2020-2021 COMPETENCY LEARNING REPORT
CENTRAL MICHIGAN UNIVERSITY
MPA PROGRAM

By
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Executive Summary

For the 2020-2021 assessment year, the Covid-19 pandemic continued to influence the competency assessment for the MPA program. The program continued to use only a single rater when reviewing capstone projects (i.e. the PAD 730 course artifacts) for competency learning. Additionally, the program could not complete its alumni and diversity surveys for the year. However, these assessments should be completed in the Fall of 2021.

Work did occur on revising the competency assessment for the MPA program. These revisions were based on past data trends within the competency assessment and discussions of the Public Administration Council throughout the 2020-2021 academic year. The new revised assessment instruments are included in Appendix C to this report.

In 2020-2021, the program randomly selected ten PAD 730 course artifacts for assessment. The artifacts emerged from both online and face to face (i.e. the Mount Pleasant modality) course offerings of PAD 730. When analyzed for competency learning, MPA students still did an acceptable job of showcasing skills linked back to the five NASPAA required universal competencies and the program's mission specific competencies. However, the lowest scores from students continue to be associated with the third NASPAA competency (*to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment*). Rather than reflecting poor student learning on this competency, the continued low scores on this competency most likely reflect a lack of consistent data requirements associated with the capstone assignment.

Based on such data trends, it is recommended that the PA Council continue to revise its capstone course to include more specific data analysis requirements. Additionally, it is recommended that core MPA courses that link back to theory and data analysis (e.g. PAD 610, 714, and 780) include specific assignments that students can use to integrate into their capstone course paper.

Background Information on the 2020-2021 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 produce an innovation analysis for a public sector organization and can also examine public sector cases to diagnose administrative challenges (the requirements for the capstone can vary slightly depending on which instructor teaches the course).

Data for the 20-21 annual competency assessment emerged from randomly selected online and Mount Pleasant (i.e. face to face) sections of PAD 730 offered during the 2020-2021 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 three years. In total, PAD 730 artifacts from ten students were analyzed. Due to the pandemic, only one assessor was able to assess the PAD 730 artifacts in 2020-2021. That assessor, Thomas Greitens, has been trained in the program's assessment protocols.

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 the reviewer 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 PAD 730 capstone artifacts. In total, ten students were assessed. Overall, the results reveal that students successfully applied most of the university competencies in their innovational analysis of a public sector organization. However, the one concern is UC3: the data analysis competency. Throughout the last decade, data analysis has usually been the weakest competency in terms of student performance. Low scores on the first indicator (i.e. the presence of an abstract) simply reflect differing requirements for the capstone course as it was offered throughout the year and do not reflect a deficiency in competency learning.

Table 1: 2020-2021 Direct Measures of Capstone Classes (n=10 student
(data is from just one reviewer: Thomas Greitens)

	PAD 730 (10 students)
Written Communications	
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)	0.7
2. Introduction presents succinctly important details about the issue (UC3)	3.5
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)	3.4
4. Submission of report is on-time (UC1)	3.6
5. Synthesis/integration of collected data/information occurred (UC3)	1.8
Analysis	
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)	3.4
7. Analysis reflects public service value(s) under study (UC4)	3.1
8. Analysis links public service theory to practice (UC4)	3.1
9. Analysis demonstrates academic honesty (UC1)	3.7
10. Analysis demonstrates professional integrity (UC1)	3.4
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)	3.3
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)	3.3
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)	3.3
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)	3.3
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)	3.4

- 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

Recommendations

Based on such data trends, it is recommended that the PA Council continue to revise its capstone course to include more specific data analysis requirements (i.e. UC3). Additionally, it is recommended that core MPA courses that link back to theory and data analysis (e.g. PAD 610, 714, and 780) include specific assignments that students can use to integrate into their capstone course paper.

Part of the challenge for the demonstration of student mastery of UC3 is also the nature of a practitioner oriented capstone. Given that students collect programmatic and organizational data for one organization as part of their innovation analysis in the capstone course, there is unlikely to be a sufficient number of data cases to generate sophisticated data analysis techniques as learned in PAD 780 (Public Sector Research Methods). Perhaps the only real statistical tool that could be used in such an analysis are t-test based statistical tools or even more simplistic measures. It may benefit the program if the PA Council decided on specific statistical tool that they wished to see exhibited in the capstone course. However, if the Council decides on such a tool, it should reflect the program's mission, competency based learning objectives in each course, and the desired objectives in the PAD 730 capstone course.

Appendix A: CMU Mission Statement with Competencies

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 the public interest
- to participate in, and contribute to, the policy process;
- to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
- to articulate, apply, and advance a public service perspective;
- to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

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)					

Appendix C: Revised MPA Competency Assessment (passed in the 2020-2021 academic year by the Public Administration Council). This is the new Competency Assessment process that will begin in Fall 2021.

Mission / Purpose

> *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 nonprofit agencies and international bodies.*

Goals

Goal #	Short Title	Description
1	**NASPAA Competencies**	MPA graduates will demonstrate knowledge of core concepts within the NASPAA required public service competencies.
2	**Mission-Based Competencies**	MPA graduates will develop knowledge of mission-based competencies emphasized by the CMU MPA program.
3	**Professional Competencies**	MPA graduates will apply public service competencies in their careers.

Student Learning Outcomes (SLO)

SLO #	Short Title	Description	Goal(s) Supported	Measures Supported
1	**Leadership**	MPA graduates will develop the ability to lead in the public interest	1, 3	1, 7, 8
2	**Policy**	MPA graduates will develop the ability to contribute to the policy process	1, 3	2, 7, 8
3	**Analysis**	MPA graduates will produce analyses of data that solve organizational problems	1, 3	3, 7, 8
4	**Public Service**	MPA graduates will articulate a public service perspective in their work	1, 3	4, 7, 8
5	**Diversity**	MPA graduates will develop the ability to productively engage with diverse stakeholders	1, 3	5, 7, 8
6	**Communication**	MPA graduates will communicate in ways to enhance accountability to intersectoral stakeholders	2, 3	6, 7, 8

Measures and Targets

Measure #	Short Title	Description	SLO(s) Addressed
1	Capstone-Leadership	As part of their capstone project in PAD 730 (which will become PAD 799 by Fall 22), students will produce an innovation analysis paper for a public sector organization. Using data and evidence collected from the organization, the student's innovation analysis will generate recommendations that enhance the organization's management processes. The program's 'competency-based leadership rubric' will be used to assess this project for how effectively the student analyzes leadership successes and failures in the organization, and how well the student displays leadership tenets in the production of the project. The target for this measure is that 70% of students will score either 'superior' or 'above average' on all of the five performance indicators that comprise the leadership rubric.	1
2	Capstone-Policy	As part of their capstone project in PAD 730 (which will become PAD 799 by Fall 22), students will produce an innovation analysis paper for a public sector organization. Using data and evidence collected from the organization, the student's innovation analysis will generate recommendations that enhance the organization's management processes. The program's 'competency-based policy rubric' will be used to assess this project for how effectively the student emphasizes recommendations that can be used by organizational leaders to influence the policy process. The target for this measure is that 70% of students will score either 'superior' or 'above average' on all of the five performance indicators that comprise the policy rubric.	2
3	Capstone-Analysis	As part of their capstone project in PAD 730 (which will become PAD 799 by Fall 22), students will produce an innovation analysis paper for a public sector organization. Using data and evidence collected from the organization, the student's innovation analysis will generate	3

		recommendations that enhance the organization's management processes. The program's 'competency-based analysis rubric' will be used to assess this project for how effectively the student integrated data analysis into their recommendations. The target for this measure is that 70% of students will score either 'superior' or 'above average' on all of the five performance indicators that comprise the analysis rubric.	
4	Capstone-Public Service	As part of their capstone project in PAD 730 (which will become PAD 799 by Fall 22), students will produce an innovation analysis paper for a public sector organization. Using data and evidence collected from the organization, the student's innovation analysis will generate recommendations that enhance the organization's management processes. The program's 'public-service rubric' will be used to assess this project for how effectively the student integrated theories of public service. The target for this measure is that 70% of students will score either 'superior' or 'above average' on all of the five performance indicators that comprise the analysis rubric.	4
5	Capstone-Diversity	As part of their capstone project in PAD 730 (which will become PAD 799 by Fall 22), students will produce an innovation analysis paper for a public sector organization. Using data and evidence collected from the organization, the student's innovation analysis will generate recommendations that enhance the organization's management processes. The program's 'diversity rubric' will be used to assess this project for how effectively the student integrated concepts of diversity and cultural competency. The target for this measure is that 70% of students will score either 'superior' or 'above average' on all of the five performance indicators that comprise the diversity rubric.	5
6	Capstone-Communication	As part of their capstone project in PAD 730 (which will become PAD 799 by Fall 22), students will produce a presentation based on their	6

		innovation analysis paper. The presentation should be communicated in ways that emphasize accountability to a diverse set of public stakeholders in the public and private sectors. The program's 'communication rubric' will be used to assess this presentation for how effectively the student communicates concepts and final recommendations in ways that help promote ideals of accountability to intersectoral audiences. The target for this measure is that 70% of students will score either 'superior' or 'above average' on all of the five performance indicators that comprise the communication rubric.	
7	Student Survey	In the capstone course, PAD 730 (which will become PAD 799 by Fall 22), students will complete a survey on MPA pedagogy and rate how effectively the program instructed them on public service competencies and mission-based competencies. The target for this measure is that 80% of students will rate the program as having instructed them effectively in all of the NASPAA and mission-based competencies (questions 1-6 on the student survey).	1-6
8	Alumni Survey	Three years after graduation, the program will administer a survey to MPA alumni to determine if they are applying public service competencies in their careers. The target for this measure is that 80% of alumni will have applied a majority of the competencies in their career (question 3 on the alumni survey).	1-6

Curriculum Map for the MPA Program

Required Courses	Student Learning Outcomes 1 Introduced; 2 Reinforced; 3 Emphasized (and Assessed)					
	Leadership	Policy	Analysis	Public Service	Diversity	Communication
PAD 610 Foundations of Public Administration	1	1		1	1	1
PAD 623/PAD 620* Nonprofit Administration	1	1		1	1	1
PAD 711 Public Personnel	2			2	2	
PAD 713 Public Budgeting & Finance			1	2		
PAD 714 Program Analysis & Evaluation		2	1			2
PAD 773 Administration & Ethics in Public Service	2			2		
PAD 775 Organization Theory & Behavior	2	2		2	2	2
PAD 780 Public Sector Research Methods			2	2		
PAD 730 (799) Public Service Competencies (Capstone)	3	3	3	3	3	3

* In Fall 2022, PAD 620 replaces PAD 623 as a required MPA course.

** In Fall 2022, the course number of PAD 730 changes to PAD 799 to better reflect its status as a capstone course

COMPETENCY BASED RUBRICS

In each rubric, performance indicators from 1-3 generally emphasize lower level skills of identification and analysis of competencies. Performance indicators from 3-4 generally emphasize higher level skills that can link competencies across different domains of learning (e.g. to other competencies, to professional standards, etc.). Performance indicators from 4-5 generally emphasize a direct observation of the student demonstrating a skill that can be directly linked back to specific competencies.

1. MPA Competency-Based Leadership Rubric

	Superior (4)	Above Average (3)	Average (2)	Below Average (1)	Unacceptable (0)
Leadership (L) Performance Indicators					
L1. Student identifies leadership challenges in the organization under study					
L2. Student applies leadership theories to the analysis of the organization					
L3. Student analyzes how leadership challenges observed in this organization influence the public interest					
L4. Student examines how managers in the organization implement projects to influence the public interest					
L5. Student demonstrates professional integrity in the development of the project					

2. MPA Competency-Based Policy Rubric

	Superior (4)	Above Average (3)	Average (2)	Below Average (1)	Unacceptable (0)
Policy (P) Performance Indicators					
P1. Student identifies how policies are made in the organization under study					
P2. Student applies policy-based theories to the analysis of their organization					
P3. Student produces a project that possesses the potential to be used by the organization to influence the development of internal policies					
P4. Student produces a project that possesses the potential to be used by the organization to influence governmental policymaking					
P5. Students demonstrate the ability to participate and contribute to the policy process in the development of the project					

3. MPA Competency-Based Analysis Rubric

	Superior (4)	Above Average (3)	Average (2)	Below Average (1)	Unacceptable (0)
Analysis (A) Performance Indicators					
A1. Student effectively integrates a research design into their analysis					
A2. Student effectively explains threats to validity and reliability in their analysis					
A3. Student effectively applies a data analysis technique in their analysis					
A4. Student makes evidence-informed recommendations informed by theory					
A5. Student makes evidence-informed recommendation informed by data analysis					

4. MPA Competency-Based Public Service Rubric

	Superior (4)	Above Average (3)	Average (2)	Below Average (1)	Unacceptable (0)
Public Service (PS) Performance Indicators					
PS1. Student applies a theoretical framework based in public service to their analysis					
PS2. Student identifies how practitioners articulate a public service perspective in the organization under study					
PS3. Student produces a project that can be used to transform the policies and procedures used by the organization under study					
PS4. Student produces a project that can be used to influence stakeholders					
PS5. Student produces a project that can advance the public interest					

5. MPA Competency-Based Diversity Rubric

	Superior (4)	Above Average (3)	Average (2)	Below Average (1)	Unacceptable (0)
Diversity (D) Performance Indicators					
D1. Student identifies current diversity and cultural competency policies utilized by the organization under study					
D2. Student analyzes how the organization engages diverse stakeholders in culturally responsive ways					
D3. Student explains how governmental policies have influenced the organization's policies on diversity and cultural competency					
D4. Student produces a project that can be used to transform diversity and cultural competency policies in an organization					
D5. Student's written analysis is designed to engage a variety of diverse audiences					

6. MPA Competency-Based Communication Rubric

	Superior (4)	Above Average (3)	Average (2)	Below Average (1)	Unacceptable (0)
Performance Indicators for the Communication (C) Competency					
C1. Student's presentation has a clear central message					
C2. Student's presentation is understandable for a wide variety of stakeholders					
C3. Student's presentation demonstrates effective time management					
C4. Student's presentation incorporates visualization of data					
C5. Student's presentation solicits effective feedback from the audience					

STUDENT ASSESSMENT SURVEY (SAS)

(only given in the Capstone Course)

Self-Assessment Survey Given at the End of the Capstone Course

This is a self-assessment of NASPAA competencies learned during your time in the MPA program. Think back to your recent experiences in the program when answering the following questions. Mark the answer that you feel best represents your learning during your time in the program. Please answer truthfully, your answers will not affect your grade or standing in the program. Additionally, your answers will not be linked to you (e.g. this is an anonymous survey).

1.   In the MPA program, I learned how to lead and manage in the public interest.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

2.   In the MPA program, I learned how to participate in and contribute to the policy process.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

3.   In the MPA program, I learned how to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

4.   In the MPA program, I learned how to articulate, apply, and advance a public service perspective.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

5.   In the MPA program, I learned how to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

6.   In the MPA program, I learned how to communicate in ways that enhanced accountability to intersectoral stakeholders.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

7.   In the MPA program, I learned how to integrate social, economic, political, and global trends in the management of public organizations.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

8.   In the MPA program, I learned how to apply systems of accountability, performance management, and transparency in the management of public organizations.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

9.   In MPA program, I learned of the challenges of intergovernmental and intersectoral relations in public organizations.
   a.   Strongly Agree
   b.   Agree
   c.   Neutral
   d.   Disagree
   e.   Strongly Disagree

10. In the MPA program, I learned of the importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the delivery of public services.
   a. Strongly Agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly Disagree

11. In the MPA program, I distinguished effective public sector management from ineffective public sector management by interacting with experienced practitioners.
   a. Strongly Agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly Disagree

12. In MPA program, I learned how to integrate diverse citizens in local governance decisions.
   a. Strongly Agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly Disagree

13. In MPA program, I learned how to differentiate the roles and responsibilities of administrators from the roles and responsibilities of elected officials in local governance decisions.
   a. Strongly Agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly Disagree

14. In the MPA program, I learned a general understanding of administrative ethics and a specific understanding of the ICMA and ASPA Codes of Ethics.
   a. Strongly Agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly Disagree

15. In the MPA program, I learned to recognize the importance of regional partners, nonprofit organizations, private sector organizations, and other units of government in the delivery of local services.
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

16. In the MPA program, I learned to understand the internal fundamentals of local government operations and the primary functional areas of local service delivery.
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

17. In the MPA program, I learned to apply relevant management theories from the public sector and local governance to state government operations.
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

18. In the MPA program, I learned to differentiate the internal operations of state government and the external dynamics influencing state government from other units of government.
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

19. In the MPA program, I learned to define the challenges of intergovernmental and intersectoral relations in both state and local governments.
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

20.	In the MPA program, I differentiated the roles and responsibilities of nonprofit boards, administrators, and volunteers in effective nonprofit management systems.
    a.	Strongly Agree
    b.	Agree
    c.	Neutral
    d.	Disagree
    e.	Strongly Disagree

21.	In the MPA program, I identified elements of effective nonprofit financial management and revenue securitization.
    a.	Strongly Agree
    b.	Agree
    c.	Neutral
    d.	Disagree
    e.	Strongly Disagree

22.	In the MPA program, I comprehended specific legal frameworks that govern the organization and management of nonprofit organizations.
    a.	Strongly Agree
    b.	Agree
    c.	Neutral
    d.	Disagree
    e.	Strongly Disagree

23.	In the MPA program, I integrated social economic, political, and global trends in the management of nonprofit organizations.
    a.	Strongly Agree
    b.	Agree
    c.	Neutral
    d.	Disagree
    e.	Strongly Disagree

24.	In the MPA program, I applied relevant systems of accountability, performance management, and transparency in the management of nonprofit organizations.
    a.	Strongly Agree
    b.	Agree
    c.	Neutral
    d.	Disagree
    e.	Strongly Disagree

25.   In the MPA program, I applied theories regarding the management of any type of public organization to nonprofit organizations, and when appropriate, modified those theories for the nonprofit environment.
a.   Strongly Agree
b.   Agree
c.   Neutral
d.   Disagree
e.   Strongly Disagree

26.   In the MPA program, I identified the dimensions of organizational diversity within the nonprofit sector.
a.   Strongly Agree
b.   Agree
c.   Neutral
d.   Disagree
e.   Strongly Disagree

27.   In the MPA program, I recognized how power and authority are effectively and responsibly exercised in all organizations.
a.   Strongly Agree
b.   Agree
c.   Neutral
d.   Disagree
e.   Strongly Disagree

28.   In the MPA program, I integrated issues of workforce diversity and diversity management into leadership.
a.   Strongly Agree
b.   Agree
c.   Neutral
d.   Disagree
e.   Strongly Disagree

29.   In the MPA program, I differentiated the relationship between leading and managing and how those two functions overlap and differ.
a.   Strongly Agree
b.   Agree
c.   Neutral
d.   Disagree
e.   Strongly Disagree

30.   In the MPA program, I had sufficient opportunities to develop professionally.
        a.   Strongly Agree
        b.   Agree
        c.   Neutral
        d.   Disagree
        e.   Strongly Disagree

31. In the MPA program, I was given opportunities to network in the public service community.
        a.   Strongly Agree
        b.   Agree
        c.   Neutral
        d.   Disagree
        e.   Strongly Disagree

32. In the MPA program, I was given opportunities to communicate with practitioners.
        a.   Strongly Agree
        b.   Agree
        c.   Neutral
        d.   Disagree
        e.   Strongly Disagree

33. In the MPA program, I was given opportunities to communicate with MPA alumni.
        a.   Strongly Agree
        b.   Agree
        c.   Neutral
        d.   Disagree
        e.   Strongly Disagree

34.   Please provide any additional comments on how the MPA program either did or did not meet
        your expectations for a public service education.

MPA ALUMNI SURVEY

1.   **What was your PRIMARY GOAL in obtaining the MPA degree from CMU?**
        (check all that apply)

        _____To earn a degree

        _____ To increase salary

        _____ To improve my skills

        _____ To prepare for a new career

        _____ To receive a promotion

        _____ Other (explain below)

        _____

        _____

        _____

2.   **Why did you choose CMU, instead of another school?**
        (check all that apply)

        _____Cost

        _____ Scheduling flexibility

        _____ Offered desired degree program

        _____ NASPAA accreditation

        _____ Quality

        _____ Other (explain below)

        _____

        _____

        _____

3. **In my career, I apply the following public service competencies:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Leading and managing in the public interest					
Participating in, and contributing to, the policy process					
Analyzing, synthesizing, thinking critically, solving problems, and making evidence-informed decisions in a complex and dynamic environment					
Articulating, applying, and advancing a public service perspective					
Communicating and interacting productively and in culturally responsive ways with a diverse and changing workforce and society at large					
Communicating in ways to enhance accountability and transparency to intersectoral stakeholders					

4.   During my time in the MPA program, the instructors:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understood and respected individual students' differences					
Communicated clear expectations for classes					
Applied course content to real life, especially the workplace					
Used a variety of teaching methods and learning activities					
Encouraged students to be responsible for their own learning					
Helped students achieve course learning objectives					
Challenged students intellectually					
Encouraged students to summarize, synthesize, analyze and apply information					
Provided feedback to help students keep track of their learning					
Chose assessments of students' knowledge which were relevant to course learning objectives					

5. **Please indicate the extent to which the MPA program helped you improve your ability to do each of the following. (check one box in each row)**

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Communicating Orally				
Communicating via Writing				
Using Research Methods				
Making Strategic Decisions				
Engaging the Public and Stakeholders				
Understanding Ethical Implications of Decisions				
Budgeting and Managing Finances				
Planning Programs				
Understanding Cultural Competency				
Applying Accountability and Transparency				
Evaluating Programs				
Applying Performance Systems to Management				
Implementing Ethical Policies and Programs				
Working with International Organizations				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Understanding Human Resource Issues				
Designing and Managing Intergovernmental and Intersectoral Collaborations				
Managing Data and Information Technology				
Understanding Political Institutions and Processes				
Understanding Legal Institutions and Processes				
Understanding Economic Institutions and Processes				
Understanding Diversity, Equity, and Inclusion Initiatives				
Understanding Public and Non-Profit Innovation				
Understanding the Effects of Globalization				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Integrating Social, Economic, Political, and Global Trends into Analysis				

6. **My current job status is (only mark one):**

_____ Unemployed

_____ Seeking additional education

_____ Employed in a private sector organization (not research/consulting)

_____ Employed in a private sector organization (research/consulting)

_____ Employed in a nonprofit organization

_____ Employed in local government

_____ Employed in a regional government

_____ Employed in state government

_____ Employed in the federal government

_____ Employed in the military

_____ Employed in a national government in another country

_____ Employed in an international organization

7. If you have any additional information you would like to share please use the space below. Please feel free to attach additional paper if necessary.

_____

_____

_____

_____

_____

_____

_____

CMU MPA PROGRAM
Pre-Program Assessment of Public Service Skills and Competencies

Question 1
In your opinion, how important are the following public service skills to being an effective public administrator? (check one box in each row)

	I don't know	Not important	Important	Very important
Leading and managing in the public interest				
Participating in, and contributing to, the policy process				
Analyzing, synthesizing, thinking critically, solving problems, and making evidence-informed decisions in a complex and dynamic environment				
Articulating, applying, and advancing a public service perspective				
Communicating and interacting productively and in culturally responsive ways with a diverse and changing workforce and society at large				
Communicating in ways to enhance accountability and transparency to intersectoral stakeholders				

Question 2
In your opinion, how would you rate yourself on the following knowledge, skills, and abilities? (check one box in each row)

	I don't know	I need to improve in this area	I do not need to improve in this area
Communicating Orally			
Communicating via Writing			
Using Research Methods			
Making Strategic Decisions			
Engaging the Public and Stakeholders			
Understanding Ethical Implications of Decisions			
Budgeting and Managing Finances			
Planning Programs			
Understanding Cultural Competency			
Applying Accountability and Transparency			
Evaluating Programs			
Applying Performance			

	I don't know	I need to improve in this area	I do not need to improve in this area
Systems to Management			
Implementing Ethical Policies and Programs			
Working with International Organizations			
Understanding Human Resource Issues			
Designing and Managing Intergovernmental and Intersectoral Collaborations			
Managing Data and Information Technology			
Understanding Political Institutions and Processes			
Understanding Legal Institutions and Processes			
Understanding Economic Institutions and Processes			

	I don't know	I need to improve in this area	I do not need to improve in this area
Understanding Diversity, Equity, and Inclusion Initiatives			
Understanding Public and Non-Profit Innovation			
Understanding the Effects of Globalization			
Integrating Social, Economic, Political, and Global Trends into Analysis			

CMU MPA PROGRAM
Post-Program Assessment of Public Service Skills, Competencies, and Experiences

Question 1
In your opinion, how important are the following public service skills to being an effective public administrator? (check one box in each row)

	I don't know	Not important	Important	Very important
Leading and managing in the public interest				
Participating in, and contributing to, the policy process				
Analyzing, synthesizing, thinking critically, solving problems, and making evidence-informed decisions in a complex and dynamic environment				
Articulating, applying, and advancing a public service perspective				
Communicating and interacting productively and in culturally responsive ways with a diverse and changing workforce and society at large				
Communicating in ways to enhance accountability and transparency to intersectoral stakeholders				

Question 2
Please indicate the extent to which the MPA program helped you improve your ability to do each of the following. (check one box in each row)

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Communicating Orally				
Communicating via Writing				
Presenting Individual or Group Projects				
Using Research Methods				
Making Strategic Decisions				
Engaging the Public and Stakeholders				
Understanding Ethical Implications of Decisions				
Budgeting and Managing Finances				
Planning Programs				
Applying Accountability and Transparency				
Evaluating Programs				
Applying Performance Systems to Management				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Implementing Ethical Policies and Programs				
Working with International Organizations				
Understanding Human Resource Issues				
Designing and Managing Intergovernmental and Intersectoral Collaborations				
Managing Data and Information Technology				
Understanding Political Institutions and Processes Linking Public Service Value(s) to Practice				
Understanding Legal Institutions and Processes Understanding Cultural Competency				
Understanding Diversity, Equity, and Inclusion Initiatives				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Understanding Public and Non-profit Innovation				
Understanding Economic Institutions and Processes				
Understanding the Effects of Globalization				
Integrating Social, Economic, Political, and Global Trends into Analysis				

Question 3
During my time in the MPA program, the instructors (check one box in each row):

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understood and respected individual students' differences					
Communicated clear expectations for classes					
Applied course content to real life, especially the workplace					
Used a variety of teaching methods and learning activities					
Encouraged students to be responsible for their own learning					
Helped students achieve course learning objectives					
Challenged students intellectually					
Encouraged students to summarize, synthesize, analyze and apply information					
Provided feedback to help students keep track of their learning					
Chose assessments of students' knowledge which were relevant to course learning objectives					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Discuss the importance of cultural competency in the public and non- profit sectors					
Included Diversity, Equity, and Inclusion into curricular readings and course assignments					
Linked Public Service Theory to Practice					

Please provide any further comments on any of the above items or additional academic experiences here: