2017-2018 COMPETENCY LEARNING REPORT
CENTRAL MICHIGAN UNIVERSITY
MPA PROGRAM

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Introduction

For the 2017-2018 assessment cycle, the MPA program at Central Michigan University assessed competencies via the MPA capstone course PAD 730 'Public Service Competencies.' In this class, various cases are presented to students and students have to apply and demonstrate mastery of universal competencies and mission specific competencies as they analyze the cases. This direct assessment consisted of scoring students' case analyses with the MPA Program's Competency Rubric which consisted of 38 indicators measuring a variety of universal competencies and mission specific competencies. Generally, two assessors were used to assess each project. These assessors, Dr. Thomas Greitens and Laura Orta, have been trained in the program's assessment protocols and provide both an academic and practitioner perspective to the assessment.

To help facilitate the examination of trends across competency indicators, a scorecard system of analysis was constructed. For each competency based indicator, students could score a 'superior' (which is quantified into a score of 4.0), an 'above average' (which is quantified into a score of 3.0), an 'average' (quantified into a score of 2.0), or a 'below average' (quantified into a score of 1.0). Students could also be given a 'not applicable' score which would translate into a score of 0.0.

Scores were averaged according to the following process. The average score for each competency-based indicator, across all students in the PAD 730 course, was calculated for each reviewer. The average score for each competency-based indicator, for each reviewer, was then averaged across reviewers. The practice of averaging averages is not typically recommended. However, in this case it was used in order to generate some idea of the average score for each indicator across different classes and across different reviewers.

Results of Assessment

Table 1 presents direct assessments of the PAD 730 course throughout 2017-2018. In total, 17 students completed the capstone course during the 2017-2018 cycle. This included the Fall of 2017, the Spring of 2018, and the Summer of 2018. Overall, the average results reveal sufficient student application and mastery of the universal and mission-specific competencies. For instance, when considered in aggregate, the students always scored in the green or yellow category which corresponds to an average grade of superior or above average (for green) or average (for yellow). The data reveal significant strengths in terms of students demonstrating mastery of UC1 (lead and manage in public governance), UC3 (data analysis), and UC4 (applying a public service perspective). As these areas, especially UC3 and UC4, were areas of significant weakness in past assessments, the program's improvement in these areas indicates that the program has 'closed the loop' on improving student mastery of these competencies.

Table 1: 2017-2018 Direct Measures of Capstone Classes (n=17 students)

All data averaged from two reviewers (Thomas Greitens & Laura Orta)

	PAD 730 Academic Reviewer	PAD 730 Practitioner Reviewer	Summary Results
Written Communications			
1. Abstract/Executive Summary includes the important details of the case under study (UC 3)	2.71	2.75	2.73
2. Introduction presents succinctly important details about the issue	2.76	2.75	2.76
3. Correct grammar, spelling, and punctuation, as specified in APA style, are used throughout the report (UC1, UC5)	2.76	3.0	2.88
4. Submission of report is on-time (UC1)	3.47	4.0	3.74
5. Synthesis/integration of collected data/information occurred (UC3)	3.29	2.88	3.09
Analysis			
6. Analysis is clear and understandable for a wide audience of citizens (UC2, UC5)	2.71	2.75	2.73
7. Analysis reflects public service value(s) under study (UC4)	3.29	2.88	3.09
8. Analysis links public service theory to practice (UC4)	3.18	2.94	3.06
9. Analysis demonstrates academic honesty (UC1)	2.88	3.75	3.32
10. Analysis demonstrates professional integrity (UC1)	2.88	3.82	3.08
11. Analysis demonstrates correct diagnoses regarding accountability issues (MSC2)	3.11	3.00	3.06
12. Analysis demonstrates correct diagnoses regarding transparency issues (MSC2)	2.88	2.75	2.82
13. Analysis demonstrates correct diagnoses regarding collaboration issues (MSC3)	3.06	2.56	2.81
14. Analysis integrates appropriate international, societal, or economic trends (MSC1)	3.18	2.63	2.91
15. Analysis establishes the appropriate role of nonprofit and other intergovernmental and intersectoral partners (MSC 4)	3.00	2.50	2.75
Mission Specific Competencies Inclusion			
27. Integration of social trends into analysis (MSC 1)	3.06	2.69	2.88
28. Integration of economic trends into analysis (MSC 1)	3.00	2.69	2.85
29. Integration of political trends into analysis (MSC 1)	2.94	2.44	2.69
30. Integration of global trends into analysis (MSC 1)	2.65	2.19	2.42
31. Identification of the role of accountability mechanisms in analysis (MSC 2)	3.06	2.63	2.85
32. Identification of the role of performance management systems in analysis (MSC 2)	2.82	2.75	2.79
33. Identification of the role of transparency in analysis (MSC 2)	2.82	2.75	2.79
34. Identification of intergovernmental challenges in analysis (MSC 3)	2.94	2.75	2.85
35. Identification of intersectoral challenges in analysis (MSC 3)	2.94	2.63	2.79
36. Identification of regional partners in analysis (MSC 4)	2.94	2.69	2.82
37. Identification of nonprofit partners in analysis (MSC 4)	2.82	2.63	2.73
38. Identification of private partners in analysis (MSC 4)	3.0	2.63	2.85

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

Discussion

   Overall, the 2017-2018 assessment finds substantial improvement in students' mastery of UC3 and UC4, when compared to previous data assessment. This indicates that the program's renewed emphasis on public administration theory in PAD 610 and the programs integration of a data analysis lab into PAD 714 (in addition to existing data labs in PAD 780) have yielded positive results.

Appendix A: CMU Mission Statement with Competencies

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

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

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

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

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

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

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

- To lead and manage in public governance
- To participate in and contribute to the policy process
- To analyze, synthesize, think critically, solve problems, and make decisions
- To articulate and apply a public service perspective
- To communicate and interact productively with a diverse and changing workforce and citizenry

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

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

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

Appendix B: Competency Rubric

Class, Semester and Cohort_____
MPA Mission Specific Rubric   **Name:** _____

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

MPA Mission Specific Rubric　　　　　　　**Name:**_____
- **Public Policy Processes Course**
- **Foundations of PA Course**
- **Internship Course**
- **Public Service Competencies Comprehensive Course**

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