Outcomes Assessment: Reporting the Results for Academic Year 2023-2024

Name of Program: Master of Public Administration (MPA)
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This report evaluates the University of Colorado Denver, School of Public Affairs' MPA program. The MPA program is a professional degree that is designed to produce: 1) generalist executives in the public and non-profit sectors, such as city managers, agency CEOs, department heads and mid-level managers; 2) specialists in fields such as local government and urban affairs, environmental law and policy, non-profit management, domestic violence, emergency management, and policy analysis and program evaluation; 3) program managers in areas such as human services, environmental protection, natural resource conservation, disaster management, domestic violence, local government, health, and administration of cultural and artistic programs; 4) elected officials in state and local government; and 5) corporate positions in public advocacy or affairs or in regulated areas.

The program developed **four learning objectives** which reflect the knowledge and skills our faculty believe students should obtain to earn their MPA. Students should be able to:
1) Demonstrate a broad base of knowledge concerning public or nonprofit management, policy, and research;
2) Use effective critical thinking and analytical skills to solve problems in public and nonprofit settings in a manner that will improve the public good;
3) Communicate effectively in writing; and
4) Communicate effectively in speaking.

Additionally, we evaluated **five identified competencies**[1] in this report. Students should be able to:
1) Lead and manage in public governance;
2) Participate in and contribute to the public policy process;
3) Analyze, synthesize, think critically, solve problems, and make decisions;
4) Articulate and apply a public service perspective; and
5) Communicate and interact productively with a diverse and changing workforce and citizenry.

Finally, the program assessed **two outcomes** that reflect our goals:
1) Graduates will work in professional management or policy positions in public or nonprofit settings.
2) Graduates will make use of the knowledge and skills they have gained to perform effectively in their positions.

We designed this MPA outcomes assessment to measure programmatic success in the above learning objectives, competencies, and outcomes.

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[1] These competencies are required by NASPAA, our accrediting body.

The following measurement instruments were used to assess our objectives, competencies, and outcomes:

1. *Rubric for Capstone Seminar:* We designed the capstone rubric (https://forms.ucdenver.edu/secure/5361_faculty_evaluation) to assess students' actual performance. Students complete the MPA program with a capstone class, PUAD 5361 Capstone Seminar. In this course, they complete an applied research project designed to demonstrate the knowledge and skills they have gained in the program. Students select a client-based project and are assessed by three readers: the primary instructor, another SPA faculty member, and a client or external reader. The rubrics rate students as below proficient, proficient, and above proficient in each of the four learning objectives. Readers also receive an opportunity to submit additional comments on each student's project. Readers submit these rubrics for each project at the end of every semester.

2. *Capstone Inventory of Competencies:* The five NASPAA-identified competencies are further delineated into 19 sub-competencies that provide operational definitions. The capstone inventory records which of the 19 sub-competencies a student's capstone project addresses. As all projects do not capture each sub-competency, this measure gives us a programmatic view of the overall competencies that SPA students express in their capstone research projects. Students identify the competencies and sub-competencies represented through the capstone process, and readers evaluate these student strengths for each project at the end of every semester.

3. *MPA Student Exit Survey:* After students complete the Capstone Seminar each semester, they are asked to complete a student exit survey. The survey is given to students as part of their graduation packet but filling out the survey is optional. The student exit survey asks students to assess the MPA program's effectiveness and contribution to improving students' knowledge, as well as oral and written communication skills; meeting students' educational needs; improving students' abilities in their current work positions and improving students' abilities in the job market.

4. *MPA Graduate Employment*: SPA gathers information from students at completion of the Capstone Seminar each semester as to whether they are employed or seeking employment at time of graduation and, if so, in which sectors and types of organizations.

5. *SPA Alumni Survey:* A retrospective survey is administered to all SPA alumni every few years. While some questions are presented to all alumni, we designed the survey so that MPA-related questions are directed to alumni of the MPA program. The survey asks MPA alumni about employment status, experiences at SPA, competencies, program quality, student support services, and demographics. We assess the responses of all MPA graduates, including recent MPA graduates. Due to staff turnover and a desire to revise the format and content, the survey was most recently administered in 2019.

Four Learning Objectives

To assess the four learning objectives, we look to rubric data for each student completing his/her capstone from the primary reader and the secondary reader. This report looks at data from the Summer

2023, Fall 2023, and Spring 2024 semesters. The four objectives are:

1) Demonstrate a broad base of knowledge concerning public or nonprofit management, policy, and research;
2) Use effective critical thinking and analytical skills to solve problems in public and nonprofit settings in a manner that will improve the public good;
3) Communicate effectively in writing; and
4) Communicate effectively in speaking.

In the Capstone rubrics, the primary instructor (first reader) and the second reader (SPA faculty) were asked to assess students on each learning objective.

1=Below proficient
2=Proficient
3=Above proficient

Not every student received a score from each reader in every category, which explains the variance in the number of students across learning objectives.

Learning Objective 1: Base of Knowledge
"The student's demonstration of his/her knowledge of public affairs or nonprofit research, theory, and practice."

The following tables aggregate the data from the Summer 2023, Fall 2023, and Spring 2024 semesters to provide data points that are more readily accessible.

Program/Modality	N	Average score of first and second readers
Traditional MPA	46	2.31
Accelerated MPA	16	2.17
Executive MPA	12	2.77
Online only MPA	27	2.44

Concentration	N	Average score of first and second readers
Disasters, Hazards, and Emergency Management	3	2.33
Education Policy	3	1.83
Emergency Management and Homeland Security	5	2.3
Environmental Policy and Management	10	2.9
Gender-Based Violence	3	2.83
Local Government	11	2.5
Nonprofit Management	15	2.18
Public Policy	17	2.28
No Concentration	34	2.33

Learning Objective 2: Critical Thinking
"The student's demonstration of critical thinking skills."

Program/Modality	N	Average score of first and second readers
Traditional MPA	46	2.38
Accelerated MPA	16	2.17
Executive MPA	12	2.77
Online only MPA	27	2.43

Concentration	N	Average score of first and second readers
Disasters, Hazards, and Emergency Management	3	2.67
Education Policy	3	2.17
Emergency Management and Homeland Security	5	2.4
Environmental Policy and Management	10	2.8
Gender-Based Violence	3	2.83
Local Government	11	2.55
Nonprofit Management	15	2.18
Public Policy	17	2.31
No Concentration	34	2.33

Learning Objective 3: Written Communication

"The student's demonstration of written communication skills."

Program/Modality	N	Average score of first and second readers
Traditional MPA	46	2.39
Accelerated MPA	16	2.17
Executive MPA	12	2.82
Online only MPA	27	2.41

Concentration	N	Average score of first and second readers
Disasters, Hazards, and Emergency Management	3	2.67
Education Policy	3	2.5
Emergency Management and Homeland Security	5	2.4
Environmental Policy and Management	10	2.75
Gender-Based Violence	3	2.83
Local Government	11	2.5
Nonprofit Management	15	2.25
Public Policy	17	2.19
No Concentration	34	2.38

Learning Objective 4: Oral Communication

"The student's demonstration of oral communication skills."

Program/Modality	N	Average score of first and second readers
Traditional MPA	46	2.32
Accelerated MPA	16	2.17
Executive MPA	12	2.86
Online only MPA	27	2.31

Concentration	N	Average score of first and second readers
Disasters, Hazards, and Emergency Management	3	2.17
Education Policy	3	2.5
Emergency Management and Homeland Security	5	2.3

Environmental Policy and Management	10	2.75
Gender-Based Violence	3	2.5
Local Government	11	2.32
Nonprofit Management	15	2.29
Public Policy	17	2.25
No Concentration	34	2.33

Learning Objectives Summary

With a score of 2 indicating proficiency, average scores indicate SPA Capstone students perform above a proficient level for each learning objective. Looking at these data by modality and concentration paints a similar picture. Across all four learning objectives, the difference across modalities ranged from 2.17- 2.86. The variation of these data by concentration is wider than by modality—ranging from a low of 1.83 in the Education Policy concentration (although this is based on only three students) to a high of 2.9 in the Environmental Policy and Management concentration.

Five Competencies

To assess the five NASPAA-identified competencies, we look to survey data from three sources: The *Capstone Rubrics* (Summer 2023, Fall 2023 and Spring 2024); the *MPA Student Exit Surveys* (Fall 2022 and Spring 2023)[1]; and the *SPA Alumni Survey* (2019). We analyzed specific questions for each competency, identified below. The five competencies are as follows:

1) Lead and manage in public governance;
2) Participate in the policy process;
3) Analyze, synthesize, think critically, solve problems, and make decisions;
4) Articulate and apply a public service perspective; and
5) Communicate and interact productively with a diverse and changing workforce and citizenry.

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[1] Note that the Fall 2023 and Spring 2024 Exit Survey data were unavailable, so this report uses the latest responses from the 2022-2023 academic year. The results differ from last year's outcome assessment report due to additional responses becoming available since then for the 2022-2023 survey.

Competency 1: Lead and Manage

Modality/ Concentration	N	1 = This category is both relevant to the project AND was performed proficiently	2 = This category was relevant to the project but was NOT performed proficiently	3 = Not relevant to project
Traditional MPA	46	23	1	22
Accelerated MPA	16	13	0	3
Executive MPA	12	9	0	3
Online only MPA	27	24	0	3
Disasters, Hazards, and Emergency Management	3	1	0	2
Education Policy	3	2	1	0
Emergency Management and Homeland Security	5	2	0	3
Environmental Policy and Management	10	6	0	4
Gender-Based Violence	3	2	0	1
Local Government	11	8	0	3
Nonprofit Management	15	11	0	4
Public Policy	17	12	0	5
No Concentration	34	25	0	9

Data Source: Faculty Readers' Ratings of Capstones

Source	Data Collection	Sampling	A great deal	A good deal	Somewhat	Not much	Not at all
MPA Exit Survey	"How much do you believe your coursework at SPA has improved your abilities and understanding in 'my understanding and ability to apply theories of leadership to motivate people, build teams, and manage change'"	Fall 22 N=14	6 42.86%	6 42.86%	2 14.29%	0	0
		Spring 23 N= 22	13 59.09%	6 27.27%	2 9.09%	1 5.56%	0

Source	Data Collection	Sampling	No Ability	Basic	Very Good	Excellent
SPA Triennial Alumni Survey (2019)	"Based on what you learned in the MPA program, please rate your ability to lead and manage in public governance"	All MPA Alumni Respondents N=55	2 (2%)	8 (18%)	9 (16%)	36 (62%)

Program/Modality

Upon completing the traditional MPA, 52.17% of students chose a capstone project that emphasized the lead and change competency. Of those, 95.83% successfully demonstrated that competency in the capstone project. Upon completing the Accelerated MPA, 81.25% of students chose a capstone project that emphasized the lead and change competency. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Executive MPA, 75% of students chose a capstone project that emphasized the lead and change competency. Of those, 100% successfully demonstrated that competency in the capstone project. Of those students completing the MPA exclusively online, 88.89% chose a capstone project that emphasized the lead and change competency. Of those, 100% successfully demonstrated that competency in the capstone project.

In answer to the question, "*How much do you believe your coursework at SPA has improved your abilities and understanding in 'my understanding and ability to apply theories of leadership to motivate people, build teams, and manage change,'*" 86.11% of graduating students positively responded either a "great deal" or a "good deal" (higher than the 84.85% of graduating students that responded positively in AY 2021-2022).

In answer to the question, "*Based on what you learned in the MPA program please rate your ability to lead and manage in public governance,*" 81.82% of alumni responded that their ability to lead and manage in public governance was "very good" or "excellent" for AY 2019-2020. This response represented a 9.58% decrease over AY 2017-2018 (using 2016 SPA Alumni Triennial Survey data). However, the most significant issue with the 2019 Triennial Alumni Survey was the low response rate (an N of 55 in the 2019 survey versus an N of 93 in the 2016 survey). This result has prompted a continuing examination of the survey itself. A working group comprised of SPA staff and faculty have worked on eliminating redundancies and shortening the survey length.

Competency 2: Participate in the Policy Process

Modality/ Concentration	N	1 = This category is both relevant to the project AND was performed proficiently	2 = This category was relevant to the project but was NOT performed proficiently	3 = Not relevant to project
Traditional MPA	46	23	0	23
Accelerated MPA	16	12	0	4
Executive MPA	12	8	0	4
Online only MPA	27	20	0	7
Disasters, Hazards, and Emergency Management	3	2	0	1
Education Policy	3	2	0	1
Emergency Management and Homeland Security	5	2	0	3
Environmental Policy and Management	10	7	0	3
Gender-Based Violence	3	2	0	1
Local Government	11	7	0	4
Nonprofit Management	15	10	0	5
Public Policy	17	10	0	7
No Concentration	34	21	0	13

Data Source: Faculty Readers' Ratings of Capstones

Source	Data Collection	Sampling	A great deal	A good deal	Somewhat	Not much	Not at all
MPA Exit Survey	"How much do you believe your coursework at SPA has improved your abilities and understanding in the following areas? 'My understanding and ability to apply tools for engaging citizens in the policy process'"	Fall 22 N=14	4 28.57%	8 57.14%	1 7.14%	1 7.14%	0
		Spring 23 N=22	9 40.91%	9 40.91%	4 18.18%	0	0

Source	Data Collection	Sampling	No Ability	Basic	Very Good	Excellent
SPA Triennial Alumni Survey (2019)	"Based on what you learned in the MPA program, please rate your ability to participate in the policy process"	All MPA Alumni Respondents N=145	2 (1%)	35 (24%)	71 (49%)	37 (26%)

Program/Modality

Upon completing the traditional MPA, 50% of students chose a capstone project that emphasized the policy process competency. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Accelerated MPA, 75% of students chose a capstone project that emphasized the policy process competency. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Executive MPA, 66.67% of students chose a capstone project that emphasized the policy process competency. Of those, 100% successfully demonstrated that competency in the capstone project. Of those students completing the MPA exclusively online, 74.07% chose a capstone project that emphasized the policy process competency. Of those, 100% successfully demonstrated that competency in the capstone project.

In answer to the question, "*How much do you believe your coursework at SPA has improved your abilities and understanding in 'My understanding and ability to apply tools for engaging citizens in the policy process,' *" 83.33% of graduating students positively responded either a "great deal" or a "good deal" (higher than the 78.79% in 2021-2022).

In answer to the question, "*Based on what you learned in the MPA program, please rate your ability to participate in the policy process*," 75% of alumni (the same % as in AY 2017-2018, using 2016 alumni data) answered "very good" or "excellent."

Competency 3: Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

Modality/ Concentration	N	1 = This category is both relevant to the project AND was performed proficiently	2 = This category was relevant to the project but was NOT performed proficiently	3 = Not relevant to project
Traditional MPA	46	31	1	14
Accelerated MPA	16	13	0	3
Executive MPA	12	10	0	2
Online only MPA	27	24	1	2
Disasters, Hazards, and Emergency Management	3	2	0	1
Education Policy	3	2	1	0
Emergency Management and Homeland Security	5	2	0	3
Environmental Policy and Management	10	8	0	2
Gender-Based Violence	3	2	0	1
Local Government	11	11	0	0
Nonprofit Management	15	11	1	3
Public Policy	17	14	0	3
No Concentration	34	26	0	8

Data Source: Faculty Readers' Ratings of Capstones

Source	Data Collection	Sampling	A great deal	A good deal	Somewhat	Not much	Not at all
MPA Exit Survey	How much do you believe your coursework at SPA has improved your abilities and understanding in 'My ability to select and use appropriate research methods to find, collect, synthesize, and analyze data?'"	Fall 22 N=14	6 42.86%	6 42.86%	1 7.14%	1 7.14%	0
		Spring 23 N=22	13 59.09%	7 31.82%	2 9.09%	0	0

Source	Data Collection	Sampling	No Ability	Basic	Very Good	Excellent
SPA Triennial Alumni Survey (2019)	"Based on what you learned in the MPA program, please rate your ability to analyze, synthesize, think critically, solve problems, and make decisions"	All MPA Alumni Respondents N=53	1 (2%)	7 (13%)	17 (32%)	28 (53%)

Program/Modality

Upon completing the traditional MPA, 69.57% of students chose a capstone project that emphasized the competency to analyze, synthesize, think critically, solve problems, and make decisions. Of those, 96.88% successfully demonstrated that competency in the capstone project. Upon completing the Accelerated MPA, 81.25% of students chose a capstone project that emphasized the competency to analyze, synthesize, think critically, solve problems, and make decisions. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Executive MPA, 83.33% of students chose a capstone project that emphasized the competency to analyze, synthesize, think critically, solve problems, and make decisions. Of those, 100% successfully demonstrated that competency in the capstone project. Of those students completing the MPA exclusively online, 92.59% chose a capstone project that emphasized the competency to analyze, synthesize, think critically, solve problems, and make decisions. Of those, 96% successfully demonstrated that competency in the capstone project.

In answer to the question, "*How much do you believe your coursework at SPA has improved your abilities and understanding in 'My ability to select and use appropriate research methods to find, collect, synthesize, and analyze data?*'", 88.89% of graduating students positively responded either a "great deal" or a "good deal" (a significant improvement from the 72.73% in AY 2021-2022).

In answer to the question, "*Based on what you learned in the MPA program, please rate your ability to analyze, synthesize, think critically, solve problems, and make decisions,*" 85% of all alumni (versus 89% in AY 2017-2018, using 2016 alumni data) answered "very good" or "excellent."

Competency 4: Articulate/Apply a Public Service Perspective

Modality/ Concentration	N	1 = This category is both relevant to the project AND was performed proficiently	2 = This category was relevant to the project but was NOT performed proficiently	3 = Not relevant to project
Traditional MPA	46	25	0	21
Accelerated MPA	16	13	0	3
Executive MPA	12	8	0	4
Online only MPA	27	22	0	5
Disasters, Hazards, and Emergency Management	3	1	0	2
Education Policy	3	2	0	1
Emergency Management and Homeland Security	5	2	0	3
Environmental Policy and Management	10	6	0	4
Gender-Based Violence	3	0	0	3
Local Government	11	9	0	2
Nonprofit Management	15	12	0	3
Public Policy	17	11	0	6
No Concentration	34	24	0	10

Data Source: Faculty Readers' Ratings of Capstones

Source	Data Collection	Sampling	A great deal	A good deal	Somewhat	Not much	Not at all
MPA Exit Survey	"How much do you believe your coursework at SPA has improved your abilities and understanding in 'My ability to identify public service values and public integrity?'"	Fall 22 N=14	8 57.14%	5 35.71%	1 7.14%	0	0
		Spring 23 N=22	14 63.64%	8 36.36%	0	0	0

Source	Data Collection	Sampling	No Ability	Basic	Very Good	Excellent
SPA Triennial Alumni Survey (2019)	"Based on what you learned in the MPA program, please rate your ability to articulate and apply a public service perspective"	All MPA Alumni Respondents N=53	1 (1%)	7 (14%)	22 (42%)	23 (43%)

Program/Modality

Upon completing the traditional MPA, 54.35% of students chose a capstone project that emphasized the competency to articulate and apply a public service perspective. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Accelerated MPA, 81.25% of students chose a capstone project that emphasized the competency to articulate and apply a public service perspective. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Executive MPA, 66.67% of students chose a capstone project that emphasized the competency to articulate and apply a public service perspective. Of those, 100% successfully demonstrated that competency in the capstone project. Of those students completing the MPA exclusively online, 81.48% chose a capstone project that emphasized the competency to articulate and apply a public service perspective. Of those, 100% successfully demonstrated that competency in the capstone project.

In answer to the question, "*How much do you believe your coursework at SPA has improved your abilities and understanding in 'My ability to identify public service values and public integrity?",* 97.22% of graduating students positively responded either a "great deal" or a "good deal" (a significant improvement from the 84.85% in AY 2021-2022).

In answer to the question, "*Based on what you learned in the MPA program, please rate your ability to articulate and apply a public service perspective,*" 85% (versus 91% in AY 2017-2018, using 2016 alumni data) of alumni answered, "very good" or "excellent."

Competency 5: Communicate and Interact

Modality/ Concentration	N	1 = This category is both relevant to the project AND was performed proficiently	2 = This category was relevant to the project but was NOT performed proficiently	3 = Not relevant to project
Traditional MPA	46	23	0	23
Accelerated MPA	16	11	0	5
Executive MPA	12	8	0	4
Online only MPA	27	24	0	3
Disasters, Hazards, and Emergency Management	3	1	0	2
Education Policy	3	2	0	1
Emergency Management and Homeland Security	5	2	0	3
Environmental Policy and Management	10	5	0	5
Gender-Based Violence	3	1	0	2
Local Government	11	8	0	3
Nonprofit Management	15	12	0	3
Public Policy	17	12	0	5
No Concentration	34	23	0	11

Data Source: Faculty Readers' Ratings of Capstones

Source	Data Collection	Sampling	A great deal	A good deal	Somewhat	Not much	Not at all
MPA Exit Survey	"How much do you believe your coursework at SPA has improved your abilities and understanding in 'my ability to apply different perspectives in assessing and understanding research to generate policy and management decision alternatives?'"	Fall 22 N=14	8 57.14%	5 35.71%	1 7.14%	0	0
		Spring 23 N=22	15 68.18%	6 27.27%	1 4.55%	0	0

Source	Data Collection	Sampling	No Ability	Basic	Very Good	Excellent
SPA Triennial Alumni Survey (2019)	"Based on what you learned in the MPA program, please rate your ability to communicate and interact productively with a diverse and changing workforce and citizenry"	All MPA Alumni Respondents N=55	1 (1%)	10 (19%)	21 (38%)	23 (42%)

Program/Modality

Upon completing the traditional MPA, 50% of students chose a capstone project that emphasized the competency to communicate and interact productively with a diverse and changing workforce and citizenry. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Accelerated MPA, 68.75% of students chose a capstone project that emphasized the competency to communicate and interact productively with a diverse and changing workforce and citizenry. Of those, 100% successfully demonstrated that competency in the capstone project. Upon completing the Executive MPA, 66.67% of students chose a capstone project that emphasized the competency to communicate and interact productively with a diverse and changing workforce and citizenry. Of those, 100% successfully demonstrated that competency in the capstone project. Of those students completing the MPA exclusively online, 88.89% chose a capstone project that emphasized the competency to communicate and interact productively with a diverse and changing workforce and citizenry. Of those, 100% successfully demonstrated that competency in the capstone project.

In answer to the question, "*How much do you believe your coursework at SPA has improved your abilities and understanding in 'my ability to apply different perspectives in assessing and understanding research to generate policy alternatives?'*", 94.44% of graduating students positively responded either a "great deal" or a "good deal" (higher than 87.88% in AY 2021-2022).

In answer to the question, "*Based on what you learned in the MPA program, please rate your ability to communicate and interact productively with a diverse and changing workforce and citizenry*," 80% of alumni (down 6.3% since AY 2017-2018, using 2016 alumni data) answered "very good" or "excellent." These percentage decreases are likely driven by several factors in addition to the SPA program and coursework. As individuals become more conversant in diversity, equity, and inclusion issues, they can become more aware of the work they themselves need to do.

Two Outcomes

To assess the MPA program's overall career impact we have two outcomes:

1) Graduates will work in professional management or policy positions in public or nonprofit settings.

2) Graduates will make use of the knowledge and skills they have gained to perform effectively in their positions.

Outcome 1: Employment

To assess this outcome, we collect data from graduating students via a final capstone form. The specific question asked: *Please choose which description most closely matches your current employment status?*

Employer	Number
National or central government in the same country as the program	4
State, provincial or regional government in the same country as the program	20
City, County, or other local government in the same country as the program	17
Government not in the same country as the program (all levels) or international quasi-governmental	13
Nonprofit domestic-oriented	21
Nonprofit/NGOs internationally-oriented	1
Private Sector - Research/Consulting	2
Private Sector but not research/ consulting	9
Obtaining further education	0
Military Service	1
Unemployed (not seeking employment)	1
Unemployed (seeking employment)	12
Status Unknown	0
Total	**101**

88 of 101 graduates, or 87%, of graduates are employed at the time of capstone completion. Of those employed, 77 (or 88%) are employed in a public or nonprofit organization.

Outcome 2: Making Use of Knowledge and Skills

To assess this outcome, we used two survey questions from the most recent MPA Alumni survey.

Source	Data Collection	Scoring	Sample	Results
SPA Triennial Alumni Survey (2019)	"Has obtaining your degree at SPA helped you advance your current position or secure better employment?	Yes or no.	All MPA alumni responses. N=48	Yes: 32 (65%) No: 16 (35%)

Source	Data Collection	Scoring	Sample	Results
SPA Triennial Alumni Survey (2019)	"In your opinion, did the MPA program enhance your ability to integrate (high levels of quality) into your professional work?"	No, not at all Yes, a little Yes, somewhat Yes, significantly	All MPA alumni responses. N=53	1 (5%) 11 (20%) 14 (26%) 27 (52%)

Assessment Report Conclusions

Overall, the assessment of student learning objectives, NASPAA-identified competencies, and career outcomes suggest that our MPA program performs well, with room for further improvement in student competency achievement. Looking at the faculty Capstone reader evaluation data by modality/program, most students in each of the program modalities: traditional MPA, Executive MPA, and Accelerated MPA, online-only MPA, are addressing each of the five competencies at proficient levels.

Looking at the faculty Capstone reader evaluation data by concentration, most students in each of the eight concentrations (education policy, local government; disasters, hazards, and emergency management; emergency management and homeland security; environmental policy and management; nonprofit management; and gender-based violence, public policy) are addressing each of the five competencies at proficient, albeit varying, levels.

Shortcomings related to our assessments include the continued need to increase the response rate for the MPA Exit Survey and relaunch the Alumni Survey. The shift to online capstone presentations has negatively impacted Exit Survey completion rates, while staff turnover, staff capacity, and the COVID-19 pandemic have limited the ability to field the Alumni Survey on the historic schedule.