2021-2022 COMPETENCY LEARNING REPORT
CENTRAL MICHIGAN UNIVERSITY
MPA PROGRAM

By
Sharon Kukla-Acevedo, MPA Director

October 2022

Executive Summary

The 2021-2022 assessment year saw the welcome return of the PA Council's regular assessment activities. Namely, the reinstatement of multiple reviewers for the capstone artifacts and the alumni survey administration. Fall, 2022, saw the completion of a full assessment cycle using the new assessment instruments (Appendix D) developed throughout the 2020-21 academic year.

In 2020-2021, the program randomly selected ten PAD 799 (previously PAD 730) course artifacts for assessment. When analyzed for competency learning, MPA students 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 are associated with the fifth NASPAA competency (*to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.*) The PA Council will further explore whether the low scores reflect poor student learning on this competency, or problems with the capstone assignment instructions.

Based on such data trends, it is recommended that the PA Council continue to revise its capstone course to guide students on including the entirety of important curricular content (including a focus on how public services differentially impact underserved populations.) Additionally, it is recommended that the program continue the practice of linking analysis assignments in core MPA courses (e.g. PAD 610, 714, and 780) so students can integrate these into their capstone course papers.

Background Information on the 2021-2022 Competency Assessment

Direct Measures: Competency Rubrics Applied to Capstone Projects

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 799 (formerly 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 21-22 annual competency assessment emerged from randomly selected student projects in the fall 2021, spring 2022, and summer 2022 PAD 799 offerings. We used random selection for this reporting cycle to help make the annual NASPAA competency assessment more sustainable into the future. In total, ten PAD 799 artifacts were analyzed by two independent assessors trained in the program's assessment protocols.

Ten papers (out of 20) were randomly selected for assessment. Two assessors scored the papers individually using the Competency rubrics in Appendix D. Each competency rubric contains between 4-5 items scored in the following way: Superior (4) Above Average (3) Average (2) Below Average (1) and Unacceptable (0). Each of the six competency scores are an average of the 4-5 items in the rubric. Students' final competency scores reported in this report are an average of the two assessors' averaged competency scores. We present a color-coded scorecard system of data analysis in which PA stakeholders can quickly identify areas where the student outcomes exceed (green) or meet (yellow) the program's established targets, as well as areas of concern (red), and then discuss appropriate responses that allow the Central Michigan University MPA program to engage in continuous improvement.

Indirect Measures: Self-Assessment on Surveys

Twenty students completed the exit survey administered at the end of the capstone course. Each of the six SLOs were assessed by averaging the students' responses to between two to six relevant survey response questions. For instance, to evaluate SLO1: Leadership, the responses to the following four questions were averaged:

-In your opinion, how important are the following public service skills to being an effective public administrator? Leading and Managing in the Public Interest
-Please indicate the extent to which the MPA program helped you improve your ability to do each of the following: Making Strategic Decisions
-Please indicate the extent to which the MPA program helped you improve your ability to do each of the following: Understanding Ethical Policies and Programs
-Please indicate the extent to which the MPA program helped you improve your ability to do each of the following: Understanding Human Resource Issues

Fifty-five alumni completed an online survey asking them to reflect on their curricular experiences in the MPA program. Each of the six SLOs were assessed by averaging the alumni responses

to between two to six relevant survey response questions. For instance, to evaluate SLO2: Policy, the responses to the following two questions were averaged:

-In my career, I apply the following public service competencies: <u>Participating in, and contributing to, the policy process</u>
-Please indicate the extent to which the MPA program helped you improve your ability to do each of the following: <u>Understand Political Institutions and Processes</u>

Results of the 2021-2022 Assessment
Table 1 presents the results of the direct and indirect outcome measures for all six Student Learning Outcomes (SLOs) for the 2021-22 assessment cycle.

The direct measure (the capstone innovation analysis of a public sector organization), results reveal that students successfully applied half of the universal competencies (SLO2: Policy; SLO Public Service; and SLO6: Communication.) Students did not meet targets for SLO1: Leadership; SLO3: Analysis; and SLO5: Diversity. The measures for SLO1: Leadership and SLO3: Analysis are marginally low, and the program will continue to monitor. However, the larger concern is UC5: Diversity. This area will a continued area focus and emphasis in the MPA core classes, especially PAD 610, PAD 714; and PAD 780, that are linked to the capstone course.

For all of the six SLOs, the results of the indirect measures from the student and alumni surveys exceeded the PA Council established targets. This indicates that students and alumni feel generally positive about their curricular experiences in the MPA program. However, they feel more confident about their competency levels in Leadership, Analysis, and Diversity than what the direct outcome results demonstrate. There may be some disconnect especially in the case of SLO5: Diversity, where only 20% of students successfully applied diversity, equity, and inclusion principles in their capstone project, yet 95% of outgoing students and 87.3% of alumni felt that CMUs program helped improve their learning in this area.

Table 1: 2021-2022 Student Outcome Results for Student Learning Outcomes 1-6: Direct and Indirect Measures

Student Learning Outcome 1: Leadership		
Measure	**Target**	**Achievement**
M1: Capstone Leadership	70% students superior or above average	60%
M7: Student Survey	80% students moderate/substantial improvement	96.25%
M8: Alumni Survey	60% students strongly agree or agree	81.8%
Student Learning Outcome 2: Policy		
Measure	**Target**	**Achievement**
M2: Capstone Policy	70% students superior or above average	70%
M7: Student Survey	80% students moderate/substantial improvement	97.5%
M8: Alumni Survey	60% students strongly agree or agree	77.3%
Student Learning Outcome 3: Analysis		
Measure	**Target**	**Achievement**
M3: Capstone Analysis	70% students superior or above average	60%

| M7: Student Survey | 80% students moderate/substantial improvement | 97.5% |
| M8: Alumni Survey | 60% students strongly agree or agree | 96.4% |

Student Learning Outcome 4: Public Service		
Measure	**Target**	**Achievement**
M4: Capstone Public Service	70% students superior or above average	80%
M7: Student Survey	80% students moderate/substantial improvement	95%
M8: Alumni Survey	60% students strongly agree or agree	86.35%

Student Learning Outcome 5: Diversity		
Measure	**Target**	**Achievement**
M5: Capstone Diversity	70% students superior or above average	20%
M7: Student Survey	80% students moderate/substantial improvement	95%
M8: Alumni Survey	60% students strongly agree or agree	87.3%

Student Learning Outcome 6: Communication		
Measure	**Target**	**Achievement**
M6: Capstone Communication	70% students superior or above average	100%
M7: Student Survey	80% students moderate/substantial improvement	83.25%
M8: Alumni Survey	60% students strongly agree or agree	68.84%

Green: Target Exceeded
Yellow: Target Met
Red: Target Not Met

Recommendations

Based on such data trends, it is recommended that the PA Council continue with the data analysis linkages between PAD 610, 714, 780 and the capstone course. The 2021-22 assessment cycle data indicate improvements in UC3: Analysis, which has been a historical area of concern.

The outcome data for SLO1: Leadership and SLO3: Analysis are still slightly below the program's established targets. However, it is likely that faculty will continue to refine its instruction to capstone students on integrating the six tenets of public administration into their work, and the students will continue to benefit from the connections among PAD 610, PAD 714, and PAD 780. Therefore, the program will continue to monitor without major changes for another assessment cycle.

More substantially, it is recommended that these same courses include more explicit assignments and instruction in the areas of diversity, equity, and inclusion, and public service. As these three courses provide the strongest foundation for the capstone innovation analysis project of a public organization, students are more likely to make the connection between modified policies and potential disparate impacts (intended or unintended) on marginalized groups.

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: Revised MPA Competency Assessment (passed in the 2020-2021 academic year by the Public Administration Council). This is the new Competency Assessment process began 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 recommendations that enhance the organization's management processes.	3

		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 innovation analysis paper. The presentation should be communicated in ways that emphasize	6

| | | 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 |

Appendix C: 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

Appendix D: 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 designs a research plan appropriate to address the proposed innovation/problem					
A3. Student effectively points out strengths and/or weaknesses of the research plan					
A4. Student explains how recommendations can be integrated into the organization					

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)

Appendix E: Self-Assessment Survey Given at the End of the Capstone Course

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				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Applying Accountability and Transparency				
Evaluating Programs				
Applying Performance 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				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Linking Public Service Value(s) to Practice				
Understanding Legal Institutions and Processes Understanding Cultural Competency				
Understanding Diversity, Equity, and Inclusion Initiatives				
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					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provided feedback to help students keep track of their learning					
Chose assessments of students' knowledge which were relevant to course learning objectives					
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:

Appendix F: MPA ALUMNI SURVEY

1. Alumni Contact Information -
    Please include your name, state of residence, telephone number, email employer, job title and relevant employment duties.

    (See separate alumni spreadsheet)

2. **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)

    _____

    _____

    _____

3. **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)

_____

_____

_____

4. 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					

5. **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					

6. **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				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
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				
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				

7. 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

8. Do you wish to participate in student mentoring assignments?

(See separate spreadsheet)

9. **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.**

_____

_____

_____

_____

_____

_____

_____

Appendix G: PRE-TEST SURVEY TO USE AT THE BEGINNING OF PAD 610

<div align="center">

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

</div>

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: