies in the PAD 730 capstone course. However, when compared to last year's data (i.e. the 2017-2018 reporting cycle) modest declines in performance were noted for the following Competency Indicators: #5 (data analysis), #8 (linking public service theory to practice), #9 (academic honesty, which is conceptualized as using appropriate citations in writing), #10 (professional integrity), and #11 (accountability diagnoses). While producing final scores within the average range, the declines in these indicators are concerning and should be addressed by the program's Public Administration Council.

To help correct these declines, as well as to help improve scores into a 'superior' range, the authors of the report recommend the following:

- The program needs to reexamine how data analysis is introduced, reinforced, and mastered within the program. In previous reporting cycles, the program improved students' performance on data analysis by introducing and reinforcing data analysis techniques in a variety of courses (e.g. PAD 714 'Program Analysis & Evaluation,' PAD 713 'Public Budgeting & Finance,' and PAD 780 'Public Sector Research Methods'). However, it appears that other ideas and techniques for student improvement in this competency area are now needed.
- The program needs to more effectively integrate public administration theory within all of its required courses.
- The program needs to mandate some type of citation training and professional writing experiences for MPA students so that students apply citations correctly and submit high-quality written products that are professional in nature.
- The program needs to consider the concept of accountability and how it is integrated in the required courses of the MPA program.

While still producing sufficient results in terms of public service competency mastery, the MPA program at Central Michigan University may want to take proactive steps now to stop erosion in competency performance and produce results that are more consistently in the superior range of competency results rather than the average range. Stakeholders of the MPA program at Central Michigan, most important, the Public Administration Council, need to address these findings and implement solutions that help the program's students achieve even greater success in terms of learning.

Table 1: 2018-2019 Direct Measures of Capstone Classes (n=13 students) All data averaged from two reviewers (Thomas Greitens & Laura Orta)

	PAD 730 Academic Reviewer	PAD 730 Practitioner Reviewer	Average Results Across Two Reviewers
Written Communications			
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)	0	0	0
2. Introduction presents succinctly important details about the issue	2.65	2.9	2.8
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)	2.65	2.9	2.8
4. Submission of report is on-time (UC1)	2.82	---	2.82
5. Synthesis/integration of collected data/information occurred (UC3)	2.59	2.76	2.68
Analysis			
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)	2.71	2.82	2.77
7. Analysis reflects public service value(s) under study (UC4)	2.71	2.88	2.80
8. Analysis links public service theory to practice (UC4)	2.59	1.76	2.18
9. Analysis demonstrates academic honesty (UC1)	2.71	2.88	2.80
10. Analysis demonstrates professional integrity (UC1)	2.71	2.88	2.80
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)	2.71	2.82	2.77
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)	2.71	2.82	2.77
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)	2.71	2.82	2.77
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)	2.71	2.24	2.48
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)	2.71	2.41	2.56

- Green: Superior/Above Average Results Achieved (Group 1 = average 4.0-3.0)
- Yellow: Average Results Achieved (Group 2 = average 2.9-2.0)
- Red: Below Average Results Achieved (Group 3 = average 1.9 and below)
- Gray: No Data Available

Table 2: 2014-2015 Competency Results by Cohort (PAD 796 course)

	Cohort A	Cohort B	Cohort C	Cohort D	Cohort E
Written Communications					
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)	1.7	1.9	3.4	2.3	1.6
2. Introduction presents succinctly important details about the issue (UC 3)	2.2	2.0	3.4	2.8	3.2
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)	2.0	1.9	3.4	2.5	2.8
4. Submission of report is on-time (UC1)	1.0		3.8	3.3	3.0
5. Synthesis/integration of collected data/information occurred (UC3)	1.8	1.8	3.1	2.8	2.4
Analysis					
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)	2.0	1.6	3.4	2.5	2.6
7. Analysis reflects public service value(s) under study (UC4)	1.9	1.6	3.4	2.7	2.8
8. Analysis links public service theory to practice (UC4)	1.5	1.3	3.1	2.7	2.8
9. Analysis demonstrates academic honesty (UC1)	1.6	1.6	3.4	2.9	2.8
10. Analysis demonstrates professional integrity (UC1)	1.9	2.0	3.3	2.9	2.6
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)	1.0	1.0	2.5	2.0	1.6
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)	1.0	1.0	2.2	2.2	
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)	1.3	1.0	2.0	1.6	1.0
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)	2.6	1.8	2.6	2.8	3.0
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)	1.3*	1.0	2.4	1.1*	1.0

- Green: Superior/Above Average Results Achieved (Group 1 = average 4.0-3.0)
- Yellow: Average Results Achieved (Group 2 = average 2.9-2.0)
- Red: Below Average Results Achieved (Group 3 = average 1.9 and below)
- Gray: No Data Available

Table 3: 2015-2016 Direct Measures of Capstone Classes (PAD 796 Course)

	Cohort A	Cohort B	Cohort C	Cohort D
Written Communications				
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)	2.1	2.6	2.2	2.7
2. Introduction presents succinctly important details about the issue	2.6	2.6	2.1	2.7
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)	2.3	2.2	1.3	2.5
4. Submission of report is on-time (UC1)				2.1
5. Synthesis/integration of collected data/information occurred (UC3)	1.9	2.5	1.9	2.6
Analysis				
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)	2.2	2.7	2.1	2.4
7. Analysis reflects public service value(s) under study (UC4)	2.3	2.7	1.6	2.3
8. Analysis links public service theory to practice (UC4)	2.2	2.8	1.3	2.3
9. Analysis demonstrates academic honesty (UC1)	2.3	2.0	1.8	2.6
10. Analysis demonstrates professional integrity (UC1)	1.7	2.6	1.9	2.4
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)	1.5	2.2	0.9	1.5
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)	1.1	0.1	0.8	0.5
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)	1.9	0.6	0.9	1.1
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)	1.8	2.3	1.2	2.4
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)	1.0	0.9	0.8	2.3

- Green: Superior/Above Average Results Achieved (Group 1 = average 4.0-3.0)
- Yellow: Average Results Achieved (Group 2 = average 2.9-2.0)
- Red: Below Average Results Achieved (Group 3 = average 1.9 and below)
- Gray: No Data Available

Table 4: 2016-2019 Trends in Direct Measures of Capstone Classes

	2016-2017 Average Results (PAD 796)	2017-2018 Average Results (PAD 730)	2018-2019 Average Results (PAD 730)
Written Communications			
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)	2.75	2.73	0
2. Introduction presents succinctly important details about the issue	2.70	2.76	2.8
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)	3.20	2.88	2.8
4. Submission of report is on-time (UC1)	2.75	3.74	2.82
5. Synthesis/integration of collected data/information occurred (UC3)	2.58	3.09	2.68
Analysis			
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)	2.51	2.73	2.77
7. Analysis reflects public service value(s) under study (UC4)	2.63	3.09	2.80
8. Analysis links public service theory to practice (UC4)	2.64	3.06	2.18
9. Analysis demonstrates academic honesty (UC1)	2.64	3.32	2.80
10. Analysis demonstrates professional integrity (UC1)	2.69	3.08	2.80
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)	2.41	3.06	2.77
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)	2.65	2.82	2.77
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)	2.70	2.81	2.77
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)	2.60	2.91	2.48
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)	2.65	2.75	2.56

- Green: Superior/Above Average Results Achieved (Group 1 = average 4.0-3.0)
- Yellow: Average Results Achieved (Group 2 = average 2.9-2.0)
- Red: Below Average Results Achieved (Group 3 = average 1.9 and below)
- Gray: No Data Available

Figure 1: 2016-2019 Competency Trends

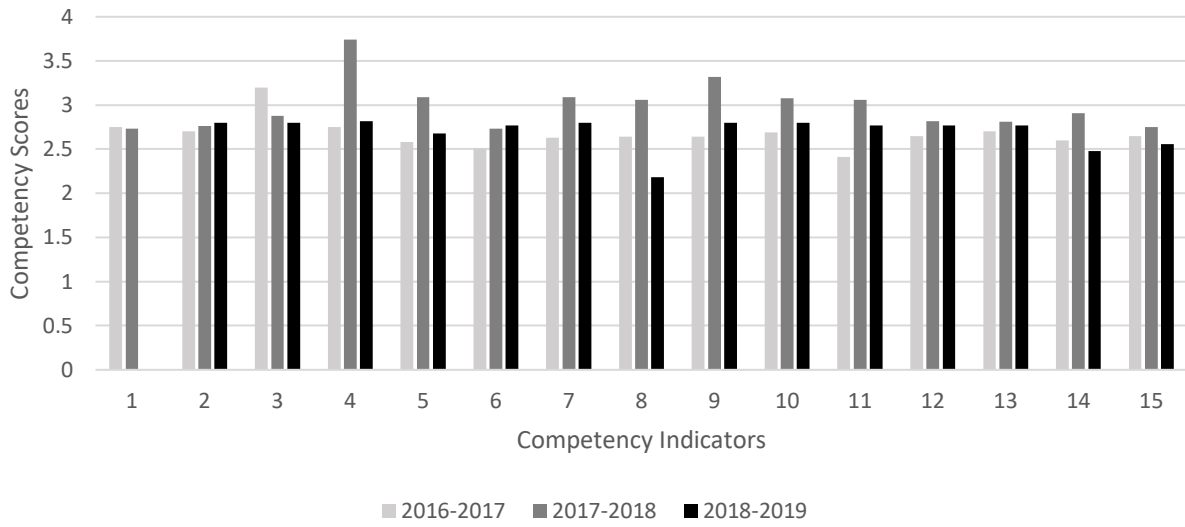


Table 5: Indicator #5 Synthesis/Integration of collected data/information occurred (UC3)

<i>Superior:</i>	<i>Analysis includes clear research questions, data relationships, and data-driven conclusions that link directly back to the research questions and data relationships. Analysis of data includes a substantial amount of additional pracademic information not required.</i>
<i>Above Average:</i>	<i>Analysis includes research questions, data relationships, and data-driven conclusions that link directly back to the research questions and data relationships. Analysis of data includes some additional pracademic information not required.</i>
<i>Average:</i>	<i>Analysis includes research questions, data relationships, and conclusions. No additional pracademic information included.</i>
<i>Below-Average:</i>	<i>Analysis does not include research questions, data relationships, and/or conclusions. Logic of the analysis is in doubt.</i>
<i>Not Applicable:</i>	<i>Synthesis/Integration of data was not required.</i>

Table 6: Indicator # 8 Analysis links public service theory to practice (UC4)

<i>Superior:</i>	<i>Analysis demonstrates and explains how a public service theory (or theories) makes the practice of public administration more effective. Analysis includes a substantial amount of additional pracademic information not required.</i>
<i>Above Average:</i>	<i>Analysis identifies and explains how a public service theory (or theories) could be used to make the practice of public administration more effective. Analysis includes some additional pracademic information not required.</i>
<i>Average:</i>	<i>Analysis contains information about a public service theory (or theories) but struggles to demonstrate or identify how to integrate this theory (or theories) into more effective practice. No additional pracademic information included.</i>
<i>Below Average:</i>	<i>Analysis does not link public service theory to practice in any way.</i>
<i>Not Applicable:</i>	<i>Linking public service theory to practice was not required.</i>

Table 7: Indicator #9 Analysis demonstrates academic honesty (UC1)

<i>Superior:</i>	<i>Analysis includes citations that follow all appropriate guidelines and includes significant restating of previous research in the writer's own words that link back to a substantial amount of additional pracademic information not required.</i>
<i>Above Average:</i>	<i>Analysis includes citations that follow all appropriate guidelines and includes an effective restating of previous research in the writer's own words that link back to some additional pracademic information not required.</i>
<i>Average:</i>	<i>Analysis includes citations that follow all appropriate guidelines.</i>
<i>Below Average:</i>	<i>Analysis includes "copy and pasted" text from other articles with significant deviation of appropriate citation guidelines present.</i>
<i>Not Applicable:</i>	<i>Project's demonstration of academic honesty cannot be determined.</i>

Table 8: Indicator #10 Analysis demonstrates professional integrity (UC1)

<i>Superior:</i>	<i>Analysis is professional in nature, followed all research protocols required, and is the unique work of the author. No concerns about the analysis. It is ready for publication.</i>
<i>Above Average:</i>	<i>Analysis is professional in nature, followed all research protocols required, and is the unique work of the author. However, the analysis also includes small errors that would preclude it from publication.</i>
<i>Average:</i>	<i>Analysis followed all research protocols required and is the unique work of the author.</i>
<i>Below Average:</i>	<i>Analysis deviated from research protocols required.</i>
<i>Not Applicable:</i>	<i>Professional Integrity cannot be determined.</i>

Table 9: Indicator #11 Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)

<i>Superior:</i>	<i>Analysis correctly integrates themes and problems of accountability to larger issues under study, and links those themes to a substantial amount of additional pracademic information not required.</i>
<i>Above Average:</i>	<i>Analysis correctly integrates themes and problems of accountability to larger issues under study, and links those themes to some amount of additional pracademic information not required.</i>
<i>Average:</i>	<i>Analysis correctly identifies themes and problems of accountability, but struggles at times to link those themes to larger issues under study. No additional pracademic information included.</i>
<i>Below Average:</i>	<i>Analysis did not correctly identify or discuss themes and problems of accountability, but such a discussion was pertinent and needed for an effective analysis.</i>
<i>Not Applicable:</i>	<i>Accountability issues were not pertinent to this analysis.</i>

Appendix A: CMU Mission Statement with Competencies

Vision Statement

The Masters in Public Administration (MPA) program at Central Michigan University offers a nationally accredited applied professional degree that seeks to be an internationally recognized program for enriching public service and educating practitioners and pre-service students to lead and manage in a variety of public sector settings.

Mission Statement

The mission of the Master of Public Administration program at Central Michigan University is to provide practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth, ensure effective and accountable decision-making as they lead, manage, and serve in the public sector, and increase the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings, from government organizations to non-profit agencies and international bodies.

Public Service Values

To achieve our mission and realize our vision, the MPA program at Central Michigan University emphasizes the following NASPAA public service values:

Students and alumni from the MPA program at Central Michigan University will:

- Pursue the public interest with accountability and transparency
- Serve professionally with competence, efficiency, and objectivity
- Act ethically so as to uphold the public trust
- Demonstrate respect, equity, and fairness to dealings with citizens and fellow public servants

Universal Competencies

To implement its Vision and Mission statements, the MPA program at Central Michigan University has adopted the following set of NASPAA required competencies in its curriculum.

Students in the MPA program at Central Michigan University will develop and enhance their ability:

- To lead and manage in public governance
- To participate in and contribute to the 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

Mission Specific Competencies

In addition to the universal competencies from NASPAA, the program has adopted the following mission-based competencies.

Students in the MPA program at Central Michigan University will develop and enhance their ability:

- i. To integrate social, economic, political, and global trends in the management of public organizations
- ii. To apply relevant systems of accountability, performance management, and transparency in the management of public organizations
- iii. To define the challenges of intergovernmental and intersectoral relations in public organizations
- iv. To recognize the importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the delivery of public services

Appendix B: Mission Specific Competency Rubric

Class, Semester and Cohort _____

MPA Mission Specific Rubric

Name: _____

	Superior	Above Average	Average	Below Average	Not Applicable
Written Communications					
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)					
2. Introduction presents succinctly important details about the issue (UC 3)					
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)					
4. Submission of report is on-time (UC1)					
5. Synthesis/integration of collected data/information occurred (UC3)					
Analysis					
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)					
7. Analysis reflects public service value(s) under study (UC4)					
8. Analysis links public service theory to practice (UC4)					
9. Analysis demonstrates academic honesty (UC1)					
10. Analysis demonstrates professional integrity (UC1)					
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)					
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)					
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)					
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)					
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)					
Oral Communications					
16. Presentation has a clear central message (UC2)					
17. Presentation is understandable for a wide audience of citizens (UC2, UC5)					
18. Presentation uses some type of visual aids (e.g. charts, handouts, powerpoint, etc) (UC2, UC5)					
19. Presenter effectively responds to the audience (UC5)					
20. Presentation demonstrates professionalism (UC1)					
21. Presentation demonstrates effective time management (UC2)					
Team-Based Behaviors					
22. Team exhibits a positive 'esprit de corps' (UC1)					
23. Team effectively solved problems (UC3)					
24. Team demonstrates open, inclusive communication (UC5)					
25. Team produces a quality product(s) (UC1)					
26. Team effectively worked toward specific goals (UC1)					

MPA Mission Specific Rubric

Name: _____

- **Public Policy Processes Course**
- **Foundations of PA Course**
- **Internship Course**
- **Public Service Competencies Comprehensive Course**

	Superior	Above Average	Average	Below Average	Not Applicable
Integration of social trends into analysis (MSC1)					
Integration of economic trends into analysis (MSC1)					
Integration of political trends into analysis (MSC1)					
Integration of global trends into analysis (MSC1)					
Identification of the role of accountability mechanisms in analysis (MSC 2)					
Identification of the role of performance management systems in analysis (MSC 2)					
Identification of the role of transparency in analysis (MSC2)					
Identification of intergovernmental challenges in analysis (MSC3)					
Identification of intersectoral challenges in analysis (MSC3)					
Identification of regional partners in analysis (MSC4)					
Identification of nonprofit partners in analysis (MSC4)					
Identification of private partners in analysis (MSC4)					