

Biennial Program Assessment Report
Master of Public Administration Program
Department of Public Administration
2013-2015

I. Master of Public Administration Program Learning Outcomes

The Master of Public Administration (MPA) program combines a commitment to academic excellence with a concern for the applied aspects of public administration. It integrates theory, research and practice in public administration in a manner that develops and enhances leadership skills, administrative capabilities, and management practices. UW Oshkosh MPA students gain advanced knowledge and training in managing governmental agencies, nonprofit organizations, health care organizations and other public service organizations. The MPA program has three major learning outcomes:

Outcome 1: Students will demonstrate board-based knowledge of theory, research, and practice in public administration, leadership and policy directly applicable at professional levels in public, non-profit, and healthcare organizations.

Outcome 2: Students will demonstrate well-developed critical thinking, problem solving, and research skills in addressing contemporary problems or issues in the public interest.

Outcome 3: Students will demonstrate strong, positive interpersonal skills and ability to communicate effectively with a diverse constituency both individually and in groups.

Outcome 4. Students will have positive impressions of the MPA program and experience.

These outcomes reflect the National Associations of Schools of Public Affairs and Administration¹ accrediting body's five universally required domain competencies: (1) the ability to lead and manage in public governance; (2) the ability to participate in and contribute to the policy process; (3) the ability to analyze, synthesize, think critically, solve problems and make decisions; (4) the ability to articulate and apply a public service perspective; and (5) the ability to communicate and interact productively with a diverse and changing workforce and citizenry. In addition, the three MPA learning outcomes are fully aligned with the College of Letters and Science's stated outcomes, including but not limited to, (1) intellectual and practical skills, practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance (e.g., identification and objective evaluation of theories and assumptions, critical and creative thinking, written and oral communication, quantitative literacy, technology and information literacy, and teamwork, leadership and problem-solving); (2) individual and community responsibility developed through real-world challenges and active involvement with diverse communities (e.g., ethical reasoning and action, foundations and skills for lifelong learning, intercultural knowledge and competence, civic knowledge and engagement, both local and global); and (3) integrated, synthesized, and advanced learning, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

¹Commission on Peer Review and Accreditation. NASPAA Standards 2009. Adopted October 16, 2009 at the NASPAA Annual Business meeting in Arlington, VA.
<https://naspaaccreditation.files.wordpress.com/2014/09/naspaa-standards.pdf>

II. Assessment Methods/Tools Appropriate for MPA Learning Outcomes

The Public Administration Department uses several venues and methods for assessment of graduate student learning goals. Rubrics linked to the three learning outcomes were used in place of grades for direct assessment of learning outcomes in all core MPA courses and the capstone. Additionally, indirect survey assessment of learning outcomes was accomplished through student and alumni reflections on survey questions that were directly linked to specific learning outcomes. Finally, we used indirect survey assessment to measure student and alumni impressions of the program and experience. We restate each goal below and an explanation of how each is assessed through direct and indirect measures.

Outcome 1: Students will demonstrate broad-based knowledge of theory, research, and practice in public administration, management, leadership, and policy directly applicable at professional levels in public, nonprofit, and health care organizations.

- **Direct assessment** of administration, management, leadership, or policy competencies assessed in seven required, core MPA courses and the capstone seminar through instructor application of a rubric for the research paper, policy analysis project or capstone project assignment of the core course and the capstone seminar.
- **Indirect survey assessment** of administration, management, leadership, or policy competencies in the capstone course through alumni reflections through survey questions that were directly linked to those specific competencies. The question asked:
 - We are interested to know about your level of agreement with the following benefits related to a Capstone experience in the program, using the scale (1= Strongly Disagree; 5 = Strongly Agree).
 - It allowed a comprehensive review of the major theories and concepts covered in core courses.
 - It created an awareness of how the major concepts covered in the core courses fit into an overall understanding of public administration.
 - It allowed for a discussion of what has evolved in the issues covered by the core courses since taking them.
- **Indirect survey assessment** of administration, management, leadership, or policy competencies is assessed through alumni reflections through survey questions that were directly linked to those specific competencies. The question asked is:
 - Please to rate the effectiveness of the MPA program in helping you develop and apply the following knowledge directly applicable at professional levels in public, nonprofit, or health care organizations, using the scale (1= Didn't Improve; 5 = Greatly Improved).
 - My knowledge of theory, research and practice in public administration/management.
 - My knowledge of theory, research and practice in leadership.
 - My knowledge of theory, research and practice in policy.
 - My skills in managing a public, nonprofit, or health care organization.

- **Indirect survey assessment** of administration, management, leadership, or policy competencies is assessed through student reflections through survey questions that were directly linked to those specific competencies. The question asked is:
 - Please to rate the effectiveness of the MPA program in helping you develop and apply the following knowledge directly applicable at professional levels in public, nonprofit, or health care organizations, using the scale (1= Didn't Improve; 5 = Greatly Improved; 6 = Not applicable).
 - My knowledge of theory, research and practice in public administration/management.
 - My knowledge of theory, research and practice in leadership.
 - My knowledge of theory, research and practice in policy.
 - My skills in managing a public, nonprofit, or health care organization.

Outcome 2: Students will demonstrate well-developed critical thinking, problem-solving, and research skills in addressing contemporary problems or issues in the public interest.

- **Direct assessment** of critical thinking, problem-solving, and research skills assessed in seven required, core MPA courses and the capstone seminar through instructor application of a rubric for the research paper, policy analysis project or capstone project assignment of the core course and the capstone seminar.
- **Indirect survey assessment** of critical thinking, problem-solving, and research skills in the capstone course through alumni reflections through survey questions that were directly linked to those specific skills. The question asked is:
 - We are interested to know about your level of agreement with the following benefits related to a Capstone experience in the program, using the scale (1= Strongly Disagree; 5 = Strongly Agree).
 - It allowed me to enhance further analytic and problem solving skills.
 - It allowed the application of knowledge, theory, and research gained in the MPA program to new or unstructured situations.
- **Indirect survey assessment** of critical thinking, problem-solving, and research skills assessed through alumni reflections through survey questions that were directly linked to those specific competencies (see Appendix B). The question asked is:
 - Please to rate the effectiveness of the MPA program in helping you develop and apply the following skills directly applicable at professional levels in public, nonprofit, or health care organizations, using the scale (1= Didn't Improve; 5 = Greatly Improved).
 - My critical thinking, problem-solving, and research skills in addressing contemporary issues.

- **Indirect survey assessment** of critical thinking, problem-solving, and research skills assessed through student reflections through survey questions that were directly linked to those specific competencies (see Appendix C). The question asked is:
 - Please to rate the effectiveness of the MPA program in helping you develop and apply the following skills directly applicable at professional levels in public, nonprofit, or health care organizations, using the scale (1= Didn't Improve; 5 = Greatly Improved; 6 = Not Applicable).
 - My critical thinking, problem-solving, and research skills in addressing contemporary issues.

Outcome 3: Students will demonstrate strong, positive interpersonal skills and ability to communicate effectively with a diverse constituency both individually and in group settings.

- **Direct assessment** of interpersonal and communication skills assessed in seven required, core MPA courses and the capstone seminar through instructor application of a rubric for the research paper, policy analysis project or capstone project assignment of the core course and the capstone seminar.
- **Indirect survey assessment** of interpersonal and communication skills in the capstone course through alumni reflections through survey questions that were directly linked to those specific skills. The question asked is:
 - We are interested to know about your level of agreement with the following benefits related to a Capstone experience in the program, using the scale (1= Strongly Disagree; 5 = Strongly Agree).
 - It allowed me to enhance further communication skills.
- **Indirect survey assessment** of interpersonal and communication skills assessed through alumni reflections through survey questions that were directly linked to those specific skills. The question asked is:
 - Please to rate the effectiveness of the MPA program in helping you develop and apply the following skills directly applicable at professional levels in public, nonprofit, or health care organizations, using the scale (1= Didn't Improve; 5 = Greatly Improved).
 - My interpersonal skills and abilities to communicate effectively with diverse constituency both individually and in group settings.
- **Indirect survey assessment** of interpersonal and communication skills assessed through student reflections through survey questions that were directly linked to those specific skills. The question asked is:
 - Please to rate the effectiveness of the MPA program in helping you develop and apply the following skills directly applicable at professional levels in public, nonprofit, or health care organizations, using the scale (1= Didn't Improve; 5 = Greatly Improved; 6 = Not Applicable).
 - My interpersonal skills and abilities to communicate effectively with diverse constituency both individually and in group settings.

Outcome 4. Students will have positive impressions of the MPA program and experience.

- **Indirect survey assessment** of impressions of the program and experience through alumni reflections through survey questions and open-ended questions. The questions asked:
 - The level of satisfaction with the program curriculum, using the scale (1= Very Dissatisfied; 5 = Very Satisfied; 6 = Not Applicable).
 - The level of satisfaction with the program format and delivery, using the scale (1= Very Dissatisfied; 5 = Very Satisfied).
 - The level of agreement with MPA faculty effectiveness in the classroom, using the scale (1= Strongly Disagree; 5 = Strongly Agree).
 - The three open-ended questions: What did you like about the MPA program? What did you dislike about the MPA program? What would you change about the MPA program?
- **Indirect survey assessment** of impressions of the program and experience through student reflections through survey questions and open-ended questions. The questions asked:
 - The level of satisfaction with the program curriculum, using the scale (1= Very Dissatisfied; 5 = Very Satisfied; 6 = Not Applicable).
 - The level of satisfaction with the program format and delivery, using the scale (1= Very Dissatisfied; 5 = Very Satisfied).
 - The level of agreement with MPA faculty effectiveness in the classroom, using the scale (1= Strongly Disagree; 5 = Strongly Agree).
 - The three open-ended questions: What did you like about the MPA program? What did you dislike about the MPA program? What would you change about the MPA program?

III. Analysis and Interpretation of Assessment Results

1. Direct Assessment Methodology and Results

Each instructor assessed the core MPA courses and capstone seminar that he or she has taught during the 2014-2015 academic year through instructor application of rubrics for the research paper, policy analysis project or capstone project assignment as types of evidence (see Table 1). The rubrics were adapted from *Models for Assessment of Graduate Student Learning*, a report prepared by Michelle Saint-Germain for the NASPAA Standards Task Force² (see Appendix A). The assessment sheets included lists of all students enrolled in the specific course. The faculty rated each student for the three learning outcomes, using the three criteria and measuring scales, and then reported the average scores on the three learning outcomes. Each faculty has the only access to his or her data and stores the data. Summary statistics was presented in Table 2. It was also discussed during a department meeting on November 12, 2015.

²Saint—Germain, M. A. (2008). *Models for Assessment of Graduate Student Learning*. A Report for the NASPAA Standards Task Force, California State University, Long Beach, CA
<http://web.csulb.edu/~msaintg/documents/MPAmodelsofassessment.doc>

Table 1. Learning Outcomes, Courses, Criteria, Type of Evidence, and Measuring Scale

Learning Outcomes	Core Course	Type of Evidence	Criteria	Measuring Scale
Outcome 1 Administration, Management, Leadership, Policy Competencies	MPA 711 Introduction to PA	Research Paper	1) Competently defines and discusses concepts, theory, legislation, research, and practice in public administration, management, leadership or policy related areas. 2) Makes use of knowledge of public administration, management, leadership, or policy theory, research, and practice to recommend appropriate/innovative solutions, strategies or policies.	1 Fails to Meet Expectation 2 Meets Expectations 3 Exceed Expectations
	MPA 734 Applied Economics for PA	Research Paper		
	MPA 715 Leadership and Ethics	Research Paper		
	MPA 752 Public Budgeting and Financial Management	Policy Analysis Project		
Outcome 2 Critical thinking, Problem-Solving, & Research Skills	MPA 711 Introduction to PA	Research Paper	1) Key problems and issues faced by public administrators and/or policy makers are correctly identified. 2) Appropriate concepts in public administration, management, leadership or policy are considered in the analysis. 3) One or more appropriate/innovative approaches or solutions are described. 4) Critically evaluates, organizes, interprets and synthesizes information from publications.	1 Fails to Meet Expectation 2 Meets Expectations 3 Exceed Expectations
	MPA 734 Applied Economics for PA	Research Paper		
	MPA 715 Leadership and Ethics	Research Paper		
	MPA 752 Public Budgeting and Financial Management	Policy Analysis Project		
Outcome 3 Communication Interpersonal Skills	MPA 711 Introduction to PA	Presentation	1) Communicates persuasively. 2) Conveys a professional image. 3) Speaks effectively, accurately, clearly, and concisely. 4) Tailors the presentation to the audience's level of expertise and needs. 5) Handles questions and comments from the audience.	1 Fails to Meet Expectation 2 Meets Expectations 3 Exceed Expectations
	MPA 734 Applied Economics for PA	Presentation		
	MPA 715 Leadership and Ethics	Presentation		
	MPA 752 Public Budgeting and Financial Management	Presentation		

Table 2 provides a summary statistics for the three learning outcomes during the Fall 2014 semester. On average, students had met expectations in achieving administration, management, leadership, or policy related competencies (learning outcome 1), as scores ranged between 2.81 and 2.90. Similarly, faculty rated students' level of acquired skills in problem solving, critical thinking, and research (learning outcome 2) highly; average scores ranged between 2.75 and 2.90. Finally, students also met expectations for acquiring interpersonal and communication skills as scores ranged between 2.75 and 2.90, which was on average, very high scores for learning outcome 3.

Table 2 Summary Statistics for Learning Outcomes during Fall 2014 Semester

Learning Outcomes	Core Course	Type of Evidence	N	Mean
Outcome 1 Administration, Management, Leadership, Policy Competencies	MPA 711 Introduction to PA	Research Paper	13	2.85
	MPA 734 Applied Economics for PA	Research Paper	20	2.90
	MPA 715 Leadership and Ethics	Research Paper	21	2.81
	MPA 752 Public Budgeting and Financial Management	Policy Analysis Project	20	2.85
Outcome 2 Critical thinking, Problem-Solving, & Research Skills	MPA 711 Introduction to PA	Research Paper	13	2.85
	MPA 734 Applied Economics for PA	Research Paper	20	2.90
	MPA 715 Leadership and Ethics	Research Paper	21	2.81
	MPA 752 Public Budgeting and Financial Management	Policy Analysis Project	20	2.75
Outcome 3 Communication Interpersonal Skills	MPA 711 Introduction to PA	Presentation	13	2.85
	MPA 734 Applied Economics for PA	Presentation	20	2.90
	MPA 715 Leadership and Ethics	Presentation	21	2.81
	MPA 752 Public Budgeting and Financial Management	Presentation	20	2.75

Table 3 provides a summary statistics for the three learning outcomes during the Spring 2015 semester. On average, students were rated to have met or exceed expectations in acquiring administration, management, leadership, or policy related competencies (learning outcome 1), as scores ranged between 2.80 and 3.00. Similarly, faculty rated students' acquired skills in problem solving, critical thinking, and research (learning outcome 2) as meeting or exceeding expectations; average scores ranged between 2.80 and 3.00. Finally, interpersonal and communication skills scores ranged between 2.74 and 3.00, which was on average, very high scores for learning outcome 3.

Table 3 Summary Statistics for Learning Outcomes during Spring 2015 Semester

Learning Outcomes	Core Course	Type of Evidence	N	Mean
Outcome 1 Administration, Management, Leadership, Policy Competencies	MPA 711 Introduction to PA	Research Paper	6	3.00
	MPA 721 Public Policy Analysis	Policy Analysis Project	20	2.80
	MPA 723 Organization Theory and Practice	Research Paper	19	2.84
	MPA 732 Analytic Methods in PA	Research Paper	17	2.88
	MPA 780 Capstone Seminar	Capstone Project	16	2.87
Outcome 2 Critical thinking, Problem-Solving, & Research Skills	MPA 711 Introduction to PA	Research Paper	6	3.00
	MPA 721 Public Policy Analysis	Policy Analysis Project	20	2.80
	MPA 723 Organization Theory and Practice	Research Paper	19	2.84
	MPA 732 Analytic Methods in PA	Research Paper	17	2.88
	MPA 780 Capstone Seminar	Capstone Project	16	2.87
Outcome 3 Communication Interpersonal Skills	MPA 711 Introduction to PA	Presentation	6	3.00
	MPA 721 Public Policy Analysis	Presentation	20	2.80
	MPA 723 Organization Theory and Practice	Presentation	19	2.74
	MPA 732 Analytic Methods in PA	Presentation	17	2.88
	MPA 780 Capstone Seminar	Presentation	16	2.87

2. Indirect Assessment Methodology

A. MPA Alumni Survey

An alumni satisfaction online survey instrument was designed by the MPA faculty from the UW Oshkosh Public Administration Department (See Appendix B). Students who had graduated between 2008 Fall semester and 2014 Fall semester were invited to participate in the survey. The survey was administered during the summer of 2015, using UW Oshkosh Qualtrics Online Survey Software & Insight Platform. One hundred twenty-four MPA alumni were contacted. Of these, 75 alumni were invited to participate via email, and 49 alumni received postcard invitations to participate in an online survey. A week later, email and postcards reminders were sent to encourage alumni to participate. Two postcards were undelivered. Of the 122 alumni, 45 responded. Of these, one survey was incomplete and was eliminated. The final respondents were 44, for a usable response rate of 36.06%. Data were stored in a secure locker. It was analyzed by the department chair, using STATA 12.0, and with other MPA faculty input. It was also discussed during a department meeting on November 12, 2015. Descriptive statistics is reported below.

a. Socio-demographics of MPA alumni

More than half of the respondents were female (56%). The majority were white (91%); other races/ethnicities included African American (2%), Native American (2%), Hispanics/Latino (2%) and other race/ethnicity (2%). The majority were also American citizens (98%); there was only one international student who was from Ghana, Africa. Figure 1 shows that most students were in the age groups of 45-53 (35%) and 25-34 (30%).

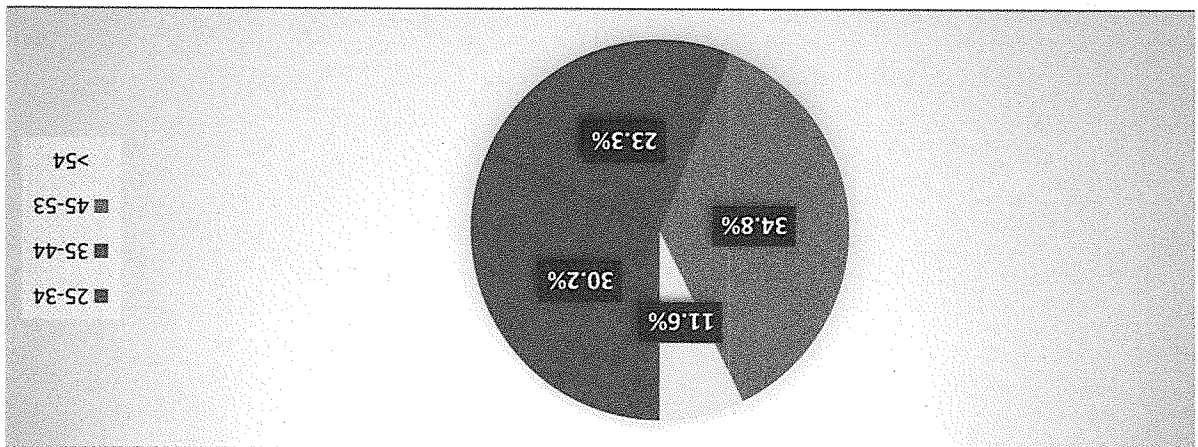


Figure 1. Age Distribution of MPA Alumni

Ninety one percent of alumni were employed, 2% unemployed, 6% retired, and 2% students. Almost half of the respondents (48.8%) had received promotion since graduating from the MPA program. Figure 2 further shows that almost half of the respondents, 48%, reported that they were currently employed in a government agency, followed by university (12%), private business organization (12%), and health care agency (10%). Fewer alumni were employed in nonprofit agencies (5%), fire department (2.4%) and police agencies (2.4%).

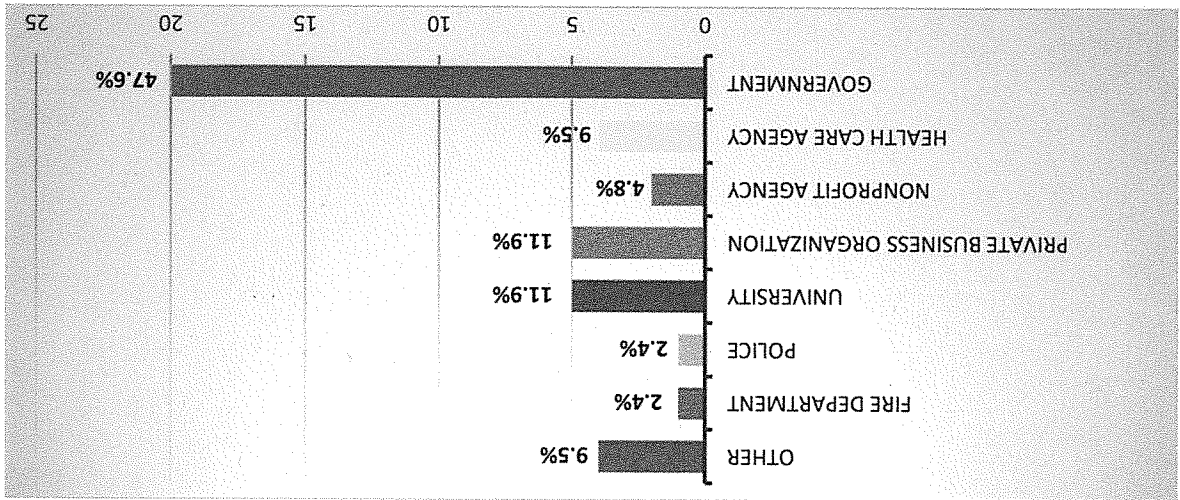
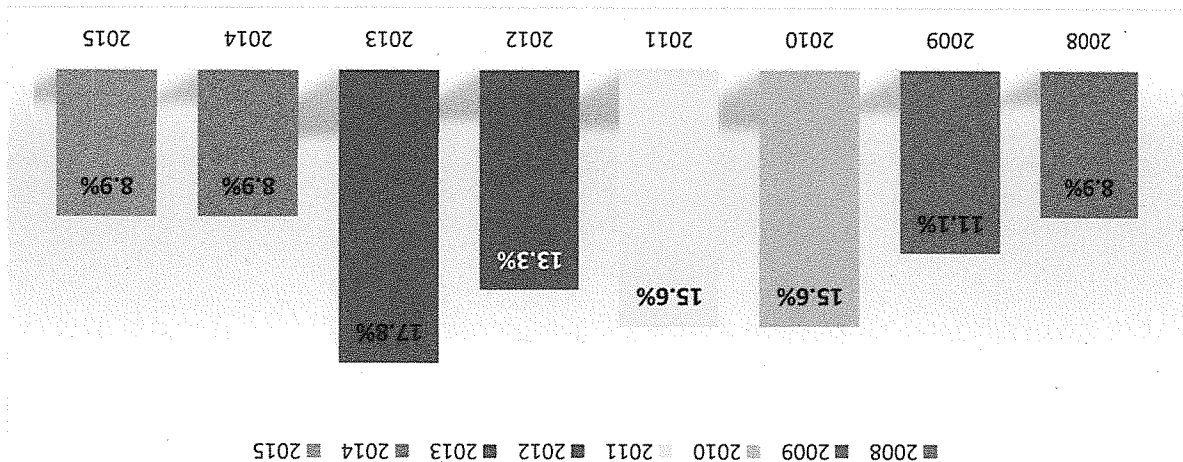


Figure 2. Type of Employment for MPA Alumni

Eighty percent of alumni were enrolled in the general public administration emphasis, while 20% reported they were enrolled in the health care emphasis.

Most of MPA alumni had graduated in 2013 (17.8%), 2011 (15.6%) and 2010 (15.6%) (see Figure 3).



b. MPA Alumni Perceptions of Learning Outcomes

Figure 4 shows the mean scores of MPA alumni perceptions in relation to the three learning outcomes. On average, MPA alumni believed that their competencies in public administration/management improved the most, followed by critical thinking, problem solving, and research skills. Interpersonal skills and abilities to communicate had the lowest mean score of 4.16, which was still above average.

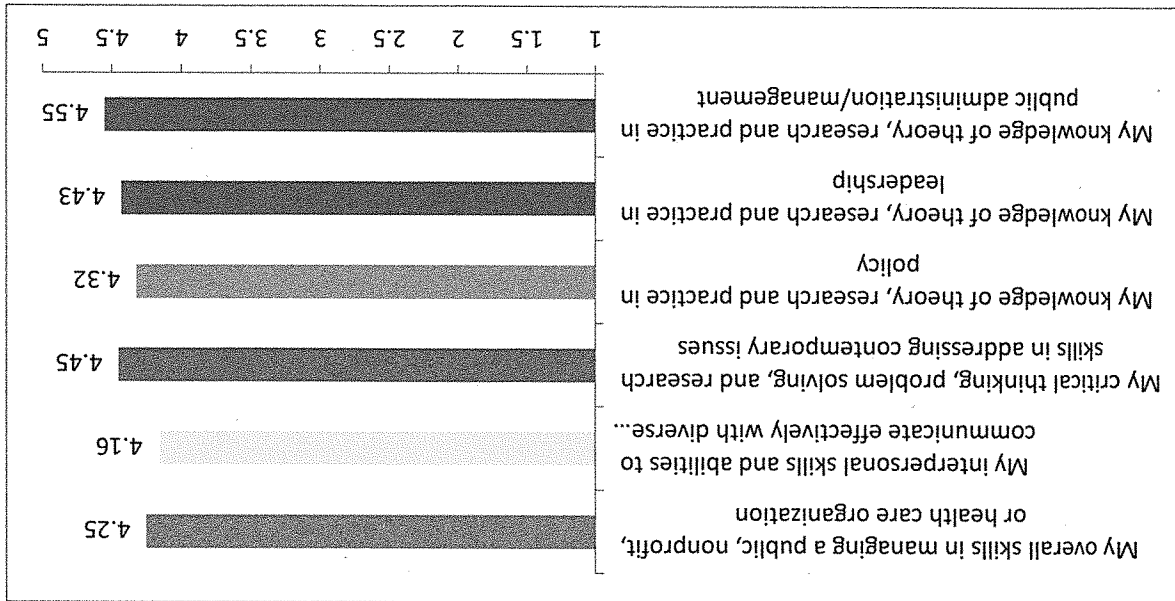


Figure 4. Mean Scores of MPA Alumni Perceptions of the Three Learning Outcomes
Table 4 further shows that even though more than half of MPA alumni believed that their competencies in administration/management and leadership improved greatly, 48% noted that

their critical thinking, problem solving, and research skills somewhat improved. Similarly, 46% believed that their overall skills in managing a public, nonprofit, or health care organization somewhat improved. About 5% of students reported that their public administration/management competencies and interpersonal/communication skills slightly improved.

Table 4. MPA Alumni Perceptions of the Three Learning Outcomes

ITEMS	% (n) Didn't Improve	% (n) Slightly Improved	% (n) Neutral	% (n) Somewhat Improved	% (n) Greatly Improved	Means (SD)
My knowledge of theory, research and practice in public administration/management.		4.6 (2)		31.8 (14)	63.6 (28)	4.6 (0.7)
My knowledge of theory, research and practice in leadership.		2.3 (1)	4.6 (2)	40.9 (18)	52.3 (23)	4.43 (0.7)
My knowledge of theory, research and practice in policy.		2.3 (1)	6.8 (3)	47.7 (21)	43.2 (19)	4.32 (0.7)
My critical thinking, problem solving and research skills in addressing contemporary issues.		2.3 (1)		47.7 (21)	50.0 (22)	4.45 (0.6)
My interpersonal skills and abilities to communicate effectively with diverse constituency both individually and in group settings.		4.6 (2)	15.9 (7)	38.6 (17)	40.9 (18)	4.16 (0.9)
My overall skills in managing a public, nonprofit, or health care organization.		2.3 (1)	11.4 (5)	45.5 (20)	40.9 (18)	4.25 (0.8)

Table 5 shows that the majority (more than 80%) of MPA alumni agreed or strongly agreed that the capstone experience allowed for a comprehensive review of the major theories and concepts; created an awareness of how the major concepts covered in the core courses fit into an overall understanding of public administration; allowed the application of knowledge, theory, and research to new or unstructured situations; and enhanced further analytic and problem solving skills and communication skills. Seventy-seven percent of alumni also agreed or strongly agreed that the capstone allowed for a discussion of what has evolved in the issues covered by the core courses since taking them.

c. MPA Alumni Level of Satisfaction with Curriculum, Format & Delivery, and Faculty

Table 6 shows that the majority of MPA alumni (98%) were satisfied or very satisfied with the MPA curriculum. Specifically, 96% were satisfied or very satisfied with academic rigor of the curriculum, 98% with the quality of instruction, and 85% with preparation for career or further education. More than half of MPA alumni (64%) were satisfied or very satisfied with the quality of the capstone experience, while 48% were satisfied or very satisfied with the quality of field project experience. Finally, 96% of MPA alumni were satisfied or very satisfied the course content, 91% with the variety of core courses, and 68% with the variety of elective courses.

Table 5. MPA Alumni Perceptions of the Three Learning Outcomes in Relation to Capstone

ITEMS	% (n) Strongly Disagree	% (n) Disagree	% (n) Neutral	% (n) Agree	% (n) Strongly Disagree	Means (SD)
It allowed a comprehensive review of the major theories and concepts covered in core courses.		3.1 (1)	15.6 (5)	50.0 (16)	31.3 (10)	4.1 (.78)
It created an awareness of how the major concepts covered in the core courses fit into an overall understanding of public administration.		6.3 (2)	12.5 (4)	59.4 (19)	21.9 (7)	3.9 (.78)
It allowed the application of knowledge, theory, and research gained in the MPA program to new or unstructured situations.			6.5 (2)	58.1 (18)	35.5 (11)	4.3 (.59)
It allowed for a discussion of what has evolved in the issues covered by the core courses since taking them.		3.3 (1)	20.0 (6)	46.7 (14)	30.0 (9)	4.0 (.81)
It allowed me to enhance further analytic and problem solving skills.			6.5 (2)	54.8 (17)	38.7 (12)	4.3 (.59)
It allowed me to enhance further communication skills.			16.1 (5)	58.1 (18)	25.8 (8)	4.1 (.65)

Table 7 shows that the majority of MPA alumni were satisfied or very satisfied with the Saturday face-to-face format (98%) and number of classroom contact hours for a typical Saturday class (98%). Similarly, the majority of alumni were satisfied or very satisfied with courses offered according to fixed schedule (89%), core course availability (91%) and elective course availability (77%). When it comes to format of delivery, 71% of alumni were satisfied or very satisfied with the hybrid format of delivery for core and elective courses and 65% with the online format for elective courses. MPA alumni were divided on the issue of online courses availability as 37% were satisfied or very satisfied, 42% were neutral, and 21 % were dissatisfied.

Table 8 shows that 100% of MPA alumni strongly agreed or agreed that faculty demonstrated scholarly competence in the field. The majority of MPA also strongly agreed or agreed that faculty were aware of new developments in their field of study (96%) and were committed to achieving MPA program goals (96%). Further, the majority of alumni strongly agreed or agreed that faculty utilized a variety of teaching methods and techniques in their courses (98%) and that the MPA program had a learning environment characterized by mutual respect between students and faculty members (98%). When it comes to advising, 96% of alumni strongly agreed or agreed that faculty were accessible and responsive to student needs outside of class meetings, 93% perceived that faculty were genuinely interested in student professional development, and 82% believed that faculty provided appropriate curricular and career advising; only 5 % disagreed with the latter. Finally, 64% of alumni strongly agreed or agreed the number of MPA faculty was adequate to support the MPA program, 11% were neutral, and 25% strongly disagreed or disagreed.

Table 6. MPA Alumni Level of Satisfaction with Curriculum

ITEMS	% (n) Very Dissatisfied	% (n) Dissatisfied	% (n) Neutral	% (n) Satisfied	% (n) Very Satisfied	N/A	Means (SD)
Academic rigor curriculum		2.3 (1)	2.3 (1)	43.2 (19)	52.3 (23)		4.4 (0.5)
Quality of instruction				38.6 (17)	59.1 (26)	2.3 (1)	4.6 (0.5)
Course content			2.3 (1)	34.1 (15)	61.4 (27)	2.3 (1)	4.6 (0.7)
Variety of core courses		2.3 (1)	6.8 (3)	38.6 (17)	52.3 (23)		4.4 (0.6)
Variety of elective courses		11.4 (5)	20.5 (9)	34.1 (15)	34.1 (15)		3.9 (0.9)
Quality of capstone project as a learning experience	2.3 (1)	2.3 (1)		25.0 (11)	38.6 (17)	31.8 (14)	4.4 (0.5)
Quality of field project as a learning experience		2.3 (1)	4.6 (2)	11.4 (5)	36.4 (16)	45.5 (20)	4.5 (0.7)
Preparation for career or further education		2.3 (1)	11.4 (5)	29.6 (13)	56.8 (25)		4.4 (0.7)
Overall satisfaction with the MPA curriculum			2.3 (1)	36.4 (16)	61.5 (27)		4.6 (0.5)

Table 7. MPA Alumni Level of Satisfaction Program Format and Delivery

ITEMS	% (n) Very Dissatisfied	% (n) Dissatisfied	% (n) Neutral	% (n) Satisfied	% (n) Very Satisfied	Means (SD)
Core course availability		2.3 (1)	6.8 (3)	45.5 (20)	45.5 (20)	4.1 (0.7)
Course availability for electives		4.6 (2)	18.2 (8)	54.6 (24)	22.7 (10)	3.6 (0.5)
Class size of courses				29.6 (13)	70.5 (31)	4.6 (0.5)
Courses offered according to fixed schedule		2.3 (1)	9.1 (4)	34.1 (15)	54.6 (24)	4.1 (0.6)
Facilities, such as classrooms			6.8 (3)	36.4 (16)	56.8 (25)	4.3 (0.6)
Saturday face-to-face format			2.3 (1)	18.2 (8)	79.6 (35)	4.7 (0.5)
Number of classroom contact hours for a typical Saturday class			2.3 (1)	25.0 (11)	72.7 (32)	4.6 (0.5)
Offering of elective courses during summer	2.3 (1)	2.3 (1)	27.3 (12)	34.1 (15)	34.1 (15)	3.6 (1.2)
Hybrid format of delivery for core and elective courses	2.3 (1)	2.3 (1)	25.0 (11)	38.6 (17)	31.8 (14)	3.9 (0.7)
Online format of delivery for elective courses		9.3 (4)	34.9 (15)	30.2 (13)	25.6 (11)	3.6 (1.0)
Availability of online courses		20.9 (9)	41.9 (18)	20.9 (9)	16.3 (7)	3.2 (0.9)

Table 8. MPA Alumni Perceptions of Faculty in the MPA Program

ITEMS	% (n) Strongly Disagree	% (n) Disagree	% (n) Neutral	% (n) Agree	% (n) Strongly Agree	Means (SD)
Most MPA faculty were genuinely interested in my professional development.		2.3 (1)	4.6 (2)	31.8 (14)	61.4 (27)	4.5 (0.7)
MPA faculty members were committed to achieving MPA program goals.		2.3 (1)	2.3 (1)	38.6 (17)	56.8 (25)	4.5 (0.7)
MPA faculty were accessible and responsive to my needs outside of class meetings.			4.6 (2)	29.6 (13)	65.9 (29)	4.6 (0.6)
MPA faculty provided appropriate curricular and career advising.		4.6 (2)	13.6 (6)	50.0 (22)	31.8 (14)	4.1 (0.8)
MPA faculty were aware of new developments in their field of study.			4.6 (2)	36.4 (16)	59.1 (26)	4.6 (0.6)
MPA faculty demonstrated scholarly competence in the field.				38.6 (17)	61.4 (27)	4.6 (0.5)
MPA faculty utilized a variety of teaching methods and techniques in their courses.			2.3 (1)	38.6 (17)	59.1 (26)	4.6 (0.6)
The MPA program had a learning environment characterized by mutual respect between students and faculty members.		2.3 (1)		25.0 (11)	72.7 (32)	4.7 (0.6)
The number of MPA faculty was adequate to support the MPA program.	2.3 (1)	22.7 (10)	11.4 (5)	27.3 (12)	36.4 (16)	3.7 (1.3)

d. MPA Alumni Overall Perceptions of the MPA Program and Experiences

MPA alumni were asked to address three open-ended questions: What did you like about the MPA program? What did you dislike about the MPA program? What would you change about the MPA program? Data were synthesized into several categories.

1. Likes

1.1 Courses Content. MPA alumni pointed out that they liked that leadership was a common topic of discussion throughout all courses; that courses had a very good focus on critical thinking and looking at the bigger picture; that courses fostered the intellectual stimulation and were accompanied by learning a new theory; that there was an emphasis on teaching and learning and the application of skills; that courses had much interaction and discussion; and that courses emphasized the real world approach with guest speakers, case studies, and others.

- 1.2 Faculty.** MPA Alumni believed that faculty were knowledgeable, accessible, and really cared about students; that faculty were dedicated to the subject matter/genuinely cared about their field study and that most of them had experience working in the field and brought real world experiences to the classroom; that faculty had a genuine interest in helping students learn; that some faculty classes were challenges, yet fair with clearly laid out expectations; that faculty had varied backgrounds with some faculty having many years of experience working in city/county management; that some faculty were detail orientated with the syllabus and course work, approachable, available and helpful; that faculty were passionate about what they taught which helped the student learn better.
- 1.3 Networking.** MPA alumni liked great networking opportunities that the MPA program creates; liked the mix of government, healthcare and nonprofit perspectives from among the students during classes and enjoyed networking with students and professionals with diverse background and different career paths and from different disciplines; liked the variety of knowledge and experience learned from classmates in during core classes discussion that paralleled real world situation the core classes.
- 1.4 Schedule & Time to Degree.** The MPA alumni liked the MPA fixed schedule, which allowed for advance planning of the time to degree, the faster completion of the program, and accommodated student family and professional duties.
- 1.5 Format & Delivery.** MPA alumni noted that without the Saturday courses they would not have been able to pursue their master's degree; that they liked the 'convenient' Saturday classes because they worked full time; that they liked using the hybrid method of course delivery; that they loved and learned the most from the in-person classes and being able to interact with the teachers and students; some noted that the online classes were not as desirable, and that they enjoyed in class interaction more.
- 1.6 Teaching Methods & Assignments.** MPA alumni loved how much the instructors incorporated various teaching techniques - movies, lecture, case studies, etc., to keep the long day from seeming too long; some appreciated the projects they had to do and felt like professionals in the classroom.
- 1.7 MPA Applicability.** MPA alumni felt that the course work was relevant to their work experiences; that they were able to apply their experience to coursework; that they developed skills to speak in front of others without difficulty and transferred that skill to their workplace; that they learned many new skills that I would utilize throughout their lifetime and in their current manager job; that they gained hands-on experience; that the MPA program exposed them to new ideas, challenged them to further develop critical-thinking and problem-solving capabilities and gave them knowledge they could apply in their work; that the MPA program was a great program for returning students.

2. Dislikes

- 2.1 Accreditation.** MPA alumni noted that this was great program that deserved to be accredited because without it, it made the degree earned unrecognizable.
- 2.2 Faculty Size.** MPA alumni noted that faculty size was small and created some redundancies in thoughts and experiences; at the time they attended, there were only three full-time professors; that program occasionally scrambled to find adjuncts; that the program was "spread too thin"; that some experienced 100% faculty turnover during their years in the program and the impact of that was felt more broadly because the program was so small.
- 2.3 Variety of Electives.** MPA alumni noted that there were not as many elective options as they would have preferred; that there was no real section on education and that was a huge part of the local, state and federal budget and policy puzzle.
- 2.4 Assignments & Capstone.** Some MPA alumni noted the quality of their efforts in group projects was a constant frustration because some students put very little effort into group projects work and they seemed to get the same grades and because of the make-up of the class; that some group projects would have made more sense as individual projects; that exams should not be used at all; that some courses had a lot of "busy work" that wasn't that useful for putting into practice; that capstone projects done by firefighters was somewhat difficult for instructors to assess because of the technical nature of the subject; that the capstone project format and goal was not well-explained by some of the instructors teaching that course.
- 2.5 Professional Opportunities & Internship.** MPA alumni noted that there was a lack of guidance for enrichment opportunities—lectures, seminars, etc., available to students in the community or state; that there should be more help in job placement following graduation; that there should be internships that would lead to better career opportunities; and that the program did not offer anything for students who were not yet established in their career.
- 2.6 Faculty.** Some MPA alumni expressed frustrations with some former MPA faculty teaching styles, lack of use of technology, the use of outdated methods of instruction, insensitivity to student needs, careless mistakes in syllabus, materials, due dates, textbooks and overinflated grades; and that performance expectations among faculty varied dramatically, which caused discontent among students.
- 2.7 Facilities.** Some MPA alumni noted that the classroom doors were often locked on Saturdays and this gave the perception the university did not care about part-time students.

2.8 MPA Program Administration & Leadership. Some MPA alumni noted that it never felt like anyone was in charge of growing the program...like there was no pride in what it was or the fact it existed; and that there was a lack of effort from the faculty to grow the program in terms of getting accreditation status.

3. Recommendations for Changes

3.1 Accreditation & Faculty Size. Some MPA alumni pointed out the need to make the MPA program accredited and more faculty should be hired; that if it is possible to stabilize the core faculty, because that would help with student retention in the program because a large number of students seemed to start and then disappeared from the program even when close to completion.

3.2 Variety of Electives. Some MPA alumni noted that MPA was specific for public administration, more elective courses on management in specific areas like public safety, DPW, parks, education, and others was needed; that the department was a little flexible with elective classes from outside the department, but that more variety could be offered from within the department; that program should consider eliminating the elective history type courses as there was little value in those classes; that the MPA program should focus attention on the clerk and treasurer functions to prepare future administrators; that the program should consider offerings that create more skills in civility in the public world; that the program should offer some additional program content in non-profit management and leadership styles; that more courses should be added related to law enforcement and/or emergency management which was a topic growing in size and need.

3.3 Assignments & Capstone. Some alumni felt that all faculty need to put greater emphasis on the practical side as most students were working professionals who were not going to be pursuing futures in academia; that perhaps sending the capstone project out to an "expert" in the particular field of study was important for a partial grade while the professor graded the majority of the project; that the goals and procedures regarding the capstone should be better clarified; that some of the culminating projects should be eliminated because they never understood the difference; that assignments should be incorporated that focused on more actual experience with cost benefit and cost effective analysis; that more classes used projects with external organizations.

3.4 Professional Opportunities & Internship. Some alumni noted that there should be more opportunities to work on projects with faculty and that it seemed like only very few students were given that chance; that they would like more chances to interact with MPA alumni and to increase networking; that it might be helpful to develop some sort of on-going extracurricular opportunity for students to contribute to society on a volunteer basis; that more opportunity to network with municipalities, organizations, etc. was needed; that there should be a resource available for students to gain clarity on which sector they want to work in along with the necessary resources and networks to facilitate such a transition; that there should be more help

in job placement following graduation; that there should be an internship opportunity that would lead to better career opportunities.

- 3.5 Faculty.** Some alumni felt that a more consistent set of performance expectations among faculty might contribute to student retention and satisfaction; that there should be a change in the grading practices so that more clarity and explanation was provided on what the grade actually meant; that the statistics should be taught by a regular faculty professor whenever possible due to its complex nature and not an adjunct faculty member; that faculty embrace technology and push students to as well; that there should be more ability-based assessments.
- 3.6 Advising.** Some alumni felt that students really needed to have an advisor to help them map out their courses; that there should more career counseling available for people looking to get into the public administration field; that more help was need with post-graduation regarding career advancement.
- 3.7 Emphases.** Some MPA alumni noted that the program should try to separate the students that have a non-profit career focus away from the students that are focus pursuing a career in governmental public administration.
- 3.8 MPA Program Administration & Leadership.** Some MPA alumni noted that there should be stricter admission standards to recruit quality students; that someone should become a champion of this program and drive program growth; that larger classes and more diverse perspectives would aid students in gaining a broader understanding of the government/nonprofit fields and build a broader network; that it would be helpful to assign students to cohorts for core classes; that there should be ongoing effort get accreditation status and hire new faculty.

B. Current MPA Students Survey

A current student satisfaction online survey instrument was designed by the MPA faculty from the UW Oshkosh Public Administration Department (See Appendix C). Students who were admitted in the MPA between 2011 fall semester and 2014 fall semester were invited to participate. The survey was administered during the fall semester of 2015, using UW Oshkosh Qualtrics Online Survey Software & Insight Platform. Forty-four MPA students were contacted. A week later, an email reminder was sent to encourage students to participate. Of the 44 alumni, 23 responded online. There was one incomplete survey that was eliminated. Data analysis was based on 22 students, or a usable response rate of 50%. Data were stored in a secure locker. It was analyzed by the department chair, using STATA 12.0, and with other MPA faculty input. It was also discussed during a department meeting on November 12, 2015. Descriptive statics is reported below.

a. Socio-demographics of MPA current students

More than half of the students were female (68%). The majority were white (81.8%), followed by Native American (13.6), and African American (4.6%). All were American citizens. Figure 5

shows that most students were in the age groups of 25-34 (36%), 45-53 (27%), and 45-53 (27%). A noticeable group was that of 25 years and younger (9%).

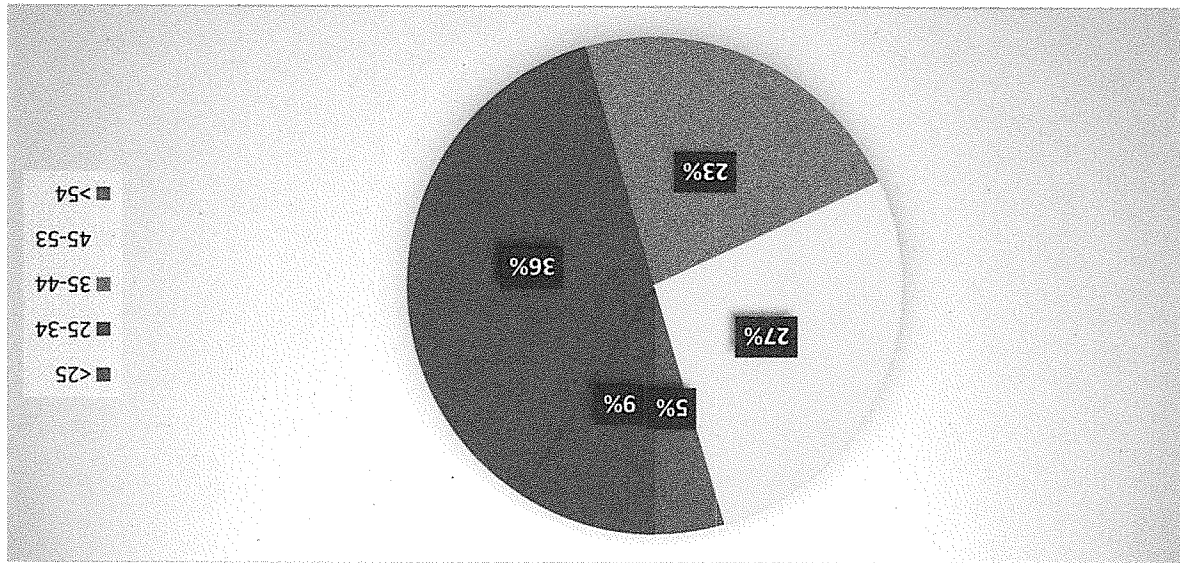


Figure 5. Age Distribution of MPA Students

Eighty-two percent of students were employed, 9% unemployed, and 9% were students. Figure 6 shows that students were primarily employed in government (25%), health care agency (25%) and university (20%), followed by nonprofit (10%) and tribal agencies (10%). Fewer students were employed in private business (5%) and fire department (5%).

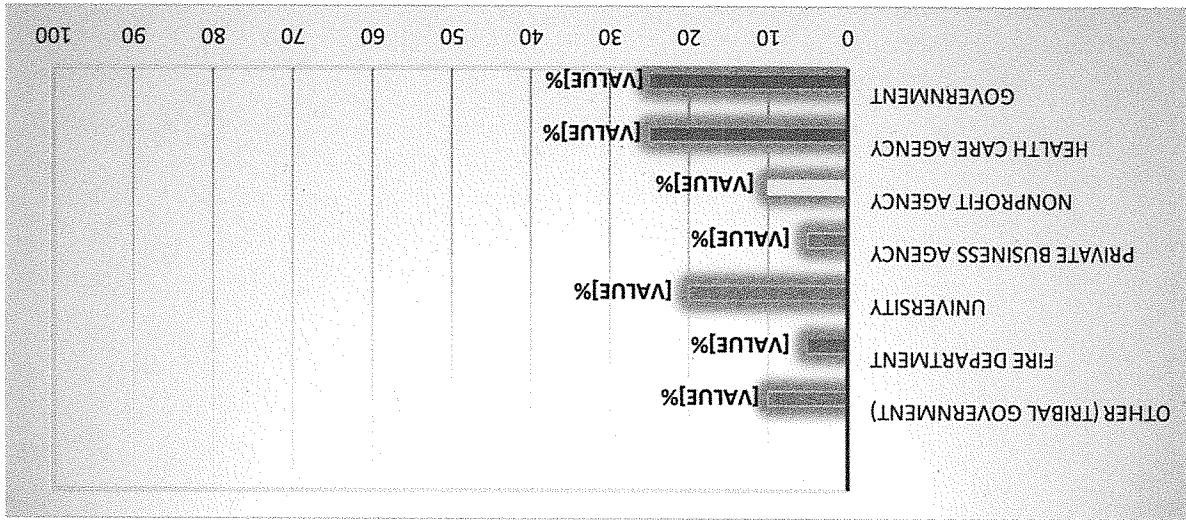


Figure 6. Type of Employment for MPA Students

Students were primarily enrolled in the general public administration emphasis (64%); the other group of students (36%) reported they were enrolled in the health care emphasis.

Figure 7 shows that most MPA students (75%) have completed between two and five semesters.

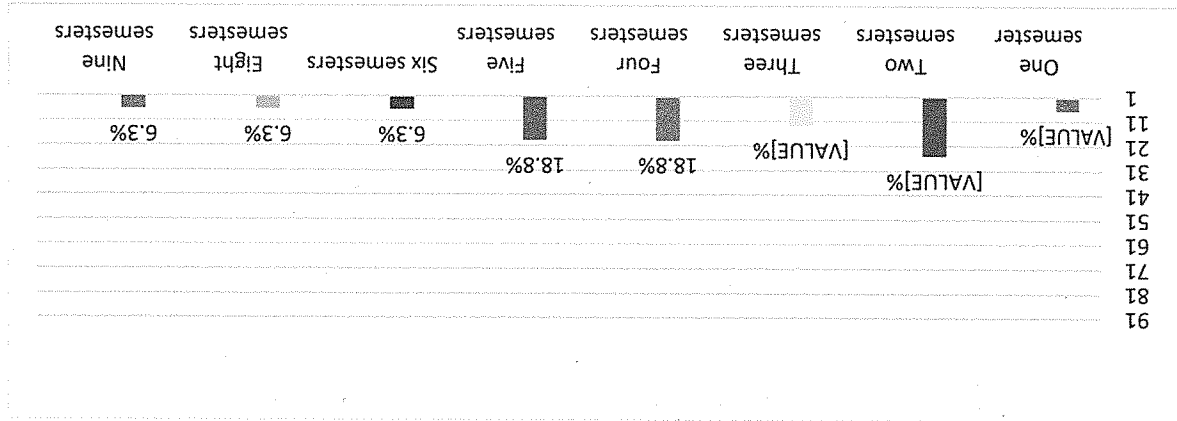


Figure 7. Number of Semesters Successfully Completed by MPA Students
b. MPA Student Perceptions of Learning Outcomes

Table 4 shows that 68% of MPA alumni believed that their competencies in administration/management and leadership improved greatly. A large percentage (73%) also noted that their critical thinking, problem solving, and research skills improved greatly. On the other hand, only 36% believed that their interpersonal/communication skills improved greatly while 50% believed that they improved somewhat. Finally, less than half (41%) believed that their overall skills in managing a public, nonprofit, or health care organization improved greatly and 46% believed that they improved somewhat.

Table 9. MPA Student Perceptions of the Three Learning Outcomes

ITEMS	% (n)	Didn't Improve	Slightly Improved	Neutral	Somewhat Improved	Greatly Improved	N/A	Means (SD)
My knowledge of theory, research and practice in administration/management.					31.8 (7)	68.2 (15)		4.7 (0.5)
My knowledge of theory, research and practice in leadership.					27.3 (6)	72.7 (16)		4.7 (0.5)
My knowledge of theory, research & practice in policy, research and practice in problem solving and research skills in addressing contemporary issues.					22.7 (5)	63.6 (14)	4.55 (1)	4.6 (0.7)
My interpersonal skills and abilities to communicate effectively with diverse constituency both individually and in group settings.				13.6 (3)	50.0 (11)	36.4 (8)		4.2 (0.7)
My overall skills in managing a public, nonprofit, or health care organization.				4.6 (1)	45.5 (10)	40.9 (9)	9.09 (2)	4.5 (0.7)

c. Student Level of Satisfaction with Curriculum, Format & Delivery, and Faculty

Table 10 shows that the majority of MPA students (91%) were satisfied or very satisfied with the MPA curriculum. Specifically, 91% were satisfied or very satisfied with academic rigor of the curriculum, 100% with the quality of instruction, and 86% with preparation for career or further education. Most students have not taken the capstone or field project and check the option as not applicable. Only three students who taken the capstone and reported that they were very satisfied or satisfied, and one student has taken the field project and reported that he/she was satisfied. Finally, 96% of MPA students were satisfied or very satisfied the course content, 87% with the variety of core courses, and 64% with the variety of elective courses. Regarding the latter, 9% were very dissatisfied or dissatisfied.

Table 10. MPA Student Level of Satisfaction with Curriculum

ITEMS	% (n) Very Dissatisfied	% (n) Dissatisfied	% (n) Neutral	% (n) Satisfied	% (n) Very Satisfied	N/A	Means (SD)
Academic rigor of the curriculum			9.1 (2)	27.3 (6)	63.6 (14)		4.6 (0.7)
Quality of instruction				18.2 (4)	81.8 (18)		4.8 (0.4)
Course content			4.6 (1)	36.4 (8)	59.1 (13)		4.5 (0.6)
Variety of core courses		4.6 (1)	9.1 (2)	31.8 (7)	54.6 (12)		4.4 (0.9)
Variety of elective courses	4.6 (1)	4.6 (1)	22.7 (5)	40.9 (9)	22.7 (5)	4.6 (1)	3.9 (1.1)
Quality of capstone project as a learning experience			13.6 (3)	9.1 (2)	4.5 (1)	72.7 (16)	5.4 (1.1)
Quality of field project as a learning experience			13.6 (3)	4.6 (1)		81.8 (18)	5.5 (1.1)
Preparation for career or further education		9.1 (2)	4.6 (1)	22.7 (5)	63.6 (14)		4.4 (0.9)
Overall satisfaction with the MPA curriculum		4.6 (1)	4.6 (1)	13.6 (3)	77.3 (17)		4.6 (0.8)

Table 11 shows that most MPA students were satisfied or very satisfied with the Saturday face-to-face format (86%) and number of classroom contact hours for a typical Saturday class (91%). Similarly, the majority of students were satisfied or very satisfied with courses offered according to fixed schedule (82%) and core course availability (82%). Only 50% of the students were satisfied or very satisfied with elective course availability. When it comes to format of delivery, 64% of students were satisfied or very satisfied with the hybrid format of delivery for core and elective courses. When it comes to the online format for elective courses and only course availability, only 50% were satisfied or very satisfied with each statement.

Table 11. MPA Student Level of Satisfaction Program Format and Delivery

ITEMS	% (n) Very Dissatisfied	% (n) Dissatisfied	% (n) Neutral	% (n) Satisfied	% (n) Very Satisfied	Means (SD)
Core course availability		9.1 (2)	9.1 (2)	50.0 (11)	31.8 (7)	4.1 (0.9)
Course availability for electives	4.6 (1)	27.3 (6)	18.2 (4)	40.9 (9)	9.1 (2)	3.2 (1.1)
Class size of courses				54.5 (12)	45.5 (10)	4.5 (0.5)
Courses offered according to fixed schedule		9.1 (2)	9.1 (2)	40.9 (9)	40.9 (9)	4.1 (0.9)
Facilities, such as classrooms				27.3 (6)	72.7 (16)	4.7 (0.5)
Saturday face-to-face format		4.5 (1)	9.1 (2)	18.2 (4)	68.2 (15)	4.5 (0.9)
Number of classroom contact hours for a typical Saturday class		4.8 (1)	4.8 (1)	19.1 (4)	71.4 (15)	4.6 (0.8)
Offering of elective courses during summer		22.7 (5)	27.3 (6)	22.7 (5)	27.3 (6)	3.6 (1.1)
Hybrid format of delivery for core and elective courses		9.1 (2)	27.3 (6)	9.1 (2)	54.6 (12)	4.1 (1.1)
Online format of delivery for elective courses		9.1 (2)	40.9 (9)	22.7 (5)	27.3 (6)	3.7 (1.0)
Availability of online courses		9.09 (2)	40.91 (9)	22.7 (5)	27.3 (6)	3.0 (1.2)

Table 12 shows that 100% of MPA students strongly agreed or agreed that faculty demonstrated scholarly competence in the field. The majority of MPA also strongly agreed or agreed that faculty were aware of new developments in their field of study (91%) and were committed to achieving MPA program goals (91%). Further, the majority of students strongly agreed or agreed that faculty utilized a variety of teaching methods and techniques in their courses (91%) and that the MPA program had a learning environment characterized by mutual respect between students and faculty members (95%). When it comes to advising, 95% of students strongly agreed or agreed that faculty were accessible and responsive to student needs outside of class meetings, 96% perceived that faculty were genuinely interested in student professional development, and 77% believed that faculty provided appropriate curricular and career advising. Finally, 55% of students strongly agreed or agreed the number of MPA faculty was adequate to support the MPA program, 14% were neutral, and 32% strongly disagreed or disagreed.

Table 12. MPA Student Perceptions of Faculty in the MPA Program

ITEMS	% (n) Strongly Disagree	% (n) Disagree	% (n) Neutral	% (n) Disagree	% (n) Strongly Disagree	Means (SD)
Most MPA faculty were genuinely interested in my professional development.			4.6 (1)	27.3 (6)	68.2 (15)	4.6 (0.6)
MPA faculty members were committed to achieving MPA program goals.			9.1 (2)	18.2 (4)	72.7 (16)	4.6 (0.7)
MPA faculty were accessible and responsive to my needs outside of class meetings.			4.6 (1)	22.7 (5)	72.7 (16)	4.7 (0.5)
MPA faculty provided appropriate curricular and career advising.		9.1 (2)	13.6 (3)	31.8 (7)	45.5 (10)	4.1 (1.0)
MPA faculty were aware of new developments in their field of study.			9.1 (2)	22.7 (5)	68.2 (15)	4.6 (0.7)
MPA faculty demonstrated scholarly competence in the field.				28.6 (6)	71.4 (15)	4.7 (0.5)
MPA faculty utilized a variety of teaching methods and techniques in their courses.		9.1 (2)		18.2 (4)	72.7 (16)	4.6 (0.9)
The MPA program had a learning environment characterized by mutual respect between students and faculty members.		4.6 (1)		13.6 (3)	81.8 (18)	4.7 (0.7)
The number of MPA faculty was adequate to support the MPA program.	18.1 (4)	13.6 (3)	13.6 (3)	18.2 (4)	36.4 (8)	3.4 (1.6)

d. MPA Student Overall Perceptions of the MPA Program and Experiences

MPA students were asked to address three open-ended questions: What did you like about the MPA program? What did you dislike about the MPA program? What would you change about the MPA program? Data were synthesized into several categories.

1. Likes

1.1. Learning & Course Content. Some MPA students noted that the public policy analysis class provided the material in a way that was easy to comprehend but also provided realistic projects that helped students utilize what they were taught; that the policy helped them do better in their job as well; that they liked the focus on critical thinking and other skills that needed on the job; that the MPA program offered a number of opportunities for students to learn from people who have experience in their field of

study; that they appreciated the knowledge gained during research and projects; that course content fit well with full-time employment and everything was directed back to workplace and helped enhance learning; that they enjoy learning about the public work force and the challenges that they have.

1.2. Faculty. MPA students noted the faculty were extremely helpful and approachable; that faculty provided quality education and had expertise knowledge and experiences; that the instructors provided practical assignments; that faculty were interested in student development and were very flexible and responsive to student needs; that faculty kept the subject matter interesting; that they liked the personal interaction with faculty and other students.

1.3. Schedule. MPA students noted that they liked the face-to-face Saturday format, because the schedule was perfect for someone with a full time job, family, and other obligations; that the Saturday classes also made it easy to drive a distance to complete the program.

1.4. Emphases. MPA students noted that they liked the various emphases in the MPA program.

2. Dislikes

2.1. Electives. Some MPA students noted that there was not enough selection in electives each semester; that it might take until the desired elective courses are offered; that they wished there would be a health care course offered in the summer semester; that the summer courses availability could be a little better; that there were not any summer courses to take that would be applied to obtaining the MPA; that electives were frequently cancelled due to low enrollment.

2.2. Assignments. Some MPA students felt that assignments were not enough challenging and that as long as you show up and do the assignments, you get an A; that they did not like that some of the assignments were group projects, because they preferred to do those projects on their own, and because they did not learn all the skills as well when tasks were divided between group members; that it was difficult to do a group project in online summer courses because it was very difficult to get together and drive quite a distance.

2.3. Format of Delivery. Some MPA students felt that there were limited on-line and hybrid courses.

2.4. Advising. Some MPA students felt that no academic advising was done at admission to determine best route.

3. Recommended Changes

- 3.1 Courses & Capstone.** Some students noted that they would separate the public policy into two classes and the first would be required with a group project and the second elective with an individual assignment; that there should be an internship program; that there should be only one culminating experience project, and specifically, capstone; that more elective courses should be offered in summer; that electives should be offered each semester.
- 3.2 Faculty Size.** Some students noted that it was important to increase the number of professors and at least have one more full-time faculty member.
- 3.3 Format of Delivery.** Some students noted that they desired more hybrid options, including online core classes as well and that this would allow students' flexibility to manage life and school in a way that best fit them.
- 3.4 Advising & Orientation.** Some students noted that in previous years there was no orientation for new students who were not familiar with UW Oshkosh, and that this should be addressed in order to learn the expectations about classes, how to access information, or where things were located (computer lab, where to get ID, etc.).

3. A Summary of MPA Program's Strengths as Indicated by the Assessment Data

A brief summary of program strengths as indicated by the assessment data is listed below:

Direct Assessment (Strengths Revealed by Faculty)

- Considerably higher than average scores on the three learning outcomes for nine core MPA courses.
- Considerably higher than average scores on the three learning outcomes for the capstone.

Indirect Assessment (Strengths Revealed by the Majority of MPA Current Students and Alumni)

- Greatly improved knowledge of public administration/management and leadership.
- Greatly improved critical thinking, research and problem solving skills in addressing contemporary issues.
- Agreement (by majority of MPA alumni) that the capstone project experience allowed for a comprehensive review of the major theories and concepts; created an awareness of how the major concepts covered in the core courses fit into an overall understanding of public administration; allowed the application of knowledge, theory, and research to new or unstructured situations; and enhanced further analytic and problem solving skills and communication skills.
- Satisfaction with the MPA curriculum and its academic rigor.
- Satisfaction with course content and variety of core and elective courses.
- Satisfaction with the quality of instruction.
- Agreement that faculty demonstrated scholarly competence in the field.
- Agreement that faculty were aware of new developments in their field of study.

- Agreement that faculty were committed to achieving MPA program goals.
- Agreement that faculty were accessible and responsive to student needs outside of class meetings and that faculty were genuinely interested in student professional development.
- Satisfaction with the Saturday face-to-face format, the number of classroom contact hours for a typical Saturday class, core and elective course availability, courses offered according to fixed schedule which allowed faster completion of the degree.
- Satisfaction with the hybrid format of delivery for core and elective courses.
- Agreement that faculty utilized a variety of teaching methods and techniques in courses.
- Satisfaction with networking opportunities.
- Satisfaction with the applicability of the MPA learning to professional career.

4. Lessons from Alumni about How Graduates of the Program Apply the Knowledge and Skills They Have Acquired in the Program

Lessons from alumni as indicated by the assessment data is listed below:

- The majority of alumni were employed and almost half had received promotion since graduating from the MPA program.
- MPA alumni were employed in diverse industries, including government, university, health care organizations, private business organizations, nonprofit agencies, fire department, police organizations, and others.
- The majority of MPA alumni believed that the MPA curriculum had prepared them for career or education; that they learned many new skills in the program that they successfully applied in their current manager jobs; that the MPA program challenged them to further develop critical-thinking and problem-solving capabilities, and gave them knowledge they could apply in their work.

5. Areas of Concern That May Require More Monitoring in the Future

Although not strong areas of concern, the following areas will continue to be monitored in the future to ensure enhancement of those areas:

- Student development of public administration/management competencies.
- Student development of interpersonal and communication skills in all courses.
- Student development of critical thinking, problem solving, and research skills.
- Student development of overall skills in managing a public, nonprofit, or health care organizations.
- The frequency, variety, and availability of elective courses during the semesters.
- The frequency and availability of online courses.
- The effect of small faculty size on the program delivery and quality.
- The quality of the field project experience.
- The level and quality of curricular and career advising.
- Increased number of professional opportunities to engage students.
- The effectiveness of group projects used in different delivery formats.

6. Components of the Program Most Useful for Students to Achieve Program Outcomes

- MPA course content
- Variety of core and elective courses
- Capstone as a culminating project
- Quality of instruction and the use of diverse teaching techniques
- Faculty scholarly competencies and developments in their field of study
- Faculty genuine care and concern for student needs
- Diversity of formats for course delivery (face-to-face, hybrid and online)
- Opportunities for interaction and networking with faculty and peers

7. Short-Term Responses the Program Could Make

- The MPA program may consider offering more core and elective courses in a hybrid format during fall and spring semesters.
- To enhance student interpersonal/communication skills, MPA faculty need to implement additional variety of assignments that focus specifically on mastering those skills (e.g., class and group debate assignments, poster presentations, and others). To make informed decisions about assignments, faculty who do more to instruct their students on oral communication need to share and exchange teaching materials/techniques with others.
- Faculty can also review syllabi and discuss the type of required assignments and teaching techniques to enhance public administration/management competencies, overall skills in managing diverse organizations, problem solving, research, and critical thinking skills, and interpersonal and oral/written communication skills, as well as discuss projects that might not be suitable for online teaching. For example, discussion may focus on whether students who complete an excellent review of literature then proceed or not proceed to relate to the literature in carrying out the research project, and what could help the latter students.
- The MPA faculty will focus on better curricula and career advising practices.
- The MPA faculty will identify more professional opportunities to engage students.

8. Long-Term Responses that the Faculty may Consider at This Time

- The indirect assessment revealed that having an adequate number of MPA faculty is more than desirable by students. The MPA program needs to hire at least two additional MPA faculty. This would allow the MPA program to apply for NASPAA accreditation.
- Consider offering the Capstone as a major culminating experience, retain the Field Project as a backup in the event that the Capstone gets cancelled some semesters, and eliminate the thesis. No indirect assessment was available regarding the thesis as only one student has pursued this option in the MPA program since 2013, when this course was introduced. The faculty supervisor attested that the student found the project very challenging and impossible to complete on her own without faculty extensive guidance and help. MPA faculty's consideration of eliminating the thesis included that it did not fit the MPA program's mission, characteristics of the student population, and the department

small size. We also have not collected direct assessment data on the field project learning experiences for this biannual review; we will report those in the next review. However, indirect assessment indicates that the quality of field project learning experience should be monitored. Further, the effect of future offering of a field project not as a faculty load, and its effect on faculty satisfaction and burnout given the department small size should be monitored.

- To increase the variety of MPA elective courses, MPA faculty are encouraged to develop additional elective courses that meet student diverse professional needs. Examples include courses that focus on strengthening student interpersonal and written/oral communication skills (e.g., Organizational Communication, Organizational Development and Change, Qualitative Research Methods, Writing Empirical Research Reports), courses that focus in the area of educational administration, health care administration, emergency management, and law enforcement.
- We may consider offering new emphases in the future, including Nonprofit Management and Leadership, as well as Emergency Management if there is a demand for these.
- We will ensure that both hybrid and online courses are offered in different semesters.

4 MPA Program Response to Assessment Results

1. How the Assessment Data was Used to Make Changes in Curriculum, Instruction, Student Learning, or Program Assessment Plan

- The assessment data was used to reduce the number of culminating experience projects. Specifically, the Thesis was considered to be eliminated. In the future, the Capstone Project may be offered as a major culminating project and the Field Project will be retained as a backup in the event that the Capstone gets cancelled some semesters.
- The assessment data was used in making a decision to introduce an Internship course in the MPA program. The data revealed that the MPA program student population is changing as more students in age group of less than 25 years old are admitted in the MPA program. These students would benefit from practical experience that the Internship course offers. Also, this course would be available to other students who want to strengthen their overall management skills in running a public, healthcare, and nonprofit organization.
- The assessment data was used to address the issue of availability, variety, and format of delivery of MPA courses. In the 2015 fall semester, the MPA program approved the 2015-2019 long-term schedule of core and elective courses that allowed for diverse offerings of elective courses in fall, spring, and summer semesters. The plan helps both faculty and students to plan their courses in the future.
- The assessment data was used to introduce and make available more elective courses in an online format during summer. For example, the program will offer MPA 773 Health Care Policy for the first time in an online format in 2016 summer semester. Additionally, the MPA program will offer MPA 726 State and Local Government elective courses in an online format to meet the needs of students with general public administration emphasis.
- The assessment data was used to improve advising to new students who began the MPA program in 2015. The department chair invited all new students for a personal meeting; submitted email communication to all MPA students emphasizing the importance of

long-term planning; and created many individualized plans for students who sought help. Additionally, all MPA faculty provided individualized advising to students.

- The assessment data was used to improve coordination in performance expectations, learning outcomes, and grading among all MPA faculty; it was also reflected in faculty syllabi.

2. Who is Involved in Making Decisions about Changes to the MPA Program

All MPA faculty and staff are involved in making decisions about changes to the program. In the fall of 2015, MPA faculty have discussed and made decisions about changes pertaining to the curriculum, instruction, student learning, or program assessment plan during each department meeting. Each MPA faculty and staff has ownership in the assessment and decision-making process. However, the ultimate decisions about course cancellations, the hiring of new faculty, and support for program accreditation, among other issues, are to be made by the higher levels of university administration. So, it is beyond faculty abilities to fully meet all student and alumni recommendations. MPA program support from higher administration is a must for the program to thrive in the future.

3. How Changes are Reported to Faculty

Any changes related to the MPA program are approved by majority vote during department meetings. The department chair will engage faculty in a broader dialogue about student outcomes, achievements, and how the results could be used to improve the MPA program. Any changes are reported through written reports as well as through oral presentations.

4. How the Effectiveness of Any Changes Made be Tracked and Reported in the Next Reporting Cycle

The effectiveness of any changes in the MPA program will be tracked by the department chair through the administration of additional surveys to faculty, alumni, and current students, through department chair's and other MPA faculty conversations with students, as well as through continuous discussions during department meetings and organized retreats. The MPA faculty created and began using the assessment rubric systematically across all core courses and the capstone seminar in 2014-2015 academic year. Thus, we are still new to the process. But we have begun to build a longitudinal data base that will enable administrators and MPA faculty to examine student performance and changes across time. As the system develops and grows, we anticipate continued, if not greater, use of the outcome data to drive program design and improvement.

APPENDIX A

Table 1. Learning Outcome One Criteria and Measuring Scale

CRITERIA	Level of Performance		
	1: Fails to Meet Expectations	2: Meets Expectations	3: Exceeds Expectations
1) competently defines and discusses concepts, theory, legislation, research, and practice in public administration, management, leadership or policy related areas;	Does not consider the most appropriate concepts, theory, legislation, research and practice in public administration, management, leadership or policy related areas.	Considers some of the appropriate concepts, theory, legislation, research and practice in public administration, management, leadership or policy related areas.	Considers most or all of the appropriate concepts, theory, legislation, research and practice in public administration, management, leadership or policy related areas; adds critiques of some concepts or approaches; presents innovative perspectives
2) makes use of knowledge of public administration, management, leadership, or policy theory, research, and practice to recommend appropriate/innovative solutions, strategies or policies.	Does not make use of knowledge of public administration, management, leadership, or policy theory, research, and practice when making recommendations or providing solutions.	Makes use of at least some knowledge of public administration, management, leadership, or policy theory, research, and practice to recommend some solutions, strategies or policies.	Makes full use of knowledge of public administration, management, leadership, or policy theory, research, and practice to recommend appropriate and innovative solutions, strategies or policies.

Table 2. Learning Outcome Two Criteria and Measuring Scale

CRITERIA	Level of Performance		
	1: Fails to Meet Expectations	2: Meets Expectations	3: Exceeds Expectations
1) Key problems and issues faced by public administrators and/or policy makers are correctly identified.	Omits one type of problem or issue (e.g., cultural, political, environmental) or does not identify most key problems or issues in each area	Identifies most key issues and problems in all areas (e.g., cultural, political, environmental)	Identifies all key issues and problems in all areas (e.g., cultural, political, environmental); identifies additional potential issues and/or problems; provides additional data or details.
2) Appropriate concepts in public administration, management, leadership or policy are considered in the analysis.	Does not consider the most appropriate concepts in public administration, management, leadership or policy	Considers some of the appropriate concepts in in public administration, management, leadership or policy	Considers most or all of the appropriate concepts in public administration, management, leadership or policy; adds critiques of some concepts or approaches; presents innovative perspectives
3) One or more appropriate/innovative approaches or solutions are described.	No approaches or solutions are described, or none are reasonable and/or appropriate	Describes at least one reasonable and/or appropriate approach and/or solution	Describes more than one reasonable and appropriate approach and/or solution; provides innovative approaches or combinations of possible approaches and solutions; cites relevant real-world examples
4) Critically evaluates, organizes, interprets and synthesizes information from publications.	No critical evaluation, interpretation or synthesis is presented.	Some abilities are demonstrated in critically evaluating, interpreting and synthesizing information.	Strong abilities are demonstrated in evaluating, organizing, interpreting, and synthesizing information.

Table 3. Learning Outcome Three Criteria and Measuring Scale

CRITERIA	Level of Performance		
	1: Fails to Meet Expectations	2: Meets Expectations	3: Exceeds Expectations
1) Communicates persuasively. Persuades audience to listen to the point of view expressed.	Imposes a unidimensional or biased point of view and/or ignores the input of the audience.	Draws upon theoretical frameworks and/or experience for support of his/her position.	Integrates multiple sources and viewpoints into a coherent argument.
2) Conveys a professional image. Has appropriate dress code, mannerism, and body, and language.	Does not present a professional image	Presents an acceptable professional image	Presents an excellent professional image in all categories
3) Speaks effectively, accurately, clearly, and concisely. Has appropriate pace, inflection, volume, and enunciation.	Voice qualities distract from the content.	Voice qualities support the content.	Voice qualities reinforce and animate the content.
4) Tailors the presentation to the audience's level of expertise and needs.	Ignores audience characteristics	Has some aspects tailored to the audience	Tailors all aspects to the audience; generates rapport
5) Handle questions/comments	Ignores or cannot answer questions	Answers some questions with ease	Answers all questions easily and succinctly

Appendix B

Alumni Survey

1. PLEASE LIST YOUR YEAR OF GRADUATION:

2. IN WHAT EMPHASIS WERE YOU ENROLLED?

- ☐ general public administration
☐ health care agency administration

3. CURRICULUM SATISFACTION

Thinking in terms of the MPA curriculum, please rate your level of satisfaction with the following items. 1 = Very Dissatisfied, 5 = Very Satisfied

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Academic rigor of the curriculum	1	2	3	4	5
2. Quality of instruction	1	2	3	4	5
3. Courses content	1	2	3	4	5
4. Variety of core courses	1	2	3	4	5
5. Variety of elective courses	1	2	3	4	5
6. Quality of capstone project as a learning experience	1	2	3	4	5
7. Quality of field project as a learning experience	1	2	3	4	5
8. Quality of thesis as a learning experience	1	2	3	4	5
9. Preparation for career or further education	1	2	3	4	5
10. Overall satisfaction with MPA curriculum	1	2	3	4	5

3. LEARNING OUTCOMES

Please rate the effectiveness of the MPA program in helping you develop and apply the following knowledge and skills directly applicable at professional levels in public, nonprofit, or health care organizations. 1 = Did not Improve, 5 = Greatly Improved

	Did not Improve	Slightly Improved	Neutral	Somewhat Improved	Greatly Improved
1. My knowledge of theory, research and practice in public administration.	1	2	3	4	5
2. My knowledge of theory, research and practice in leadership.	1	2	3	4	5
3. My knowledge of theory, research and practice in policy.	1	2	3	4	5
4. My critical thinking, problem solving, and research skills in analyzing information and addressing contemporary issues.	1	2	3	4	5
5. My interpersonal skills and abilities to communicate effectively with diverse constituency both individually and in group settings.	1	2	3	4	5

6. My overall skills in managing a public, nonprofit, or health care organization.	1	2	3	4	5
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4. PROGRAM FORMAT AND DELIVERY

Most classes in the MPA program are offered in six hour blocks on five Saturdays during the semester. We are interested to know about your level of satisfaction with the following items:

1 = Very Dissatisfied, 5 = Very Satisfied

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Core course availability	1	2	3	4	5
2. Course availability for electives	1	2	3	4	5
3. Class size of courses	1	2	3	4	5
4. Courses offered according to fixed schedule	1	2	3	4	5
5. Facilities, such as classrooms	1	2	3	4	5
6. Saturday face-to-face format	1	2	3	4	5
7. Number of classroom contact hours for a typical Saturday class	1	2	3	4	5
8. Offering of elective courses during summer	1	2	3	4	5
9. Hybrid format of delivery for core and elective courses	1	2	3	4	5
10. Online format of delivery for elective courses	1	2	3	4	5

5. FACULTY

Most classes in the MPA program are offered in six hour blocks on five Saturdays during the semester. We are interested to know about your level of satisfaction with the following items:

1 = Strongly Disagree, 5 = Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Most MPA faculty are genuinely interested in my professional development.	1	2	3	4	5
2. MPA faculty members are committed to achieving MPA program goals.	1	2	3	4	5
3. MPA faculty are accessible and responsive to my needs outside of class meetings.	1	2	3	4	5
4. MPA faculty provide appropriate curricular and career advising.	1	2	3	4	5
5. MPA faculty are aware of new developments in their field of study.	1	2	3	4	5
6. MPA faculty demonstrate scholarly competence in the field.	1	2	3	4	5
7. MPA faculty utilize a variety of teaching methods and techniques in their courses.	1	2	3	4	5
8. The MPA program has a learning environment characterized by mutual respect between students and faculty members.	1	2	3	4	5
9. The number of MPA faculty is adequate to support the MPA program.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 10. Most MPA faculty are genuinely interested in my professional development. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

6. CAPSTONE EXPERIENCE (COMPLETE IF YOU HAVE TAKEN CAPSTONE)

We are interested to know about your level of agreement with the following benefits related to a Capstone experience in the program.
1 = Strongly Disagree, 5 = Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It allowed a comprehensive review of the major theories and concepts covered in core courses.	1	2	3	4	5
2. It created an awareness of how the major concepts covered in the core courses fit into an overall understanding of public administration.	1	2	3	4	5
3. It allowed the application of knowledge, theory, and research gained in the MPA program to new or unstructured situations.	1	2	3	4	5
4. It allowed for a discussion of what has evolved in the issues covered by the core courses since taking them.	1	2	3	4	5
5. It allowed me to enhance further analytic and problem solving skills.	1	2	3	4	5
6. It allowed me to enhance further communication skills.	1	2	3	4	5
7. Others (please specify):					

7. OVERALL PERCEPTIONS ABOUT THE MPA PROGRAM. Please tell us about your overall perceptions of the MPA program:

1. What did you like about the MPA program?
2. What did you dislike about the MPA program?
3. What would you change about the MPA program?

8. SOCIO-DEMOGRAPHIC CHARACTERISTICS

Please circle one letter for each question.

-
- | | | | |
|--|-----------------------|---------------------|---------------------------------------|
| 1. What is your gender? | A. Male | B. Female | C. Prefer not to Reply |
| 2. What is your ethnicity? | A. White | B. African American | C. Native American |
| | D. Hispanic/Latino | E. Asian American | F. Other |
| 3. Are you an American citizen? | A. Yes | B. No | If No, please list your country: |
| 4. What is your age group? | A. <25 | B. 25-34 | C. 35-44 D. 45-53 E. >54 |
| 5. What is your employment status? | A. Employed | B. Unemployed | C. Retired D. Student |
| 6. Have you received promotion since graduation from the MPA program? | A. Yes | B. No | |
| 7. If employed, what type of agency are you currently associated with? | | | |
| A. Government (federal, state or local) | B. Health care agency | C. Nonprofit agency | |
| D. Private business organization | E. University | F. Police | F. Fire Department F. Other (specify) |
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THANK YOU VERY MUCH!

Appendix C

Current MPA Students Survey

1. HOW MANY SEMESTERS HAVE YOU SUCCESSFULLY COMPLETED? ____

2. IN WHAT EMPHASIS WERE YOUR ENROLLED?

- ____ general public administration
 ____ health care agency administration

3. CURRICULUM SATISFACTION

Thinking in terms of the MPA curriculum, please rate your level of satisfaction with the following items. 1 = Very Dissatisfied, 5 = Very Satisfied

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable
1. Academic rigor of the curriculum	1	2	3	4	5	6
2. Quality of instruction	1	2	3	4	5	6
3. Courses content	1	2	3	4	5	6
4. Variety of core courses	1	2	3	4	5	6
5. Variety of elective courses	1	2	3	4	5	6
6. Quality of capstone project as a learning experience	1	2	3	4	5	6
7. Quality of field project as a learning experience	1	2	3	4	5	6
8. Quality of thesis as a learning experience	1	2	3	4	5	6
9. Preparation for career or further education	1	2	3	4	5	6
10. Overall satisfaction with MPA curriculum	1	2	3	4	5	6

4. LEARNING OUTCOMES

Please rate the effectiveness of the MPA program in helping you develop and apply the following knowledge and skills directly applicable at professional levels in public, nonprofit, or health care organizations. 1 = Did not Improve, 5 = Greatly Improved

	Did not Improve	Slightly Improved	Neither/Nor	Somewhat Improved	Greatly Improved	Not Applicable
1. My knowledge of theory, research and practice in public administration.	1	2	3	4	5	6
2. My knowledge of theory, research and practice in leadership.	1	2	3	4	5	6
3. My knowledge of theory, research and practice in policy.	1	2	3	4	5	6
4. My critical thinking skills, problem-solving skills, and research skills in analyzing information and in addressing contemporary issues.	1	2	3	4	5	6

5. My interpersonal skills and abilities to communicate effectively with diverse constituency both individually and in group settings.	1	2	3	4	5	6
6. My skills in managing a public, nonprofit, or health care organization.	1	2	3	4	5	6

5.PROGRAM FORMAT AND DELIVERY

Most classes in the MPA program are offered in six hour blocks on five Saturdays during the semester. We are interested to know about your level of satisfaction with the following items:
1 = Very Dissatisfied, 5 = Very Satisfied

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Core course availability	1	2	3	4	5
2. Course availability for electives	1	2	3	4	5
3. Class size of courses	1	2	3	4	5
4. Courses offered according to fixed schedule	1	2	3	4	5
5. Facilities, such as classrooms	1	2	3	4	5
6. Saturday face-to-face format	1	2	3	4	5
7. Number of classroom contact hours for a typical Saturday class	1	2	3	4	5
8. Offering of elective courses during summer	1	2	3	4	5
9. Hybrid format of delivery for core and elective courses	1	2	3	4	5
10. Online format of delivery for elective courses	1	2	3	4	5

6.FACULTY

Most classes in the MPA program are offered in six hour blocks on five Saturdays during the semester. We are interested to know about your level of satisfaction with the following items:
1 = Strongly Disagree, 5 = Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Most MPA faculty are genuinely interested in my professional development.	1	2	3	4	5
2. MPA faculty members are committed to achieving MPA program goals.	1	2	3	4	5
3. MPA faculty are accessible and responsive to my needs outside of class meetings.	1	2	3	4	5
4. MPA faculty provide appropriate curricular and career advising.	1	2	3	4	5
5. MPA faculty are aware of new developments in their field of study.	1	2	3	4	5
6. MPA faculty demonstrate scholarly competence in the field.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 7. MPA faculty utilize a variety of teaching methods and techniques in their courses. | 1 | 2 | 3 | 4 | 5 |
| 8. The MPA program has a learning environment characterized by mutual respect between students and faculty members. | 1 | 2 | 3 | 4 | 5 |
| 9. The number of MPA faculty is adequate to support the MPA program. | 1 | 2 | 3 | 4 | 5 |
| 10. Most MPA faculty are genuinely interested in my professional development. | 1 | 2 | 3 | 4 | 5 |

7. OVERALL PERCEPTIONS ABOUT THE MPA PROGRAM. Please tell us about your overall perceptions of the MPA program:

4. What do you like about the MPA program?

5. What do you dislike about the MPA program?

6. What would you change about the MPA program?

8. SOCIO-DEMOGRAPHIC CHARACTERISTICS

Please circle one letter for each question.

1. What is your gender? A. Male B. Female C. Prefer not to Reply
2. What is your ethnicity? A. White B. African American C. Native American
D. Hispanic/Latino E. Asian American F. Other
2. Are you an American citizen? A. Yes B. No If No, please list your country:
3. What is your age group? A. <25 B. 25-34 C. 35-44 D. 45-53 E. >54
4. What is your employment status? A. Employed B. Unemployed C. Retired D. Student
5. Have you received promotion since graduation from the MPA program? A. Yes B. No
6. If employed, what type of agency are you currently associated with?
A. Government (federal, state or local) B. Health care agency C. Nonprofit agency
D. Private business organization E. University F. Police F. Fire Department F. Other (specify)

THANK YOU VERY MUCH!