

2023-2024 COMPETENCY LEARNING REPORT  
CENTRAL MICHIGAN UNIVERSITY  
MPA PROGRAM

By  
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## Executive Summary

MPA student graduates continue to demonstrate acceptable progress on NASPAA's five universal competencies. These are assessed directly by applying rubrics to graduating students' capstone projects and indirectly via self-assessment survey data collected from graduating students.

In fall of 2023, the program completed the second full competency assessment cycle using the new competency assessment instruments developed in 2020-21 (Appendix D.) This allows the program to start understanding year-to-year changes in students' competency level with a set of instruments that render high-quality data and are in close alignment with the NASPAA universal competencies and the new mission-specific competency.

In general, the student data reflected the highest competency levels for Student Learning Outcome (SLO)3: Analysis and SLO4: Public Service. For several years, SLO3: Analysis proved to be a challenging competency and student work and self-assessments tended to fall short of programmatic targets in this area. Therefore, it is a significant programmatic accomplishment that, after the program has focused considerable attention and programmatic changes to address this area, the student data is showing progress toward this competency. In addition, student data for SLO4: Public Service indicates sustained high competency levels.

However, there are opportunities for improvement in the capstone work for SLO1: Leadership, SLO2: Policy, SLO5: Diversity, and SLO6: Communication. Similar to the 2021-22 assessment cycle, the current lowest competency score in the capstone work is 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.*) While the direct measures from the capstone work do not meet targets, the self-assessment data shows graduating students feel confident in applying this competency. The Public Administration Council will implement the MPA Diversity, Equity, and Inclusion plan in the 2024-25 academic year, which includes DEI curricular goals. The program will continue to monitor changes in students' capstone work annually to assess progress on SLO5.

The data taken from the capstones do not meet the program's targets for SLO1: Leadership and SLO2: Policy. However, students self-assess themselves quite highly in the exit survey. This indicates that students feel confident in their ability to understand and contribute in these areas. It may be that the capstone project is not designed to allow students the opportunity to showcase their policy and leadership understanding. The program will continue to monitor changes in students' capstone work annually to assess progress on SLO1 and SLO2. If the data remain below program targets, the program should consider an additional artifact for assessment that will allow students to showcase their competencies in these areas.

SLO6: Communication presents a particular challenge for the program. The 2022-23 assessment cycle includes primarily students who began the program following its switch to the online environment. This is the only SLO in which neither the direct nor the indirect measure met established targets. The program will need to think creatively about its ability to enhance students' communication skills in this type of online environment. Such efforts might include increasing the requirements for student presentations, which may include synchronous or pre-recorded presentation assignments.

## Background Information on the 2023-2024 Competency Assessment

### *Direct Measures: Competency Rubrics Applied to Capstone Projects*

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) in the final project of PAD 799 (formerly PAD 730) ‘Public Service Competencies.’ In the capstone course, students produce an innovation analysis for a public sector or nonprofit organization. Projects in PAD 610: Foundations of Public Administration and PAD 780: Public Sector Research Methods are aligned with the capstone project, allowing students to complete preliminary aspects of the innovation analysis throughout the curriculum. Table 1 lists the NASPAA and mission-specific competencies.

NASPAA Universal Competencies	#1: To lead and manage in public governance #2: To participate in and contribute to the policy process #3: To analyze, synthesize, think critically, solve problems and make decisions #4: To articulate and apply a public service perspective #5: To communicate and interact productively with a diverse and changing workforce and citizenry.
Mission-Specific Competency	To distinguish effective public sector management from ineffective public sector management by interacting with experienced practitioners.

Data for the 23-24 annual competency assessment emerged from ten (out of 22) randomly selected student projects from the fall 2023, spring 2024, and summer 2024 PAD 799 offerings. We randomly select PAD 799 artifacts to ensure the annual NASPAA competency assessment process is sustainable.

Two independent 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 a grand 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 (blue) 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-two 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: Participating in, and contributing to, the policy process
- Please indicate the extent to which the MPA program helped you improve your ability to do each of the following: Understand Political Institutions and Processes

### **Results of the 2023-2024 Assessment**

Table 2 presents the results of the direct and indirect outcome measures for all six Student Learning Outcomes (SLOs) for the 2023-24 assessment cycle. For comparative purposes, it also lists the results from the previous assessment cycle.

The direct measure (the capstone innovation analysis of a public sector organization), results reveal that students successfully applied two of the six universal competencies (SLO3: Analysis; SLO4: Public Service.) Students did not meet targets for SLO1: Leadership; SLO2: Policy; SLO5: Diversity; or SLO6: Communication. The measures for SLO2: Policy and SLO6: Communication are marginally low, and the program will continue to monitor.

The larger concerns in the direct measures (capstone project) are UC1: Leadership and UC5: Diversity. UC5: Diversity was also an identified area of concern in the previous assessment cycle and will continue to be an area focus and emphasis in the MPA core

classes, especially PAD 610, PAD 714; and PAD 780, that are linked to the capstone course. In addition, the new DEI plan includes several curriculum monitoring measures that should enhance the diversity focus in the curriculum. Similarly, UC1: Leadership was also flagged as an area of marginal concern in the previous assessment cycle.

For all six SLOs, the results of the indirect measures from the student surveys exceeded the direct measures. This indicates that students feel generally positive about their curricular experiences in the MPA program. However, they feel more confident about their competency levels in Leadership, Policy, Analysis, and Diversity than what the direct outcome results demonstrate. While it is possible that there may be some disconnect, (e.g., SLO5: Diversity, 40% of students successfully applied diversity, equity, and inclusion principles in their capstone project, yet 86% of outgoing students felt that CMUs program helped improve their learning in this area) it is also likely that a single project may not offer students the full opportunity to demonstrate a broad range of public sector values. The program may need to consider additional assessment activities that are focused more tightly on specific competencies.

SLO6: Communication is the only SLO in which neither the direct nor the indirect measure met established targets. However, the results are marginally low, indicating that slight tweaks to the program may address the issue.

*Table 2: 2023-2024 Student Outcome Results for Student Learning Outcomes 1-6: Direct and Indirect Measures*

<b>Student Learning Outcome 1: Leadership</b>			
<b>Measure</b>	<b>Target</b>	<b>21-22 Achievement</b>	<b>23-24 Achievement</b>
M1: Capstone Leadership	70% students superior or above average	60%	50%
M7: Student Survey	80% students moderate/substantial improvement	96.25%	87%
<b>Student Learning Outcome 2: Policy</b>			
<b>Measure</b>	<b>Target</b>	<b>21-22 Achievement</b>	<b>23-24 Achievement</b>
M2: Capstone Policy	70% students superior or above average	70%	60%
M7: Student Survey	80% students moderate/substantial improvement	97.5%	95.5%
<b>Student Learning Outcome 3: Analysis</b>			
<b>Measure</b>	<b>Target</b>	<b>21-22 Achievement</b>	<b>23-24 Achievement</b>

M3: Capstone Analysis	70% students superior or above average	60%	70%
M7: Student Survey	80% students moderate/substantial improvement	97.5%	97.5%
<b>Student Learning Outcome 4: Public Service</b>			
<b>Measure</b>	<b>Target</b>	<b>21-22 Achievement</b>	<b>23-24 Achievement</b>
M4: Capstone Public Service	70% students superior or above average	80%	90%
M7: Student Survey	80% students moderate/substantial improvement	95%	96.5%
<b>Student Learning Outcome 5: Diversity</b>			
<b>Measure</b>	<b>Target</b>	<b>21-22 Achievement</b>	<b>23-24 Achievement</b>
M5: Capstone Diversity	70% students superior or above average	20%	40%
M7: Student Survey	80% students moderate/substantial improvement	95%	86%
<b>Student Learning Outcome 6: Communication</b>			
<b>Measure</b>	<b>Target</b>	<b>21-22 Achievement</b>	<b>23-24 Achievement</b>
M6: Capstone Communication	70% students superior or above average	100%	60%
M7: Student Survey	80% students moderate/substantial improvement	83.25%	78.25%

**Green:** Target Exceeded

**Blue:** Target Met

**Red:** Target Not Met

## Recommendations

The 2023-24 assessment data indicates positive trends for two SLOs – Analysis and Public Service Values. The gains made on SLO3: Analysis are important and indicate that the program’s data analysis linkages between PAD 610, 714, 780 and the capstone course have been successful, and the program should maintain these linkages. The 2023-24 assessment cycle data is the first cycle since 2020-21 in which SLO3 has not been a concern. In addition, the assessment results for SLO4: Public Service values indicate growth in students’ direct and indirect measures. This growth is significant because public service values are embedded in the mission statement and the hallmark of the program.

The direct measure outcome data for SLO2: Policy is slightly below the program’s established target, but the indirect measure is well above the target. This indicates that students feel confident in their ability to understand and contribute to the policy process. It may be that the capstone project is not designed to allow students the opportunity to showcase their policy understanding. Specifically, the capstone project requires students to identify an innovation in an organization. Yet, policy change typically occurs at a more macro level. The program will continue to monitor without major changes for another assessment cycle. However, if the policy competency fails to reach the established target in the next assessment cycle (2023-24), it may consider updating the assessment process to include a second assessment artifact more tightly focused on policy.

SLO5: Diversity is like SLO2: Policy in that the direct measure results are below the program target while the indirect measure results are well above the program’s target. Again, this is an indication that students feel confident in their ability to identify DEI challenges and opportunities, yet they are not integrating them into their capstone projects (however, there was growth in the direct measure from the 2021-22 assessment cycle.) Given the improvement in the results of the direct measure, it appears that the emphasis on DEI topics in PAD 610, PAD 714; PAD 780; and PAD 799 is having a positive influence. In addition, the new DEI plan includes several curriculum monitoring measures that should enhance the diversity focus in the curriculum. As the program implements the DEI plan, it should continue to monitor SLO5 for changes. If no improvement is evident in the 2024-25 assessment cycle, the program should consider additional efforts to highlight the importance of DEI in all aspects of public service.

SLO6: Communication presents a particular challenge for the program. The 2023-24 assessment cycle includes primarily students who began the program following its switch to the online environment. This is the only SLO in which neither the direct nor the indirect measure met established targets. The program will need to think creatively about its ability to enhance students’ communication skills in this type of online environment. Such efforts might include increasing the requirements for student presentations, which may include synchronous or pre-recorded presentation assignments.



## **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 current and future practitioners with enriching learning experiences that advance their intellectual growth and increase the likelihood of respectful governance in a variety of public settings, characterized by accountable and ethical decision-making that engages stakeholders with effective leadership and management practices.

### *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
- Promote participation and inclusiveness by demonstrating respect, equity, and fairness in dealings with members of society, stakeholders, and fellow public servants; and
- Cultivating global, regional, and local awareness.

### *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 to distinguish effective public sector management from ineffective public sector management by interacting with experienced practitioners.

**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	<b>NASPAA Competencies</b>	MPA graduates will demonstrate knowledge of core concepts within the NASPAA required public service competencies.
2	<b>Mission-Based Competencies</b>	MPA graduates will develop knowledge of mission-based competencies emphasized by the CMU MPA program.
3	<b>Professional Competencies</b>	MPA graduates will apply public service competencies in their careers.

**Student Learning Outcomes (SLO)**

SLO #	Short Title	Description	Goal(s) Supported	Measures Supported
1	<b>Leadership</b>	MPA graduates will develop the ability to lead in the public interest	1, 3	1, 7, 8
2	<b>Policy</b>	MPA graduates will develop the ability to contribute to the policy process	1, 3	2, 7, 8
3	<b>Analysis</b>	MPA graduates will produce analyses of data that solve organizational problems	1, 3	3, 7, 8
4	<b>Public Service</b>	MPA graduates will articulate a public service perspective in their work	1, 3	4, 7, 8

<b>5</b>	<b>Diversity</b>	MPA graduates will develop the ability to productively engage with diverse stakeholders	1, 3	5, 7, 8
<b>6</b>	<b>Communication</b>	MPA graduates will communicate in ways to enhance accountability to intersectoral stakeholders	2, 3	6, 7, 8

**Measures and Targets**

<b>Measure #</b>	<b>Short Title</b>	<b>Description</b>	<b>SLO(s) Addressed</b>
<b>1</b>	Capstone-Leadership	<p>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.</p> <p>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.</p>	<b>1</b>
<b>2</b>	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	<b>2</b>

		<p>the organization’s management processes.</p> <p>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.</p>	
<b>3</b>	Capstone-Analysis	<p>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.</p> <p>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.</p>	<b>3</b>
<b>4</b>	Capstone-Public Service	<p>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</p>	<b>4</b>

		<p>the organization’s management processes.</p> <p>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.</p>	
5	Capstone-Diversity	<p>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.</p> <p>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.</p>	5
6	Capstone-Communication	<p>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 accountability to a diverse set of public stakeholders in the public and private sectors.</p>	6

		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

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Leadership (L) Performance Indicators</b>					
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

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Policy (P) Performance Indicators</b>					
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

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Analysis (A) Performance Indicators</b>					
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

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Public Service (PS) Performance Indicators</b>					
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

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Diversity (D) Performance Indicators</b>					
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

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Performance Indicators for the Communication (C) Competency</b>					
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					



### 7. MPA Mission-Specific Competency Rubric

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unacceptable</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>(0)</b>
<b>Performance Indicators for the Mission Specific Competency</b>					
MS1. Student's paper identified effective public sector management practices (such as accountable, ethical, ...).					
MS2. Student's paper integrated a professional public service perspective.					

**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				
Linking Public Service Values to Practice				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Distinguishing effective public sector management from ineffective public management				
Applying Accountability and Transparency				
Evaluating Programs				
Applying Performance Systems to Management				
Implementing Ethical Policies and Programs				
Understanding Human Resource Issues				
Designing and Managing Intergovernmental and Intersectoral Collaborations				
Managing Data and Information Technology				
Understanding Legal Institutions and Processes				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Understanding Cultural Competency				
Understanding Diversity, Equity, and Inclusion Initiatives				
Understanding Public and Non-profit Innovation				
Understanding Economic Institutions and Processes				

**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					

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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					
Discuss the importance of cultural competency in the public and non- profit sectors					
Included Diversity, Equity, and Inclusion into curricular readings and course assignments					

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Linked Public Service Theory to Practice					