

2024-2025 COMPETENCY LEARNING REPORT
CENTRAL MICHIGAN UNIVERSITY
MPA PROGRAM

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Executive Summary

MPA student graduates continue to demonstrate strong application and knowledge of NASPAA's universal competencies, which are incorporated into the program's seven student learning objectives (SLOs.) The SLOs are assessed using three instruments: 1. Capstone projects are evaluated using rubrics designed to evaluate students' application of the competencies; 2. Graduating students complete an exit survey designed to self-evaluate their knowledge of the competencies; 3. Recent alumni are surveyed every three years to self-evaluate their knowledge of the competencies, record their experiences in the program, and provide data on the utility of the MPA degree in the labor market.

Student work and survey data showed maintenance or improvement over last year's high competency levels for all assessed competencies in the 24-25 assessment cycle (e.g., SLO1 Leadership, SLO3 Analysis, SLO4 Public Service, SLO6 Communication, and SLO7 Effective Public Management.) Indeed, except for SLO6 Communication, student work and survey data demonstrate competency knowledge and application at or above target levels on all available measures.

SLO6: Communication achieved the target levels for two out of three measures (exit and alumni survey.) The capstone measure, which is a direct assessment, places SLO6 at just below the target level, consistent with the prior year.

In fall of 2024, 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 continue understanding year-to-year changes in students' competency levels with a set of instruments that render high-quality data and are in close alignment with the NASPAA universal competencies. In addition, this is the first complete assessment cycle that will provide evaluation data for the new mission-specific competency aimed at identifying Effective Public Management.

In 2024-25, the Public Administration Council (PAC) in conjunction with the MPA Alumni Advisory Board (AB) approved changes to the assessment cycle to better allow course artifacts to detect mastery in several different competency areas. While the program previously assessed all competencies on the capstone artifact, starting with the 2024-25 assessment cycle, the program will use multiple artifacts and assess competencies on a rotating basis. See table 1.

Table 1. Competency Analysis Schedule, Fall 2025-2030

Fall 2025	Leadership, Analysis, Public Service, Communication, Effective Public Service Management
Fall 2026	Diversity
Fall 2027	Policy

Fall 2028	Leadership, Analysis, Public Service, Communication, Effective Public Service Management
Fall 2029	Diversity
Fall 2030	Policy

Background Information on the 2024-2025 Competency Assessment

Direct Measures: Competency Rubrics Applied to Capstone Projects (Please see the rubrics in Appendix D)

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 'Public Service Competencies.' In the course, students produce an innovation analysis for a public sector or nonprofit organization. Projects in PAD 610: Foundations of Public Administration and PAD 680/780: Public Sector Research Methods are aligned with the capstone project, allowing students to complete preliminary aspects of the innovation analysis throughout the curriculum. Table 2 lists the NASPAA and mission-specific competencies.

Table 1. Competencies used to guide programmatic decisions.

NASPAA Universal Competencies	Programmatic Student Learning Objectives -MPA graduates will...	Mission-Specific Competency -MPA graduates will...
#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.	SLO1: Leadership ...develop the ability to lead in the public interest SLO2: Policy ...develop the ability to contribute to the policy process SLO3: Analysis ...produce analyses of data that solve organizational problems SLO4: Public Service ... articulate a public service perspective in their work SLO5: Diversity & SLO6: Communication ...develop the ability to productively engage with diverse stakeholders ...communicate in ways to enhance accountability to intersectoral stakeholders	SLO7: ...distinguish effective public sector management from ineffective public sector management by interacting with experienced practitioners.

Data for the 24-25 annual competency assessment emerged from ten (out of 15) randomly selected student projects from the fall 2024, spring 2025, and summer 2025 PAD

799 offerings. We randomly select ten 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 several items scored in the following way: Superior (4) Above Average (3) Average (2) Below Average (1) and Unacceptable (0). Each of the competency scores are an average of the 4-5 items in the rubric. Final competency scores are a grand average of the 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 (Please see the Student Exit Survey in Appendix E and the Alumni Survey in Appendix F.)

Fourteen students completed the exit survey administered at the end of the capstone courses. Each of the 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: Applying Accountability and Transparency

Forty (40) recent 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 SLO4: Public Service, the responses to the following two questions were averaged:

- In my career, I apply the following public service competencies: Articulating, applying, and advancing a public service perspective
- Please indicate the extent to which the MPA program helped you improve your ability to do each of the following: Implement ethical policies and programs

Results of the 2024-2025 Assessment

Table 3 presents the results of the direct and indirect outcome measures for the five SLOs assessed in this cycle. For comparative purposes, it also lists the results from the previous assessment cycle.

The direct measure results from the capstone project reveal that students successfully applied four of the five assessed competencies (SLO1: Leadership; SLO3: Analysis; SLO4: Public Service, and SLO7: Effective Public Management.) Students again did not meet the target for SLO6: Communication, but like last year, the result was only marginally low.

The results of the indirect measures from the student and alumni surveys exceeded or met targets for all assessed competencies. This indicates that students and alumni feel generally positive about their curricular experiences in the MPA program and confident in their application of their public administration competencies. However, they may feel more confident about their competency level in Communication than what the direct outcome results demonstrate.

Table 3: 2024-2025 Student Outcome Results for Student Learning Outcomes 1-6: Direct and Indirect Measures

Student Learning Outcome 1: Leadership			
Measure	Target	23-24 Achievement	24-25 Achievement
M1: Capstone, Leadership	70% students superior or above average	50%	70%
M2: Student Exit Survey	80% students moderate/substantial improvement	87%	93%
M3: Alumni Survey	60% alumni select affirmative categories	---	82%
Student Learning Outcome 3: Analysis			
Measure	Target	23-24 Achievement	24-25 Achievement
M1: Capstone, Analysis	70% students superior or above average	70%	70%
M2: Student Exit Survey	80% students moderate/substantial improvement	98%	93%
M3: Alumni Survey	60% alumni select affirmative categories	---	90%
Student Learning Outcome 4: Public Service			

Measure	Target	23-24 Achievement	24-25 Achievement
M1: Capstone, Public Service	70% students superior or above average	90%	70%
M2: Student Exit Survey	80% students moderate/substantial improvement	97%	93%
M3: Alumni Survey	60% alumni select affirmative categories	---	88%
Student Learning Outcome 6: Communication			
Measure	Target	23-24 Achievement	24-25 Achievement
M1: Capstone, Communication	70% students superior or above average	60%	60%
M2: Student Exit Survey	80% students moderate/substantial improvement	78.25%	86%
M3: Alumni Survey	60% alumni select affirmative categories	---	70%
Student Learning Outcome 7: Program-Specific, Effective Public Management			
Measure	Target	23-24 Achievement	24-25 Achievement
M1: Capstone, Effective Pub. Management	70% students superior or above average	---	100%
M2: Student Exit Survey	80% students moderate/substantial improvement	---	93%
M3: Alumni Survey	60% alumni select affirmative categories	---	93%

Green: Target Exceeded

Blue: Target Met

Red: Target Not Met

Recommendations

The 2024-25 assessment data indicate several positive trends and programmatic strengths. First, data for the newly assessed program competency, Identifying Effective Public Management is extremely strong. Indeed, capstone projects and survey items identified this area as the program's largest impact on competency.

The assessment data are also very strong for SLO1: Leadership, SLO3: Analysis, and SLO4: Public Service. All measures for these SLOs meet or exceed established targets.

For SLO6: Communication, the survey data met or exceeded established targets and the capstone data held constant from the year prior. However, the capstone data measured just below the established target, so the program should continue to identify additional opportunities for oral communication. Survey items for written communication indicate that students are satisfied or highly satisfied with the program's ability to improve their written communication.

These assessment results suggest that no major curricular changes are needed in these competency areas. Program faculty will continue to monitor SLO6: Communication and make changes accordingly.

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 competency.

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).

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	<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>	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	2

		<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>	
3	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>	3
4	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>	4

		<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 620 Nonprofit Administration	1	1		1	1	1
PAD 611/711 Public Personnel	2			2	2	
PAD 613/713 Public Budgeting & Finance			1	2		
PAD 614/714 Program Analysis & Evaluation		2	1			2
PAD 673/773 Administration & Ethics in Public Service	2			2		
PAD 673/775 Organization Theory & Behavior	2	2		2	2	2
PAD 680/780 Public Sector Research Methods			2	2		
PAD 799 Public Service Competencies (Capstone)	3	3	3	3	3	3

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	Above Average	Average	Below Average	Unacceptable
	(4)	(3)	(2)	(1)	(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	Above Average	Average	Below Average	Unacceptable
	(4)	(3)	(2)	(1)	(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					

7. MPA Mission-Specific Competency Rubric

	Superior	Above Average	Average	Below Average	Unacceptable
	(4)	(3)	(2)	(1)	(0)
Performance Indicators for the Mission Specific Competency					
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

2024-25 EXIT SURVEY SUMMARY DOCUMENT

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				
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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
Linking Public Service Values to Practice				
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				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
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				

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					

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
and course assignments					
Linked Public Service Theory to Practice					

**Appendix F: Triennial Alumni Survey Administered to Summer 2020 -Spring 2025
graduates**

2025 Alumni Survey

Question 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 skills	
To prepare for a new career	
To receive a promotion	

Question 2

Why did you choose CMU, instead of another school? (Check all that apply)

Cost	
Scheduling flexibility	
Offered desired degree program	
Quality	

Question 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					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Articulating, applying, and advancing a public service perspective					
Communicating and interacting productively and in culturally responsive ways with diverse stakeholders					

Question 4

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					
Applied course content to real life, especially the workplace					
Encouraged students to summarize, synthesize, analyze and apply information					

Question 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
Problem-solve				
Make decisions				
Understand ethical implications of policies and programs				
Budget and manage public finances				
Evaluate programs				
Implement ethical policies and programs				
Understand human resource issues				
Design and manage organizations				
Understand political institutions and processes				
Understand legal institutions and processes				

	No Improvement	Small Improvement	Moderate Improvement	Substantial Improvement
Understand Diversity, Equity, and Inclusion Initiatives				
Distinguish effective public sector management from ineffective public sector management				

Question 7

My current job status is: (mark only one)

Unemployed	
Seeking additional education full-time	
Private sector (research/consulting)	
Private sector (not research/consulting)	
Nonprofit organization	
Local government	
Regional government	
State government	
Federal government	
Military	
National government	
International organization	

Question 8

In PAD 799: Public Service Competencies Capstone, you wrote a capstone project that proposed an innovation to address an organizational challenge. Has this project been:

- Implemented or in the process of being implemented
- Discussed, but will not be implemented
- Implemented in the next 3-5 years
- Not discussed, not implemented

Question 9

The MPA program now incorporates alumni experiences into its curriculum. If you wish to participate in student assignments, please write your name and email address below:

Question 10

If you have any additional information you would like to share, please use the space below. Thank you!